**PP2 MATHEMATICS SCHEME OF WORK TERM THREE**

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| W EE K | LE SS O N | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTION | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE | ASSESSEMEN T | REFLECTION |
| 1 | 1-2 | **MEASUR EMENT** | **Mass (heavy and light** | By the end of the sub-strand, thelearner should beable to:collect different objects from the environment | Who betweenyou isheavier or lighter | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrate liftingobjects of differentmass | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Mass****(heavy and light** | By the end of thesub-strand, the learner should be able to:collect differentobjects from the environment | Whobetween you is heavier or lighter | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Few learnersdemonstrate lifting objects of different mass | Realiacharts | ObservationOralquestions |  |
|  | 5 |  | **Mass (heavy and light** | By the end of the sub-strand, the learner should beable to:lift different objects in the environment for comparing their heaviness | Who between you isheavier orlighter | Critical thinking Communication and collaboration | Unity Peace humility | Learners demonstrate lifting objects of differentmass | Realia charts | Observation Oral questions |  |

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| 2 | 1-2 |  | **Mass (heavy and light** | By the end of the sub-strand, the learner should beable to:lift different objectsin the environment for comparing their heaviness | Who between you isheavier or lighter | Critical thinking Communication and collaboration | Unity Peace humility | Learners demonstrate lifting objects of differentmass | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Mass****(heavy and light** | By the end of thesub-strand, thelearner should be able to:compare heavy and light objects in theenvironment | Whobetweenyou is heavier or lighter | Critical thinking Communication andcollaboration | UnityPeace humility | In groups/pairs,learners play gamesinvolving comparison of mass (play on a sea saw; back to back lifting | Realiacharts | ObservationOral questions |  |
|  | 5 |  | **Mass****(heavy and light** | By the end of thesub-strand, the learner should be able to:enjoy manipulatingobjects of different mass in daily life experiences | Whobetween you is heavier or lighter | Critical thinkingCommunication and collaboration | UnityPeace humility | In groups/pairs,learners play games involving comparison of mass (play on a sea saw; back to back lifting | Realiacharts | ObservationOral questions |  |
| 3 | 1-2 |  | **Capacity****(how****much a container can hold** | By the end of thesub-strand, the learner should be able tofill and empty different containers with different | How manyof thesmall containers can fill the big container? | Critical thinkingCommunicationandcollaboration | UnityPeace humility | Guide learners infilling andemptying small and large containers using sand, wateror seeds | Realiacharts | ObservationOral questions |  |

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|  |  |  |  | objects and substances |  |  |  |  |  |  |  |
|  | 3-4 |  | **Capacity (how much a container can hold** | By the end of the sub-strand, the learner should be able to compare sizes of containers using through filling and emptying using different substances and objects | How many of thesmall containerscan fill the big container? | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrates comparing big and small containers bytelling how many small ones can fill a big one and vice versa | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Capacity (how much a container can hold** | By the end of the sub-strand, the learner should be able to enjoy filling and emptying containers in the environment | How many of thesmall containerscan fill the big container? | Critical thinking Communication and collaboration | Unity Peace humility | Learners to watch a video on filling and emptying containers.Learners to watch a video on comparing containers of different sizes. |  |  |  |
| 4 | 1-2 |  | **Time****(Daily routines** | By the end of thelesson, the learner should be able to: compare sizes of shadows at different times of the day to determine their sizes | Whichshadow is longer or shorter | Critical thinkingCommunication and collaboration | UnityPeace humility | Learners tocompare sizes of shadows at different time s of the day | Realiacharts | ObservationOral questions |  |
|  | 3-4 |  | **Time****(Daily** | By the end of the lesson, the learner | Which shadow is | Critical thinkingCommunication | UnityPeace | Learners to compare sizes of | Realia charts | ObservationOral |  |

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|  |  |  | **routines** | should be able to: compare sizes of shadows at differenttimes of the day to determine their sizes | longer or shorter | and collaboration | humility | shadows at different time s of the day |  | questions |  |
|  | 5 |  | **Time****(Daily routines** | By the end of thelesson, the learner should be able to: use vocabulary related to time for effective communication | Whichshadow is longer or shorter | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learners talk aboutvocabulary related to time morning;afternoon; evening day and night | Realiacharts | ObservationOralquestions |  |
| 5 | 1-2 |  | **Time (Daily routines** | By the end of the lesson, the learner should be able to:\observe toolsused for telling time | Which shadow is longer or shorter | Critical thinking Communication and collaboration | Unity Peace humility | Learners to watch a video on activities of the daily routine | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Time (Daily routines** | By the end of the lesson, the learner should be able to: name tools used fortelling time (clock;calendar; mobile phone; animals and birds | Which shadow is longer or shorter | Critical thinking Communication and collaboration | Unity Peace humility | Learners to watch a video on activities of the daily routine | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Time (Daily routines** | By the end of thelesson, the learner should be able to: | Whichshadow is longer or | Critical thinking Communication and | UnityPeacehumility | Teacher guideslearners to identify days of the week. | Realiacharts | ObservationOralquestions |  |

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|  |  |  |  | name the days of the week and themonths of the year | shorter | collaboration |  | Teacher guides learners to talk about months of theyear |  |  |  |
| 6 | 1-2 |  | **Money****(Kenyan****currency) coins and notes** | By the end of thelesson, the learnershould be able to: observe types of Kenyan currency for familiarity | What canyou see onthe coin or note? | Critical thinkingCommunicationand collaboration | UnityPeace humility | Learners are guidedto look at and talkabout different sample currencies and identify Kenyan coins and notes | Realiacharts | ObservationOral questions |  |
|  | 3-4 |  | **Money****(Kenyan currency) coins and notes** | By the end of thelesson, the learner should be able to: identify Kenyan currency coins and notes for distinguishing them from other currencies | What canyou see on the coin or note? | Critical thinkingCommunication and collaboration | UnityPeace humility | A few learnersidentifies Kenyan coins and notes | Realiacharts | ObservationOral questions |  |
|  | 5 |  | **Money****(Kenyan currency) coins and notes** | By the end of thelesson, the learner should be able to: buy items using Kenyan coins and notes of different denominations | What canyou see on the coin or note? | Critical thinkingCommunicationand collaboration | UnityPeacehumility | In groups or pairs,learners role play buying and selling from a shop corner.\ Learners to matchand pair Kenyan currency – coins and notes using ICT devices | Realiacharts | ObservationOralquestions |  |
| 7 | 1-2 |  | **Money****(Kenyan****currency)** | By the end of thelesson, the learnershould be able to: | What canyou see onthe coin or | Critical thinkingCommunicationand | UnityPeace | In groups or pairs,learners role playbuying and selling | Realiacharts | ObservationOral |  |

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|  |  |  | **coins and notes** | save money for future use | note? | collaboration | humility | from a shop corner.\ Learners to match and pair Kenyan currency – coinsand notes usingICT devices |  | questions |  |
|  | 3-4 |  | **Money (Kenyan currency) coins and notes** | By the end of the lesson, the learner should be able to:make a simplebudget basing on own needs | What can you see on the coin ornote? | Critical thinking Communication and collaborationBy the end of the lesson, the learner should be able to | Unity Peace humility | In groups or pairs, learners role play buying and sellingfrom a shop corner.\ Learners to match and pair Kenyan currency – coins and notes usingICT devices | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Money****(Kenyan currency) coins and notes** | By the end of thelesson, the learner should be able to: appreciate the use of Kenyan currency in their daily life | What canyou see on the coin or note? | Critical thinkingCommunication and collaboration | UnityPeace humility | In groups or pairs,learners role play buying and selling from a shop corner.\ Learners to matchand pair Kenyan currency – coins and notes using ICT devices | Realiacharts | ObservationOral questions |  |
| 8 | 1-2 |  | **Area****(surfaces of objects** | By the end of thelesson, the learnershould be able to observe objects with different surfaces in the environment for determining their sizes | What elsecan we use to cover a given surface | Critical thinkingCommunicationand collaboration | UnityPeacehumility | learners to observedifferent surfaces of objects | Realiacharts | ObservationOralquestions |  |

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|  | 3-4 |  | **Area (surfaces of objects** | By the end of thelesson, the learnershould be able to identify surfaces of different objects in the environment | What elsecan we useto cover a given surface | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learners identifysurfaces ofdifferent objects in the environment.In small groups or pairs, learnersmeasure and compare different surfaces of objects | Realiacharts | ObservationOralquestions |  |
|  | 5 |  | **Area (surfaces of objects** | By the end of the lesson, the learner should be able to cover surfaces of different objects by using not more than20 smaller similarobjects | What else can we use to cover agiven surface | Critical thinking Communication and collaboration | Unity Peace humility | Learners cover surfaces usingsmall objects in theenvironment | Realia charts | Observation Oral questions |  |
| 9&10 |  | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT |