**GRADE**: TWO **SHAMPULE P. SCHOOL** **YEAR**: 2017

**SUBJECT**: NUMERACY **SCHEMES OF WORK** **TERM**: TWO

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| **WK** | **TOPIC** | **SPECIFIC OUTCOMES** | **KNOWLEDGE** | **VALUES** | **T/L AID** | **REF.** | **COMENT** |
| 1.  2.  3.  4.  5.  6.  7.  8.  9.  10.  11.  12.  13. | **MULTIPLICATION**  **DIVISION**  **NUMBER PATTERN**  **MEASURES**  **REVISION**  **TERM TEST**  **CLOSURE** | 2.5.1 Express multiplication as repeated addition  2.5.2 Multiply single digit numbers 2.5.3 Memorize the multiplication table of single digit numbers  2.5.4 Use Multiplication vocabulary 2.5.5 Apply Multiplication in real life situations.  2.6.1 Express division as repeated subtraction or sharing  2.6.2 Use division vocabulary  2.6.3 Divide numbers whose divisor and quotient is single digit.  2.6.4 Apply division in real life situations.  2.7.1 Recognize and use number patterns involving the four mathematical operations.  2.7.2 Determine the rule in the number pattern.  2.8.1 Read and tell time in full hours 2.8.2 Measures of different objects using standard units. (cm, mm, m) 2.8.3 Find the perimeter of simple plane figures. | • Grouping items/objects in twos (2s), fives (5s), threes (3s), fours (4s) up to ten (10s) and finding their values • Understanding the concept of multiplication using some model (i.e. Multiplication as repeated addition – e.g. 2+2+2+2 = 4x2; 4+4 = 2x4; 3+3+3+3+3 = 5x3 ) • Multiplication sign • Multiplication vocabulary ( multiplicand, multiplier, factor, product) • Multiplying single digits numbers. • Introduction to the single-digits number multiplication tables. • Commutative law of multiplication (Emphasis is on highlighting commutation of numbers rather than the Law i.e. 2x3 =3x2) • Property of one as an identity in multiplication (i.e. Any number multiplied by 1 equals that number) • Multiplying quantities.  -Understanding the concept of division as repeated subtraction or  Sharing • Using division vocabulary (divisor, dividend, quotient, remainder) • Divide single by single digits numbers. • Divide two digit by single digit numbers WITHOUT LEAVING A REMAINDER (Relate division to multiplication e.g. 7x8 = 56 which is 56÷7 = 8 or 56÷8 = 7) • Dividing quantities in real life situations (application).  • Number patterns involving the four mathematical operations (+, -, ×, ÷) • Determining the rule in the number pattern • Ordering numbers in terms of magnitude.  • The analogue clock in relation to Morning, Midday, Afternoon, Evening, Night. • Time in full hours and minutes. (30 minute-interval) using the 12 hour analogue clock • Measuring length of shapes and objects using standard units (cm, mm, m). • Finding the perimeter of simple plane figures (square and rectangle). | • Appreciation of the meaning of multiplication  • Teamwork through cooperative learning  • Appreciation of the meaning of  Multiplication  • Teamwork through cooperative learning.  • Curiosity to explore different number pattern.  • Awareness of usefulness of analogue clock.  • Curiosity of measuring different objects. | -Wall chart  -Wall chart  -Wall chart    -Wall chart, book 2  -Wall chart | -Syll. TG & Book 2.    -Syll. TG & Book 2.  -Syll. TG & Book 2.  -Syll. TG & Book 2. |  |

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