SAMPLE OF SCHEME OF WORK

Teacher's Name:……..	**Academic year: 2025-2026**
School Name:…….	**Term: 1**
Class: P2	**Number of weeks per term: 15**
Subject: MATHEMATICS	**Number of periods per week: 5 periods**

UNIT 1: NUMBERS FROM 0 TO 200. (25 PERIODS)
Key unit competence: Pupils will be able to count, read, write, arrange, compare, add and subtract, multiply and divide whole numbers from 0 up to 200.

Dates/ weeks	Lesson title and periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment	references	Weekly observation / remarks
Week 1 **8-12/9/2025**	**Lesson1:** Introduction of the unit. **(1 period)**	Explain where numbers are used in real life.	Numbers, digits, write numbers.	-Ask pupils to look at the picture. -Lead pupils to give predictions on what they need to learn on numbers up to 200.	pupil's book, counters (or beans and bottle tops), pens and notebooks.	Pupils should be given oral and written questions to identify numbers on real objects.	Mathematics Primary pupil's book P2 version edited in 2023 (page1)	
	Lesson2: Counting groups of objects up to 200 **(2 periods)**	Understand and discover the concept of numbers up to 200.	Numbers and digits	-Ask every learner to get the counters that he or she brought and put similar ones together and ask them to make a collection	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk,	Pupil's should be assessed through oral and written questions including	Mathematics Primary pupil's book P2 version edited in	

				of 100 similar counters. - Ask pupils to count them in tens and in hundreds. Let them make 2 groups of hundreds. - Lead pupils to read and write a 3-digit number from 101 to 200 (use from activity 1.1.1)	and number cards	counting groups of objects up to 200	2023 (page1-4)	
	Lesson3: Place value of each digit for numbers up to 200 **(1 period)**	Group numbers up to 200 into ones, tens and hundreds.	Numbers, group, digits	-Use the abacus, base ten tools, or bundle of sticks to represent different numbers -Ask pupils to draw a table of place value in their notebooks -Invite some groups to present their findings and then help them to harmonize - Form groups of pupils and assign them to try questions of activity 1.2.3	Abacus, base ten tools, the table of place values or bundle of sticks; number cards, different types of counters.	Pupil's should be assessed through oral and written questions involving place values of numbers up to 200	Mathematics Primary pupil's book P2 version edited in 2023 (page4-6)	

	Lesson4: Reading and writing numbers up to 200 in words **(1 period)**	Read and write in words the numbers up to 200.	Read, write and numbers	-Use base ten tools or bundle of sticks to represent different numbers and guide learners how to reduce to write the number in words -Guide pupils to write other numbers from 0 to 100 in words - Form groups of pupils and assign them to read the number and try to write it in words. Use activity 1.2.3 (from b to e) -Assign each pupil to work individually on questions of application activity 1.3.	Abacus, base ten tools, the table of place values or bundle of sticks; Number cards with different numbers between 100 and 200 in different colours	Pupils will be providing written and oral answers for questions involving reading and writing numbers up to 200 in words.	Mathematics Primary pupil's book P2 version edited in 2023 (page7-9)	
Week 2 15-19/9/2025	**Lesson6:** Comparing numbers that do not exceed 200 **(1 period)**	Compare numbers that do not exceed 200.	Compare, numbers, exceeding	-Guide pupils to recall how to compare the number of objects which are in two groups: objects which are many, which are few, etc. - --	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk,	Pupils should be given written questions and oral ones related to comparing numbers not	Mathematics Primary pupil's book P2 version edited in 2023	

				- Assign each pupil to work individually on questions of application activity 1.3. -Guide pupils to use base ten tools or abacus to represent two numbers and then refer to their representations and compare the two numbers by using: … is greater than… or is less than… or is equal to …. -Invite some pairs to present their findings and then help them to harmonize - Form pairs of pupils and assign them to try to answer to questions for activity 1.3.1 - Provide application activities to be done by pupils and check their answers. Use the application activity 1.3	and number cards.	exceeding 200	(page9-11)	

	Lesson7: Arranging numbers that do not exceed 200 in ascending and descending order **(1 period)**	Arrange numbers that do not exceed 200 in ascending and descending order.	Arrange, numbers, exceeding, ascending, and descending	-Guide learners to recall how to compare the number of objects which are in many groups: which are bigger, which are smaller, etc. -Form pairs and assign them to arrange numbers given in the activity 1.4.2. - Invite some groups to present their findings and then help them to harmonize - Provide application activities to be done by learners and check their answers. Use application activity 1.4	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk, and number cards	Learners should be given written questions and oral questions involving arranging numbers less than 200	Mathematics Primary pupil's book P2 version edited in 2023 (page12-13)	
	Lesson8: Addition of Numbers whose sum does not exceed 200 without carrying	Add numbers whose sum does not exceed 200 without carrying.	Sum, add, exceeding and carrying	-Use real objects and ask pupils to make 2 groups of objects and then ask pupils to put together those objects and ask them to explain how they can	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk,	Pupils should be given oral and written questions so as to understand addition	Mathematics Primary pupil's book P2 version edited in 2023	

	(1 period)			find their total number -Form pairs of pupils and assign them to do work on some questions activity 1.5.3 and activity 1.5.4 - Assign pupils a home work. (Use application activity 1.5.1).	and number cards.		(page14-17)	
	Lesson9: Addition of Numbers whose sum does not exceed 200 with carrying **(1 period)**	Add numbers whose sum does not exceed 200 with carrying	Sum, add, exceeding and carrying	-Try to emphasize the addition using pictorial representation of real objects and the use of standard written method and mental arithmetic, - Use real objects and ask pupils to make 2 groups of objects and then ask pupils to put together those objects and ask them to explain how they can find their total number.	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk, and number cards.	Pupils should be given oral and written questions so as to understand addition	Mathematics Primary pupil's book P2 version edited in 2023 (page17-19)	

				Use for example 8 + 4 = - Assign pupils a home work. (Use application activity 1.5.1).				
	Lesson10: Word problems involving addition of numbers whose sum does not exceed 200 **(1 period)**	Solve word problems involving addition of numbers whose sum does not exceed 200.	Sum, numbers, exceeding, adding	-Guide them to add vertically 124 and 54 to find the total number of new pupils -Invite some groups to present their findings and then help them to harmonize by explaining how to add numbers using a table of place values -the following activities should be used for familiarizing the lesson: Activity 1.6, Application activity 1.6	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	Pupil's should be given oral and written questions so as to understand problems involving addition	Mathematics Primary pupil's book P2 version edited in 2023 (page19-21)	
Week 3 22-26/9/2025	**Lesson11:** Subtraction of numbers that do not exceed 200	Subtract numbers that do not exceed 200 without borrowing.	Subtract, exceed, borrowing, without	-Using counters, teacher asks pupils to make a group counters and then take away some of them	stones, bottle tops, beans, beads, balloons, maize seeds,	Learners should be given individual written and	Mathematics Primary pupil's book P2 version	

	without borrowing **(2 periods)**			and asks pupils to count, tell and write the number of the remaining counters -Form pairs of pupils and assign them to work on questions of activity 1.7.3 - Assign pupils to work individually on some questions of the application activity 1.7 and verify their answers	38 tomatoes, books, pens, pencils, chalk, and number cards.	oral questions involving subtraction of numbers less than 200 without borrowing	edited in 2023 (page21-23)	
	Lesson12: Subtraction of numbers that do not exceed 200 with borrowing **(2 periods)**	Subtract numbers that do not exceed 200 with borrowing.	With, subtract, numbers, exceeding, borrowing, difference	Using counters, teacher asks pupils to make a group counters and then take away some of them and asks pupils to count, tell and write the number of the remaining counters. -Guide pupils to write and read aloud a mathematical sentence on subtraction of 2 numbers less than 500. Use the standard	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	Learners should be given individual written and oral questions including subtraction	Mathematics Primary pupil's book P2 version edited in 2023 (page23-25)	

				written method to subtract numbers - Assign pupils to work individually on some questions of the application activity 1.7.2 and verify their answers. - Provide homework to pupils. Use some questions from application activity 1.7.2				
	Lesson13: Applying subtraction in real life situation **(1 period)**	Solve word problems involving subtraction of numbers whose difference does not exceed 200.	Subtraction, difference, numbers, exceeding	-Guide pupils to read the word problem given as example -Guide them to subtract vertically 88 from 197 to find the male parents -Move around in the class for facilitating pupils where necessary - Assign pupils in pairs to work on 3 questions of activity 1.8	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	pupils should be given individual written and oral questions involving how to apply subtraction in real life situation	Mathematics Primary pupil's book P2 version edited in 2023 (page25-26)	

				- assign the homework to learners. Use the remaining questions for application activity 1.8				
Week 4 29/9-3/10/2025	**Lesson14:** Multiplication of numbers by 2 and multiples of 2 that do not exceed 20 **(1 period)**	Multiply numbers by 2 and give multiples of 2 that do not exceed 20	Multiplication, numbers, multiples and exceeding, product	-Form pairs of pupils and assign them to do the activity 1.9.1 and activity 1.9.2 where they have to: form at least 10 groups of 2 counters, draw a multiplication table of 2 - Move around in the class for facilitating pupils where necessary - Invite some groups to present their findings and then help them to harmonize by explaining how to find the multiplication table of 2 and the meaning of multiples of 2	Variety of counters such as stones, small sticks, balls etc; Exercise books	pupils should be given individual written and oral questions involving multiplication	Mathematics Primary pupil's book P2 version edited in 2023 (page26-27)	

	Lesson15: Multiplication of 2 digit numbers by 2 without carrying **(1 period)**	Multiply 2 digit numbers by 2 without carrying	Multiplication, digits, numbers, carrying, product	-Invite learners to count sticks of 2 groups of 10 matchsticks - Move around in the class for facilitating pupils where necessary; ask probing questions guiding them to know that they multiply starting by the right - Provide application activities to be done by pupils and check their answers: Use the application activity 1.10	The table of place values; - Different types of counters	pupils should be given individual written and oral questions and others in group discussions related to multiplication	Mathematics Primary pupil's book P2 version edited in 2023 (page28)	
	Lesson16: Word problems involving multiplication of 2 digit numbers by 2 without carrying	Solve word problems involving multiplication of 2 digit numbers by 2 without carrying.	Multiplication, digits, numbers, without carrying, product	-Use the example of Activity 1.14 to help pupils understand the problem related to the multiplication and how to solve it - Form pairs and assign them to work on other problems of activity - Invite some groups to present their	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	pupils should be given individual written and oral questions and others in group discussions involving multiplicatio	Mathematics Primary pupil's book P2 version edited in 2023 (page29)	

	(1 period)			findings and then help them to harmonize by explaining how solve a word problem involving the multiplication of a 2 digit number by 3		n word problems		
	Lesson17: Multiplication of numbers by 3 and multiples of 3 that do not exceed 30 **(1 period)**	Multiply whole numbers by 3 and give multiples of 3 that do not exceed 30.	Multiples, numbers, multiplication, exceeding, product	-Use counters or bottle tops to illustrate the division of a number by 2 - Form groups of pupils and assign them to work on the activity 1.15.2. - Invite the groups to present and harmonize their answers	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards.	Learners should be given individual written and oral questions and others in group discussions including multiplication of numbers by 3 and multiples of 3	Mathematics Primary pupil's book P2 version edited in 2023 (page30-31)	
	Lesson18: Word problems involving multiplication by 3	Solve word problems involving multiplication by 3.	Solve, involve, multiplication	-Get 24 stones, multiply them by 3 learners and they then count and tell the number of stones each learner has	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes,	Learners should be given individual written and oral	Mathematics Primary pupil's book P2 version edited in	

	(1 period)			- Then, assign learners to work on other questions - Move around in the class for facilitating pupils where necessary - Invite some groups to present their findings and then help them to harmonize by explaining how to solve a word problem involving the multiplication - Use the example of Activity 1.14 to help pupils understand the problem related to the multiplication and how to solve it	books, pens, pencils, chalk, and number cards	questions and others in group discussions involving word problems of multiplying by 3	2023 (page33-34)	
Week 5 6-10/10/2025	**Lesson19:** Division of 2 digit numbers or 3 digit numbers by 2 without remainder	Divide 2 or 3 digit numbers by 2 without remainder.	Division, numbers, digits, remainder	- Get 24 stones, share them equally to 3 learners and they then count and tell the number of stones each learner has - Guide learners to discover that the number of laptops for	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk,	Learners should be given individual written and oral questions and others in group	Mathematics Primary pupil's book P2 version edited in 2023 (page35-37)	

	(1 period)			each school is 192 ÷ 3 = 64 laptops obtained by doing the long division - Then, assign learners to work on other questions of activity 1.18	and number cards.	discussions related to division		
	Lesson20: Word problems involving division of a number by 2 **(1 period)**	Solve word problems involving division of a number by 2	Involve, division, numbers, problems	-Assign pupils to work individually on the application activity 1.18 and move around to each group to verify their performance - Guide pupils to summarize how to divide. Insist on the use of the standards written method. - Assign homework to all pupils	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	Pupils should be given variety of problems involving division of a number by 2	Mathematics Primary pupil's book P2 version edited in 2023 (page38)	
	Lesson21: Division without a reminder of a 2 or 3 digit	Divide without a reminder of a 2 or 3 digit numbers by 3.	Division, quotient, ratio and remainder	- Guide learners to understand that this looks like forming 3 groups from 189 laptops -Concerning the lesson on word	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens,	Pupils should be given variety of problems involving division of a number by 3	Mathematics Primary pupil's book P2 version edited in 2023	

	numbers by 3 **(1 period)**			problems involving division without remainder, help pupils to solve a one –step problem: Guide them to understand the problem, identify facts (givens and question), draw visual representations related to equal shares and solve the problem using the division	pencils, chalk, and number cards		(page39-40)	
	Lesson22: Word problems involving division of a number by 3 **(1 period)**	Solve word problems involving division of a number by 3	Division, quotient and ratio	-Assign pupils to work individually on the application activity 1.18 and move around to each group to verify their performance - Use counters or bottle tops to illustrate the division of a number by 2	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards.	Learners should be given written question involving word problems of division of number by 3	Mathematics Primary pupil's book P2 version edited in 2023 (page41-42)	
	Lesson 23: End unit assessment	Performing well in counting, reading, writing, ordering, comparing,	Read, write, difference, altogether, total, sum, quotient, division,	-Assign pupils with what to do. some in groups, others individually	Note books, textbooks, pens, pencils etc	Students should be given different questions	Mathematics Primary pupil's book P2 version	

	(1 period)	adding and subtracting, multiplying and dividing whole numbers from 0 up to 200.	multiplication, addition, subtraction.	-Students participate in groups so as to do their assignment		related to the whole unit in order to see their level of understandin g	edited in 2023 (page44-45)	

UNIT 2: NUMBERS FROM 0 TO 500 (25 PERIODS)

Key unit competence: Pupils will be able to count, read, write, arrange, compare, add and subtract, multiply and divide whole numbers from 0 to 500.

Dates and weeks	**Lesson title and periods**	**Learning objectives**	**Content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**reference s**	**Weekly observation/rem arks**
Week 6 13-17/10/20 25	**Lesson1:** Introductio n of the unit **(1 period)**	Arouse the curiosity of learners on the content of this unit in counting, reading and writing numbers.	Count, read, write, numbers	Ask pupils to look at the picture of the introductory activity 2. - Ask different prompting questions to pupils in order to arouse their curiosity on the content of this unit. Use questions related to the numbers	pupil's book, counters (or beans and bottle tops), pens and notebooks	Learners should be asked questions orally to familiarize the new lesson	Mathemati cs Primary pupil's book P2 version edited in 2023 (page45)	
	Lesson2: Counting groups of	Understand and discover the concept of	Count, objects, numbers	-Ask every learner to get the counters that he or she brought, put similar ones together	stones, bottle tops, beans, beads, balloons,	Pupils should be questioned through oral	Mathemati cs Primary pupil's book P2	

	objects up to 500 **(1 period)**	numbers up to 500		and ask to count them in tens and in hundreds - Using different prompting questions, help pupils to understand and discover how to read and write the numbers from 201 to 500 - Lead pupils to write and read a 3-digit number from 201 to 500 (use from activity 2.1.1 to activity 2.1.3).	maize seeds, tomatoes, books, pieces of chalk, soya beans and number cards, Cuisenaire rods, multi-based, blocks or place value material, local abacus and different charts with numbers	and written works involving counting up to 500	version edited in 2023 (page45-48)	
	Lesson3: Place value of numbers **(1 period)**	Write numbers up to 500 into ones, tens and hundreds.	Write , read, numbers and place value	- Guide learners to represent a number on the abacus. Use the example of activity 2.2.1. Draw a place value table and ask pupils to write the number of beads in the table of place value - Ask pupils to draw a table of place value in their notebooks	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk, soya beans and number cards, base ten tools or place value material, local abacus and	Pupils should be given oral and written questions involving place value of numbers	Mathematics Primary pupil's book P2 version edited in 2023 (page48-50)	

					different charts with numbers			
	Lesson4: Expanding numbers up to 500 **(1 period)**	Expand numbers not more than 500.	Expand, numbers, develop	-Group learners into pairs, give each pair a number to be represented 62 using the abacus or base ten tools. - Ask learners to write the number in Hundreds, Tens and Ones - Assign pairs to write a 3-digit number from 201 to 500 in expanded form. Use from activity 2.3.1 to activity 2.3.2).	Abacus and a variety of counters: bottle tops, stones, beans etc. The table of place values	Learners should be given written questions involving expanding numbers	Mathematics Primary pupil's book P2 version edited in 2023 (page50-52)	
	Lesson5: Reading and writing numbers up to 500 in words **(1 period)**	Read and write in words the numbers up to 500	Read, write, numbers, place value	-Ask every learner to take the counters that he or she brought and put similar ones together and ask them to make a collection of 300 similar counters. - Ask learners to count them in tens	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk, soya beans and number cards	Pupils should be assessed through oral and written questions involving reading and writing in words	Mathematics Primary pupil's book P2 version edited in 2023 (page52-53)	

				and in hundreds. Let them make 2 groups of hundreds and ask them to write their numbers in figures and in words: 200: Two hundred - Lead learners to read and write a 3-digit number from 201 to 500 (use from activity 2.4.1)				
Week 7 20-24/10/2025	**Lesson6:** Comparing numbers that do not exceed 500 **(1 period)**	Compare numbers that do not exceed 500.	Numbers, exceeding, compare	-Guide learners to recall how to compare the number of objects, which are in two groups - Lead learners how to use comparison symbols to compare those numbers and assign them to work on other question - Form groups and assign them to try questions	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk, and number cards,	Learners should be given written questions involving comparison of numbers not exceed 500	Mathematics Primary pupil's book P2 version edited in 2023 (page53-55)	
	Lesson7: Arranging numbers	Arrange numbers that do not exceed 500 in	Arranging, ascending , increasing,	-Guide learners to recall how to compare the number of objects	stones, bottle tops, beans, beads,	Pupils should be given written	Mathematics Primary pupil's	

	that do not exceed 500 in ascending and descending order **(1 period)**	ascending and descending order	decreasing, descending, big number, small number	which are in many groups - Form pairs and assign them to answer to some questions - Call some pairs to present their findings and then help them to harmonize -Form pairs and assign them to answer to some questions of activity 2.6.2 and activity 2.6.3;	balloons, maize seeds, tomatoes, books, chalk, soya beans and number cards	and oral questions on arranging numbers in ascending or descending order	book P2 version edited in 2023 (page56-57)	
	Lesson8: Addition of numbers whose sum does not exceed 500 without carrying **(1period)**	Add numbers whose sum does not exceed 500 without carrying	Addition, sum, total, altogether, exceeding	-Using real objects, ask pupils to make 2 groups of objects and asks pupils to put together those objects from 2 groups and ask them how they can find their total number - Move around in the class guiding pupils where necessary -Assign pupils to work in pair the application activity 2. 7.1. Verify their	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk, and number cards	Pupils should be given written and oral questions involving addition of numbers	Mathematics Primary pupil's book P2 version edited in 2023 (page58-60)	

				answers and address difficulties - Assign homework to all pupils				
	Lesson9: Addition of numbers whose sum does not exceed 500 with carrying **(1 period)**	Add numbers whose sum does not exceed 500 with carrying	Sum, altogether, addition, total	-Using an example of how to add numbers, guide pupils to be able to add numbers by carrying - Form pairs of pupils and assign them to work on other questions - Move around in the class for guiding pupils where necessary -Assign pupils to work in pair the given activity 2. 7.2. Verify their answers and address challenges assign the homework to learners. Use the remaining questions for the given activity 2.8	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk, and number cards	Pupils should be given written activities involving adding numbers	Mathematics Primary pupil's book P2 version edited in 2023 (page60-61)	

	Lesson10: Word problems involving addition of numbers whose sum does not exceed 500 **(1 period)**	Solve word problems involving addition of numbers whose sum does not exceed 500	Sum, addition , total, altogether	-Guide pupils to read the word problem given as example -Guide them to add vertically 225 and 215 to find the total number of marks -Assign pupils in pairs to work on questions -assign the homework to learners. Use the remaining questions for the given activity 2.8	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	Assign learners with many written exercises involving word problems involving addition	Mathematics Primary pupil's book P2 version edited in 2023 (page62)	
Week 8 27-31/10/2025	**Lesson11:** Subtraction of numbers that do not exceed 500 without borrowing **(2 periods)**	Subtract numbers that do not exceed 500 without borrowing	Subtraction, difference, without borrowing	-Ask pupils to make a group counters and then take away some of them 70 and asks learner to count, tell and write the number of the remaining counters - Help learners to write and read aloud a mathematical sentence on subtraction of 2 numbers less than 500	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	Learners should be given variety of written and oral questions about subtraction of numbers	Mathematics Primary pupil's book P2 version edited in 2023 (page63-65)	

				- Provide application activities to be done by learners and check their answers -Call learners to subtract numbers vertically using the example of the activity 2.9.4				
	Lesson12: Subtraction of numbers that do not exceed 500 with borrowing **(2 periods)**	Subtract numbers that do not exceed 500 with borrowing.	Difference, subtraction, exceeding, with borrowing	-Ask pupils to make a group counters and then take away some of them and ask learner to count, tell and write the number of the remaining counters - Call learners to subtract numbers vertically using the example - Form groups of learners and assign them to work on other questions -Use example of activity 2.9.6 and try to help learners to subtract by borrowing	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	Pupils should be given written and oral questions involving subtraction	Mathematics Primary pupil's book P2 version edited in 2023 (page65-66)	

	Lesson13: Word problems involving subtraction of numbers whose difference does not exceed 500 **(1 period)**	Solve word problems involving subtraction of numbers whose difference does not exceed 500	Difference , subtraction, numbers	-Guide pupils to read the word problem given as example - Guide them to subtract vertically 132 from 378 to find the number of pupils who are in other classes - Assign pupils in pairs to work on questions of activity 2.10. - Move around in the class guiding pupils where necessary	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, soya beans and number cards	Pupils should be given different word problems involving subtraction in order to make them familiar with the lesson	Mathematics Primary pupil's book P2 version edited in 2023 (page66-67)	
Week 9 3-7/11/2025	**Lesson14:** Multiplication of whole numbers by 4 and multiples of 4 that do not exceed 40 **(1 period)**	Multiply whole numbers by 4 and give multiples of 4 that do not exceed 40.	Product, multiply, whole numbers, multiples	-Learners in pairs are given real objects or counters less than or equal to 40 and they are requested to make groups of 4 objects/counters each group - Using pictures of groups of objects in the pupil's book, ask learners to make groups of 4 objects / counters each	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards, multiplication tables on manila papers	Learners should be given many works in groups , written and oral so as to memorize well multiplication table by 4	Mathematics Primary pupil's book P2 version edited in 2023 (page67-69)	

	Lesson15: Multiplication of 2 digit numbers or 3 digit numbers by 4 without carrying **(1 period)**	Multiply 2 digit numbers or 3 digit numbers by 4 without carrying	Product, multiply, without carrying	-Refer to the examples given in the activity 2.12.1 to activity 2.12.2 and guide pupils to discover how to multiply a two digit number by 4 without carrying - Form groups or pairs of pupils and assign them to try questions - Call some groups to present their findings and then help them to 75 harmonize by explaining how to multiply a 2 digit number by a single digit.	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards, multiplication tables on manila papers, Table of values	Learners should be given variety of written questions involving multiplication by 4	Mathematics Primary pupil's book P2 version edited in 2023 (page69-70)	
	Lesson16: Word problems involving multiplication of 2 digit numbers or 3digit numbers by	Solve word problems involving multiplication of 2 digit numbers or 3 digit numbers by 4 without carrying.	Reading, multiplication, product	-Use counters to facilitate pupils to work out word problems involving multiplication by 4 - Guide pupils to solve some problems in a whole class discussion help pupils to solve a one –step	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	Pupils should be given different word problems involving multiplication by 4	Mathematics Primary pupil's book P2 version edited in 2023 (page71)	

	4 without carrying **(1 period)**			- Provide problems to be solved into groups or in pairs and then monitor to provide support where necessary.				
	Lesson17: Division of 2 digit numbers or 3 digit numbers by 4 without remainder **(1 period)**	Divide 2 digit or 3 digit numbers by 4 without remainder	Quotient, ratio, divide, share	-Guide learners to revise the multiples of 4 - Guide pupils to count the numbers of counters equal to the dividend and share them equally in 4 groups until they get the number of counters for each group - Form groups or pairs of pupils and assign them to work on questions	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	Pupils should be assigned with many questions involving division by four without remainder	Mathematics Primary pupil's book P2 version edited in 2023 (page72-74)	
	Lesson18: Word problems involving division of 2 digit numbers or	Solve word problems involving division of 2 digit or 3 digit numbers by 4	Share, quotient, division	- Using counters, guide pupils to work out word problems involving division by 4 - Invite pupils to explain and write how	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens,	Provide pupils with variety of written word problems involving division	Mathematics Primary pupil's book P2 version edited in 2023	

	3digit numbers by 4 without remainder. **(1 period)**	without remainder		they can get the answer - Call pupils to work in pairs on other questions - Call some groups to present their findings and then help them to harmonize by explaining how to divide	pencils, chalk, and number cards		(page74-75)	
Week 10 10-14/11/2025	**Lesson19:** Multiplication of whole numbers by 5 and multiples of 5 that do not exceed 50 **(1 period)**	Multiply whole numbers by 5 and give multiples of 5 that do not exceed 50	Product, multiply, multiples	-Learners in pairs are given real objects or counters less than or equal to 50 and they are requested to make groups of 5 objects/counters each group - Form groups of learners and ask each group to combine 2 groups, 3 groups, 4 groups, … 9 groups and 10 groups of 5 counters - Call some groups to present their findings and then help them to harmonize by	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards, multiplication tables on manila papers	Learners should be given written questions involving multiplication numbers by 5	Mathematics Primary pupil's book P2 version edited in 2023 (page75-76)	

				explaining how to find the multiplication table of 5 and the meaning of multiples of 5				
	Lesson20: Multiplication of 2digit numbers or 3digit numbers by 5 without carrying. **(1 period)**	Multiply 2 or 3 digit numbers by 5 without carrying	Product, numbers, multiply	- Refer to the example given in the activity 2.17.1 and 2.17.2, guide pupils to discover how to multiply a two digit number by 5 without carrying - Form groups of pupils and assign them to work on other questions	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards, multiplication tables on manila papers, Table of values	Pupils should be given different written question involving multiplication 2 or 3 digit number by 5	Mathematics Primary pupil's book P2 version edited in 2023 (page77)	
	Lesson21: Word problems involving multiplication of 2 digit numbers or 3 digit	Solve word problems involving multiplication of 2 digit numbers or 3 digit numbers by 5 without carrying	Product, digit number, multiply	- Use counters and guide pupils to work out word problems involving multiplication by 5 - Starts by counters or other objects to be given equally to 5 pupils and ask them to	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk ,soya beans	Pupils should be assigned with variety of written word problems involving	Mathematics Primary pupil's book P2 version edited in 2023 (page78)	

	numbers by 5 without carrying. **(1 period)**			find the total number of objects to be gotten by on pupil - Call pupils to explain and write how they can get the answer	and number cards	multiplicatio n		
	Lesson22: Division of 2 digit numbers or 3digit numbers by 5 without remainder. **(1 period)**	Divide 2 or 3 digit numbers by 5 without remainder.	Remainder, quotient, ratio, sharing, division	- Guide learners to revise the multiples of 5 - Guide pupils to count the numbers of counters equal to the dividend and share them equally in 5 groups - Call pupils to pay attention and guide pupils on the board on how to do a long division	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pens, pencils, chalk, and number cards	Pupils should be given different questions related to division	Mathemati cs Primary pupil's book P2 version edited in 2023 (page79-80)	
	Lesson 23: End unit assessment **(1 period)**	Perform well in counting, reading, writing, ordering, comparing, adding and subtracting, multiplying and	Read, write, count, share, sum, quotient, product, difference	Through group discussions and self-study, teacher gives learners different questions related to the whole unit and learners are assigned	Note books, textbooks, pens, pencils etc	Pupils should be given a lot of questions about the whole unit to ensure they understood	Mathemati cs Primary pupil's book P2 version edited in 2023	

		dividing whole numbers from 0 up to 500		with those questions to do them		well the taught lessons	(page82-83)	

UNIT 3 : NUMBERS FROM O TO 1000 (15/ 25 PERIODS)
Key unit competence: Pupils will be able to count, read, write, arrange, compare, add and subtract, multiply and divide whole numbers from 0 up to 10

Dates and weeks	Lesson title and periods	Learning objectives	Content summary	Teaching and learning activities	Teaching and learning aids	Assessment	references	Weekly observation/remarks
Week 11 17-21/2025	**Lesson1:** Introduction of the unit **(1 period)**	Arouse the curiosity of learners on the content of this unit in counting, reading and writing numbers	Read, write, numbers, count	-Ask every pupil to get the counters that he or she brought and put similar ones together and ask all pupils to make different collections of 100 similar counters -Ask pupils to count them in tens and in hundreds and say the number represented	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, pieces of chalk, soya beans and number cards	Evaluate pupils through written and oral questions regarding to the new lesson	Mathematics Primary pupil's book P2 version edited in 2023 (page84)	

	Lesson2: Counting and writing numbers from 0 up to 1000 **(1 period)**	Count and write numbers from 0 up to 1000	Read, write, count, numbers	- Ask every learner to get the counters that he or she brought and put similar ones together and ask them to make a collection of 100 similar counters - Lead learners on how to read and write a 3-digit number from 501 to 999	stones, bottle tops, beans, beads, balloons, maize seeds, tomatoes, books, chalk, and number cards, The table of place values	Learners should be assessed using different questions related to write numbers from zero up to 1000	Mathematics Primary pupil's book P2 version edited in 2023 (page84-86)	
	Lesson3: Reading and writing numbers up to 1000 **(1 period)**	Read and write numbers up to 1000	Count forward and backward from 0 to 1000. - Read numerals up to 1000. - Write numerals up to 1000 correctly	Choral counting in 100s, 10s, and 1s. - Use a 1000-chart. Point to random numbers for pupils to read. Teacher writes numbers on board, pupils write in their books. Play "number bingo" with numbers 100-1000. - Quick-fire number reading quiz.	1000-number chart, number cards, whiteboards, Bingo cards, flash cards	Observation during Bingo game. Marking written work. Oral questioning	Mathematics Primary pupil's book P2 version edited in 2023 (page86-88)	
	Lesson4: Place value of each digit of	Decompose a 3 digit number less than 1000 in	Identify the Hundreds, Tens, and Units (Ones) place.	-Quick recap of reading a 3-digit number. -Use base-ten blocks	Base-ten blocks (Dienes blocks), Place	Oral questions: "What is the	Mathematics Primary pupil's book P2	

	numbers up to 1000 **(1 period)**	hundreds, tens and ones	- State the value of each digit in a 3-digit number (e.g., In 345, 3 is 300, 4 is 40, 5 is 5)	(flats=100, rods=10, cubes=1). Show a number like 243 using blocks. Pupils identify how many hundreds, tens, and ones. Use place value charts (H T U) and have pupils place digits or number cards correctly. -"Show Me" activity: Teacher says a number, pupils represent it on their place value chart or with blocks	value charts and cards, Abacus, Interactive whiteboard resources	value of the 7 in 572?"	version edited in 2023 (page89-90)	
	Lesson5: Expanding numbers up to 1000 **(1 period)**	Expand the number less than 1000	Break down a number into the sum of its place values (Expanded Form). - e.g., 625 = 600 + 20 + 5	- Quick place value recap. - Direct link from previous lesson. Use base-ten blocks to show a number, then write its expanded form on the board. Work through examples as a class. Pupils practice writing numbers in expanded form. Matching game:	Base-ten blocks, Whiteboards, Matching cards (numeral vs. expanded form)	Review written exercises. Whiteboard check. Matching game participation	Mathematics Primary pupil's book P2 version edited in 2023 (page91-92)	

				match numeral cards to their expanded form cards. - Pupils write the expanded form of a number given by the teacher on their whiteboards				
Week 12 24-28/11/2025	**Lesson6:** Writing numbers from 0 to 1000 in words. **(1 period)**	Write in words the numbers from 0 to 1000	Read and write number words for units, teens, tens (twenty, thirty, etc.), and hundreds (one hundred, two hundred, etc.). - Correct use of hyphen (e.g., twenty-**four**).	- Choral reading of number words from a poster. - Teacher models writing numbers in words, emphasizing the pattern and hyphen use. Create an anchor chart together. Pupils practice converting numerals to words and words to numerals. Paired activity: one pupil writes a numeral, partner writes it in words. - Spell a number word on the board, pupils write the numeral.	Number words poster, Anchor chart, Individual whiteboards, Worksheets	Marking of worksheets. Peer assessment in pairs. Spelling quiz.	Mathematics Primary pupil's book P2 version edited in 2023 (page92-93)	

	Lesson7: Comparing numbers that do not exceed 1000 **(1 period)**	Compare numbers that do not exceed 1000.	Use the symbols for greater than (>), less than (<), and equal to (=). - Compare two numbers using place value knowledge	- Compare two sets of objects (e.g., books vs. pencils) to introduce concept. - Teach the "crocodile" analogy (the crocodile always eats the bigger number!). Use base-ten blocks to build two numbers and compare them visually first. Practice writing comparison statements with symbols. - Hold up two number cards, pupils show the correct symbol on their whiteboard	Base-ten blocks, Number cards, Greater than/less than symbol cards, Whiteboards	Observation of whiteboard responses. Marking of exercise books	Mathematics Primary pupil's book P2 version edited in 2023 (page93-95)	
	Lesson8: Arranging numbers that do not exceed 1000 in ascending or descending order	Arrange numbers that do not exceed 1000 in ascending order.	Arrange a set of numbers from smallest to biggest (ascending). - Arrange a set of numbers from biggest to smallest (descending)	- Line up 3 pupils by height to demonstrate ordering. - Give small groups number cards (e.g., 234, 189, 305). Ask them to order themselves physically from smallest to largest. Repeat with	Large number cards for physical activity, Worksheets with number sets	Observe group ordering activity. Marking of written sequencing tasks	Mathematics Primary pupil's book P2 version edited in 2023 (page95-97)	

	(1 period)			different sets. Practice writing sequences in order in books. Discuss strategies (look at the hundreds place first!). - Give a jumbled set of 4 numbers on the board, pupils come up and write them in order.				
	Lesson9: Addition of Numbers whose sum does not exceed 1000 without carrying **(1 period)**	Add numbers whose sum does not exceed 1000 without carrying	- Add 2 and 3-digit numbers vertically. - Add Units, then Tens, then Hundreds. - Understand that no group makes more than 9 (no carrying).	- Mental addition of tens (30+40) and hundreds (200+300). - Use base-ten blocks to model a simple addition problem (e.g., 124 + 235). Show the written vertical algorithm alongside the concrete representation. Emphasize lining up the digits by place value. Practice many examples. -Solve a final problem on whiteboards and hold it up.	Base-ten blocks, Place value charts, Vertical addition worksheets, Whiteboards	Check whiteboards. Mark classwork. Observe use of blocks.	Mathematics Primary pupil's book P2 version edited in 2023 (page98-100)	

	Lesson10: Addition of Numbers whose sum does not exceed 1000 with carrying **(1 period)**	Add numbers whose sum does not exceed 1000 with carrying	Add Units first. If the sum is 10 or more, **carry** the ten to the Tens column. - Repeat process for the Tens column (carry to Hundreds).	- Quick recap of addition without carrying. - Use base-ten blocks to show a problem that requires exchanging 10 units for 1 ten (e.g., 148 + 176). Let pupils physically make the exchange. Clearly link this action to the "carry" digit written in the next column. Use a highlighter to highlight the carry digit. Practice progressively harder examples. - Peer teaching: pupils explain the steps to a partner	Base-ten blocks, Worksheets with highlighted columns, Interactive animations	Marking of work, looking for correct placement of the carry digit. Oral explanation to partner.	Mathematics Primary pupil's book P2 version edited in 2023 (page100-102)	
Week 13 1-5/12/2025	**Lesson11:** Word problems involving the addition of numbers whose sum does not	Solve word problems involving addition of numbers whose sum does not exceed 1000	- Read and understand a story problem. - Identify the numbers and the operation (addition, key words: "altogether," "sum,"	- Discuss key words that tell us to add. - Use the C-U-B method: **C**ircle the numbers. **U**nderline the question. **B**ox the key word.	Word problem flashcards, Posters with key words, Worksheets	Review solved problems for correct method and answer. Quality of	Mathematics Primary pupil's book P2 version edited in 2023	

	exceed 1000 **(1 period)**		"total," "in all"). - Form a number sentence and solve it.	Model this process step-by-step on the board. Solve problems as a class, then in small groups. Encourage pupils to write a full number sentence and answer statement. - Pupils create their own simple addition word problem for a friend to solve		pupil-created problems	(page102-103)	
	Lesson12: Subtraction of numbers that do not exceed 1000 without borrowing **(1 period)**	Subtract numbers that do not exceed 1000 without borrowing	- Subtract 2 and 3-digit numbers vertically. - Subtract Units, then Tens, then Hundreds. - Understand that the top digit is always larger than the bottom digit in each column.	- Mental subtraction of tens and hundreds. - Use base-ten blocks to model a simple subtraction problem (e.g., 579 - 254). Show the written vertical algorithm alongside. Emphasize lining up the digits correctly. Practice many examples. - Quick quiz: 5 subtraction problems without borrowing.	Base-ten blocks, Vertical subtraction worksheets, Whiteboards	Marking of quiz and classwork. Observation of block manipulation.	Mathematics Primary pupil's book P2 version edited in 2023 (page103-105)	

	Lesson13: Subtraction of numbers that do not exceed 1000 with borrowing **(2 periods)**	Subtract numbers that do not exceed 1000 with borrowing	- Subtract Units first. If the top digit is smaller, **borrow** fro m the Tens column. - Cross out the tens digit, reduce it by one, and add ten to the units digit.	- Pose a problem that can't be solved without borrowing to create cognitive conflict. - Use base-ten blocks to show the borrowing process explicitly (exchanging 1 ten rod for 10 unit cubes). Link this concrete action to the abstract written algorithm step-by-step. Use a highlighter for the changed numbers. This is a difficult concept, so use plenty of examples and guided practice. - Work through one complex problem together on the board.	Base-ten blocks, Worksheets with clear examples, Step-by-step guide poster	Targeted support for struggling pupils. Marking work for accuracy in the borrowing process.	Mathematics Primary pupil's book P2 version edited in 2023 (page105-106)	
	Lesson14: Word problems involving subtraction of numbers	Solve word problems involving subtraction of numbers whose	- Read and understand a story problem. - Identify the numbers and the operation	- Discuss key words that tell us to subtract. - Revisit the C-U-B method (Circle, Underline, Box) now applied to subtraction	Word problem flashcards, Operation cards (+ and -), Worksheets	Success in identifying the correct operation. Accuracy in solving the	Mathematics Primary pupil's book P2 version edited in	

	whose difference does not exceed 1000 **(1 period)**	difference does not exceed 1000	(subtraction, key words: "difference," "how many more," "how many left," "remain"). - Form a number sentence and solve it.	problems. Model deciding whether a problem is addition or subtraction. Solve mixed word problems where pupils must first identify the correct operation. - Class vote: Hold up two problems, one add, one subtract. Pupils show an '+' or '-' card to indicate the operation.	with mixed problems	problems. End-of-unit test.	2023 (page106-107)	
Week 14 and 15 8-19/12/2025	**Exams of term 1**							

Teacher's Name:…….. **Academic year:……**
School Name:……. **Term: 2**
Class: P 2…. **No weeks per term: 13**
Subject: MATHEMATICS **Number of periods per week: 5periods**

UNIT 3: NUMBERS FROM 0 TO 1000 (10/ 25 PERIODS)

Key unit competence: Pupils will be able to count, read, write, arrange, compare, add and subtract, multiply and divide whole numbers from 0 up to 1000.

Dates and weeks	Lesson title and periods	Learning objectives	Content summary	Teaching and learning activities	Teaching and learning aids	Assessment	references	Weekly observation/remarks
Week 1 5-9/1/2026	**Lesson15:** Multiplication of whole numbers by 6 and multiples of 6 that do not exceed 60 **(2 periods)**	-Recite the 6 times table up to 10 x 6. - Calculate the product of any whole number (1-10) multiplied by 6. 3. Identify	Multiply, product, times, multiples of 6. **Content**: The 6 times table: 1x6=6, 2x6=12, 3x6=18, 4x6=24, 5x6=30, 6x6=36, 7x6=42, 8x6=48, 9x6=54, 10x6=60.	- Use groups of objects (e.g., 6 bottle tops per group) to build arrays for 1x6, 2x6, etc. - Draw arrays or jumps on a number line to visualize multiplication. - Chanting and	Counters (bottle tops, beans), arrays on paper, number lines, multiplication charts, flash cards.	Oral recitation of the times table. Observation during group activity. Quick-fire flash card quiz.	Mathematics Primary pupil's book P2 version edited in 2023 (page108-110)	

		multiples of 6 within 60.		reciting the 6 times table. Matching exercises (e.g., 4 x 6 -> 24).				
	Lesson16: Multiplication of 2 digit numbers by 6 without carrying. **(2 periods)**	- Set up the multiplication of a 2-digit number by 6 in vertical format. - Multiply the units digit by 6 and record the answer. - Multiply the tens digit by 6 and record the answer.	Multiply, vertical format, units, tens. **Content:** Algorithm: Multiply the units (U) by 6. Multiply the tens (T) by 6. The product of the tens digit will be a multiple of ten (e.g., 20 x 6 = 120, written as 20).	- Teacher models the vertical algorithm on the board step-by-step using simple numbers (e.g., 12 x 6, 23 x 6). - Pupils work through a series of problems with a partner, explaining the steps to each other. - "Multiplication Race" where teams solve problems on the board.	Whiteboards, markers, worksheets with pre-formatted vertical problems, step-by-step guide poster.	Marking of worksheets. Observation of partner explanations. Success in the "Multiplication Race".	Mathematics Primary pupil's book P2 version edited in 2023 (page110-111)	
	Lesson17: Word problems involving multiplication of 2 digit numbers by	- Identify a word problem that requires multiplication. - Extract the necessary numbers from	Each, per, times, multiplied by, product, total, altogether. **Content:** Recognizing linguistic cues for multiplication. The structure of a word	- Use the C-U-B method (Circle numbers, Underline question, Box key words) on sample problems. - In small groups,	Word problem flashcards, posters with key words, worksheets, chart paper	Review of solved worksheets. Quality of pupil-created problems. Group	Mathematics Primary pupil's book P2 version edited in 2023 (page112)	

	6 without carrying. **(1 period)**	the text. - Form a multiplication sentence and solve it correctly.	problem: scenario, numbers, question.	pupils solve different word problems and present their solutions. - Pupils write their own simple word problem for a given multiplication sentence (e.g., 14 x 6).	for group answers.	presentation of solutions.		
Week 2 12-16/1/2026	**Lesson18:** Division of 2 digit numbers by 6 without remainder **(1 period)**	Understand division as sharing or grouping. - Use knowledge of the 6 times table to find quotients. - Solve division problems with 2-digit dividends divided by 6.	Divide, quotient, share, equal groups, divided by. **Content:** The inverse relationship between multiplication and division (e.g., if 6 x 4 = 24, then 24 ÷ 6 = 4).	- Share a quantity of counters (e.g., 24) into 6 equal groups. Relate this to the division sentence. - Practice writing division facts from known multiplication facts. - Solve division problems presented in both horizontal (24 ÷ 6) and vertical formats ($6\overline{)24}$).	Counters, objects for sharing, division worksheets, fact family triangles (connecting x and ÷).	Observation of sharing activity. Oral questioning on fact families. Marking of division exercises.	Mathematics Primary pupil's book P2 version edited in 2023 (page113-115)	

	Lesson19: Division of 3 digit numbers by 6 without remainder **(1 period)**	- Extend division skills to 3-digit numbers. - Use a simple long division method or repeated subtraction- Verify the answer using multiplication.	Dividend, divisor, quotient. **Content:** Breaking down a 3-digit number that is a multiple of 6 (e.g., 120 ÷ 6, 654 ÷ 6). Estimating using multiples of ten (e.g., 120 ÷ 6 is like 12 ÷ 6 x 10).	-Teacher models dividing a 3-digit number by thinking: "How many times does 6 go into...?" Use estimation. - Solve problems in pairs, using multiplication to check each other's answers. - "True or False" game: teacher states a division fact, pupils hold up cards to show if it's correct.	Whiteboards for working, worksheets with 3-digit dividends, multiplication charts for checking.	Marking of worksheets. Peer-checking in pairs. Responses in "True or False" game.	Mathematics Primary pupil's book P2 version edited in 2023 (page113-115)	
	Lesson20: Word problems involving division of 2 digit numbers or 3 digit numbers by 6 without remainder.	By the end of the lesson, pupils should be able to: 1. Decode a word problem to identify it as a division problem. 2. Choose the correct numbers to	Share equally, divide equally, distribute, equal groups, how many each. **Content:** Differentiating between problems that require sharing (e.g., shared between 6 people) and grouping (e.g., put into groups of 6).	- Sort a set of word problem cards into "multiplication" and "division" piles. - Use a structured worksheet where pupils must show their working (number sentence) and write a full answer sentence.	Word problem sorting cards, structured worksheets, "think-pair-share" prompt cards.	Accuracy in card sorting activity. Evaluation of worksheets for correct method and contextually appropriate answer.	Mathematics Primary pupil's book P2 version edited in 2023 (page115-116)	

	(1 period)	use as the dividend and divisor. 3. Solve the problem and state the answer in the context of the question.		- "Think-Pair-Share": pupils solve a problem individually, discuss their method with a partner, then share with the class.				
	Lesson21: Multiplication of whole numbers by 10 and 100 with the product not exceeding 1000. **(1 period)**	- Identify the pattern when multiplying by 10 and 100. - Multiply any whole number by 10 by placing a zero at the end. - Multiply any whole number by 100 by placing two zeros at the end.	Place value, pattern, digit, zero. **Content:** When multiplying by 10, digits move one place to the left (e.g., 4 x 10 = 40). When multiplying by 100, digits move two places to the left (e.g., 4 x 100 = 400, 23 x 100 = 2300).	- Use place value charts to physically move digits left when multiplying by 10 and 100. - Rapid response exercises: teacher says a number (e.g., 7), pupils say the product x10 and x100. - "Roll and Multiply": roll a dice, multiply the number by 10 or 100, first to 1000 wins.	Place value charts and sliders, base-10 blocks, dice, game boards.	Oral rapid response. Observation of place value chart use. Success in the "Roll and Multiply" game.	Mathematics Primary pupil's book P2 version edited in 2023 (page116-118)	
	Lesson22: End unit	To assess pupils' understanding	A summary of all key points from Lessons 15-21, including: times	- Formal written assessment administered under	Test papers, pencils, erasers.	Formal summative assessment.	Mathematics Primary pupil's	

	assessment 3 **(1 period)**	and ability to apply all concepts covered in the unit on multiplication and division by 6, 10, and 100.	tables, multiplication algorithms, division, word problems, and multiplying by 10/100.	test conditions. The assessment should include a variety of question types: - Fact recall (times tables) - Calculation (vertical multiplication/division) - Word problems - Pattern recognition (x10, x100)		The test is marked and scored to evaluate individual pupil mastery of the unit's objectives.	book P2 version edited in 2023 (119-120)	

UNIT4: FRACTIONS $\frac{1}{2}, \frac{1}{4}$ *and* $\frac{1}{8}$ **(10 Periods)**

Key unit competence: Pupils will be able to read, write, draw, compare and shade fractions

Dates and weeks	**Lesson title and periods**	**Learning objectives**	**Content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**references**	**Weekly observation/remarks**
Week 3 19-23/1/2026	**Lesson1:** Introduction of the unit	- Identify a fraction as a part of a whole.	Fraction, whole, part, half, quarter. **Content:** A fraction is an equal part of a whole object or a set.	- Show a video or song about basic fractions. - "Turn and Talk" - pupils discuss	Video/song about fractions, realia (apple, chocolate	Video/song about fractions, realia (apple, chocolate bar,	Mathematics Primary pupil's book P2 version	

	(1 period)	- Use everyday examples to describe halves and quarters. - Show enthusiasm for the new topic.	Introduction to the notation $\frac{1}{2}$ and $\frac{1}{4}$	where they see fractions in real life (e.g., cutting food, sharing items). - Teacher demonstrates splitting a paper circle and a chocolate bar into equal halves and quarters.	bar, paper shapes), chart paper for brainstorming.	paper shapes), chart paper for brainstorming.	edited in 2023 (page121)	
	Lesson2: Reading, writing, drawing and shading the fraction $\frac{1}{2}$ **(2 periods)**	- Read and say "one half". - Write the fraction $\frac{1}{2}$ - Draw a shape and shade half of it. - Identify that the two parts must be equal.	Half, $\frac{1}{2}$ equal parts, numerator, denominator, shade. **Content:** In $\frac{1}{2}$,1 is the numerator (parts we have), 2 is the denominator (total equal parts).	- Fold paper shapes (squares, circles) into two equal parts. Trace the fold line. Shade one part. - Practice drawing circles/rectangles, dividing them into two equal parts, and shading one half. - Practice writing the fraction $\frac{1}{2}$	Paper shapes for folding, scissors, crayons, worksheets with outlines of shapes, interactive whiteboard activity.	Paper shapes for folding, scissors, crayons, worksheets with outlines of shapes, interactive whiteboard activity.	Mathematics Primary pupil's book P2 version edited in 2023 (page121-123)	
	Lesson3: Reading, writing,	- Read and say "one quarter".	Quarter,$\frac{1}{4}$ fourth, equal parts, numerator, denominator.	- Fold paper squares into four equal parts (half	Paper squares, crayons,	Paper squares, crayons, "Quarter	Mathematics Primary pupil's	

	drawing and shading the fraction $\frac{1}{4}$ **(2 periods)**	2. Write the fraction $\frac{1}{4}$ - Draw a shape and shade a quarter of it. - Identify that the four parts must be equal.	**Content:** A whole is split into 4 equal parts. One of those parts is called a quarter or one fourth $\frac{1}{4}$	and half again). Shade one part. - Draw shapes, divide them into four equal parts using vertical and horizontal lines, and shade one quarter. - "Quarter Bingo" with pictures of shapes showing different fractions shaded.	"Quarter Bingo" cards, fraction pies or circles.	Bingo" cards, fraction pies or circles.	book P2 version edited in 2023 (page123)	
Week 4 26-30/1/2026	**Lesson4:** Reading, writing, drawing and shading the fraction $\frac{1}{8}$ **(2 periods)**	-Read and say "three quarters". - Write the fraction $\frac{3}{4}$ - Draw a shape divided into quarters and shade three of them. - Understand that $\frac{3}{4}$, is more than half.	Three quarters, $\frac{3}{4}$numerator, denominator. **Content:** The numerator can be more than one. $\frac{3}{4}$ means three out of four equal parts. It is greater than $\frac{1}{2}$ but less than a whole.	- Use the paper squares from the previous lesson. If one part is $\frac{1}{4}$, how many is three parts? $\frac{3}{4}$, Shade three parts. - Worksheets with shapes to divide into quarters and shade $\frac{3}{4}$ - Quickly compare a $\frac{1}{2}$shape with a $\frac{3}{4}$, shape.	Pre-folded paper squares from Lesson 3, worksheets, fraction wall or strips for visual comparison.	Pre-folded paper squares from Lesson 3, worksheets, fraction wall or strips for visual comparison.	Mathematics Primary pupil's book P2 version edited in 2023 (page124-128)	

	Lesson5: Comparing fractions $\frac{1}{2}, \frac{1}{4}$ *and* $\frac{1}{8}$ **(1 period)**	- Compare the sizes of $\frac{1}{2}, \frac{1}{4}$ and $\frac{3}{4}$ visually. - Use the terms 'greater than', 'less than', and 'equal to' to compare fractions. - Understand that the larger the denominator, the smaller the part (when numerators are 1).	Compare, greater than (>), less than (<), equal to (=), size. **Content:** $\frac{1}{2}$ is greater than $\frac{1}{4}$. $\frac{1}{4}$ is less than $\frac{3}{4}$, $\frac{3}{4}$, is greater than $\frac{1}{2}$	- Use fraction circles or strips to physically compare the sizes of $\frac{1}{2}, \frac{1}{4}$, and $\frac{3}{4}$ - As a class, use symbols (>, <, =) to compare pairs of fractions drawn on the board. - "Fraction War" card game where pupils flip fraction cards and the one with the larger fraction wins the round.	Fraction circles/strips, magnetic fractions for board, comparison symbols cards, "Fraction War" card deck.	Fraction circles/strips, magnetic fractions for board, comparison symbols cards, "Fraction War" card deck.	Mathematics Primary pupil's book P2 version edited in 2023 (page128-130)	
	Lesson6: Putting fractions together to make a whole **(1 period)**	Understand that a whole is made of two halves or four quarters. - Show that $\frac{2}{2}$= 1 whole and	Whole, combine, put together, equivalent. **Content:** $\frac{1}{2} + \frac{1}{2}$= 1 whole. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$= 1 whole. $\frac{2}{4}$ is the same as $\frac{1}{2}$	-Pupils work in groups with fraction circle pieces to see how many halves or quarters it takes to make a whole circle. - Practice writing	Fraction circle puzzles, whiteboards for number sentences, crayons, drawing paper.	Fraction circle puzzles, whiteboards for number sentences, crayons, drawing paper.	Mathematics Primary pupil's book P2 version edited in 2023 (page130-131)	

		$\frac{4}{4}$= 1 whole. - Combine fraction pieces to make a complete whole.		addition number sentences for fractions that equal one whole (e.g., $\frac{1}{4}$+ $\frac{3}{4}$= $\frac{4}{4}$= 1). - Draw a whole shape and break it into fractions, labeling the parts that add up to the whole.				
	Lesson7: End unit assessment **(1 period)**	To assess pupils' understanding and ability to apply all concepts covered in the unit on fractions.	- A summary of all key points from Lessons 1-6: identifying, reading, writing, drawing, shading, comparing, and combining halves and quarters.	- Formal written assessment administered under test conditions. The assessment should include: - Shading fractions in shapes. - Writing fractions. - Matching fractions to pictures. - Comparing two fractions. - A simple word problem (e.g., "Shade 3/4 of this pizza.").	Test papers, pencils, erasers, crayons for shading.	Test papers, pencils, erasers, crayons for shading.	Mathematics Primary pupil's book P2 version edited in 2023 (page132)	

UNIT 5: LENGTH MEASUREMENTS IN M, DM, AND CM (15 PERIODS)

Key unit competence: Pupils will be able to measure, convert, compare, add, and subtract length measurements, multiply and divide length measurements by a whole number**.**

Dates and weeks	**Lesson title and periods**	**Learning objectives**	**Content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**references**	**Weekly observation/remarks**
Week 5 2-6/2/2026	**Lesson1:** Introduction of the unit **(1 period)**	- Define length as how long an object is. - Identify tools used to measure length. - Name the standard units: metre (m), decimetre (dm),	Length, measure, metre (m), decimetre (dm), centimetre (cm), ruler, tape measure. **Content:** Length is the distance from one end of an object to the other. We use standard units to measure it accurately.	- "Think-Pair-Share" on why we need to measure length (e.g., to make clothes, build furniture). - Teacher shows different measuring tools (ruler, metre stick, tape measure) and introduces the units m, dm, cm.	Various measuring tools (metre rulers, 30cm rulers, tape measures), chart paper, everyday objects to measure.	Oral responses during discussion. Observation of group exploration and estimation skills.	Mathematics Primary pupil's book P2 version edited in 2023 (page133)	

		centimetre (cm).		- In groups, pupils estimate and then measure the length of common objects (book, desk, pencil) using appropriate tools.				
	Lesson2: Measuring lengths for objects using a metre ruler **(1 period)**	By the end of the lesson, pupils should be able to: 1. Identify a metre ruler and its parts. 2. Use a metre ruler correctly to measure the length of objects to the nearest metre or decimetre. 3. Record measurements with the correct unit (m or dm).	Metre ruler, align, zero point, estimate, measure, record. **Content:** How to use a ruler: align the zero mark with one end of the object, read the measurement at the other end. Understanding that 1m = 10dm.	- Teacher models how to align the ruler and read the measurement. - Set up measurement stations around the room with objects of different lengths (e.g., table, poster, window sill). Pupils rotate and measure, recording their answers. - Pupils swap recorded measurements with a partner to verify accuracy.	Metre rulers, objects of varying lengths (≥1dm), worksheets for recording results.	Review of recorded worksheets. Observation of proper technique at stations.	Mathematics Primary pupil's book P2 version edited in 2023 (page133-134)	
	Lesson3: Dividing a meter into	By the end of the lesson, pupils should	Relationship, equivalent, convert, equal parts.	- Use a metre ruler to physically see the 10 dm marks.	Metre rulers, decimetre strips (10cm	Oral questioning: "How many	Mathematics Primary pupil's	

	10 equal parts and a decimetre in 10 equal parts **(1 period)**	be able to: 1. Understand that 1 metre = 10 decimetres (dm). 2. Understand that 1 decimetre = 10 centimetres (cm). 3. Understand that 1 metre = 100 centimetres (cm).	**Content:** The relationship between units: 1 m = 10 dm 1 dm = 10 cm Therefore, 1 m = 100 cm	Use a 10 cm (1 dm) ruler to see the 10 cm marks. - Draw a large metre strip on paper and divide it into 10 equal parts (dm), then divide one dm into 10 equal parts (cm). - Create a class chant: "Ten decimetres in a metre! Ten centimetres in a decimetre!"	rulers), large paper for drawing, markers.	cm are in 1 dm? How many dm are in 1 m?"	book P2 version edited in 2023 (page134-136)	
	Lesson4: Converting units of measurements **(2 periods)**	- Convert metres to decimetres and vice versa. - Convert decimetres to centimetres and vice versa. - Use multiplication and division to convert.	Convert, multiply, divide. **Content:** To convert larger units to smaller units, multiply (e.g., 3m = 3 x 10 = 30dm). To convert smaller units to larger units, divide (e.g., 50cm = 50 ÷ 10 = 5dm).	- Teacher models conversion using the "rule of multiply or divide by 10" with a conversion chart. - Graduated practice: first converting m↔dm, then dm↔cm, then mixed practice. - Match cards with equivalent measurements	Conversion chart poster, whiteboards for quick practice, matching card sets.	Whiteboard checks for quick conversions. Accuracy in the matching game. Marking of practice exercises.	Mathematics Primary pupil's book P2 version edited in 2023 (page136-137)	

				(e.g., 2m, 20dm, 200cm).				
Week 6 9-13/2/2026	**Lesson5:** Comparing and arranging length measurements **(2 periods)**	- Compare two lengths given in different units. - Use >, <, and = to compare measurements. 3. Arrange a set of measurements in ascending and descending order.	Compare, greater than (>), less than (<), order, ascending, descending. **Content:** To compare, first convert all measurements to the same unit. Then compare the numerical values.	- Teach the strategy: "To compare, convert!" Work through examples as a class. - In pairs, pupils are given a set of cards with measurements in different units. They work together to put them in order from shortest to longest. - "Which is Longer?" - teacher holds up two measurements, teams buzz in to answer.	Measurement cards (with values in m, dm, cm), comparison symbol cards (<, >, =), whiteboards.	Observation of pair work and strategy use. Success in the "Which is Longer?" game.	Mathematics Primary pupil's book P2 version edited in 2023 (page138-141)	
	Lesson6: Adding length measurements	- Add lengths given in the same unit. - Add lengths given in different units	Add, sum, total, altogether, common unit. **Content:** Steps for addition: 1) Convert to the same unit. 2) Add	- Solve addition problems on the board, emphasizing the conversion step. - Worksheet with	Whiteboards, worksheets with addition problems, metre and	Whiteboard responses. Marking of worksheets.	Mathematics Primary pupil's book P2 version edited in	

	(1 period)	by first converting to a common unit. - Record the sum with the correct unit.	the numbers. 3) Write the sum with the unit.	addition problems, starting with same units and progressing to mixed units. - Pupils solve a problem on their whiteboard and hold it up.	dm rulers for visual aid.		2023 (page141-143)	
	Lesson7: Subtracting length measurements **(1 period)**	- Subtract lengths given in the same unit. - Subtract lengths given in different units by first converting to a common unit. - Record the difference with the correct unit.	Subtract, difference, take away, how much longer, how much left. **Content:** Steps for subtraction: 1) Convert to the same unit. 2) Subtract the numbers. 3) Write the difference with the unit.	- Quick review of addition from L6 to introduce subtraction. - Work through story problems involving finding the difference in length between two objects. - In pairs, pupils roll dice to generate numbers, create subtraction problems, and solve them.	Dice, worksheets with subtraction problems, objects of different lengths for context.	Marking of worksheets. Observation of problem-creation in pairs.	Mathematics Primary pupil's book P2 version edited in 2023 (page144)	
	Lesson8: Multiplying length measureme	- Multiply a length by a whole number.	Multiply, product, repeated addition. **Content:** 3 x 5cm means 5cm + 5cm +	- Link multiplication to repeated addition using a number	String, ribbons, number lines,	Responses to practical problems. Success in the	Mathematics Primary pupil's book P2	

	nts by a number **(1 period)**	- Understand this as repeated addition of the same length.	5cm = 15cm. Multiply the number, then write the unit.	line or string. - Practical problems: "If one piece of ribbon is 4dm long, how long are 3 pieces?" - "Multiplication Match": match a multiplication card (3 x 2dm) with its product card (6dm).	multiplicatio n match cards.	matching game.	version edited in 2023 (page145)	
Week 7 16-20/2/2026	**Lesson9:** Dividing length measurements by a number **(2 periods)**	- Divide a length by a whole number. - Understand this as sharing the length into equal parts.	Divide, share, quotient, equal parts. **Content:** 15cm ÷ 3 means sharing 15cm into 3 equal parts. Each part will be 5cm. Divide the number, then write the unit.	- Use string or strips of paper to physically divide lengths into equal parts (e.g., cut a 20cm string into 4 equal pieces). - Solve division problems on paper, linking back to the concrete activity. - Solve problems like "A 30dm rope is cut into 10 equal pieces. How long is each piece?"	String, scissors, rulers, worksheets with division problems.	Observation of the concrete sharing process. Marking of division problems.	Mathematics Primary pupil's book P2 version edited in 2023 (page146-147)	

	Lesson10: Word problems involving length measurements in m, dm, and cm **(2 periods)**	- Read a word problem and identify the operation needed (+, -, x, ÷). 2. Extract the relevant numbers and units. 3. Solve the problem and state the answer with the correct unit.	Word problem, operation, solve, explain. **Content:** Applying all previous skills: converting, comparing, and operating with lengths in context.	- Review the C-U-B method (Circle numbers, Underline question, Box key words) for word problems. - In small groups, pupils solve different word problems on poster paper and present their solutions. - Pupils write their own word problem involving length for a friend to solve.	Word problem cards, poster paper, markers, math journals.	Quality of group posters and presentations. Creativity and accuracy of pupil-created problems.	Mathematics Primary pupil's book P2 version edited in 2023 (page147-148)	
	Lesson11: End unit assessment **(1 period)**	To assess pupils' understanding and ability to apply all concepts covered in the unit on length.	- A summary of all key points from Lessons 1-10: measuring, converting, comparing, operating (+, -, x, ÷), and solving word problems with m, dm, cm.	- Formal written assessment under test conditions. Includes: - Converting units. - Comparing lengths. - Addition/Subtraction. - Multiplication/Divi	Test papers, pencils, rulers.	Formal summative assessment. The test is marked and scored to evaluate individual pupil mastery.	Mathematics Primary pupil's book P2 version edited in 2023 (page149)	

				sion. - Word problems.				

UNIT 6: STANDARD UNIT OF CAPACITY MEASUREMENTS "LITRE". (10 PERIODS)

Key unit competence: Pupils will be able to measure, compare, add, and subtract capacity measurements, multiply and divide capacity measurements in litres (ℓ) by a whole number

Dates and weeks	Lesson title and periods	Learning objectives	Content summary	Teaching and learning activities	Teaching and learning aids	Assessment	references	Weekly observation/remarks
Week 8 23-27/2/2026	**Lesson1:** Introduction of the unit **(1 period)**	- Define capacity as the amount of liquid a container can hold. - Identify the litre (l) as a standard unit for measuring capacity. - Compare containers based on their	Capacity, liquid, container, hold, litre (l), full, empty, half-full. **Content:** Capacity is the measure of how much a container can hold. We use litres to measure and compare capacity accurately.	- "Mystery Containers" - pupils observe different containers (cup, bottle, jug, bowl) and predict which holds the most/least. - Teacher introduces the 1-litre bottle/container as a standard measure.	Various containers (cups, bottles, jugs, 1L bottle), water or sand tray, picture cards of containers.	Oral predictions and justifications. Observation of sorting activity.	Mathematics Primary pupil's book P2 version edited in 2023 (page150)	

		capacity visually.		- In groups, pupils sort picture cards of containers into "holds more than 1L", "holds about 1L", and "holds less than 1L".				
	Lesson 2: Measuring liquids using a litre. **(1 period)**	- Use a 1-litre container to measure the capacity of other containers. - Estimate and then measure how many litres a container can hold. - Record measurements using the unit 'l' for litres.	Measure, estimate, litre (l), pour, record. **Content:** To find the capacity of a large container, count how many times you can fill a 1-litre jug and pour it in.	- Teacher demonstrates how to measure the capacity of a bucket by counting how many 1-litre jugs of water it takes to fill it. - In small groups, pupils use 1-litre jugs to measure the capacity of different containers (e.g., a small basin, a large bottle). They record their estimates and actual measurements. - Groups share their findings with the class.	1-litre jugs/containers, larger containers to measure, water or rice/sand, towels for spills, recording sheets.	Accuracy of recorded measurements. Observation of measuring technique (pouring, counting).	Mathematics Primary pupil's book P2 version edited in 2023 (page150-151)	

	Lesson3: Comparing capacity measurements **(1 period)**	- Compare the capacity of two or more containers given in litres. - Use the symbols >, <, and = to compare capacities. 3. Order containers from greatest to least capacity.	Compare, greater than (>), less than (<), equal to (=), order, greatest, least. **Content:** We use numbers and symbols to compare capacities just like we compare numbers. 5l > 3l means 5 litres is greater than 3 litres.	- Quick physical comparison of two containers whose capacities are known (e.g., a 2L bottle vs. a 1L jug). - Teacher writes capacities on the board (4l, 2l, 5l) and guides pupils to compare them using symbols and order them. - "Capacity War" - in pairs, pupils flip cards with capacities (e.g., 3l, 10l, 5l) and the player with the larger capacity wins the round.	Capacity cards with measurements in litres, comparison symbol cards (<, >, =), whiteboards.	Responses during guided practice. Participation and accuracy in the "Capacity War" game.	Mathematics Primary pupil's book P2 version edited in 2023 (page152-153)	
	Lesson4: Addition of capacity measurements of liquids **(1 period)**	- Add two or more capacities given in litres. - Solve simple problems involving the sum of capacities.	Add, sum, total, altogether, combine. **Content:** When adding capacities, add the numbers and keep the unit the same (e.g., 2l + 5l = 7l).	- Demonstrate adding capacities by pouring two containers of water (e.g., 2L and 3L) into one large container and measuring the total.	Two smaller containers, one larger container, water, worksheets with addition	Observation of the concrete demonstration. Marking of worksheets.	Mathematics Primary pupil's book P2 version edited in 2023 (page155)	

		- Record the total with the correct unit (l).		- Practice solving vertical and horizontal addition number sentences with units (e.g., 4l + 2l =). - Worksheet with addition problems.	problems, whiteboards.			
	Lesson5: Subtraction of capacity measurements of liquids **(1 period)**	- Subtract one capacity from another given in litres. - Solve simple problems involving the difference between capacities. - Understand subtraction as "how much more" or "how much is left".	Subtract, difference, take away, how much more, how much left. **Content:** When subtracting capacities, subtract the numbers and keep the unit the same (e.g., 8l - 3l = 5l). The answer is called the difference.	- Use water and containers to act out a subtraction scenario (e.g., "This jug has 5 litres. I pour out 2 litres. How many litres are left?"). - Solve subtraction problems on the board together, using both horizontal and vertical formats. - Pupils use dice to create and solve their own subtraction number sentences with units.	Two containers (one large, one small), water, dice, whiteboards, worksheets.	Observation of demonstration participation. Marking of partner work and worksheets.	Mathematics Primary pupil's book P2 version edited in 2023 (page156)	

Week 9 2-6/3/2026	**Lesson6:** Solving word problems involving addition or subtraction of capacity measurements of liquids **(1 period)**	- Decode a word problem to identify the correct operation (add or subtract). 2. Extract the necessary numbers and form a number sentence. - Solve the problem and state the answer in a full sentence with the correct unit.	Word problem, altogether, total, left, more, difference, number sentence. **Content:** Key words signal the operation: "altogether" and "total" suggest addition (+). "Left," "more," and "difference" suggest subtraction (-).	- Introduce and model the C-U-B method (Circle numbers, Underline the question, Box key words). - In groups, pupils sort word problem cards into "Add" and "Subtract" piles. - Pupils work individually or in pairs to solve a worksheet of mixed word problems, showing their working.	Word problem card sets, worksheets, posters with key words, highlighters.	Accuracy in card sorting activity. Review of worksheets for correct operation and solution.	Mathematics Primary pupil's book P2 version edited in 2023 (page157-158)	
	Lesson7: Multiplication of capacity measurements with a whole number **(1 period)**	- Multiply a capacity by a whole number. - Understand multiplication of capacity as repeated addition. 3. Calculate the total	*Multiply, product, repeated addition, groups of, times.* ***Content:*** *4 x 3l means 3l + 3l + 3l + 3l = 12l. You multiply the number by the capacity. The unit remains litres (l).*	- Show 4 identical bottles each holding 2 litres. Pour them into a large container to find the total capacity (8L). - Connect the concrete action to the number sentence: 4 x 2l =	Identical small containers (bottles, jugs), water, large container, dice, number cards.	Responses during the concrete activity. Accuracy in solving multiplication sentences during the game.	Mathematics Primary pupil's book P2 version edited in 2023 (page158-159)	

		capacity for multiple identical containers.		8l. Practice writing multiplication sentences for given scenarios. - "Capacity Roll": Roll a die for the number of groups and a number card for the capacity, then calculate the total.				
	Lesson8: Division of capacity measurements with a whole number **(1 period)**	- Divide a capacity by a whole number. - Understand division as sharing a total capacity equally into groups. - Calculate the capacity for each group or container.	Divide, share, quotient, equal parts, per, each. **Content:** 12l ÷ 3 = 4l. This means 12 litres shared equally into 3 containers gives 4 litres in each. You divide the number; the unit remains litres (l).	- Pour a known amount of water (e.g., 6L) from a large jug equally into 3 smaller containers. Measure to show each has 2L. - Solve division problems on the board, linking them to the sharing concept. Use language like "shared equally" and "how much each?". - Pupils complete problems involving	Large jug, several identical small containers, water, worksheets with division problems.	Observation of the sharing demonstration. Marking of worksheets for correct answers and units.	Mathematics Primary pupil's book P2 version edited in 2023 (page159-160)	

				sharing capacity equally.				
	Lesson9: Solving word problems involving multiplication and division of capacity measurements by a whole number. **(1 period)**	- Read a word problem and determine whether to multiply or divide. - Apply the correct operation to find the solution. - Explain the reasoning behind their choice of operation.	Word problem, groups of, each, per, share, equal, total. **Content:** Key words: "How many altogether?" or "each container holds..." suggests multiplication. "Share equally" or "how much in each?" suggests division.	- Review key words for multiply/divide. As a class, sort new word problem cards into "Multiply" and "Divide" categories. - In pairs, pupils solve problems, explaining to their partner why they chose multiply or divide. - Pupils write their own multiplication or division word problem about capacity.	Word problem cards, worksheets, chart paper for sorting.	Peer explanations during partner work. Quality and accuracy of pupil-created word problems.	Mathematics Primary pupil's book P2 version edited in 2023 (page161-162)	
	Lesson10: End unit assessment 6 **(1 period)**	To assess pupils' comprehensive understanding and ability to apply all	A summative assessment covering: measuring, comparing, adding, subtracting, multiplying, dividing, and solving word	A formal written test administered under exam conditions. The test includes a variety of question types to assess	Test papers, pencils, erasers.	**Formal Summative Assessment.** The test is marked, scored, and used to	Mathematics Primary pupil's book P2 version edited in	

		concepts covered in the capacity units	problems with litres (l).	knowledge, procedures, and problem-solving.		evaluate each pupil's mastery of the unit objectives.	2023 (page163)	

UNIT 7: Mass measurements in "Kg". (5 Periods)

Key unit competence: Pupils will be able to weigh, compare, add, and subtract weights of various objects up to 10kg, multiply and divide mass measurements in kilograms (kg) by a whole number

Dates and weeks	Lesson title and periods	Learning objectives	Content summary	Teaching and learning activities	Teaching and learning aids	Assessment	references	Weekly observation/remarks
Week 10 9-13/3/2026	**Lesson1:** Introduction of the unit **(1 period)**	- Define mass as how heavy or light an object is. - Identify the kilogram (kg) as a standard unit of mass. - Compare the mass of two objects by hefting (lifting).	Mass, weight, heavy, light, heavier than, lighter than, kilogram (kg), heft. **Content:** Mass is the amount of matter in an object. We measure it in kilograms (kg). We can first compare by feeling the mass (hefting).	- "Mystery Bags" - pupils lift different sealed bags (e.g., filled with cotton, sand, stones) and order them from lightest to heaviest. - Discuss why we need a standard unit (e.g., to be precise, to agree on measurements). Introduce the kilogram (kg).	Sealed bags containing different materials, a 1kg standard mass, chart paper for a "Heavy/Light" T-chart.	Oral predictions and justifications during the "Mystery Bags" activity. Participation in discussion.	Mathematics Primary pupil's book P2 version edited in 2023 (page164)	

				- Show a 1kg mass (weight). Let pupils hold it to feel the mass of one kilogram.				
	Lesson2: Kilogram as a standard unit of mass, measuring mass using different types of balance and comparing masses of objects **(1 period)**	- Identify and use a balance scale to measure mass. - Measure the mass of an object in kilograms using standard masses. - Compare the masses of two objects using a balance scale and symbols (>, <, =).	Balance scale, kilograms (kg), measure, compare, level, heavier, lighter. **Content:** A balance scale compares mass. When balanced, masses are equal. We use standard 1kg masses to find an object's mass.	- Teacher demonstrates how to use a balance scale: place object on one side, add kg masses to the other until it balances. - In small groups, pupils use balance scales and 1kg masses to find the mass of various classroom objects (e.g., book, bag of rice). - Pupils use scales to compare two objects and record the results using symbols (>, <, =).	Balance scales, sets of standard 1kg masses, a variety of classroom objects, comparison symbol cards.	Observation of proper technique using the scale. Accuracy of recorded measurements and comparisons.	Mathematics Primary pupil's book P2 version edited in 2023 (page164-165)	
	Lesson3: Addition and subtraction	- Add masses given in kilograms. - Subtract one	Add, sum, total, subtract, difference, how much more, how much less.	- Pose problems: "If one bag of rice is 5kg and another is 3kg, what is the	Worksheets, whiteboards, word	Marking of worksheets. Responses to	Mathematics Primary pupil's book P2	

	of mass measurements **(1 period)**	mass from another given in kilograms. 3. Solve simple problems involving the sum and difference of mass.	**Content:** When adding or subtracting mass, we add or subtract the numbers and keep the unit the same (kg). e.g., 5kg + 3kg = 8kg; 7kg - 2kg = 5kg.	total mass?" "The dog has a mass of 15kg. The cat has a mass of 4kg. How much more massive is the dog?" - Worksheet with addition and subtraction number sentences involving kg. - Solve simple word problems involving mass.	problem cards.	word problems.	version edited in 2023 (page171-175)	
	Lesson4: Multiplication and division of mass measurements by a whole number **(1 period)**	- Multiply a mass by a whole number (repeated addition). - Divide a mass by a whole number (sharing equally). 3. Solve simple problems involving multiplication	Multiply, product, groups of, divide, share, quotient, equal parts, each. **Content:** Multiplication: 4 x 2kg = 8kg (4 bags, each 2kg). Division: 8kg ÷ 4 = 2kg (8kg shared into 4 equal bags).	- Use bags of rice or sand to show multiplication (e.g., line up 3 bags each labeled 2kg, show total is 6kg). Show division by sharing a 6kg mass into 3 equal piles. - Solve multiplication and division problems on the board. - Pupils solve	Bags of rice/sand, labels, worksheets with problems.	Observation during the demonstration. Marking of application problems.	Mathematics Primary pupil's book P2 version edited in 2023 (page175-179)	

		and division of mass.		problems like "A box of 5 identical books has a mass of 10kg. What is the mass of one book?"				
	Lesson5: End unit assessment **(1 period)**	To assess pupils' understanding and ability to apply all concepts covered in the unit on mass.	A summary of all key points: concept of mass, kg, using scales, comparing, and performing operations (+, -, x, ÷) with mass measurements.	Formal written assessment under test conditions. Includes: - Reading mass from a diagram of a scale. - Comparing masses. - Addition/Subtraction calculations. - Multiplication/Division calculations. - A simple word problem.	Test papers, pencils.	Formal Summative Assessment**.** The test is marked and scored to evaluate individual pupil mastery of the unit objectives.		

UNIT 8: RWANDAN CURRENCY FROM 1FRW TO 1000 FRW (5/15 PERIODS)

Key unit competence
Pupils will be able to count and exchange Rwandan currency up to 1000Frw

Dates and weeks	**Lesson title and periods**	**Learning objectives**	**Content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**references**	**Weekly observation/remarks**
Week 11 16-20/3/2026	**Lesson1:** Introduction of the unit(1 period)	- Define money as a medium of exchange for goods and services. - Identify the Rwandan Franc (Frw) as the official currency of Rwanda. - Show interest in	Money, currency, buy, sell, goods, services, Rwandan Franc (Frw). **Content:** Money is used to pay for things we need and want. Rwanda uses the Rwandan Franc. Coins and notes have different values.	- "Turn and Talk" - pupils discuss what they have seen their parents/guardians use to buy things at the market. - Teacher shows real or realistic replica Rwandan coins and notes and introduces the topic. - Create a class	Real or replica Rwandan currency, pictures of goods/services, a KWL chart on poster paper.	Oral contributions to the discussion and KWL chart.	Mathematics Primary pupil's book P2 version edited in 2023 (page181)	

		learning about their national currency.		chart: What we Know about money, What we Want to know, and later, What we Learned.				
	Lesson2: Characteristics and importance of Rwandan currency from 1Frw to 1000Frw(2 periods)	- Identify all coins and notes from 1 Frw to 1000 Frw. 2. Describe the physical characteristics (color, size, images) of each coin and note. 3. Explain the importance of money and the need to handle it responsibly.	Coin, note/bill, value, features, security, save, spend, donate. **Content:** Identifying coins (1, 5, 10, 20, 50, 100 Frw) and notes (500, 1000 Frw). Features: value, color, national symbols, security features (e.g., stripes). Importance: saving, wise spending, avoiding damage.	- In groups, pupils use currency sets to sort coins from notes and then order them by value. They describe the features of each. - Match picture cards of currency to cards with their values. - Teacher-led talk on the importance of respecting money (not tearing, drawing on it) and basic concepts of saving.	Sets of real/replica currency (1-1000 Frw), sorting trays, feature charts, picture-value matching cards.	Group sorting and ordering accuracy. Participation in the matching game. Contributions to the discussion on importance.	Mathematics Primary pupil's book P2 version edited in 2023 (page182-183)	
	Lesson3: Exchange of Rwandan	Understand that different combinations of coins/notes	Exchange, trade, combination, equal value, total. **Content:** The	- Using large props, the teacher shows how to exchange a 500Frw	Large demonstration currency, individual	Observation of correct exchanges during the	Mathematics Primary pupil's book P2	

	currency from 1 Frw to 1000 Frw(1 period)	can equal the same value. - Make exchanges between smaller and larger denominations (e.g., five 100Frw notes for one 500Frw note). - Make simple combinations to reach a given total.	relationship between denominations: e.g., 1x500Frw = 5x100Frw = 10x50Frw. Making a specific amount in different ways (e.g., 250Frw can be 2x100Frw + 1x50Frw, or 5x50Frw, etc.).	note for five 100Frw notes. - Pupils work in pairs. One is the shopkeeper, the other is the customer who must pay with exact change using different combinations. - "Can you make 350 Frw in three different ways?" Pupils use currency sets to find solutions.	currency sets, price tags for items (e.g., banana 50Frw, book 200Frw).	game. Successful completion of the combination challenge.	version edited in 2023 (page184-185)	
	Lesson4: Comparing Rwandan currency that does not exceed 1000 Frw.(1 period)	- Compare the values of different sets of coins and notes. - Use the symbols >, <, and = to compare amounts of money. - Arrange amounts of	Compare, greater than (>), less than (<), equal to (=), value, order, ascending, descending. **Content:** To compare, find the total value of each set first. The set with the higher total value is greater. Use symbols to show the comparison.	- The teacher places two sets of currency on the board (e.g., 100+50+20 vs. 500+5). The class calculates each total and uses a symbol to compare. - Pupils play in pairs. They flip a card showing a set	Currency cards showing sets of coins/notes, comparison symbol cards (<, >, =), worksheets.	Participation and accuracy in the "War" game. Correct answers on the worksheet.	Mathematics Primary pupil's book P2 version edited in 2023 (page186-187)	

		money in ascending and descending order.		of coins/notes, calculate the total, and the player with the higher value wins the cards. - Pupils complete a worksheet comparing amounts and ordering values.				
Week 12 and 13 23/3-3/4/2026	**Exams of term 2**							

Teacher's Name: ……..
School Name: …….
Class: P 2
Subject: MATHEMATICS

Academic year: ……
Term: 3
Number of weeks per term: 11
Number of periods per week: 5periods

UNIT 8: RWANDAN CURRENCY FROM 1FRW TO 1000 FRW (10/15 PERIODS)

Key unit competence: Pupils will be able to count and exchange Rwandan currency up to 1000Frw

Dates and weeks	Lesson title and periods	Learning objectives	Content summary	Teaching and learning activities	Teaching and learning aids	Assessment	references	Weekly observation/remarks

Week 1 20-24/4/2026	**Lesson5:** Addition and subtraction of Rwandan currency that does not exceed 1000 Frw. **(1 period)**	- Add two or more amounts of money in Frw. - Subtract one amount of money from another in Frw. - Record calculations using the Frw symbol.	Add, sum, total, subtract, difference, change, cost, price. **Content:** Add numbers and keep the currency unit (Frw). When subtracting, find the difference between amounts. This can show how much was spent or change received.	- "You buy a pencil for 150Frw and an eraser for 50Frw. What is the total cost?" "You have 500Frw. You spend 250Frw. How much change do you get?" - Use worksheets with number sentences (200Frw + 300Frw =) and simple problems. - Pupils use real/ replica coins to physically combine amounts for addition and take away coins for subtraction.	Real/replica currency, price tags, worksheets, whiteboards.	Accuracy in solving worksheet problems. Correct use of coins to represent operations.	Mathematics Primary pupil's book P2 version edited in 2023 (page187-188)	
	Lesson6: Word problems involving addition and subtraction of Rwandan	- Read a word problem and identify whether to add or subtract. - Extract the relevant numbers. - Form a	Word problem, spend, cost, total, left, change, more, less. **Content:** Key words signal the operation: "total," "altogether," "spend" (add). "Left," "change," "how much more" (subtract).	- Review the C-U-B method (Circle numbers, Underline question, Box key words) with money problems. - In small groups, pupils solve	Word problem cards, poster paper, markers, highlighters.	Quality of group posters and explanations. Creativity and accuracy of pupil-created problems.	Mathematics Primary pupil's book P2 version edited in 2023 (page188-189)	

	currency that does not exceed 1000 Frw **(1 period)**	number sentence, solve it, and write a complete answer.		different word problems on poster paper and present their solutions. - Pupils write their own simple addition or subtraction money problem for a partner to solve.				
	Lesson7: Multiplication and division of Rwandan currency that does not exceed 1000 Frw by a number. **(2 periods)**	- Multiply an amount of money by a whole number (repeated addition). 2. Divide an amount of money by a whole number (sharing or grouping). 3. Understand the concepts of "cost per item" and "total cost for multiple items."	Multiply, product, groups of, divide, share, equal parts, cost each, total cost. **Content:** Multiplication: 3 x 100Frw = 300Frw (3 items, each costing 100Frw). Division: 600Frw ÷ 3 = 200Frw (600Frw shared by 3 people, or the cost per item if 3 items cost 600Frw total).	- Use coins to show that 4 packets of juice at 50Frw each require 200Frw (4 x 50Frw). Show that 400Frw shared among 4 people is 100Frw each (400Frw ÷ 4). - Solve multiplication and division problems on the board. - Simple role-play of buying multiple identical items (multiplication) and sharing money (division).	Real/replica currency, props for items (pencils, packets), worksheets.	Observation of concrete reasoning. Marking of practice problems.	Mathematics Primary pupil's book P2 version edited in 2023 (page189-190)	

	Lesson8: Word problems involving multiplication and division of Rwandan currency that does not exceed 1000 Frw. **(1 period)**	- Decode a word problem to identify if it requires multiplication or division. - Apply the correct operation to solve money problems. 3. Justify the choice of operation.	- Word problem, each, per, for all, total, share equally, equal groups. **Content:** Key words: "How much for 5 pens?" or "each costs..." (multiply). "How much does each person get?" or "shared equally" (divide).	- As a class, sort word problem cards into two piles: "Multiply" and "Divide". - Individuals or pairs solve a mixed set of multiplication and division word problems. - Pupils explain how they knew which operation to use for a specific problem.	Word problem cards, worksheets with mixed problems.	Accuracy in sorting activity. Written solutions to problems. Quality of oral explanations.	Mathematics Primary pupil's book P2 version edited in 2023 (page190-191)	
Week 2 27/4-1/5/2026	**Lesson 9:** Make a list of items and price before buying them **(2 periods)**	- Create a simple shopping list. - Research and write realistic prices for items next to them. - Calculate the estimated total cost of the list.	Budget, shopping list, item, price, estimate, total cost. **Content:** Planning before shopping is called budgeting. A list helps you remember what to buy and avoid spending too much. Prices can be estimated based on prior knowledge.	- Teacher models making a list for a party: 5 balloons (20Frw each), 1 packet of juice (100Frw), etc., and calculates the total. - Pupils create their own shopping list for a specific event (e.g., a birthday, a school picnic). They must find or estimate prices and	Supermarket flyers, price lists, paper, calculators (optional), chart paper for gallery walk.	Completion and realism of the shopping list project. Accuracy of the total cost calculation.	Mathematics Primary pupil's book P2 version edited in 2023 (page191-192)	

				calculate the total. - Pupils display their lists and budgets; others provide feedback.				
	Lesson10: Simple problems involving Buying and selling goods. **(1 period)**	- Role-play a simple buying and selling scenario. 2. Calculate the total cost of items. 3. Calculate correct change to be given.	Buy, sell, shopkeeper, customer, cost, price, change, profit. **Content:** The customer pays money. The shopkeeper receives money, calculates the total cost, and gives back change (Money paid - Total cost = Change).	- Set up a classroom "shop" with items and price tags. Review the process: choose item, calculate total, pay, receive change. - Pupils take turns being the shopkeeper and customer, using real/replica currency. - Solve written problems about buying, finding totals, and calculating change.	Classroom shop setup, items with price tags, real/replica currency, worksheets.	Observation of role-play for correct calculation and change. Marking of worksheets.	Mathematics Primary pupil's book P2 version edited in 2023 (page192-194)	
	Lesson11: Preparing small income	- Brainstorm simple ideas for a small school-based business.	Income, generating, project, cost, income, profit, loss. **Content:** A simple project (e.g., selling	- Class brainstorm of small project ideas (e.g., sell lemonade, make bookmarks).	Chart paper, markers, example material cost lists.	Quality of group brainstorm and planning. Logical	Mathematics Primary pupil's book P2 version	

	generating projects **(1 period)**	2. Identify basic costs and potential income. 3. Understand the basic concept of profit (Income - Cost = Profit).	fruits, making cards). You spend money on materials (cost). You earn money from sales (income). If income > cost, you make a profit.	- In groups, pupils choose one idea and list: a) Materials needed and their cost. b) Proposed selling price. - Groups calculate potential profit if they sell 10 items.		calculation of potential profit.	edited in 2023 (page197)	
	Lesson12: End unit assessment **(1 period)**	To assess pupils' comprehensive understanding and ability to apply all concepts covered in the unit on money.	A summative assessment covering: identifying currency, operations (+, -, x, ÷), word problems, budgeting, and concepts of buying/selling.	A formal written test administered under exam conditions. The test includes a variety of question types to assess knowledge, procedures, and problem-solving.	Test papers, pencils, erasers.	Formal Summative Assessment**.** The test is marked, scored, and used to evaluate each pupil's mastery of the unit objectives.	Mathematics Primary pupil's book P2 version edited in 2023 (page198-200)	

UNIT 9: HOUR, MONTHS OF THE YEAR AND DAYS OF EACH MONTH (10 PERIODS)

Key unit competence: Pupils will be able to read, write, and draw the time shown by clock faces or watches showing hour o'clock and half past an hour, use a calendar to identify months of the year and days of each month.

Dates and weeks	Lesson title and periods	Learning objectives	Content summary	Teaching and learning activities	Teaching and learning aids	Assessment	references	Weekly observation/remarks
Week 3 4-8/5/2026	**Lesson1:** Introduction of the unit **(1 period)**	- Explain why we need to measure time. - Identify different tools used to tell time. - Show interest in learning about time.	Time, clock, watch, hour, minute, second, schedule, routine. **Content:** Time helps us organize our day. We use clocks, watches, and calendars to measure time. Time can tell us when to sleep, eat, learn, and play.	- "Think-Pair-Share" on why time is important. What would happen if we didn't have clocks? - Create a class chart: What we **K**now about time, What we **W**ant to know. - Show pictures of different time-	Pictures of time-telling tools, a KWL chart on poster paper, a real analogue and digital clock.	Oral contributions to the discussion and KWL chart.	Mathematics Primary pupil's book P2 version edited in 2023 (page201-202)	

				telling tools (sundial, analogue clock, digital clock, phone, calendar).				
	Lesson2: Time shown by digital and analogue watches: The hour - o'clock and solving related word problems **(2 periods)**	- Read and show "o'clock" times on an analogue clock. 2. Read and show "o'clock" times on a digital clock. - Solve simple word problems involving "o'clock" times.	Analogue clock, digital clock, hour hand, o'clock, hour. **Content:** On an analogue clock, at o'clock, the hour hand points exactly to a number and the minute hand points to 12. On a digital clock, o'clock is shown as :00 (e.g., 3:00).	- Use a large demonstration clock to show different o'clock times. Pupils practice moving the hands to show o'clock. - Match analogue clock cards showing o'clock to digital time cards. - Solve simple problems like "School starts at 8:00. Draw this time on a clock."	Large demonstration analogue clock, individual small analogue clocks, time matching cards, worksheets.	Observation of clock manipulation. Accuracy in matching activity. Marking of worksheets.	Mathematics Primary pupil's book P2 version edited in 2023 (page202-206)	
	Lesson3: Time shown by digital and analogue watches: The half	- Read and show "half past" times on an analogue clock. 2. Read and show "half	Half past, minute hand, hour hand, half-hour, :30. **Content:** On an analogue clock, at half past, the minute hand points to the 6	- Teacher shows how the minute hand moving to 6 means half an hour has passed. Pupils use small clocks to show "half past"	Large demonstration clock, individual small clocks, worksheets with blank	Ability to correctly show "half past" on their clocks. Responses to	Mathematics Primary pupil's book P2 version edited in 2023	

	past an hour and solving related word problems **(2 periods)**	past" times on a digital clock. 3. Solve simple word problems involving "half past" times.	and the hour hand is halfway between two numbers. On a digital clock, it is shown as :30 (e.g., 3:30).	various hours. - Compare o'clock and half past times on both analogue and digital clocks. - Create and solve stories: "Lunch is at half past twelve. Show this time."	clocks to draw on.	story problems.	(page206-207)	
Week 4 11-15/5/2026	**Lesson4:** The calendar: Days of the week, Months of the year and Weeks of the month and of the year and solving related word problems **(2 periods)**	- Recite the seven days of the week and twelve months of the year in order. 2. Use a calendar to find dates and identify how many days are in a week/month. - Solve simple word problems using calendar information.	Calendar, day, week, month, year, date, today, yesterday, tomorrow. **Content:** There are 7 days in a week. There are 28-31 days in a month. There are 12 months in a year. There are about 52 weeks in a year.	- Learn songs or chants for the days of the week and months of the year. - In groups, pupils explore real calendars, answer questions ("What day is the 15th?", "How many Mondays are this month?"). - "If today is Monday, what day was yesterday? What day is tomorrow?"	Large wall calendar, individual monthly calendars, days/months song videos, word problem cards.	Recitation of days and months. Correct answers during calendar exploration.	Mathematics Primary pupil's book P2 version edited in 2023 (page207-210)	
	Lesson5: Matching	- Identify the times of key	Schedule, routine, activity, timetable,	- As a class, list the main activities of	Picture cards of school	Accuracy in the matching	Mathematics Primary	

	school activities with the daily hours **(1 period)**	daily events. - Match analogue and digital times to these events. - Create a simple visual timetable of the school day.	event. **Content:** Our school day has a routine: assembly, lessons, break time, lunch time, dismissal. Each activity happens at a specific time.	the school day and their times. - Pupils match picture cards of activities (e.g., eating lunch) with time cards (e.g., 12:30). - In pairs, pupils create a poster of the class's daily schedule using drawings and clock faces/times.	activities, time cards, large paper, markers.	activity. Completion and accuracy of the schedule poster.	pupil's book P2 version edited in 2023 (page211-212)	
	Lesson6: Matching the school activities with the days of the week **(1 period)**	- Identify activities that happen on specific days (e.g., PE, library). - Understand that some activities are weekly events. - Create a simple weekly schedule.	Weekly, schedule, specific, recurring. **Content:** Some activities happen on the same day every week. This is a weekly schedule. For example, PE might be every Tuesday.	- Brainstorm activities that happen only on certain days (e.g., "On which day do we have music?"). - Sort activity cards into the days of the week they occur. - Pupils draw a simple weekly timetable for their class, filling in the special activities for each day.	Days of the week cards, activity cards, weekly timetable templates.	Participation in brainstorming. Correct sorting of activities. Completion of the weekly timetable.	Mathematics Primary pupil's book P2 version edited in 2023 (page212-213)	

	Lesson7: End unit assessment **(1 period)**	To assess pupils' comprehensive understanding and ability to apply all concepts covered in the unit on time.	A summative assessment covering: reading analogue/digital clocks (o'clock, half past), calendar knowledge (days, months), and applying time to daily and weekly schedules.	A formal written test administered under exam conditions. Includes: - Drawing hands on clocks. - Writing digital times. - Calendar questions. - Matching activities to times/days. - Simple word problems.	Test papers, pencils.	Formal Summative Assessment. The test is marked, scored, and used to evaluate each pupil's mastery of the unit objectives.	Mathematics Primary pupil's book P2 version edited in 2023 (page214)	

UNIT 10: TYPES OF LINES AND ANGLES (5 PERIODS)

Key unit competence: Pupils will be able to differentiate and draw different types of lines, acute, right and obtuse angles.

Dates and weeks	**Lesson title and periods**	**Learning objectives**	**Content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**references**	**Weekly observation/remarks**
Week 5	**Lesson1:** Introductio	- Define a line as a continuous	Line, point, shape, geometry, straight, curved.	- Pupils look around the classroom and	Objects from the environment	Oral contributions during the	Mathematics Primary pupil's	

18-22/5/2026	n of the unit **(1 period)**	mark made by a moving point. - Identify that lines are the building blocks of shapes and angles. - Show curiosity about the shapes and lines in their environment.	**Content:** Lines are everywhere. They can be long, short, straight, or curved. We use lines to draw pictures and make shapes.	school environment and name objects that have obvious lines (e.g., door frame, whiteboard edge, clock face). -Create a class chart: What we **K**now about lines, What we **W**ant to know. - Pupils use rulers and freehand to draw different types of lines on paper.	, a KWL chart on poster paper, paper, rulers, crayons.	discovery walk. Participation in the KWL discussion.	book P2 version edited in 2023 (page215)	
	Lesson2: Types of lines: Straight lines, closed and open lines, curved lines and zigzag (broken) lines	-Identify and name straight, curved, zigzag (broken), open, and closed lines. - Draw examples of each type of line. - Differentiate between open	Straight line, curved line, zigzag line, broken line, open line, closed line. **Content:** A straight line is the shortest distance between two points. A **curved line** bends. A **zigzag** line has sharp turns. An **open line** has two endpoints. A **closed line** is a loop	- Pupils are given cards with pictures of different lines and sort them into categories (straight, curved, zigzag). - In pairs, pupils find and draw examples of each line type from objects in the classroom.	Picture cards of different lines, paper, crayons, markers, real objects (ruler for straight, plate for curved, etc.).	Accuracy in sorting activity. "Line Art" picture includes all required types.	Mathematics Primary pupil's book P2 version edited in 2023 (page215-219)	

	(1 period)	and closed lines.	with no start or end point (like a circle).	- Pupils create a "Line Art" picture that incorporates all four types of lines (straight, curved, zigzag, closed).				
	Lesson3: Types of angles and comparing angles: Right angle, Acute angles and obtuse angles. **(2 periods)**	- Define an angle as a figure formed by two lines meeting at a point. 2. Identify and name right angles, acute angles, and obtuse angles. 3. Compare angles and sort them by size.	Angle, vertex, arm, right angle, acute angle, obtuse angle, compare, larger than, smaller than. **Content:** An **angle** is made of two **arms** and a **vertex** (corner). A **right angle** is like the corner of a square (90°). An **acute angle** is smaller than a right angle. An **obtuse angle** is larger than a right angle.	- Pupils use popsicle sticks or straws to create the three types of angles. - Pupils use a right-angle finder (a folded paper square) to identify right, acute, and obtuse angles in the classroom (e.g., on doors, windows, books). - Pupils are given a set of angle cards and must sort them into right, acute, and obtuse piles.	Popsicle sticks/straws, paper for making right-angle finders, angle sorting cards, realia (books, doors).	Correct creation of angles with manipulatives. Accurate sorting of angle cards.	Mathematics Primary pupil's book P2 version edited in 2023 (page219-222)	
	End unit assessment	To assess pupils' comprehensiv	A summative assessment covering: identifying and	A formal written test administered under exam	Test papers, pencils, rulers.	Formal Summative Assessment.	Mathematics Primary pupil's	

	(1 period)	e understanding and ability to apply all concepts covered in the unit on lines and angles.	drawing types of lines (straight, curved, zigzag, open, closed) and identifying, naming, and comparing types of angles (right, acute, obtuse).	conditions. Includes: - Naming types of lines. - Drawing different lines. - Identifying types of angles in pictures. - Drawing angles. - Sorting angles by size.		The test is marked, scored, and used to evaluate each pupil's mastery of the unit objectives.	book P2 version edited in 2023 (page 223)	

UNIT 11: SQUARE, RECTANGLE AND TRIANGLE (10 PERIODS)

Key unit competence: Pupils will be able to draw and select a square, a rectangle and a triangle from other geometrical shapes and calculate their perimeter.

Dates and weeks	**Lesson title and periods**	**Learning objectives**	**Content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observation/remarks**
Week 6 25-29/5/2026	**Lesson1:** Introduction of the unit **(1 period)**	- Identify that a shape is a closed figure. - Name common 2D shapes:	Shape, 2D (two-dimensional), flat, closed figure, square, rectangle, triangle, circle. **Content:** Shapes are	- Pupils find and name objects in the classroom that are specific shapes (e.g., clock is a circle, door is a	Real objects, 2D shape cut-outs, a KWL chart on poster paper.	Oral contributions during the shape hunt. Participation	Mathematics Primary pupil's book P2 version edited in	

		square, rectangle, triangle, circle. 3. Show interest in the shapes in their environment.	flat, closed figures. We see them everywhere. This unit is about learning the special rules of different shapes.	rectangle). - In groups, pupils sort a collection of shape cut-outs into piles of squares, rectangles, triangles, and circles. - Create a class chart: What we **K**now about shapes, What we **W**ant to know.		in sorting activity.	2023 (page232)	
	Lesson2: Describing and drawing a square **(1 period)**	- Identify and describe the properties of a square. - Draw a square using a ruler. - Identify square objects in the environment.	Square, side, equal, vertex (vertices), corner, right angle. **Content:** A square has 4 equal sides and 4 right angles (corners). All sides are the same length.	-Use geoboards or straws to create squares. Pupils count and describe the sides and corners. - Teacher models how to use a ruler to draw a square (equal sides, right angles). Pupils practice. - Pupils draw or list objects from home or school that are square.	Geoboards & bands, straws & connectors, rulers, paper, pictures of square objects.	Accuracy of created squares on geoboards. Neatness and accuracy of drawn squares.	Mathematics Primary pupil's book P2 version edited in 2023 (page232-234)	

	Lesson3: Measuring and calculating the perimeter of a square **(2 periods)**	- Define perimeter as the distance around a shape. - Measure the sides of a square in centimeters. - Calculate the perimeter of a square by adding the four equal sides or multiplying one side by 4 (P = 4 x side).	Perimeter, distance around, measure, centimetre (cm), add, multiply. **Content:** To find the perimeter (P), add all sides: P = side + side + side + side. Since sides are equal, a faster way is P = 4 x length of one side.	- Pupils use string to wrap around a square object, then measure the string with a ruler to find the total distance (perimeter). - Measure the sides of drawn squares and calculate perimeter by addition and by multiplication. - "Perimeter Race" - solve quick perimeter problems on whiteboards.	String, rulers, square objects, worksheets with squares, whiteboards.	Accuracy in measuring with string and ruler. Correct calculations during the "Perimeter Race".	Mathematics Primary pupil's book P2 version edited in 2023 (page234-236)	
	Lesson4: Characteristics of a rectangle **(1 period)**	- Identify and describe the properties of a rectangle. - Draw a rectangle using a ruler. - Differentiate between a square and a rectangle.	Rectangle, length, width, opposite sides, equal, right angle, vertex (vertices). **Content:** A rectangle has 4 sides and 4 right angles. Opposite sides are equal and parallel. Length is usually longer than width. A square is a special type	- In pairs, pupils compare a square and rectangle cut-out. They describe how they are alike (4 sides, 4 right angles) and different (sides all equal vs. opposite sides equal). - Teacher models how to use a ruler	Square and rectangle cut-outs, rulers, paper, pictures of rectangular objects.	Accurate descriptions during the comparison activity. Neatness and accuracy of drawn rectangles.	Mathematics Primary pupil's book P2 version edited in 2023 (page236-237)	

			of rectangle where all sides are equal.	to draw a rectangle (ensuring opposite sides are equal). Pupils practice. - Pupils draw or list rectangular objects (e.g., books, doors, windows).				
Week 7 1-5/6/2026	**Lesson5:** Measuring and calculating the perimeter of a rectangle **(1 period)**	- Measure the length and width of a rectangle. - Calculate the perimeter of a rectangle by adding all sides or using the formula P = 2 x (length + width).	Perimeter, length, width, add, formula, multiply. **Content:** To find the perimeter (P), add all sides: P = length + width + length + width. A faster way is P = 2 x (length + width).	- Measure the length and width of various rectangular objects (book, tablet) and calculate the perimeter using both methods. - Worksheet with rectangles of different dimensions for pupils to calculate the perimeter. - The teacher shows a wrongly calculated perimeter. Pupils identify and correct the mistake.	Rulers, rectangular objects, worksheets, whiteboards.	Accuracy in measuring objects. Correct calculations on the worksheet.	Mathematics Primary pupil's book P2 version edited in 2023 (page238-239)	

	Lesson6: Characteristics of a triangle **(2 periods)**	- Identify and describe the properties of a triangle. 2. Draw different types of triangles (focus on scalene, isosceles, equilateral - Identify triangular objects in the environment.	Triangle, side, vertex (vertices), corner, scalene, isosceles, equilateral. **Content:** A triangle has 3 sides and 3 angles (corners). **Equilateral:** all 3 sides equal. **Isosceles:** 2 sides equal. **Scalene:** no sides equal.	- Use geoboards or straws to create different types of triangles. Pupils count sides and compare lengths. - Sort triangle cut-outs into groups based on side length (all sides equal, two sides equal, no sides equal). - Pupils use rulers to try to draw different types of triangles.	Geoboards & bands, straws & connectors, triangle cut-outs, rulers, paper.	Accurate sorting of triangles by type. Attempts to draw different triangle types.	Mathematics Primary pupil's book P2 version edited in 2023 (page240)	
	Lesson7: Measuring and calculating the perimeter of a triangle **(1 period)**	- Measure the three sides of different triangles. - Calculate the perimeter of any triangle by adding the lengths of its three sides (P = side a + side b + side c).	Perimeter, measure, add, sides. **Content:** The perimeter of a triangle is the sum of its three sides. You must measure each side and add them together.	- Pupils measure the sides of triangular objects or drawn triangles with a ruler and calculate the perimeter. - Solve simple problems: "A triangle has sides 5cm, 6cm, and 7cm. What is the perimeter?"	Rulers, triangular objects (set squares), worksheets with triangles and problems.	Accuracy in measuring and adding side lengths. Correct answers to word problems.	Mathematics Primary pupil's book P2 version edited in 2023 (page241-242)	

				- A quick quiz reviewing the perimeter of squares, rectangles, and triangles.				
	Lesson8: End unit assessment **(1 period)**	To assess pupils' comprehensive understanding and ability to apply all concepts covered in the unit on shapes and perimeter.	A summative assessment covering: identifying properties of squares, rectangles, triangles; drawing shapes; and calculating the perimeter of squares, rectangles, and triangles.	A formal written test administered under exam conditions. Includes: - Naming shapes and their properties. - Drawing shapes. - Calculating perimeter from diagrams. - Word problems involving perimeter.	Test papers, pencils, rulers.	Formal Summative Assessment. The test is marked, scored, and used to evaluate each pupil's mastery of the unit objectives.	Mathematics Primary pupil's book P2 version edited in 2023 (page243-244)	

UNIT 12: MISSING NUMBERS IN ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION. (5 PERIODS)

Key unit competence

Pupils will be able to find the missing number in addition, subtraction, multiplication and division of numbers.

Dates and weeks	Lesson title and periods	Learning objectives	Content summary	Teaching and learning activities	Teaching and	Assessment	references	Weekly observation/remarks

					learning aids			
Week 8 8-12/6/2026	**Lesson1:** Introduction of the unit **(1 period)**	-Understand that algebra is about finding unknown numbers. - Identify a "missing number" in a simple number sentence. - Show willingness to solve number puzzles.	Algebra, unknown, missing number, number sentence, equals sign (=), puzzle. **Content:** Algebra is like detective work for numbers. We find the value of a missing number that makes a number sentence true. The equals sign (=) means "is the same as".	- Play "Number Mystery." Teacher writes incomplete number sentences on the board (e.g., 5 + __ = 7) and asks pupils to guess the hidden number. - Discuss where we see missing numbers in real life (e.g., solving a riddle, figuring out a score). - Create a class chart: What we **K**now about finding missing numbers, What we **W**ant to know.	Whiteboard, number cards with question marks, a KWL chart on poster paper.	Oral responses during the "Number Mystery" game. Contributions to the KWL chart.	Mathematics Primary pupil's book P2 version edited in 2023 (page245)	
	Lesson2: Finding the missing number in a number sentence	- Find an unknown addend in an addition sentence.	Addition, subtraction, addend, sum, minuend, subtrahend, difference, inverse operation. **Content:** Addition: If a + b = c, then b = c -	- Teacher models solving for the missing number using think-aloud strategies and using the inverse	Balance scale (real or image), equation matching cards,	Accuracy in the "Equation Match" activity. Quick	Mathematics Primary pupil's book P2 version edited in	

	with addition or subtraction **(1 period)**	- Find an unknown subtrahend or minuend in a subtraction sentence. - Use the inverse operation to check their answer.	a. (e.g., 4 + __ = 9, the answer is 9 - 4 = 5). Subtraction: If a - b = c, then a = c + b (e.g., __ - 3 = 2, the answer is 2 + 3 = 5) and b = a - c (e.g., 7 - __ = 4, the answer is 7 - 4 = 3).	operation to check. Use a balance scale analogy. - "Equation Match." Pupils work in pairs to match a number sentence with a missing number to its solution card. -Teacher displays problems, pupils solve on whiteboards and hold them up.	whiteboards, markers.	whiteboard responses.	2023 (page245-248)	
	Lesson3: Finding the missing number in a number sentence with multiplication or division **(1 period)**	- Find an unknown factor in a multiplication sentence. 2. Find an unknown dividend or divisor in a division sentence. 3. Use the inverse operation to	Multiplication, division, factor, product, dividend, divisor, quotient, inverse operation. **<u>Content:</u> Multiplication:** If a x b = c, then b = c ÷ a. (e.g., 3 x __ = 12, the answer is 12 ÷ 3 = 4). **Division:** If a ÷ b = c, then a = c x b (e.g., __ ÷ 4 = 2, the answer is 2 x 4 = 8) and b = a ÷ c	- Relate multiplication and division to repeated addition and grouping/sharing. Use arrays to visualize the problem. - "I do, We do, You do." Teacher solves a problem, class solves one together, then pupils solve one	Arrays (drawn or objects), dice, worksheets with guided steps.	Success during the "We do" and "You do" phases. Participation in the "Roll and Solve" game.	Mathematics Primary pupil's book P2 version edited in 2023 (page249)	

		check their answer.	(e.g., 12 ÷ __ = 3, the answer is 12 ÷ 3 = 4).	independently. - "Roll and Solve." Roll dice to create numbers for equations with missing numbers (e.g., __ x 4 = [product from dice]).				
	Lesson4: Finding the common difference and completing the missing number in a number pattern **(1 period)**	-Identify a repeating pattern and a growing/shrinking number pattern. - Find the rule (common difference) of a number pattern. - Extend a number pattern and find missing numbers within it.	Pattern, sequence, term, rule, common difference, extend, missing term. **Content:** A number pattern follows a rule. To find the rule, find the difference between consecutive numbers (e.g., 2, 4, 6, 8... rule is +2). Use the rule to find missing numbers.	- In groups, pupils are given number patterns and must figure out the rule and find the missing number(s). - Pupils create their own number patterns with one missing number for a partner to solve. - Identify patterns in real life (e.g., counting by 2s, 5s, 10s; house numbers).	Number pattern cards, hundred charts, whiteboards.	Accuracy in the "Pattern Detective" activity. Ability to create a logical pattern for a peer.	Mathematics Primary pupil's book P2 version edited in 2023 (page250-252)	
	End unit assessment	To assess pupils' comprehensiv	A summative assessment covering: finding missing	A formal written test administered under exam	Test papers, pencils.	Formal Summative Assessment.	Mathematics Primary pupil's	

	(1 period)	e understanding and ability to apply all concepts covered in the unit on algebra and patterns.	numbers in addition, subtraction, multiplication, and division sentences; and identifying rules and missing numbers in patterns.	conditions. Includes: - Solving for missing numbers in equations. - Identifying the rule of a pattern. - Completing patterns with missing terms. - Simple word problems presented as equations.		The test is marked, scored, and used to evaluate each pupil's mastery of the unit objectives.	book P2 version edited in 2023 (page253)	

UNIT 13: PICTOGRAPHS (5 PERIODS)

Key unit competence: Pupils will be able to describe and explain the information provided by a pictograph/simple graph.

Dates and weeks	**Lesson title and periods**	**Learning objectives**	**Content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**references**	**Weekly observation/remarks**
Week 915-19/6/2026	**Lesson 1:** Introduction of the unit **(1 period)**	- Define data as a collection of information. - Explain that we can sort	Data, information, sort, group, category. **Content:** Data is facts or information. We collect data to answer questions. Sorting data	- "Turn and Talk" - Pupils discuss how they sort their toys or books at home (e.g., by type, color, size).	A list of pupil responses on the board, a KWL chart	Oral contributions during the discussion.	Mathematics Primary pupil's book P2 version edited in	

		data to understand it better. - Show interest in organizing information.	into groups helps us see patterns and compare things easily.	- Teacher collects data from the class (e.g., "What is your favorite fruit?") and writes the answers on the board, showing a messy list. Discuss why it's hard to read. - Create a class chart: What we **K**now about sorting data, What we **W**ant to know.	on poster paper.		2023 (page254-255)	
	Lesson 2: Grouping objects according to their types **(1 period)**	- Sort a collection of objects into categories based on a given rule (e.g., color, type, size). - Count the number of objects in each category. - Record the count in a simple table.	Sort, group, category, attribute, count, tally, table. **Content:** We can group objects by their attributes (like color, shape, or type). After grouping, we count the items in each group. A table helps us record the counts neatly.	- In small groups, pupils are given a mixed bag of objects (e.g., colored counters, shapes, toy animals) and sort them by a specific attribute. - Groups count the items in each category and record the totals in a simple table drawn on chart	Bags of mixed objects (counters, buttons, etc.), chart paper, markers.	Observation of correct sorting. Accuracy of the count and table presented.	Mathematics Primary pupil's book P2 version edited in 2023 (page255-256)	

				paper. - Groups present their sorted objects and table to the class.				
	Lesson 3: Observing a pictograph, identify its characteristics and compare the number of objects for different types **(1 period)**	-Identify a pictograph and its parts (title, categories, pictures, key). 2. Extract information from a pictograph. 3. Use a pictograph to compare quantities (most, least, more than, less than).	Pictograph, data, symbol, picture, key, title, compare, most, least. **Content:** A pictograph uses pictures or symbols to show data. It has a title, labels for categories, and a key that shows what each picture represents (e.g., 1 picture = 1 student).	- The teacher shows a large pictograph (e.g., "Our Favorite Pets"). The class identifies the title, labels, and key together. - Teacher asks questions about the graph (e.g., "Which pet is most popular?", "How many more students like dogs than fish?"). Pupils answer. - In pairs, pupils generate one question about the graph for another pair to answer.	Large sample pictograph, pointer, pre-prepared questions.	Oral answers to "I Spy" questions. Quality of pupil-generated questions.	Mathematics Primary pupil's book P2 version edited in 2023 (page257-260)	
	Lesson 4: Drawing a	- Create a pictograph	Draw, create, title, label, key, symbol,	- Using data from Lesson 2 (e.g.,	Data tables, graph paper,	Completion of an accurate	Mathematics Primary	

	pictograph using the given information **(1 period)**	from data in a table. - Include all necessary parts: title, categories, pictures, and a key. - Choose an appropriate symbol for the data.	represent. **Content:** Steps to make a pictograph: 1. Choose a title. 2. Write the category names. 3. Decide on a symbol and create a key. 4. Draw the correct number of symbols for each category.	"Colors of Counters"), the teacher guides the class to create a pictograph on the board, step-by-step. - Pupils are given a simple data table (e.g., number of children who like different sports) and create their own pictograph on paper. - Pupils swap pictographs and check for a title, labels, key, and correct number of symbols.	pencils, crayons, rulers.	pictograph. Success in peer assessing a partner's work.	pupil's book P2 version edited in 2023 (page260-261)	
	End unit assessment **(1 period)**	To assess pupils' comprehensive understanding and ability to apply all concepts covered in the	A summative assessment covering: sorting and counting objects, reading and interpreting a pictograph, and drawing a pictograph from given data.	A formal written test administered under exam conditions. Includes: - Questions about a provided pictograph. - Sorting data into	Test papers, pencils, crayons.	Formal Summative Assessment**.** The test is marked, scored, and used to evaluate each pupil's	Mathematics Primary pupil's book P2 version edited in 2023 (page262)	

		unit on data handling.		a table. - Drawing a simple pictograph from a data table.		mastery of the unit objectives.		
Week 10 and 11 22/6-3/7/2026	**Third term exams**							