**RUTSIRO DISTRICT**

**SUBJECT: MATHEMATICS**

**ACADEMIC YEAR: 2024-2025**

**FORMAT OF UNIT PLAN/SCHEME OF WORK**

**CLASS: PRIMARY TWO (P2)**

**SCHOOL NAME**: **TEACHEAR’S NAME:**

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| **TERM 1 ACADEMIC YEAR 2024-2025** | | | | | | |
| Date and weeks | TITLE OF UNITS | LESSONS | LEARNING OBJECTIVES | TEACHING METHODS | RESOURCE AND REFERENCE | OBSERVATION |
| **WEEK 1**  **9-13/09/2024**  **WEEK 2**  **16-20/09/2024**  **WEEK 3**  **23-27/09/2024**  **WEEK 4**  **30/09-4/10/2024**  **WEEK 5**  **7--11/10/2024**  **WEEK 6**  **14-18/10/2024**  **WEEK 7**  **21-25/10/2024**  **WEEK 8**  **28/10-1/11/2024**  **WEEK 9**  **4-8/11/2024**  **WEEK 10**  **11-15/11/2024**  **WEEK 11**  **18-22/11/2024**  **WEEK12**  **25-29/11/2024**  **WEEK13**  **2-6/12/2024** | **Revision**  **Unit1**  **Numbers from 0 up to 200** | **LESSON 1:**  Reading and writing number in words and figures from 0 to 200  **Lesson 2:**  Findthe place value of each digit for a numbers from 0 up to 200 in ones, tens , hundreds,  **Lesson 3:**  Comparison of number from 0 up to 200 by using <,>,=  **Lesson 4**  Arranging numbers within 200 in ascending and descending order.  Lesson 5:  Addition of numbers whose sum does not exceed 200  . Addition without carrying  .Addition with carrying  **Lesson 6**  Word problems involving numbers whose sum does not exceed 200  **Lesson 7**  Subtraction within the range of 200.  . subtraction without borrowing  . subtraction with borrowing  **Lesson 8**  Solving word problems involving subtraction.  **Lesson 9**  Multiplication of whole numbers by 2 and the multiples of 2.  **Lesson 10**  Multiply a two- digits by 2  **Lesson 11**  Word problems involving the multiplication by 2  **Lesson 12**  Division without a remainder of a two or three- digit number by 2  **Lesson 13**  Word problems involving division  **Lesson 14**  Multiplication of whole numbers by 3 and the multiples of 3  **Lesson 15**  Multiply a two-digit number by 3.  **Lesson 16**  Word problems involving the multiplication by 3  **Lesson 17**  Division without a remainder of a two or three-digit number by 3  **Lesson 18.**  Word problems involving the division of a number by 3  **LESSON 19**  **Summative Assessment**  **General assessment**  **REVISION** | **Knowledge**   * Show and explain the place value of each digit in numbers composed by 3 digits * Compare and order number from 0 up to 200. * Add and subtract numbers from 0 up to 200 * Multiply numbers whose product are from 0 to 200 * Divide numbers less than or equal to 30 by 2 and 3 without remainder.   **Skills**  - Count , read and write numbers without mistakes  - Arrange number from smallest to the biggest very well.  -Find place value of each digits  - use comparison symbols (<,> or =) to compare numbers  - Addition of numbers and subtraction.   * To multiply number with 3 digits by 2 and3. * To divide a number with 4 digits by 2 and 3.   **ATTITUDES AND VALUES**  Appreciate the Importance of addition,subtraction, Multiplication and division in dairy life.  **Key Unit competence:**  Counting, reading, writingordering, comparing,adding and subtracting, multiplying and dividing whole numbers from 0 up to 200.  **Written assessment** | - Math games  -Demonstration  - Group work  - brain storming  - question and answer method | **Teaching/ learning aids:**  Various counters (bottles, stones, ......), number cards, from number 1 to 200.  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 2 |  |

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| **WEEK 14: 9-13/12/2024** | REVISION |
| **WEEK 15: 16-19/12/2024** | EXAMINATIONS AND MAARKING |
| **20/12/2024** | GIVING SCHOOL REPORT TO THE LEARNERS |

SCHEME OF WORK “MATHEMATICS” “P2”

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| **TERM 2 ACADEMIC YEAR 2024-2025** | | | | | | |
| Date And Weeks | Title Of Unit | Title Of Lesson | Learning Objectives | Teaching Methods | Resources&  Reference | Observation |
| **WEEK1**  **6-10/01/2025**  **WEEK 2**  **13-17/01/2025**  **WEEK 3**  **20-24/01/2025**  **WEEK 4**  **27-31/01/2025**  **WEEK 5**  **03-07/02/2025**  **WEEK 6**  **10-14/02/2025** | **Revision**  **Unit 2**  **Whole numbers from 0 up to 500.**  Ordering  subtraction  Multiplication  Division  Multiplication  Division | **Lesson1**  Count, count, read and write whole numbers from 0 up 500.  **Lesson 2**  Place values of numbers from 0 up to 500  **Lesson 3**  Comparing numbers from 0 up to 500  **Lesson 4**  Arrange numbers within 500 in ascending or descending order.  **Lesson 5**  Addition of numbers whose sum does not exceed 500.  **Lesson 6**  Word problems involving addition  **Lesson7**  Subtraction of numbers within the range of 500.  **Lesson 8**  Solving problems involving subtraction in real life situation  **Lesson 9**  Multiplication of whole numbers by 4 and multiples of 4  **Lesson 10**  Multiply a two-digit number by 4  **Lesson 11**  Word problems involving the multiplication of number by 4  **Lesson 12**  Division of two or three numbers by 4 without remainder.  **Lesson 13**  Word problems involving division  **Lesson 14**  Multiplication of whole numbers by 5 and the multiples of 5  **Lesson 15**  Multiply a two-digits number by 5  **Lesson 16**  Word problems involving the multiplication by 5  **Lesson 17**  Division of a two or three-digit number by 5 without a remainder  **Lesson 18**  Word problems involving the division of a two or 3 digits number by 5  **Lesson 19**  **Summative assessment** | **Knowledge and understanding**   * Identifyand explain the place value of each digit in numbers composed by 3 digits. * Compare and order number from 0 up to 500. * Add and subtract numbers from 0 up to 500 and whose sum and difference does not exceed 500. * Multiply numbers by 4 and 5 whose product are from 0to 500. * Divide numbers less than or equal to 50 by 4 and 5.   **Skills**  - Count , read and write numbers without mistakes  - Arrange number from smallest to the biggest very well.  -Find place value of each digits  - use comparison symbols (<,> or =) to compare numbers  - Addition of numbers and subtraction.   * To multiply number with 3 digits by 4and5. * To divide a number with 3 digits by 4and 5.   **ATTITUDE AND VALUES**   * Show the culture of orderliness in daily life. * Appreciate the Importance of addition, subtraction, Multiplication and division in daily life.   **Key Unit competence:** Counting, reading, writing, ordering, comparing, adding and subtracting, multiplying and dividing whole  numbers from 0 to 500  **Written assessment** | - Math games  -Demonstration  - Group work  - brain storming  - question and answer method | Manila cards or slips of paper for labelling learners with numbers.  **Teaching/ learning aids:**  Various types of counters (bottles, stones, ......), number cards, number from 1 up to 500.  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 2 |  |
| **WEEK 7**  **17-21/02/2025**  **WEEK 8**  **24-28/02/2025**  **WEEK 9**  **3-07/03/2025**  **WEEK 10**  **10-14/03/2025**  WEEK 11  24-21/03/2025 | **Unit 3**  **Whole numbers from 0 up to 1000**  Addition  Subtraction    **Unit 4**  **FRACTIONS** | **Lesson1**  Count, count, read and write whole numbers from 0 up 1000.  **Lesson 2**  Place values of numbers from 0 up to 999  **Lesson 3**  Comparing numbers from 0 up to 999.  **Lesson 4**  Arrange numbers within 999 in ascending or descending order.  **Lesson 5**  Addition of numbers whose sum does not exceed 999.  **Lesson 6**  Word problems involving addition  **Lesson7**  Subtraction of numbers within the range of 999.  **Lesson 8**  Solving problems involving subtraction in real life situation.  **Lesson 9**  Multiplication of whole numbers by 6 and multiples of 6.  **Lesson 10**  Multiply a two-digit number by 6.  **Lesson 11**  Word problems involving the multiplication of number by 6.  **Lesson 12**  Division of two or three numbers by 6 without remainder.  **Lesson 13**  Word problems involving division.  **Lesson 14**  Multiplication of whole numbers by 10 or by 100  **Summative assessment & revision**  **Lesson 1**  Reading and writing Fraction ½ ; ¼ , 1/8,  **Lesson 2**  Drawing and shading those fraction ½ ; ¼ ; 1/8  **Lesson 3**  Parts of a fraction  **Lesson 4**  Comparing fractions  **Lesson 5**  Putting fractions together to make a whole.  **Lesson 6**  **Summative assessment** | **Knowledge and understanding**   * Identifyand explain the place value of each digit in numbers composed by 3 digits * Compare and order number from 0 up to 999. * Add and subtract numbers from 0 up to 999 and whose sum and difference does not exceed 999 * Multiplying numbers from 0 to 10 by 6. * Divide numbers less than or equal to 60 by 6. * Multiply numbers from 0 to 10 by 100   ( the product should not exceed 990)  **Skills**  - Count, read and write without mistakes numbers from 0 to 999.  - Arrange number from 0 to 999 in ascending and descending order.  - Decompose numbers from 1 to 999 into ones, tens and hundreds,  - use comparison symbols (<,> or =) to compare numbers from 0 to 999.  - Add and subtract numbers whose sum and first term do not exceed 999.   * To multiply number with 2 digits by 6 * Divide numbers less than or equal to 60 by 6.   **ATTITUDES AND VALUES**   * Develop the culture of orderliness in daily life. * Appreciate the Importance of addition, subtraction, Multiplication and division in daily life.   **Key Unit competence:**  Counting, reading, writing, ordering, comparing, adding, subtracting, multiplying and dividing whole numbers from 0 to 999.  **Written assessment**  **Knowledge**   * Show ½, ¼, and 1/8 of a real object. * Use drawings to show ½ , ¼ and 1/8 * Identify parts of fraction.   **skills**   * Divide a real objects parts into 2 equal parts, 4 equal parts and 8 equal parts, * Read and write those fraction * Compare those fraction by using >,< or =   **Attitudes and values**  Develop the spirit of sharing and working harmoniously with others.  **Key unit competence:**  Reading, writing, drawing and shading 1/2, ¼ and 1/8.  **Written assessment** | . Pair discussion  . Group discussion  . demonstration  . Question and  Answers   * Demonstration * Group work | **Teaching/ learning aids:**  Various types of counters (bottles, stones ...), number cards from number up to 1000.  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 2  **Teaching aids**:  A paper, oranges, pawpaw, knife sugarcane…  Reference :  Mathematics pupil’s book primary 2  Curriculum of Mathematic p1-p3 |  |

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| **WEEK 12: 24-28/03/2025** | REVISION |
| **WEEK 13: 31/3-3/04/2024** | EXAMINATIONS AND MARKING |
| **04/004/2024** | GIVING SCHOOL REPORT TO THE LEARNERS |

**TEACHER’S NAME**:………………………………………………………**SCHOOL**: **…………………………………….CLASS:P2**

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| **TERM 3 ACADEMIC YEAR 2024-2025** | | | | | | |
| Date and Weeks | Title of Unit | Title of Lesson | Learning Objectives | Teaching methods | Teaching Aids and reference | Observation |
| **Week 1**  **21-25/04/2025** | **Unit 5:**  **Length measurement**  **m ,dm ,cm** | **Lesson 1**  Length measurement m, dm and cm  **Lesson 2**  Relationship among length measurement  **Lesson 3**  Converting length measurements from the greatest to the lowest unit.  **Lesson 4**  Comparing the length measurements using >;< or =  **Lesson 5**  Arranging length measurements of object.  **Lesson 6**  Addition and subtraction of length measurements in m, dm and cm.  **Lesson 7**  Word problems involving addition and subtraction of length measurement in m, dm and cm  **Lesson 8**  Multiplication and division of length measurements by a whole number.  **Lesson 9**  Word problems involving multiplication and division of length measurement by a whole number less than or equal to 6.  **Lesson 10**  **Summative assessment** | **Knowledge and understanding**  .Distinguish the concept of length and the concept of meter (m).  . Add and subtract length measurements.  . Identify the length of m, dm and cm  . Understand the order of length measurements and identify the relationship between them.  **Skills**  **.**measure the distance of an objects in m and cm  . Identify where m and cm are used in daily life.  . convert, compare ,add and subtract the length measurement ( m, cm, dm )  **Attitudes and values**  . Appreciate the importance of using length  . Develop the culture of honesty in measuring length of various objects.  **Key unit competence**:  Measuring, comparing, adding, subtracting, multiplying and dividing length measurement with a whole number.  **Written assessment** | Demonstration.  Question and answers  Group work | **Teaching/ learning aids**:  A meter ruler of 1 m length, rope, sticks, conversion table of length measurements.  **Reference :**  Mathematics pupil’s book primary 2.  Curriculum of Mathematic p1-p3 |  |
| **Week 2**  **28/4-2/05/2025** | **Unit 6**  **The standard unit of Capacity measurements(L)** | **Lesson 1**  Standard unit of capacity measurements liter (l)  **Lesson 2**  Measuring 1L,2L,up to 10 L of water.  **Lesson 3**  Comparing containers of liquids in liter  **Lesson 4**  Addition and subtraction of capacities in liter.  **Lesson 5**  Word problems involving addition and subtraction of capacities in liter  **Lesson 6**  Multiplication and division of units of capacity by a whole number.  **Lesson 7**  Word problems involving multiplication and division.  **Lesson 8**  **Summative assessment** | **Knowledge and understanding**  . Understand the concept of liter (l).  . Compare the capacity of various containers of liquids.  **Skills**  . Measure the capacity of various containers using a bottle of one liter.  . Read and write the capacity of a containers measured in L.  **Attitudes and values**  . Develop the carefulness and accuracy when measuring.  . Appreciate the importance of liter as a standard unit in measuring capacity of various containers in daily life.  **Key unit competence:**  Comparing, adding, subtracting, multiplying and dividing capacity measurement expressed in liter by whole number.  **Written assessment** | Demonstration.  Question and answers  Group work | **Teaching/ learning aids:**  Various containers (a bottle of 1l, small jerry cans of 1l, 2l, 3l, 5l and 10l, backets…)  **Reference :**  Mathematics pupil’s book primary 2  Curriculum of Mathematic p1-p3 |  |
| **Week 3**  **5-9/05/2025** | **UNIT 7**  **Mass measurements “kg”** | **Lesson 1**  The kilogram as the standard unit of mass.  **Lesson 2**  Balances and their types.  **Lesson 3**  Measuring masses of objects not exceed 10 kg  **Lesson 4**  Importance of kilogram (kg)  **Lesson 5**  Comparing and ordering unit of mass in kg  **Lesson 6**  Addition of mass unitand its word problems involving kg  **Lesson 7**  Subtraction of mass unit and its word problems involving kg.  **Lesson 8**  Multiplication of mass unit (kg) and its word problems  **Lesson 9**  Division of mass unit and its word problems  **Lesson 10**  **Summative assessment** | **Knowledge and understanding**  Understand the  concept of weight of  a kilogram (kg)  ––Read and write kg as unit of weight.  ––Differentiate various  objects according to  Their weight.  **skills**  –Measure weight  Of various objects up to 10kg.  –Compare weights of Various objects.  –Read and write  The weight of Weighed objects In kg.  –Solve word problems  Involving addition,  subtraction, multiplication and division of mass  Measurementsin kg.  **Attitudes and values**  Appreciate the  importance  of using kg in  weighing and  develop the spirit  of honest when  Weighing.  **Key unit competence** Weighing, Comparing, adding and subtracting weights of various objects up to 10kg.  **Written assessment** | Demonstration.  Question and answers  Group discussion | **Teaching/ learning aids:**  Various weighing machines/balances, stone weights,various objects for weighing.  **Reference :**  Mathematics pupil’s book primary 2  Curriculum of Mathematic p1-p3 |  |
| **WEEK 4**  **12-16/05/2025** | **UNIT 8**  **Rwandan currency from 1Frw up to 1000Frw.** | **Lesson 1**  Characteristics of Rwandan currency from 1Frw to1000Frw  **Lesson 2**  Uses of money and how to spend it.  **Lesson 3**  Sources of money.  **Lesson 4**  Buying and selling  **Lesson 5**  Exchange of Rwandan currency from 1Frw up to 1000Frw  **Lesson 6**  Word problems involving addition and subtraction of Rwandan currency from 1frw up to 1000frw.  **Lesson 7**  Word problems involving multiplication and division of Rwandan currency.  **Summative assessment** | **Knowledge and understanding**  ––Identify and list  the value Rwandan  currency from 1Frw  to 1000Frw.  ––Distinguish the  value of Rwandan  currency from  1Frw up to  1000Frw.  **Skills**  ––Count Rwandan  currency from 1  Frw up to 1000Frw  Correctly.  ––Plan how to use  money less than or  equal to 1000Frw  and how what he/  she can do in order  to save money  **Attitudes and values**  –*–*Develop the culture of spending money wisely according to every one’s income.  ––Develop the culture of honesty in using money.  ––Develop the culture of saving and open  small business that  generates income  **key unit competence**  Counting and exchange Rwandan currency up to 1000Frw.  **Write assessment** | Demonstration.  Question and answers  Group work | **Teaching/ learning aids**:  Rwandan currency from 1Frw to 1000Frw, Drawings and pictures of Rwandan currency.  **Reference :**  Mathematics pupil’s book primary 2  Curriculum of Mathematic p1-p3 |  |

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| **Week 5**  **19-23/05/2025** | **Unit 9**  **Hour, months of the yearn and days of each month** | **Lesson 1**  Reading, telling and writing time shown by a clock face using o’clock and half past.  **Lesson 2**  Clock face with long and short needles (hands) ;Clock face with numbers and Hours of the day  **Lesson 3**  **Calendar** :   * Day of week * Week of the month and year * Month of the year, * Days of each month, * Day of year * Planning daily and weekly activities and time management.   **Lesson 4**  **Summative assessment** | **Knowledge and understanding**  ––Order hours of the day.  ––Identify and use  days of the week,  days of each month, and names  of each month of the year.  **Skills**  ––Read and use time shown by a clock face with long and short needles.  ––Differentiate months of the year according to the number of the days of each month.  ––Read and use a calendar.  ––Plan and order daily and weekly activities starting from the most important.  **Attitudes and values**  ––Value time and  managing it effectively  ––Develop orderliness in daily life and respect of time.  **Key unit competence**  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.  **Written assessment** | Math game  Demonstration.  Question and answers  Group work | **Teaching/ learning aids:**  Clock faces with hands, clock faces with numbers, drawings of clock faces showing o’clock or half past and  calendars  **Reference :**  Mathematics pupil’s book primary 2  Curriculum of Mathematic p1-p3 | |  |
| **Week 6**  **26-30/05/2025** | **Unit 10**  **Types of lines and angles** | **Lesson 1**  Types of lines and their characteristics by drawings.  –– Straight lines:  ––Horizontal lines,  ––Vertical lines,  ––Oblique lines,  –– Closed lines,  ––Open lines,  ––Curved lines  –– Zigzag/broken lines,  **Lesson 2**  Types of angles and their characteristics with drawings.  ––Right angle  ––Acute angle  ––Obtuse angles  **Lesson 3**  Comparing right, acute and obtuse angle.  **Lesson 4**  **Summative assessment** | **Knowledge and understanding**  ––­­­­­Differentiate and draw straight lines, closed lines, open lines, curved lines, and zigzag/broken  lines.  ––Name and identify the characteristics/  Properties of acute and obtuse angles using the right angle.  ––Differentiate right, acute and obtuse angles according to their size.  **Skills**  ––Show straight lines, closed lines, open lines, curved lines, and zigzag/broken lines that form various objects/materials located in and outside the classroom.  ––Draw straight  lines, closed lines,  open lines, curved  lines and zigzag/  broken lines  ––Draw right angle, acute angle and obtuse angle.  **Attitudes and values**  ––Develop Culture of deep observation in whatever they are doing.  ––Show theCapability of working towards the objective.  **Key unit competence:**  Identify and draw different types of lines, right, acute, and obtuse angles.  **Written assessment** | Demonstration.  Question and answers  Group work | **Teaching/ learning aids**:  Edges, meter ruler, protractor, gridded sheets of paper.  **Reference :**  Mathematics pupil’s book primary 2  Curriculum of Mathematic p1-p3 | |  |
| **Week 7**  **2-6/06/2025** | **Unit 11**  **Grid** | **Lesson 1**  Characteristics of a Grid.  **Lesson 2**  Construction of a grid.  **Lesson 3**  How to put dots on grid.  **Lesson 4**  How to locate dots on a grid.  **Lesson 5**  **Summative assessment** | **Knowledge**  –­­­­Understand a grid  and itscomponents.  ––Differentiate components of a grid.(Margins,  columns, posts, crossing  bars)  **Skills**  ––Draw a grid,  ––Build a grid, locating an object  on a grid and putting a dot on a grid.  **Attitudes and values**  ––Develop the spirit  of observation and  Carefulness.  **Key unit competence**  Construct a grid and locate points on a grid.  **Written assessment** | Question and answers | **Teaching/ learning aid:**  Edges, meter ruler, manila paper, pencils,…  **Reference :**  Mathematics pupil’s book primary 2  Curriculum of Mathematic p1-p3 | |  |
|  | **Unit 12 shapes:**  **Square,**  **Rectangle**  **Triangle** | **Lesson 1**  Characteristics/Properties of Square and its perimeter.  **Lesson 2**  Characteristics/Properties of rectangle and its perimeter.  **Lesson 3**  Characteristics/Properties of triangle and its perimeter.  **Summative assessment** | **Knowledge**  ––List the properties of  a square, a  Rectangle and a triangle.  ––Identify and  show the  perimeter of each  shape (a square,  a rectangle and atriangle).  **Skills**  ––Distinguish a square, a rectangle and a triangle from other geometrical shapes.  ––Give example ofmaterials/objects that have similar shape to a square, rectangle andtriangle in and outside classroom.  ––Draw square, rectangle and triangle  ––Measure and calculate the perimeter of asquare, a rectangle and a triangle.  **Attitude and values**  ––Develop the spirit of carefulness  when matchingsimilar objects/ materials in daily life.  **Key unit competence**  Identifying a square, a rectangle and a triangle from other geometrical shapes and calculating their perimeter.  **Written assessment** | Demonstration  Question and answers  Group work | **Teaching/ learning aids**:  Various shapes, materials in shapes of square, rectangle, triangle, ruler, gridded paper.  **Reference :**  Mathematics pupil’s book primary 2  Curriculum of Mathematic p1-p3 | |  |
| **WEEK 8**  **09-13/06/2025** | **Unit 13**  **Equation:**  **Missing numbers in addition, subtraction, multiplication and division**.  **Unit 14**  **Pictographs** | **Lesson 1**  Finding the unknown number by quick addition or subtraction.  **Lesson 2**  Finding unknown number in a number sentence with multiplication or division.  **Lesson 3**  Finding a missing number in number pattern.  **Summative assessment**  Lesson 1  Making groups of objects and showing them on a pictograph.  Lesson 2  Describing and interpreting various pictographs showing the number of objects.  **Summative assessment**  **General assessment** | **Knowledge**  ––Understandingthe concept ofequation.  ––Understanding  the rule used when finding the missing numbersin addition, subtraction,multiplicationand division.  **Skills**  ––Calculate  the missing  number in  the addition,  subtraction,  multiplication  and division  of numbers.  **Attitude and values**  –– Reason quickly and effectively.  ––Develop the culture of orderliness.  **Key unit competence** Finding the missing number in the addition, subtraction, multiplication and division of numbers.  **Written assessment**  **Knowledge**  Understand how to make a pictograph used in mathematics whenshowing the size of objects.  **Skills**  ––Find the  Number of objects  Represented on given in a pictograph.  ––Describ*e* andexplain everyinformationprovided by a pictograph.  **Attitude and values**  ––Develop quick critical thinking.  **Key unit competence**  Describing and explaining the information provided by a given pictograph.  **Written assessment** | Math games  Question and answers  Group work  Demonstration.  Question and answers  Group work | | **Teaching/ learning aids:**  Various counters, manila papers or various number cards showing various examples of exercises.  **Reference :**  Mathematics pupil’s book primary 2  Curriculum of Mathematic p1-p3.  Reference :  Mathematics pupil’s book primary 2  Curriculum of Mathematic P1-P3. |  |

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| **Week 9: 16-20/06/2025** | REVISION |
| **Week 10: 23-26/06/2025** | EXAMINATIONS AND MARKING |
| **27/06/2025** | GIVING SCHOOL REPORT TO THE LEARNERS |

**END OF ACADEMIC YEAR 2024-2025**