

## MATHEMATICS SCHEME OF WORK GRADE 2 TERM ONE

WEEK	LESSON	STRAND THEME	SUB STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNER EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	1	NUMBERS	Numbers concept Reading 1-50	By the end of the sub strand the learner should be able to: Read 1-50 in symbols.	Can count numbers from 1-50 in symbols.	Learners to read number names from 1-50 from the chart	Chart Number cards	Oral questions Observation	
	2	NUMBERS	Representing number 1-50	Represent number 1-50 using concrete objects in the environment	What can we use to represent number 1-50?	Learners in groups to represent number 1-50 using safe concrete objects	Concrete objects Counters	Oral questions Observation	
	3	NUMBERS	Filling in missing numbers	Filling in number 1-50 in their work books	How can we find missing numbers	Learners to fill in missing numbers from 1-50	Chart	Oral questions Written exercise	
	4	NUMBERS	Reading numbers 50-100	Read numbers 50-100 using symbols in the chart	Can you find number of objects from number 50-100?	Learners read number names from 50-100 from the chart	Chart	Oral questions observation s	
	5	NUMBERS	Representing numbers 50-100	Represent number 50-100 using concrete objects in the environment	What can we use to represent number 50-100?	Learners to represent numbers from 50-100 using safe concrete objects	Counters	Oral questions observation s	
2	1	NUMBERS	Filling in missing numbers	Fill in missing numbers from number 50-100 using in their books	How can we find missing numbers	Learners to fill in missing numbers from 50-100	Chart	Oral	
	2	NUMBERS	Playing games	Playing games with numbers	How many times in groups can they count numbers 1-100	Learners to play games of have you counted?	Concrete objects representing groups with numbers	Observation s	

# Ssscheme Of Work In Math

**David Bloor**



## **Ssscheme Of Work In Math:**

**Digital Curricula in School Mathematics** Meg Bates, Zalman Usiskin, 2016-02-01 The mathematics curriculum what mathematics is taught to whom it is taught and when it is taught is the bedrock to understanding what mathematics students can could and should learn Today s digital technology influences the mathematics curriculum in two quite different ways One influence is on the delivery of mathematics through hardware such as desktops laptops and tablets Another influence is on the doing of mathematics using software available on this hardware but also available on the internet calculators or smart phones These developments rapidly increasing in their availability and decreasing in their cost raise fundamental questions regarding a mathematics curriculum that has traditionally been focused on paper and pencil work and taught in many places as a set of rules to be practiced and learned This volume presents the talks given at a conference held in 2014 at the University of Chicago sponsored by the Center for the Study of Mathematics Curriculum The speakers experts from around the world and inside the USA were asked to discuss one or more of the following topics changes in the nature and creation of curricular materials available to students transformations in how students learn and how they demonstrate their learning rethinking the role of the teacher and how students and teachers interact within a classroom and across distances from each other The result is a set of articles that are interesting and captivating and challenge us to examine how the learning of mathematics can and should be affected by today s technology Mathematics Curriculum in School Education Yeping Li, Glenda Lappan, 2013-11-19 Mathematics curriculum which is often a focus in education reforms has not received extensive research attention until recently Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education This book provides a unique international perspective on diverse curriculum issues and practices in different education systems offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts The book is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including Identifying what is important in mathematics for teaching and learning in different education systems Understanding mathematics curriculum and its changes that are valued over time in different education systems Identifying and analyzing effective curriculum practices Probing effective infrastructure for curriculum development and implementation Mathematics Curriculum in School Education brings new insights into curriculum policies and practices to the international community of mathematics education with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems This rich collection is indispensable reading for mathematics educators researchers curriculum developers and graduate students interested in learning about recent curriculum development research and practices in different education systems It will help

readers to reflect on curriculum policies and practices in their own education systems and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning

**Learning to Teach Mathematics in the Secondary School** Sue Johnston-Wilder, Clare Lee, David Pimm, 2016-09-13

Learning to Teach Mathematics in the Secondary School combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the secondary school classroom This fourth edition has been fully updated to reflect the latest changes to the curriculum and research in the field taking into account key developments in teacher training and education including examinations and assessment Written specifically with the new and student teacher in mind the book covers a wide range of issues related to the teaching of mathematics such as why we teach mathematics the place of mathematics in the National Curriculum planning teaching and assessing for mathematics learning how to communicate mathematically using digital technology to advance mathematical learning working with students with special educational needs post 16 teaching the importance of professional development the affective dimension when learning mathematics including motivation confidence and resilience Already a major text for many university teaching courses this revised edition features a glossary of useful terms and carefully designed tasks to prompt critical reflection and support thinking and writing up to Masters Level Issues of professional development are also examined as well as a range of teaching approaches and styles from whole class strategies to personalised learning helping you to make the most of school experience during your training and beyond Designed for use as a core textbook Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for all those who aspire to be effective mathematics teachers

**Mathematical Subjects** Fiona Walls, 2009-08-10

Teaching and learning mathematics is a political act in which children teachers parents and policy makers are made visible as subjects As they learn about mathematics children are also learning about themselves who they are who they might become We can choose to listen or not to what children have to say about learning mathematics Such choices constitute us in relations of power Mathematical know how is widely regarded as essential not only to the life chances of individuals but also to the health of communities and the economic well being of nations With the globalisation of education in an increasingly market oriented world mathematics has received intensified attention in the first decade of the twenty first century with a shifting emphasis on utilitarian aspects of mathematics This is reflected in the reconceptualisation of mathematical competence as mathematical literacy loosely conceived as those ways of thinking reasoning and working mathematically that allow us to engage effectively in everyday situations in many occupations and the cut and thrust of world economies as active empowered and participatory citizens It is no surprise then that mathematics has become one of the most politically charged subjects in primary school curricula worldwide We are experiencing an unprecedented proliferation of regional and national strategies to establish benchmarks raise standards enhance achievement close gaps and leave no child behind in mathematics education Industries have sprung up around the design administration and monitoring of

standardised assessment to measure and compare children's mathematical achievement against identified benchmarks and each other *Teaching Secondary Mathematics* Gregory Hine, Robyn Reaburn, Judy Anderson, Linda Galligan, Colin

Carmichael, Michael Cavanagh, Bing Ngu, Bruce White, 2016-08-15 A valuable resource for pre-service teachers who wish to integrate contemporary technology into teaching key mathematical concepts **Primary Mathematics: Teaching Theory and Practice** Claire Mooney, Mary Briggs, Mike Fletcher, Alice Hansen, Judith McCullough, 2011-06-17 The essential teaching theory and practice text for primary mathematics Covering the key skills of planning monitoring and assessment and class management it relates these specifically to primary mathematics The 5th edition of this popular text includes new features making specific links to Every Child Matters and outlining how ICT can be embedded into the teaching of primary Mathematics This text is an indispensable guide for primary trainees on the theory and practice required for effective and creative mathematics teaching Includes features and activities to help the reader make links between theory and practice

**Researching Mathematics Classrooms** Simon Goodchild, Lyn D. English, 2005-01-01 This book brings together key reports of research focusing especially on methods and methodology along with criticism of these reports by other researchers It presents case studies of small scale classroom research in mathematics education Mentoring In Mathematics Teaching Barbara Jaworski, Anne Watson, 2014-01-21 The arena in which the preparation of student teachers for the teaching of mathematics takes place is shifting its foundations and moving its boundaries The whole basis of teacher education at secondary level is in flux with a move towards teacher education programmes which are largely school based Increasingly there is seen to be an important role for the school teacher who acts as mentor to the student teacher in some relationship with a tutor from the initial training institution Teachers who are being encouraged to take on the mentoring role need preparation for its demands and teacher education courses need increasingly to make provision for the education and support of mentors The purpose of this book is to discuss the mentoring process to provide ideas and to highlight issues It provides both practical help and guidance and a philosophical consideration of the development of mathematics teachers and teaching **Rethinking School Mathematics** Andrew Noyes, 2007-05-21 Why is it that so many pupils are put off by maths seeing it as uninspiring and irrelevant and that so many choose to drop it as soon as they can Why is it socially acceptable to be bad at maths Does the maths curriculum really prepare pupils for life This book presents some answers to these questions helping teachers to think through their own attitudes to teaching and learning and to work with pupils towards more effective and inspiring mathematical engagement Part I of the book explores the nature of school mathematics showing how the curriculum has been developed over the years and how increasing effort has been devoted to improving the quality of mathematics teaching with little apparent effect Part II focuses on ways of thinking about classroom mathematics which take account of social cultural political and historical aspects The chapters bring together a collection of activities resources and discussion which will help teachers develop new ways of teaching and learning maths This book will be

essential reading for all maths teachers including maths specialists on initial teacher training courses      *Mathematics Education in Singapore* Tin Lam Toh, Berinderjeet Kaur, Eng Guan Tay, 2019-02-07 This book provides a one stop resource for mathematics educators policy makers and all who are interested in learning more about the why what and how of mathematics education in Singapore The content is organized according to three significant and closely interrelated components the Singapore mathematics curriculum mathematics teacher education and professional development and learners in Singapore mathematics classrooms Written by leading researchers with an intimate understanding of Singapore mathematics education this up to date book reports the latest trends in Singapore mathematics classrooms including mathematical modelling and problem solving in the real world context      New Essays in the Philosophy of Education (International Library of the Philosophy of Education Volume 13) Glenn Langford, D.J. O'Connor, 2010-02-25 This volume includes discussions on the concept of education and such related topics as indoctrination and the nature and scope of the theory of education      **International Library of the Philosophy of Education** Charles Bailey, 2021-07-09 International Library of the Philosophy of Education reprints twenty four distinguished texts published in this field over the last half century and includes works by authors such as Reginald D Archambault Charles Bailey Robin Barrow Norman J Bull D E Cooper R F Dearden Kieran Egan D W Hamlyn Paul H Hirst Glenn Langford D J O Connor T W Moore D A Nyberg R W K Paterson R S Peters Kenneth A Strike I A Snook John and Patricia White and John Wilson Themes discussed include Liberal education moral education the aims of education the education of teachers adult continuing education and the philosophical analysis of education      The Contribution of Mathematics to School STEM Education Judy Anderson, Katie Makar, 2024-06-10 This book presents contemporary STEM education research conducted by mathematics education researchers and their collaborators which highlights the important and pivotal role of mathematics in school STEM education It showcases evidence of the types of integrated curriculum approaches to STEM education which highlight mathematics as a key component and where mathematical concepts can be learnt through integrated tasks These examples challenge the idea that mathematics is just an application or servant to the other STEM subjects and highlight the contribution that mathematics can make to the understanding and practices of the other STEM subjects This book fills a void in the current research literature on the role of mathematics in STEM education provides evidence of the possibilities for designing integrated STEM curriculum and highlights current understandings of the role of mathematics in school STEM education For researchers it identifies and elaborates gaps to encourage further exploration in this field      **Developing a Leadership Role Within the Key Stage 1 Curriculum** Julie A. Davies, 1995 Since 1989 initial teacher training courses in England and Wales have recognized the need for teachers to take a lead in a school subject area in their first appointment There is no longer a place for a primary school teacher newly qualified or not whose sole responsibility is his or her own class Further a teacher must have specific specialist knowledge and expertise in particular subjects which must be disseminated to the rest

of the staff A teacher also needs to develop the skills of communication leadership and persuasion     Getting the Buggers to Add Up Mike Ollerton, Peter Sykes, 2012-03-08 The third edition of this bestselling book for teachers of secondary mathematics has been brought right up to date and benefits from an extra teacher voice Together the authors show how active learning and introducing an element of surprise can bring mathematics alive With a firm focus on problem solving independent exploration thinking skills and applying maths to real life situations this book contains new ideas anecdotes and strategies including brand new chapters on functional mathematics how to make best use of assessment and teacher and curriculum development Brimming with useful tips and inspirational advice on every aspect of teaching this book is essential reading for maths teachers at any stage of their career     *The Enigma of the Aerofoil* David Bloor, 2011-10-03 Why do aircraft fly How do their wings support them In the early years of aviation there was an intense dispute between British and German experts over the question of why and how an aircraft wing provides lift The British under the leadership of the great Cambridge mathematical physicist Lord Rayleigh produced highly elaborate investigations of the nature of discontinuous flow while the Germans following Ludwig Prandtl in Göttingen relied on the tradition called technical mechanics to explain the flow of air around a wing Much of the basis of modern aerodynamics emerged from this remarkable episode yet it has never been subject to a detailed historical and sociological analysis In *The Enigma of the Aerofoil* David Bloor probes a neglected aspect of this important period in the history of aviation Bloor draws upon papers by the participants their restricted technical reports meeting minutes and personal correspondence much of which has never before been published and reveals the impact that the divergent mathematical traditions of Cambridge and Göttingen had on this great debate Bloor also addresses why the British even after discovering the failings of their own theory remained resistant to the German circulation theory for more than a decade The result is essential reading for anyone studying the history philosophy or sociology of science or technology and for all those intrigued by flight     **Learning ICT with Maths** Richard Bennett, 2013-05-24 Providing practical guidance on enhancing learning through ICT in maths this book is made up of a series of projects that supplement augment and extend the QCA ICT scheme and provide much needed links with Units in other subjects schemes of work It includes fact cards that support each project and clearly outline its benefits in relation to teaching and learning examples of how activities work in real classrooms links to research inspection evidence and background reading to support each project adaptable planning examples and practical ideas provided on accompanying downloadable resources Suitable for all trainee and practising primary teachers     The School Journal , 1907     **Research on Mathematics Textbooks and Teachers' Resources** Lianghuo Fan, Luc Trouche, Chunxia Qi, Sebastian Rezat, Jana Visnovska, 2018-02-13 This book focuses on issues related to mathematics teaching and learning resources including mathematics textbooks teacher guides student learning and assessment materials and online resources The book highlights various theoretical and methodological approaches used to study teaching and learning resources and addresses the areas of

resources teachers and students at an international level As for the resources the book examines the role textbooks and other curricular or learning resources play in mathematics teaching learning and assessment It asks questions such as Could we consider different types of textbooks and roles they play in teaching and learning How does the digitalization of information and communication affect these roles What are defining features of e textbooks and how could we characterize the differences between the traditional textbooks and e textbooks As for the teachers the book discusses the relationships between teachers individual and collective resources and the way in which we could model such relationships Specific questions addressed are What is the role of teachers in developing textbooks and other teaching and learning materials What are the relationships between resource designers and users What are the consequences of these changing roles and relationships for the teaching of mathematics and for teacher knowledge and professional development As for the students the book explores how students as well as their teachers interact through resources It raises and addresses questions such as What are the effects of modern ICT particularly internet on students use and the design of resources How do changing patterns of use and design affect student behaviour learning and relationships to the subject of mathematics

**Insights into Teaching Mathematics** Anthony Orton, Leonard Frobisher, 2004-10-01 Providing essential guidance and background information about teaching mathematics this book is intended particularly for teachers who do not regard themselves as specialists in mathematics It deals with issues of learning and teaching including the delivery of content and the place of problems and investigations Difficulties which pupils encounter in connection with language and symbols form important sections of the overall discussion of how to enhance learning The curriculum is considered in brief under the headings of number algebra shape and space and data handling and special attention is paid to the topic approach and mathematics across the curriculum The assessment of mathematical attainment is also dealt with thoroughly Teachers will find this book an invaluable companion in their day to day teaching



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