

Mathematics Grade 2 — Lesson 1

Term 3, Week 7: Number, Operations and Relationships

CAPS 123 Generic School

CAPS Weekly Lesson Planner

Lesson 1

KEY VOCABULARY

forwards backwards before after number line

PREVIOUS LEARNING

Builds on learners' existing ability to count forwards and backwards in 1s within smaller ranges (0-50) from previous terms.

LEARNING OBJECTIVES

- Learners will be able to count forwards in 1s from any given number between 0 and 180.
- Learners will be able to count backwards in 1s from any given number between 0 and 180.
- Learners will be able to identify the number that comes before and after a given number.

ACTIVITIES

Beginning

8 minutes

Whole class stands and does a counting rhyme/chant, counting forwards from 0 to 30 and back, clapping on each number. Teacher then calls out random start numbers (e.g. 'start at 48') and class counts forwards together.

Resources: chalkboard number line drawn 0-180

Middle

30 minutes

Teacher points to numbers on a large chalkboard number line (0-180) and models counting forwards and backwards from different starting points, including crossing tens boundaries (e.g. 68, 69, 70, 71). Learners work in pairs using their own drawn number lines in exercise books, taking turns to point and count forwards/backwards from a number the partner chooses. Teacher circulates giving individual number-range challenges suited to ability (lower numbers for support, higher numbers up to 180 for extension). Learners then complete textbook exercise on counting forwards/backwards and filling in missing numbers before/after.

Resources: textbooks, exercise books, chalkboard number line

End

7 minutes

Quick whole-class game: teacher says a number, learners must say the number that comes just before and just after it, using fingers to show thumbs up when ready.

DIFFERENTIATION

SUPPORT

Give struggling learners a shorter number line (0-30) and start counting tasks from smaller, familiar numbers; pair them with a stronger peer for the partner activity.

EXTENSION

Challenge stronger learners to count forwards/backwards in 1s from numbers close to 180, and to count backwards through a hundred (e.g. from 102 to 95) without support.

INFORMAL ASSESSMENT

Observe learner pairs during the number line activity and note (informally, no recording needed in detail) which learners can count forwards/backwards fluently and which struggle with crossing tens/hundreds boundaries.

Mathematics Grade 2 — Lesson 2

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Lesson 2

KEY VOCABULARY

smaller than greater than smallest greatest order

PREVIOUS LEARNING

Builds on Lesson 1's counting forwards and backwards, using number sequence knowledge to compare number sizes.

LEARNING OBJECTIVES

- Learners will be able to compare two numbers to 75 and say which is smaller/greater.
- Learners will be able to order a set of numbers to 75 from smallest to greatest.

ACTIVITIES

Beginning

8 minutes

Mental maths: teacher shows two number cards (e.g. 34 and 52) and learners must quickly show thumbs up if the first is smaller, thumbs down if greater. Repeat with 6-8 pairs of numbers to 75.

Resources: number cards

Middle

30 minutes

Teacher models comparing numbers using bundled counters (e.g. bottle tops grouped in tens and ones) to physically show which group has more/less, introducing vocabulary 'smaller than' and 'greater than'. Learners work in small groups of 4-5 with sets of number cards (0-75); each group must arrange their cards in order from smallest to greatest on their desks. Teacher moves between groups asking learners to explain their ordering choices. Learners then complete a textbook activity comparing pairs of numbers and ordering given sets of numbers.

Resources: textbooks, number cards, counters/bottle tops

End

7 minutes

Teacher calls out three numbers; selected learners come to the front and physically stand in order from smallest to greatest while class checks.

Resources: number cards

DIFFERENTIATION

SUPPORT

Use smaller number ranges (0-20) and concrete counters for comparison; allow use of a number line to check order.

EXTENSION

Give stronger learners sets of 5-6 numbers closer together (e.g. 61, 63, 60, 65, 62) to order, and ask them to write their own comparison statements using symbols where introduced verbally.

INFORMAL ASSESSMENT

Listen to group discussions and ask individual learners to justify why one number is greater/smaller than another; note learners who cannot yet compare confidently.

Mathematics Grade 2 — Lesson 3

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Lesson 3

KEY VOCABULARY

number bonds add sum altogether difference

PREVIOUS LEARNING

Builds on learners' knowledge of ordering and comparing numbers, applying it to addition problems within a known number range.

LEARNING OBJECTIVES

- Learners will be able to recall number bonds to 20 with increasing fluency.
- Learners will be able to solve addition problems to 75 using concrete apparatus and simple context problems.

ACTIVITIES

Beginning

8 minutes

Rapid mental maths: teacher calls out one part of a number bond to 20 (e.g. '12 and...?') and learners respond chorally and individually with the missing part.

Middle

30 minutes

Teacher models solving an addition word problem in context (e.g. 'There are 34 learners in the hall and 21 more join them, how many altogether?') using bundled counters/bottle tops to demonstrate grouping tens and ones. Learners work individually/in pairs with counters to solve similar context problems, recording their answers in exercise books using number sentences. Teacher gives differentiated problem cards with easier or harder number ranges. Learners then practise number bonds to 20 using bond flashcards/pairs work.

Resources: textbooks, exercise books, counters/bottle tops, number bond cards

End

7 minutes

Quick fire number bond quiz: teacher gives a number to 20, learners write two numbers that add to it in exercise books, teacher checks a sample of answers.

Resources: exercise books

DIFFERENTIATION

SUPPORT

Provide counters and smaller addition problems (numbers to 40) with guided number sentences; focus number bonds practice on bonds to 10 first.

EXTENSION

Give stronger learners addition problems with numbers closer to 75 and two-step context problems; challenge them to find multiple number bond pairs quickly without counters.

INFORMAL ASSESSMENT

Observe learners solving context problems with counters and check exercise book number sentences for correct use of addition and number bonds.

Mathematics Grade 2 — Lesson 4

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Lesson 4

KEY VOCABULARY

subtract take away difference minus left over

PREVIOUS LEARNING

Builds on Lesson 3's addition and number bond work, extending to subtraction within the same number range.

LEARNING OBJECTIVES

- Learners will be able to solve subtraction problems to 75 in context using concrete apparatus and number sentences.
- Learners will be able to solve simple word problems requiring a choice between addition and subtraction.

ACTIVITIES

Beginning

8 minutes

Mental maths chain: teacher gives a starting number (e.g. 20) and learners take turns subtracting a small number (e.g. minus 3) around the class, building fluency with subtraction facts.

Middle

30 minutes

Teacher models a subtraction context problem (e.g. 'There were 58 apples, 24 were eaten, how many are left?') using bundled counters to show taking away tens and ones. Learners work in pairs with counters to solve differentiated subtraction word problems, writing number sentences in exercise books. Teacher includes mixed problems requiring learners to decide whether to add or subtract based on the story context. Learners also revisit number bonds to 20 in a quick paired oral drill.

Resources: textbooks, exercise books, counters/bottle tops

End

7 minutes

Teacher reads out a short word problem; class discusses as a whole group whether to add or subtract and solves it together on the board.

Resources: chalkboard

DIFFERENTIATION

SUPPORT

Provide concrete counters and smaller subtraction problems (numbers to 40); give step-by-step guided sentence frames for the word problems.

EXTENSION

Give stronger learners subtraction problems with numbers close to 75 and problems requiring two steps (add then subtract); encourage mental calculation without counters.

INFORMAL ASSESSMENT

Circulate during pair work, questioning learners on their reasoning for choosing addition or subtraction, and check completed number sentences in exercise books.

Mathematics Grade 2 — Lesson 5

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Lesson 5

KEY VOCABULARY

multiply times groups of skip count repeated addition

PREVIOUS LEARNING

Builds on learners' skip counting and addition skills from previous lessons, extending repeated addition into the concept of multiplication.

LEARNING OBJECTIVES

- Learners will be able to multiply numbers 1 to 10 by 2 using repeated addition and skip counting.
- Learners will be able to multiply numbers 1 to 10 by 5 using repeated addition and skip counting.

ACTIVITIES

Beginning

8 minutes

Whole class skip counts in 2s from 0 to 20, then skip counts in 5s from 0 to 50, using finger counting and clapping to reinforce rhythm.

Middle

30 minutes

Teacher models multiplication as 'groups of' using counters/bottle tops, e.g. showing 4 groups of 2 counters and counting them as repeated addition ($2+2+2+2=8$) and connecting to '4 times 2'. Repeat with groups of 5. Learners work in pairs with counters to build their own groups of 2 and groups of 5 for numbers 1-10, recording repeated addition and simple multiplication statements in exercise books (e.g. 3 groups of 5 = 15). Teacher circulates supporting struggling learners with physical grouping and challenging quicker learners with larger facts. Learners complete a textbook exercise on multiplying by 2 and 5.

Resources: textbooks, exercise books, counters/bottle tops

End

7 minutes

Quick oral quiz: teacher calls out multiplication facts (e.g. '6 times 2') and learners respond chorally, then a few individuals are asked to answer independently for a quick check.

DIFFERENTIATION

SUPPORT

Allow struggling learners to physically build groups with counters for every multiplication fact and focus only on facts up to 5 times 2 and 5 times 5 first.

EXTENSION

Challenge stronger learners to work out multiplication facts mentally without counters and to explore related facts (e.g. if $4 \times 5 = 20$, what is 5×5 ?), and introduce simple word problems involving multiplying by 2 and 5.

INFORMAL ASSESSMENT

Observe pairs building groups with counters and check exercise books for correct repeated addition and multiplication statements; note learners who can answer oral multiplication facts confidently.