

Mathematics Year 2 Yearly Plan

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
1	1. Numbers	1. Whole Numbers	1. Numbers to 1000	1. Say and use the number names in familiar context.	i. Say the number names to 1000. ii. Recognise numerals to 1000.	<u>KITS</u> Ice-cream sticks, straws, chips, multi based blocks, Cuisenaire rods, flash cards, picture cards <u>Curriculum Specifications</u> Refer to page 1 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing
2	1. Numbers	1. Whole Numbers	1. Numbers to 1000	1. Say and use the number names in familiar context.	iii. Count up to 1000 objects by grouping them in hundreds, tens, fives, twos and ones.	<u>KITS</u> Ice-cream sticks, straws, chips, multi based blocks, Cuisenaire rods, flash cards, picture cards <u>Curriculum Specifications</u> Refer to page 1 <u>Thinking Skills</u> 1. Listing 2. Visualizing
3	1. Numbers	1. Whole Numbers	1. Numbers to 1000	2. Read and write numbers to 1000.	i. Write numerals to 1000 ii. Read number words to one thousand. iii. Write number words to one thousand.	<u>KITS</u> Number cards, number word cards, multi based blocks, Cuisenaire rods, flash cards, picture cards <u>Curriculum Specifications</u> Refer to page 2 <u>Thinking Skills</u> 1. Translating 2. Sequencing

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
4	1. Numbers	1. Whole Numbers	1. Numbers to 1000	3. Know what each digit in a number represents.	i. Recognise the place value of numbers.	<u>KITS</u> Number cards, word cards, multi based blocks, place value frame, Cuisenaire rods, flash cards, picture cards <u>Curriculum Specifications</u> Refer to page 3 <u>Thinking Skills</u> 1. Analysing 2. Elaborating
5	1. Numbers	1. Whole Numbers	1. Numbers to 1000	4. Understand and use the vocabulary of comparing and arranging numbers or quantities to 1000	i. Arrange numbers to 1000: a. count on and count back in ones. b. count on and count back in twos. c. count on and count back in fives. d. count on and count back in tens. e. count on and count back in hundreds.	<u>KITS</u> Number cards, word cards, multi based blocks, place value frame, Cuisenaire rods, flash cards, grid cards <u>Curriculum Specifications</u> Refer to pages 4 & 5 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing
6	1. Numbers	1. Whole Numbers	1. Numbers to 1000	4. Understand and use the vocabulary of comparing and arranging numbers or quantities to 1000	ii. Compare two numbers and say which is more or less. iii. Arrange numbers in order: a. compare the numbers; and b. position the numbers on a number line.	<u>KITS</u> Number cards, word cards, multi based blocks, place value frame, Cuisenaire rods, flash cards, number line <u>Curriculum Specifications</u> Refer to page 6 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Decision Making

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
7	1. Numbers	1. Whole Numbers	1. Numbers to 1000	5. Understand and use ordinal numbers in different contexts.	i. Say ordinal numbers from eleventh to twentieth. ii. Use ordinal numbers in different contexts.	<u>KITS</u> Number cards, word cards, picture cards, objects such as beads, flash cards, number line <u>Curriculum Specifications</u> Refer to page 7 <u>Thinking Skills</u> 1. Reasoning 2. Sequencing
8	1. Numbers	1. Whole Numbers	2. Addition with the highest total of 1000	1. Understand addition as combining two groups of objects.	i. Add two numbers without regrouping: a. two 1-digit numbers; b. a 2-digit number and a 1-digit number; and c. two 2-digit numbers.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards <u>Curriculum Specifications</u> Refer to page 8 <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion
9	1. Numbers	1. Whole Numbers	2. Addition with the highest total of 1000	1. Understand addition as combining two groups of objects.	ii. Add two numbers with regrouping: a. a 2-digit number and a 1-digit number; and b. two 2-digit numbers. iii. Add two numbers without regrouping: a. a 3-digit number and a 1-digit number; b. a 3-digit number and a 2-digit number; and c. two 3-digit numbers.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards <u>Curriculum Specifications</u> Refer to page 9 <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
10	1. Numbers	1. Whole Numbers	2. Addition with the highest total of 1000	1. Understand addition as combining two groups of objects.	iv. Add three 1-digit numbers.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards <u>Curriculum Specifications</u> Refer to page 10 <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion
10	1. Numbers	1. Whole Numbers	2. Addition with the highest total of 1000	2. Use and apply knowledge of addition in real life.	i. Find the unknown numbers in number sentences.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to page 11 <u>Thinking Skills</u> 1. Predicting 2. Problem Solving
11	1. Numbers	1. Whole Numbers	2. Addition with the highest total of 1000	2. Use and apply knowledge of addition in real life.	ii. Solve problems involving addition in real life situations.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, sentence cards <u>Curriculum Specifications</u> Refer to page 12 <u>Thinking Skills</u> 1. Problem Solving 2. Relaying Information

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
12	1. Numbers	1. Whole Numbers	3. Subtraction within the range of 1000	1. Understand subtraction as “take away” or “difference” between two groups of objects.	i. Subtract two numbers without regrouping: <ol style="list-style-type: none"> a 1-digit number from a 1-digit number; a 1-digit number from a 2-digit number; and a 2-digit number from a 2-digit number 	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards <u>Curriculum Specifications</u> Refer to page 13 <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion
13	1. Numbers	1. Whole Numbers	3. Subtraction within the range of 1000	1. Understand subtraction as “take away” or “difference” between two groups of objects.	ii. Subtract two numbers with regrouping: <ol style="list-style-type: none"> a 1-digit number from a 2-digit number; and a 2-digit number from a 2-digit number iii. Subtract two numbers without regrouping: <ol style="list-style-type: none"> a 1-digit number from a 3-digit number; a 2-digit number from a 3-digit number; and a 3-digit number from a 3-digit number 	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards <u>Curriculum Specifications</u> Refer to page 14 <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion
14	1. Numbers	1. Whole Numbers	3. Subtraction within the range of 1000	1. Understand subtraction as “take away” or “difference” between two groups of objects.	iv. Subtract three 1-digit numbers.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards <u>Curriculum Specifications</u> Refer to page 15 <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
14	1. Numbers	1. Whole Numbers	3. Subtraction within the range of 1000	2. Use and apply knowledge of subtraction in real life.	i. Find the unknown numbers in number sentences.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to page 16 <u>Thinking Skills</u> 1. Predicting 2. Problem Solving
15	1. Numbers	1. Whole Numbers	3. Subtraction within the range of 1000	2. Use and apply knowledge of subtraction in real life.	ii. Solve problems involving subtraction in real life situations.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, sentence cards <u>Curriculum Specifications</u> Refer to pages 17 & 18 <u>Thinking Skills</u> 1. Problem Solving 2. Relaying Information
16	1. Numbers	1. Whole Numbers	4. Multiplication within 2, 3, 4 and 5 time-tables	1. Understand multiplication as repeated addition. (2, 3, 4 and 5 times-tables)	i. Recognise multiplication as repeated addition.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to page 19 <u>Thinking Skills</u> 1. Analysing 2. Drawing Conclusion

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
16	1. Numbers	1. Whole Numbers	4. Multiplication within 2, 3, 4 and 5 time-tables	1. Understand multiplication as repeated addition. (2, 3, 4 and 5 times-tables)	ii. Write number sentences for multiplication.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to pages 19 & 20 <u>Thinking Skills</u> 1. Inferring 2. Gathering Information
17	1. Numbers	1. Whole Numbers	4. Multiplication within 2, 3, 4 and 5 time-tables	1. Understand multiplication as repeated addition. (2, 3, 4 and 5 times-tables)	iii. Build up the multiplication tables of 2, 3, 4 and 5. iv. Multiply two 1-digit numbers.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to page 21 <u>Thinking Skills</u> 1. Listing 2. Sequencing
18	1. Numbers	1. Whole Numbers	4. Multiplication within 2, 3, 4 and 5 time-tables	2. Know by heart the multiplication tables of 2, 3, 4 and 5	i. Recall rapidly the multiplication tables of 2, 3, 4 and 5.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to page 22 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Listing

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
18	1. Numbers	1. Whole Numbers	4. Multiplication within 2, 3, 4 and 5 time-tables	3. Use and apply knowledge of multiplication in real life.	i. Find the unknown numbers in number sentences.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to page 23 <u>Thinking Skills</u> 1. Predicting 2. Problem Solving
19	1. Numbers	1. Whole Numbers	4. Multiplication within 2, 3, 4 and 5 time-tables	3. Use and apply knowledge of multiplication in real life.	ii. Solve problems involving multiplication in real life situations.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, sentence cards <u>Curriculum Specifications</u> Refer to page 23 <u>Thinking Skills</u> 1. Problem Solving 2. Relaying Information
20	1. Numbers	1. Whole Numbers	5. Division within 2, 3, 4 and 5 time-tables	1. Understand division as sharing equally or grouping. (Corresponding to 2, 3, 4 and 5 times-tables)	i. Recognise division as sharing equally. ii. Recognise division as grouping.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to page 24 <u>Thinking Skills</u> 1. Analysing 2. Drawing Conclusion

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
20	1. Numbers	1. Whole Numbers	5. Division within 2, 3, 4 and 5 time-tables	1. Understand division as sharing equally or grouping. (Corresponding to 2, 3, 4 and 5 times-tables)	iii. Write number sentences for division.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to page 25 <u>Thinking Skills</u> 1. Inferring 2. Gathering Information
21	1. Numbers	1. Whole Numbers	5. Division within 2, 3, 4 and 5 time-tables	1. Understand division as sharing equally or grouping. (Corresponding to 2, 3, 4 and 5 times-tables)	iv. Divide numbers within the multiplication tables.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to page 25 <u>Thinking Skills</u> 1. Gathering Information 2. Problem Solving
22	1. Numbers	1. Whole Numbers	5. Division within 2, 3, 4 and 5 time-tables	2. Derive quickly division facts. (Corresponding to 2, 3, 4 and 5 times-tables)	i. Derive quickly division facts of 2, 3, 4 and 5 times-tables.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, picture cards, flash cards, number sentence cards <u>Curriculum Specifications</u> Refer to page 26 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Listing

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
22	1. Numbers	1. Whole Numbers	5. Division within 2, 3, 4 and 5 time-tables	3. Use and apply knowledge of division in real life.	i. Find the unknown numbers in number sentences.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, sentence cards <u>Curriculum Specifications</u> Refer to page 27 <u>Thinking Skills</u> 1. Predicting 2. Problem Solving
23	1. Numbers	1. Whole Numbers	5. Division within 2, 3, 4 and 5 time-tables	3. Use and apply knowledge of division in real life.	ii. Solve problems involving division in real life situations.	<u>KITS</u> Chips, multi based blocks, Cuisenaire rods, place value frame cards, flash cards, sentence cards <u>Curriculum Specifications</u> Refer to page 27 <u>Thinking Skills</u> 1. Problem Solving 2. Relaying Information
24	1. Numbers	4. Money	1. Money to RM50	1. Understand and use the vocabulary related to money.	i. Represent the value of money in 'RM' and 'sen'.	<u>KITS</u> Real notes and coins, simulation notes and coins, cut out notes and coins, flash cards <u>Curriculum Specifications</u> Refer to page 28 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
24	1. Numbers	4. Money	1. Money to RM50	1. Understand and use the vocabulary related to money.	ii. Exchange: a. coins up to RM5; and b. notes up to RM50.	<u>KITS</u> Real notes and coins, simulation notes and coins, cut out notes and coins, flash cards, sentence cards <u>Curriculum Specifications</u> Refer to page 29 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating
25	1. Numbers	4. Money	1. Money to RM50	2. Use and apply knowledge of money in real life.	i. Add money up to RM50. ii. Subtract money up to RM50.	<u>KITS</u> Real notes and coins, simulation notes and coins, cut out notes and coins, flash cards, objects <u>Curriculum Specifications</u> Refer to page 30 <u>Thinking Skills</u> 1. Planning 2. Elaborating
26	1. Numbers	4. Money	1. Money to RM50	2. Use and apply knowledge of money in real life.	iii. Solve problems involving money in real life situations.	<u>KITS</u> Real notes and coins, simulation notes and coins, cut out notes and coins, flash cards, sentence cards <u>Curriculum Specifications</u> Refer to page 31 <u>Thinking Skills</u> 1. Problem Solving 2. Relaying Information

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
27	2. Measures	1. Time	1. Reading and writing time	1. Understand, read and write the vocabulary related to time.	i. Read time to five minutes. ii. Write the time to five minutes.	<u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards <u>Curriculum Specifications</u> Refer to pages 32 & 33 <u>Thinking Skills</u> 1. Translating 2. Drawing Conclusion
28	2. Measures	1. Time	2. Relationship between units of time	2. Understand the relationship between units of time.	i. Use units of time and know the relationship between: a. hour and minutes; and b. day and hours	<u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards, calendar <u>Curriculum Specifications</u> Refer to page 34 <u>Thinking Skills</u> 1. Translating 2. Drawing Conclusion
29	2. Measures	1. Time	3. Solving problems involving time	3. Use and apply knowledge of time in real life.	i. Solve problems involving time in real life situations.	<u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards, calendar <u>Curriculum Specifications</u> Refer to page 35 <u>Thinking Skills</u> 1. Problem Solving 2. Relaying Information

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
30	2. Measures	2. Length	1. Introduction to length	1. Understand and use the vocabulary related to time.	i. Use the vocabulary related to length in practical contexts.	<u>KITS</u> Objects of different length such as rulers, pencils, rope, ribbons, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 36 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing
30	2. Measures	2. Length	2. Measuring and comparing lengths	2. Measure and compare lengths by direct comparison and using non-standard units.	i. Compare the lengths of two objects by direct comparison.	<u>KITS</u> Objects of different length such as rulers, pencils, rope, ribbons, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 37 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing
31	2. Measures	2. Length	2. Measuring and comparing lengths	2. Measure and compare lengths by direct comparison and using non-standard units.	ii. Measure lengths of objects using uniform non-standard units.	<u>KITS</u> Objects such as paper clips, pencils, rope, ribbons, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 38 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
31	2. Measures	2. Length	2. Measuring and comparing lengths	3. Measure and compare lengths using standard units.	i. Measure lengths of objects using standard units. a. metre; and b. centimetre.	<u>KITS</u> Objects such as rulers, pencils, rope, ribbons, measuring tapes, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 38 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Listing
32	2. Measures	3. Mass	1. Introduction to mass	1. Understand and use the vocabulary related to mass.	i. Use the vocabulary related to mass in practical contexts.	<u>KITS</u> Objects of different weight such as sand bags, bricks, bags of marbles, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 39 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing
32	2. Measures	3. Mass	2. Measuring and comparing masses	2. Measure and compare masses by direct comparison and using non-standard units.	i. Compare the masses of two objects by direct comparison.	<u>KITS</u> Objects of different weight such as sand bags, bricks, bags of marbles, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 40 <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
33	2. Measures	3. Mass	2. Measuring and comparing masses	2. Measure and compare masses by direct comparison and using non-standard units.	ii. Measure masses of objects using uniform non-standard units.	<p><u>KITS</u> Objects of different weight such as chalks, pencils, beads, marbles, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 41</p> <p><u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing</p>
33	2. Measures	3. Mass	2. Measuring and comparing masses	3. Measure and compare masses using standard units.	i. Measure masses of objects using standard units. a. kilogram	<p><u>KITS</u> Objects such as sugar, flour, sand, stones, water, weighing scales, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 41</p> <p><u>Thinking Skills</u> 1. Comparing & Contrasting 2. Listing</p>
34	2. Measures	4. Volume Of Liquid	1. Introduction to volume of liquid	1. Understand and use the vocabulary related to volume of liquid	i. Use the vocabulary related to volume in practical contexts.	<p><u>KITS</u> Variety of containers such as bottles, jugs, cans, cups word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 42</p> <p><u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
34	2. Measures	4. Volume Of Liquid	2. Measuring and comparing volumes of liquid	2. Measure and compare volumes of liquid by direct comparison and using non-standard units.	i. Compare the volumes of two liquids by direct comparison.	<p><u>KITS</u> Variety of containers such as bottles, jugs, cans, cups, milk cartons, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 43</p> <p><u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing</p>
35	2. Measures	4. Volume Of Liquid	2. Measuring and comparing volumes of liquid	2. Measure and compare volumes of liquid by direct comparison and using non-standard units.	ii. Measure volumes of liquid using uniform non-standard units.	<p><u>KITS</u> Variety of containers such as bottles, jugs, cans, cups, milk cartons, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 44</p> <p><u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing</p>
35	2. Measures	4. Volume Of Liquid	2. Measuring and comparing volumes of liquid	3. Measure and compare volumes of liquid using standard units.	i. Measure volumes of liquid using standard units. a. litre	<p><u>KITS</u> Liquid such as water, measuring cylinders, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 44</p> <p><u>Thinking Skills</u> 1. Comparing & Contrasting 2. Listing</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
36	3. Shape and Space	1. Three-Dimensional Shapes (3-D Shapes)	1. Three-Dimensional Shapes (3-D Shapes)	1. Understand and use the vocabulary related to 3-D shapes.	<ol style="list-style-type: none"> Identify the appearance of a three-dimensional shape as a whole. Compare and sort three-dimensional shapes according to properties. 	<p><u>KITS</u> Objects of cube, cuboid, cone, cylinder, sphere, pyramid shapes, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to pages 45 & 46</p> <p><u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating</p>
37	3. Shape and Space	1. Three-Dimensional Shapes (3-D Shapes)	1. Three-Dimensional Shapes (3-D Shapes)	1. Understand and use the vocabulary related to 3-D shapes.	<ol style="list-style-type: none"> Label parts of three-dimensional shapes. 	<p><u>KITS</u> Objects of cube, cuboid, cone, cylinder, sphere, pyramid shapes, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to pages 45 & 46</p> <p><u>Thinking Skills</u> 1. Giving Opinion 2. Elaborating</p>
37	3. Shape and Space	1. Three-Dimensional Shapes (3-D Shapes)	1. Three-Dimensional Shapes (3-D Shapes)	<ol style="list-style-type: none"> Describe and classify common 3-D shapes. 	<ol style="list-style-type: none"> Identify three-dimensional shapes based on descriptions. 	<p><u>KITS</u> Objects of cube, cuboid, cone, cylinder, sphere, pyramid shapes, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 47</p> <p><u>Thinking Skills</u> 1. Giving Opinion 2. Elaborating</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
38	3. Shape and Space	2. Two-Dimensional Shapes (2-D Shapes)	1. Two-Dimensional Shapes (2-D Shapes)	1. Understand and use the vocabulary related to 2-D shapes.	<ul style="list-style-type: none"> i. Identify the appearance of a two-dimensional shape as a whole. ii. Compare and sort two-dimensional shapes according to properties. 	<p><u>KITS</u> Cut out of square, triangle, circle, rectangle, oval shapes, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 48</p> <p><u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating</p>
39	3. Shape and Space	2. Two-Dimensional Shapes (2-D Shapes)	1. Two-Dimensional Shapes (2-D Shapes)	1. Understand and use the vocabulary related to 2-D shapes.	<ul style="list-style-type: none"> iii. Label parts of two-dimensional shapes. 	<p><u>KITS</u> Cut out of square, triangle, circle, rectangle, oval shapes, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 49</p> <p><u>Thinking Skills</u> 1. Giving Opinion 2. Elaborating</p>
39	3. Shape and Space	2. Two-Dimensional Shapes (2-D Shapes)	1. Two-Dimensional Shapes (2-D Shapes)	<ul style="list-style-type: none"> 2. Describe and classify common 2-D shapes. 	<ul style="list-style-type: none"> i. Identify two-dimensional shapes based on descriptions. 	<p><u>KITS</u> Cut out of square, triangle, circle, rectangle, oval shapes, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 49</p> <p><u>Thinking Skills</u> 1. Giving Opinion 2. Elaborating</p>