

MATHEMATICS ACTIVITIES

GRADE 5 SCHEMES OF WORK TERM 1

| SCHOOL | TEACHERS NAME | YEAR |
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| Wk | Lsn | Strand/ theme | Sub strand | Specific learning outcomes | Key inquiry Questions | Learning experiences | Learn ing Resou rces | Assessme nt methods | Re f |
|----|-----|------------------|-----------------------------------|---|--|---|--|---|------------------------|
| 1 | 1 | NUMBERS | Whole Numbers: place value | By the end of the sub strand, the learner should be able to; a. Use place value of digits up to hundreds of thousands in real life b. Use ICT devices for learning more on whole numbers and leisure Appreciate use of whole numbers in real life situations. | Where is ordering of numbers used in real life? How do you find out whether a number can be divided by another? | In pairs or groups learners to identify place value of digits up to hundreds of thousands using place value apparatus. In pairs or groups learners to identify total value of digits up to hundreds of thousands using place value apparatus In pairs or as individuals play digital games on involving numbers | Place value apparatus, number charts, number cards, multiplication table | Written exercise, oral questions, observation, group discussion | |
| | 2 | | Whole Numbers: placevalue | By the end of the sub strand, the learner should be able to; a. Use place value of digits up to hundreds of thousands in real life b. Use ICT devices for learning more on whole numbers and leisure c. Appreciate use of whole numbers in real life situations. | Where is ordering of numbers used in real life? How do you find out whether a number can be divided by another? | In pairs or groups learners to identify place value of digits up to hundreds of thousands using place value apparatus. In pairs or groups learners to identify total value of digits up to hundreds of thousands using place value apparatus In pairs or as individuals play digital games on involving numbers | Place value apparatus, number charts, number cards, multiplication table | Written exercise, oral questions, observation, group discussion | |
| | 3 | | | Whole Numbers: reading | By the end of the sub strand, the learner should be able to; a. Use numbers up to hundreds of | Where is ordering of numbers used in | In pairs, groups or as individuals read numbers up to hundreds of | Place value apparatus, number | Written exercise, oral |

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| | | andwriting numbers | <p>thousands in real life</p> <p>b. Read, write and relate numbers up to tens of thousands in words in real life</p> <p>c. Appreciate use of whole numbers in real life situations.</p> | <p>real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>thousands in symbols from numbers charts or cards</p> <p>In pairs, groups or as individuals read and write numbers up to tens of thousands in words from charts or cards</p> | <p>charts, number cards, multiplication table</p> | <p>questions, observation, group discussion</p> | |
| | 4 | Whole Numbers: reading andwriting numbers | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Use numbers up to hundreds of thousands in real life</p> <p>b. Read, write and relate numbers up to tens of thousands in words in real life</p> <p>c. Appreciate use of whole numbers in real life situations.</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In pairs, groups or as individuals read numbers up to hundreds of thousands in symbols from numbers charts or cards</p> <p>In pairs, groups or as individuals read and write numbers up to tens of thousands in words from charts or cards</p> | <p>Place value apparatus, number charts, number cards, multiplication table</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| | 5 | Whole Numbers: reading andwriting numbers | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Use numbers up to hundreds of thousands in real life</p> <p>b. Read, write and relate numbers up to tens of thousands in words in real life</p> <p>c. Appreciate use of whole numbers in Written exercise, oral questions, observation, group discussion real life situations.</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In pairs, groups or as individuals read numbers up to hundreds of thousands in symbols from numbers charts or cards</p> <p>In pairs, groups or as individuals read and write numbers up to tens of thousands in words from charts or cards</p> | <p>Place value apparatus, number charts, number cards, multiplication table</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| 2 | 1 | Whole Numbers: reading andwriting numbers | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Order numbers up to tens of thousands in real life</p> <p>b. Work out examples in their books</p> <p>c. Appreciate use of whole numbers in real life situations.</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In pairs, groups or as individuals arrange numbers up to tens of thousands in increasing and decreasing order using number cards and share with other groups</p> | <p>Place value apparatus, number charts, number cards, multiplication table</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| | 2 | Whole: Numbers: | <p>By the end of the sub strand, the learner should be able to;</p> | <p>Where is ordering of</p> | <p>In pairs, groups or as individuals arrange numbers up</p> | <p>Place value apparatus,</p> | <p>Written exercise,</p> | |

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| | | | Rounding off | <p>a. Order numbers up to tens of thousands in real life</p> <p>b. Work out examples in their books</p> <p>c. Appreciate use of whole numbers in real life situations.</p> | <p>numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>to tens of thousands in increasing and decreasing order using number cards and share with other groups</p> | <p>number charts, number cards, multiplication table</p> | <p>oral questions, observation, group discussion</p> | |
| | 3 | | Whole: Numbers: Rounding off | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Round off numbers up to tens of thousands to the nearest hundred in different situations</p> <p>b. Work out examples in their books</p> <p>c. Appreciate use of whole numbers in real life situations.</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In pairs, groups or as individuals arrange numbers up to tens of thousands in increasing and decreasing order using number cards and share with other groups</p> | <p>Place value apparatus, number charts, number cards, multiplication table</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| | 4 | | Whole: Numbers: Rounding off | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Round off numbers up to tens of thousands to the nearest hundred in different situations</p> <p>b. Work out examples in their books</p> <p>c. Appreciate use of whole numbers in real life situations.</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In pairs, groups or as individuals arrange numbers up to tens of thousands in increasing and decreasing order using number cards and share with other groups</p> | <p>Place value apparatus, number charts, number cards, multiplication table</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| | 5 | | Whole: Numbers: Rounding off | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Round off numbers up to tens of thousands to the nearest hundred in different situations</p> <p>b. Work out examples in their books</p> <p>c. Appreciate use of whole numbers in real life situations.</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In pairs, groups or as individuals arrange numbers up to tens of thousands in increasing and decreasing order using number cards and share with other groups</p> | <p>Place value apparatus, number charts, number cards, multiplication table</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| 3 | 1 | | Whole: Numbers: Divisibility | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Apply divisibility tests of 2, 5 and 10 in real life</p> | <p>Where is ordering of numbers used in real life?</p> | <p>In groups, pairs or as individuals divide different numbers by 2, 5 and 10 and come up with divisibility rules</p> | <p>Place value apparatus, number charts,</p> | <p>Written exercise, oral questions,</p> | |

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| | | | <p>b. Work out examples in their books</p> <p>c. Appreciate use of whole numbers in real lifesituations.</p> | <p>How do you find out whether a number can be divided by another?</p> | | <p>number cards, multiplication table</p> | <p>observation, group discussion</p> | |
| 2 | | Whole: Numbers: Divisibility | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Apply divisibility tests of 2,5 and 10 in real life</p> <p>b. Work out examples in their books</p> <p>c. Appreciate use of whole numbers in real lifesituations</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In groups, pairs or as individuals divide different numbers by 2, 5 and 10 and come up with divisibility rules</p> | <p>Place value apparatus, number charts, number cards, multiplication table</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| 3 | | Whole: Numbers: Divisibility | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Apply divisibility tests of 2,5 and 10 in real life</p> <p>b. Work out examples in their books</p> <p>c. Appreciate use of whole numbers in real lifesituations</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In groups, pairs or as individuals divide different numbers by 2, 5 and 10 and come up with divisibility rules</p> | <p>Place value apparatus, number charts, number cards, multiplication table</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| 4 | | Whole: Numbers: HCFand GCD | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Apply Highest common factor (HCF) and Greatest Common Divisor in different situations</p> <p>b. Work out examples in their books</p> <p>c. Appreciate use of whole numbers in real life situations.</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In groups, pairs or as individuals identify factors and divisors of given numbers</p> <p>In pairs, groups or as individuals identify common factors and divisors</p> <p>In pairs, groups or as individuals determine the highest or greatest common factor or divisor</p> | <p>Place value apparatus, number charts, number cards, multiplication table</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| 5 | | Whole: Numbers: HCFand GCD | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Apply Highest common factor (HCF) and Greatest Common Divisor in different situations</p> <p>b. Work out examples in their books</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a</p> | <p>In groups, pairs or as individuals identify factors and divisors of given numbers</p> <p>In pairs, groups or as individuals identify</p> | <p>Place value apparatus, number charts, number cards,</p> | <p>Written exercise, oral questions, observation, group</p> | |

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| | | | | c. Appreciate use of whole numbers in real life situations. | number can be divided by another? | common factors and divisors In pairs, groups or as individuals determine the highest or greatest common factor or divisor | multiplication table | discussion | |
| 4 | 1 | | Whole: Numbers: HCF and GCD | By the end of the sub strand, the learner should be able to; a. Apply Highest common factor (HCF) and Greatest Common Divisor in different situations b. Work out examples in their books c. Appreciate use of whole numbers in real life situations. | Where is ordering of numbers used in real life? How do you find out whether a number can be divided by another? | In groups, pairs or as individuals identify factors and divisors of given numbers In pairs, groups or as individuals identify common factors and divisors In pairs, groups or as individuals determine the highest or greatest common factor or divisor | Place value apparatus, number charts, number cards, multiplication table | Written exercise, oral questions, observation, group discussion | |
| | 2 | | Whole: Numbers: HCF and GCD | By the end of the sub strand, the learner should be able to; a. Apply Highest common factor (HCF) and Greatest Common Divisor in different situations b. Work out examples in their books c. Appreciate use of whole numbers in real life situations. | Where is ordering of numbers used in real life? How do you find out whether a number can be divided by another? | In groups, pairs or as individuals identify factors and divisors of given numbers In pairs, groups or as individuals identify common factors and divisors In pairs, groups or as individuals determine the highest or greatest common factor or divisor | Place value apparatus, number charts, number cards, multiplication table | Written exercise, oral questions, observation, group discussion | |
| | 3 | | Whole: Numbers: LCM | By the end of the sub strand, the learner should be able to; a. Use Least Common Multiple in real life situations. b. Use IT devices for learning more on whole numbers and leisure c. Appreciate use of whole numbers in real life situations. | Where is ordering of numbers used in real life? How do you find out whether a number can be divided by another? | In pairs, groups or as individuals identify multiples of given numbers In pairs, groups or as individuals identify common multiples In pairs, groups or as individuals determine the least common Multiple | Place value apparatus, number charts, number cards, multiplication table | Written exercise, oral questions, observation, group discussion | |
| | 4 | | Whole: Numbers: LCM | By the end of the sub strand, the learner should be able to; a. Use Least Common Multiple in | Where is ordering of numbers used in | In pairs, groups or as individuals identify multiples of given numbers | Place value apparatus, number | Written exercise, oral | |

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| | | | | <p>real life situations.</p> <p>b. Use IT devices for learning more on whole numbers and leisure</p> <p>c. Appreciate use of whole numbers in real life situations.</p> | <p>real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In pairs, groups or as individuals identify common multiples</p> <p>In pairs, groups or as individuals determine the least common Multiple</p> | <p>charts, number cards, multiplication table</p> | <p>questions, observation, group discussion</p> | |
| | 5 | | Whole: Numbers: LCM | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Use Least Common Multiple in real life situations.</p> <p>b. Use IT devices for learning more on whole numbers and leisure</p> <p>c. Appreciate use of whole numbers in real life situations.</p> | <p>Where is ordering of numbers used in real life?</p> <p>How do you find out whether a number can be divided by another?</p> | <p>In pairs, groups or as individuals identify multiples of given numbers</p> <p>In pairs, groups or as individuals identify common multiples</p> <p>In pairs, groups or as individuals determine the least common Multiple</p> | <p>Place value apparatus, number charts, number cards, multiplication table</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| 5 | 1 | | Addition | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Add up to three 6 – digit numbers without regrouping up to a sum of 1,000,000 in different situations</p> <p>b. Use IT devices for learning more on addition of numbers and for enjoyment</p> <p>c. Appreciate use of addition of whole numbers in real life situations</p> | <p>How do you estimate the sum of given numbers?</p> <p>How do you create patterns in addition?</p> <p>Where do we use addition in real life?</p> | <p>In pairs, groups or as individuals add up to three 6 – digit numbers without regrouping up to 1,000,000 using place value apparatus.</p> <p>In pairs play digital games involving addition.</p> | <p>Place value apparatus, abacus</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| | 2 | | Addition | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Add up to three 6 – digit numbers without regrouping up to a sum of 1,000,000 in different situations</p> <p>b. Use IT devices for learning more on addition of numbers and for enjoyment</p> <p>c. Appreciate use of addition of whole numbers in real life situations</p> | <p>How do you estimate the sum of given numbers?</p> <p>How do you create patterns in addition?</p> <p>Where do we use addition in real life?</p> | <p>In pairs, groups or as individuals add up to three 6 – digit numbers without regrouping up to 1,000,000 using place value apparatus.</p> <p>In pairs play digital games involving addition.</p> | <p>Place value apparatus, abacus</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| | 3 | | Addition | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Add up to three 6 – digit</p> | <p>How do you estimate the sum of given</p> | <p>In pairs, groups or as individuals add up to three 6 – digit numbers without</p> | <p>Place value apparatus, abacus</p> | <p>Written exercise, oral</p> | |

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| | | | | <p>numbers without regrouping up to a sum of 1,000,000 in different situations</p> <p>b. Use IT devices for learning more on addition of numbers and for enjoyment</p> <p>c. Appreciate use of addition of whole numbers in real life situations</p> | <p>numbers? How do you create patterns in addition? Where do we use addition in real life?</p> | <p>regrouping up to 1,000,000 using place value apparatus.</p> <p>In pairs play digital games involving addition.</p> | | <p>questions, observation, group discussion</p> | |
| 4 | | Addition | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Add up to two 6 – digit numbers with double regrouping up to a sum of 1,000,000 in different situations</p> <p>b. Use IT devices for learning more on addition of numbers and for enjoyment</p> <p>c. Appreciate use of addition of whole numbers in real life situations</p> | <p>How do you estimate the sum of given numbers? How do you create patterns in addition? Where do we use addition in real life?</p> | <p>In pairs, groups or as individuals add up to three 6 – digit numbers without regrouping up to 1,000,000 using place value apparatus.</p> <p>In pairs play digital games involving addition.</p> | <p>Place value apparatus, abacus</p> | <p>Written exercise, oral questions, observation, group discussion</p> | | |
| 5 | | Addition | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Estimate sum by rounding off the addends to the nearest hundred and thousand in different situations</p> <p>b. Use IT devices for learning more on addition of numbers and for enjoyment</p> <p>c. Appreciate use of addition of whole numbers in real life situations</p> | <p>How do you estimate the sum of given numbers? How do you create patterns in addition? Where do we use addition in real life?</p> | <p>In pairs, groups or as individuals estimate sums by rounding off the addends to the nearest hundred and thousand using number line.</p> <p>In pairs play digital games involving addition.</p> | <p>Place value apparatus, abacus</p> | <p>Written exercise, oral questions, observation, group discussion</p> | | |
| 6 | 1 | Addition | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Create patterns involving addition of numbers up to a sum of 1,000,000 in real life situations.</p> <p>b. Use IT devices for learning more on addition of numbers</p> | <p>How do you estimate the sum of given numbers? How do you create patterns in addition?</p> | <p>In pairs, groups or as individuals create patterns involving addition of numbers up to a sum of 1,000,000 using number cards and other resources.</p> <p>In pairs play digital games</p> | <p>Place value apparatus, abacus</p> | <p>Written exercise, oral questions, observation, group discussion</p> | | |

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| | | | and for enjoyment c. Appreciate use of addition of whole numbers in real life situations | Where do we use addition in real life? | involving addition. | | | |
| 2 | | Subtraction | By the end of the sub strand, the learner should be able to; a. Subtract up to 6-digit numbers without regrouping in real life situations. b. Use IT devices for learning more on subtraction of numbers and for enjoyment c. Appreciate subtraction of numbers in real life | How do you work out estimate difference to the nearest hundred? How can you create number patterns involving subtraction | In pairs, groups or as individuals subtract up to 6-digit numbers without regrouping using place value apparatus. In pairs or groups play digital games involving subtraction | Place value apparatus, abacus | Written exercise, oral questions, observation, group discussion | |
| 3 | | Subtraction | By the end of the sub strand, the learner should be able to; a. Subtract up to 6-digit numbers without regrouping in real life situations. b. Use IT devices for learning more on subtraction of numbers and for enjoyment c. Appreciate subtraction of numbers in real life | How do you work out estimate difference to the nearest hundred? How can you create number patterns involving subtraction | In pairs, groups or as individuals subtract up to 6-digit numbers without regrouping using place value apparatus. In pairs or groups play digital games involving subtraction | Place value apparatus, abacus | Written exercise, oral questions, observation, group discussion | |
| 4 | | Subtraction | By the end of the sub strand, the learner should be able to; a. Subtract up to 6-digit numbers without regrouping in real life situations. b. Use IT devices for learning more on subtraction of numbers and for enjoyment c. Appreciate subtraction of numbers in real life | How do you work out estimate difference to the nearest hundred? How can you create number patterns involving subtraction | In pairs, groups or as individuals subtract up to 6-digit numbers with regrouping using place value apparatus. | Place value apparatus, abacus | Written exercise, oral questions, observation, group discussion | |
| 5 | | Subtraction | By the end of the sub strand, the learner should be able to; a. Subtract up to 6-digit numbers without regrouping in real life situations. | How do you work out estimate difference to the nearest | In pairs, groups or as individuals subtract up to 6-digit numbers with regrouping using place value apparatus. | Place value apparatus, abacus | Written exercise, oral questions, observation | |

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| | | | | <p>b. Use IT devices for learning more on subtraction of numbers and for enjoyment</p> <p>c. Appreciate subtraction of numbers in real life</p> | <p>hundred?</p> <p>How can you create number patterns involving subtraction</p> | | | n, group discussion | |
| 7 | 1 | | Subtraction | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Estimate difference by rounding off the minuend and subtrahend to the nearest hundred and thousand in different situations</p> <p>b. Use IT devices for learning more on subtraction of numbers and for enjoyment</p> <p>c. Appreciate subtraction of numbers in real life</p> | <p>How do you workout estimate difference to the nearest hundred?</p> <p>How can you create number patterns involving subtraction</p> | <p>In pairs, groups or as individuals estimate difference by rounding off minuend and subtrahend to the nearest hundred and thousand using number line.</p> | Place value apparatus, abacus | Written exercise, oral questions, observation, group discussion | |
| | 2 | | Subtraction | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Perform combined operations involving addition and subtraction indifferent situations</p> <p>b. Create patterns involving subtraction from up to 1,000,000 in different situations</p> <p>c. Appreciate subtraction of numbers in real life</p> | <p>How do you workout estimate difference to the nearest hundred?</p> <p>How can you create number patterns involving subtraction</p> | <p>In pairs, groups or as individuals estimate difference by rounding off minuend and subtrahend to the nearest hundred and thousand using number line.</p> | Place value apparatus, abacus | Written exercise, oral questions, observation, group discussion | |
| | 3 | | Multiplication | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Multiply up to a 3-digit number by up to a 2-digit number in real life</p> <p>b. Use IT devices for learning more on multiplication and for enjoyment</p> <p>c. Appreciate use of multiplication in real life</p> | <p>Where is multiplication used in real life?</p> <p>How can you estimate products of numbers?</p> <p>How can you form patterns involving multiplication?</p> | <p>In pairs, groups or as individuals multiply up to a 3-digit number by up to a 2-digit number using different methods.</p> <p>In pairs or as groups play digital games involving multiplication of whole numbers.</p> | Multiplication tables | Written exercise, oral questions, observation, group discussion | |

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| | 4 | | Multiplication | By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a. Multiply up to a 3-digit number by up to a 2-digit number in real life b. Use IT devices for learning more on multiplication and for enjoyment c. Appreciate use of multiplication in real life | Where is multiplication used in real life? How can you estimate products of numbers? How can you form patterns involving multiplication? | In pairs, groups or as individuals multiply up to a 3-digit number by up to a 2-digit number using different methods. In pairs or as groups play digital games involving multiplication | Multiplication tables | Written exercise, oral questions, observation, group discussion | |
| | 5 | | Multiplication | By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a. Estimate product by rounding off factors to the nearest ten in different situations b. Use IT devices for learning more on multiplication and for enjoyment c. Appreciate use of multiplication in real life | Where is multiplication used in real life? How can you estimate products of numbers? How can you form patterns involving multiplication? | In pairs, groups or as individuals estimate product by: <ul style="list-style-type: none"> - Rounding off factors - Using compatibility of numbers - Own strategies In pairs or as groups play digital games involving multiplication of whole numbers. | Multiplication tables | Written exercise, oral questions, observation, group discussion | |
| 8 | 1 | | Multiplication | By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a. Estimate product by rounding off factors to the nearest ten in different situations b. Use IT devices for learning more on multiplication and for enjoyment c. Appreciate use of multiplication in real life | Where is multiplication used in real life? How can you estimate products of numbers? How can you form patterns involving multiplication? | In pairs, groups or as individuals estimate product by: <ul style="list-style-type: none"> - Rounding off factors - Using compatibility of numbers - Own strategies In pairs or as groups play digital games involving multiplication of whole numbers. | Multiplication tables | Written exercise, oral questions, observation, group discussion | |
| | 2 | | Multiplication | By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> a. Make patterns involving multiplication of numbers with product not exceeding | Where is multiplication used in real life? How can you | In pairs, groups or as individuals make patterns involving multiplication with products not exceeding 1000 | Multiplication tables | Written exercise, oral questions, observation | |

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| | | | | <p>1000 In different situations</p> <p>b. Use IT devices for learning more on multiplication and for enjoyment</p> <p>c. Appreciate use of multiplication in real life</p> | <p>estimate products of numbers?</p> <p>How can you form patterns involving multiplication?</p> | <p>In pairs or as groups play digital games involving multiplication of whole numbers.</p> | | <p>n, group discussion</p> | |
| 3 | | Multiplication | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Make patterns involving multiplication of numbers with product not exceeding 1000 In different situations</p> <p>b. Use IT devices for learning more on multiplication and for enjoyment</p> <p>c. Appreciate use of multiplication in real life</p> | <p>Where is multiplication used in real life?</p> <p>How can you estimate products of numbers?</p> <p>How can you form patterns involving multiplication?</p> | <p>In pairs, groups or as individuals make patterns involving multiplication with products not exceeding 1000</p> <p>In pairs or as groups play digital games involving multiplication of whole numbers.</p> | <p>Multiplication tables</p> | <p>Written exercise, oral questions, observation, group discussion</p> | | |
| 4 | | Division | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Divide up to a 3-digit number by up to a 2-digit number where the dividend is greater than the divisor in real life.</p> <p>b. Use IT devices for learning more on division of whole numbers and for enjoyment</p> <p>c. Appreciate use of division of whole numbers in real life</p> | <p>Where is division used in real life?</p> <p>How can we estimate quotients?</p> | <p>In pairs, groups or as individuals divide up to a 3-digit number by up to a 2-digit number where the dividend is greater than the divisor using Long and short form Own strategies</p> <p>In pairs or as groups play digital games involving division of whole numbers.</p> | <p>Multiplication tables</p> | <p>Written exercise, oral questions, observation, group discussion</p> | | |
| 5 | | Division | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Divide up to a 3-digit number by up to a 2-digit number where the dividend is greater than the divisor in real life.</p> <p>b. Use IT devices for learning more on division of whole numbers and for enjoyment</p> <p>c. Appreciate use of division of whole numbers in real life situation</p> | <p>Where is division used in real life?</p> <p>How can we estimate quotients?</p> | <p>In pairs, groups or as individuals divide up to a 3-digit number by up to a 2-digit number where the dividend is greater than the divisor using Long and short form Own strategies</p> <p>In pairs or as groups play digital games involving division of whole numbers.</p> | <p>Multiplication tables</p> | <p>Written exercise, oral questions, observation, group discussion</p> | | |
| 1 | | Division | <p>By the end of the sub strand, the</p> | <p>Where is</p> | <p>In pairs, groups or as</p> | <p>Multiplication</p> | <p>Written</p> | | |

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| 9 | | | | learner should be able to; a. Apply the relationship between multiplication and division in different situations. b. Estimate quotients by rounding off the dividend and divisor to the nearest ten in real life situations c. Appreciate use of division of whole numbers in real life situation | division used in real life? How can we estimate quotients? | individuals demonstrate the multiplication is the opposite of division. In pairs, groups or as individuals estimate quotients by rounding off the dividend and divisor by the nearest ten. In pairs or as groups play digital games involving division of whole numbers. | ion tables | exercise, oral questions, observation, group discussion | |
| 2 | | | Division | By the end of the sub strand, the learner should be able to; a. Apply the relationship between multiplication and division in different situations. b. Estimate quotients by rounding off the dividend and divisor to the nearest ten in real life situations c. Appreciate use of division of whole numbers in real life situation | Where Is division used in real life? How can we estimate quotients? | In pairs, groups or as individuals demonstrate the multiplication is the opposite of division. In pairs, groups or as individuals estimate quotients by rounding off the dividend and divisor by the nearest ten. In pairs or as groups play digital games involving division of whole numbers. | Multiplication tables | Written exercise, oral questions, observation, group discussion | |
| 3 | | | Division | By the end of the sub strand, the learner should be able to; a. Perform combined operations involving addition, subtraction, multiplication and division of whole numbers in different situations b. Use IT devices for learning more on division of whole numbers and for enjoyment c. Appreciate use of division of whole numbers in real life | Where Is division used in real life? How can we estimate quotients? | In pairs, groups or as individuals demonstrate the multiplication is the opposite of division. In pairs, groups or as individuals estimate quotients by rounding off the dividend and divisor by the nearest ten. In pairs or as groups play digital games involving division of whole numbers | Multiplication tables | Written exercise, oral questions, observation, group discussion | |
| 4 | | | Division | By the end of the sub strand, the learner should be able to; | Where Is division used | In pairs, groups or as | Multiplication | Written | |

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| | | | | <p>a. Perform combined operations involving addition, subtraction, multiplication and division of whole numbers in different situations</p> <p>b. Use IT devices for learning more on division of whole numbers and for enjoyment</p> <p>c. Appreciate use of division of whole numbers in real life</p> | <p>in real life? How can we estimate quotients?</p> | <p>individuals demonstrate the multiplication is the opposite of division.</p> <p>In pairs, groups or as individuals estimate quotients by rounding off the dividend and divisor by the nearest ten.</p> <p>In pairs or as groups play digital games involving division of whole numbers</p> | <p>ion tables</p> | <p>exercise, oral questions, observation, group discussion</p> | |
| | 5 | | Fractions | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Use equivalent fractions in real life</p> <p>b. Simplify fractions in different situations</p> <p>c. Appreciate use of Fractions in real life</p> | <p>Why do we order fractions in real life?</p> <p>Where are fractions used in real life?</p> | <p>In pairs, groups or as individuals identify equivalent fractions using fraction board or chart.</p> <p>In pairs, groups or as individuals simplify given fractions using fraction chart.</p> | <p>Equivalent fraction Board, Circular cut outs, rectangular cutouts, counters</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| 10 | 1 | | Fractions | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Use equivalent fractions in real life</p> <p>b. Simplify fractions in different situations</p> <p>Appreciate use of Fractions in real life</p> | | <p>In pairs, groups or as individuals identify equivalent fractions using fraction board or chart.</p> <p>In pairs, groups or as individuals simplify given fractions using fraction chart.</p> | | <p>Written exercise, oral questions, observation, group discussion</p> | |
| | 2 | | Fractions | <p>By the end of the sub strand, the learner should be able to;</p> <p>a. Compare fractions in order to make decisions in real life</p> <p>b. Order fractions with denominations not exceeding 12 in different situations</p> <p>c. Appreciate use of Fractions in real life</p> | <p>Why do we order fractions in real life?</p> <p>Where are fractions used in real life?</p> | <p>In groups or as individual, compare given fraction cut outs and concrete objects</p> <p>In pairs, groups or as individuals order given fractions in increasing and decreasing order using a number line, paper cut outs, real objects</p> | <p>Equivalent fraction Board, Circular cut outs, rectangular cutouts, counters</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| | 3 | | Fractions | <p>By the end of the sub strand, the learner should be able to;</p> | <p>Why do we order</p> | <p>cut outs and concrete objects</p> | <p>Equivalent fraction</p> | <p>Written exercise,</p> | |

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| | | | <ul style="list-style-type: none"> a. Compare fractions in order to make decisions in real life b. Order fractions with denominations not exceeding 12 in different situations c. Appreciate use of Fractions in real life | <p>fractions in real life?</p> <p>Where are fractions used in real life?</p> | <p>In pairs, groups or as individuals order given fractions in increasing and decreasing order using a number line, paper cut outs, real objects</p> | <p>Board, Circular cut outs, rectangular cutouts, counters</p> | <p>oral questions, observation, group discussion</p> | |
| 4 | | Fractions | <p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Add fractions with same denominator in different situations b. Use IT devices for learning more on fractions and for enjoyment c. Appreciate use of Fractions in real life | <p>Why do we order fractions in real life?</p> <p>Where are fractions used in real life?</p> | <p>In pairs, groups or as individuals add two fractions with same denominator using paper cut out, number line, real objects</p> <p>In pairs, groups or as individuals pay digital games involving fractions</p> | <p>Equivalent fraction Board, Circular cut outs, rectangular cutouts, counters</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |
| 5 | | Fractions | <p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> d. Add fractions with same denominator in different situations e. Use IT devices for learning more on fractions and for enjoyment f. Appreciate use of Fractions in real life | <p>Why do we order fractions in real life?</p> <p>Where are fractions used in real life?</p> | <p>In pairs, groups or as individuals add two fractions with same denominator using paper cut out, number line, real objects</p> <p>In pairs, groups or as individuals pay digital games involving fractions</p> | <p>Equivalent fraction Board, Circular cut outs, rectangular cutouts, counters</p> | <p>Written exercise, oral questions, observation, group discussion</p> | |