MATHEMATICS SCHEME OF WORK GRADE 5 TERM 1

NAME	
TSC NO.	
SCHOOL	

MATHEMATICS SCHEME OF WORK GRADE 5 TERM ONE

Wk	Lsn	Strand/ theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
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 inreal life b. Use ICT devices for learning more on whole numbers and leisure c. Appreciate use of wholenumbers 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	

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

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

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

				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	multiplicati on table	discussion	
4	1		**Whole: Numbers: HCFand 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, multiplicati on table	Written exercise, oral questions, observatio n, group discussion	
	2		**Whole: Numbers: HCFand 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, multiplicati on table	Written exercise, oral questions, observatio n, 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, multiplicati on table	Written exercise, oral questions, observatio n, 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	

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

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

				and for enjoyment c. Appreciate use of addition of whole numbers in reallife 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 workout 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 playdigital games involvingsubtraction	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 workout 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 playdigital games involvingsubtraction	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 workout estimate difference to the nearest hundred? How can you create number patterns involving subtraction	In pairs, groups or as individuals subtract up to6-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 workout estimate difference to the nearest	In pairs, groups or as individuals subtract up to6-digit numbers with regrouping using place value apparatus.	Place value apparatus, abacus	Written exercise, oral questions, observatio	

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

	4		**Multiplication**	By the end of the sub strand, the learner should be able to; 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 productsof numbers? How can you formpatterns 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 playdigital 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; a. Estimate product by rounding off factors to the nearest ten in different situations b. Use IT devices for learning more on multiplication andfor enjoyment c. Appreciate use of multiplication in real life	Where is multiplication used in real life? How can you estimate productsof numbers? How can you formpatterns involving multiplication?	In pairs, groups or as individuals estimate product by: - 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; a. Estimate product by rounding off factors to the nearest ten in different situations b. Use IT devices for learning more on multiplication andfor enjoyment c. Appreciate use of multiplication in real life	Where is multiplication used in real life? How can you estimate productsof numbers? How can you formpatterns involving multiplication?	In pairs, groups or as individuals estimate product by: - 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; 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, observatio	

				1000 In different situations b. Use IT devices for learning more on multiplication andfor enjoyment c. Appreciate use of multiplication in real life	estimate productsof numbers? How can you formpatterns involving multiplication?	In pairs or as groups playdigital games involving multiplication of whole numbers.		n, group discussion	
	3		**Multiplication**	By the end of the sub strand, the learner should be able to; a. Make patterns involving multiplication of numbers with product not exceeding 1000 In different situations b. Use IT devices for learning more on multiplication andfor enjoyment c. Appreciate use of multiplication in real life	Where is multiplication used in real life? How can you estimate productsof numbers? How can you formpatterns involving multiplication?	In pairs, groups or as individuals make patterns involving multiplication with products not exceeding 1000 In pairs or as groups playdigital games involving multiplication 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; a. Divide up to a 3-digit numberby up to a 2-digit number where the dividend is greaterthan the divisor in real life. b. Use IT devices for learning more on division of whole numbers and for enjoyment c. Appreciate use of division ofwhole numbers in real life	Where Is divisionused in real life? How can we estimate quotients?	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 shortform Own strategies In pairs or as groups play digital games involving division of whole numbers.	Multiplication tables	Written exercise, oral questions, observation, group discussion	
	5		**Division**	By the end of the sub strand, the learner should be able to; a. Divide up to a 3-digit numberby up to a 2-digit number where the dividend is greaterthan the divisor in real life. b. Use IT devices for learning more on division of whole numbers and for enjoyment c. Appreciate use of division ofwhole numbers in real life situation	Where Is divisionused in real life? How can we estimate quotients?	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 shortform Own strategies In pairs or as groups play digital games involving division of whole numbers.	Multiplication tables	Written exercise, oral questions, observation, group discussion	
	1		**Division**	By the end of the sub strand, the	Where Is	In pairs, groups or as	Multiplicat	Written	

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 anddivisor to the nearest ten in real life situations c. Appreciate use of division ofwhole numbers in real life situation	divisionused 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 anddivisor to the nearest ten in real life situations c. Appreciate use of division ofwhole numbers in real life situation	Where Is divisionused 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 ofwhole numbers in real life	Where Is divisionused 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 divisionused	In pairs, groups or as	Multiplicat	Written	

				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 ofwhole numbers in real life	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	
	5		**Fractions**	By the end of the sub strand, the learner should be able to; a. Use equivalent fractions in real life b. Simplify fractions in different situations c. Appreciate use of Fractions inreal life	Why do we order fractions in real life? Where are fractions used in real life?	In pairs, groups or as individuals identify equivalent fractions using fraction board or chart. In pairs, groups or as individuals simplify given fractions using fraction chart.	Equivalent fraction Board, Circular cut outs, rectangular cutouts, counters	Written exercise, oral questions, observation, group discussion	
10	1		**Fractions**	By the end of the sub strand, thelearner should be able to; a. Use equivalent fractions in real life b. Simplify fractions in different situations Appreciate use of Fractions inreal life		In pairs, groups or asindividuals identify equivalent fractions using fraction board or chart. In pairs, groups or as individuals simplify given fractions using fractionchart.		Written exercise, oral questions, observation, group discussion	
	2		**Fractions**	By the end of the sub strand, the learner should be able to; a. Compare fractions in order to make decisions in real life b. Order fractions with denominations not exceeding12 in different situations c. Appreciate use of Fractions inreal life	Why do we order fractions in real life? Where are fractions used in real life?	In gropus or as individual, compare given fraction cut outs and concrete objects In pairs, groups or as individuals order given fractions in increasing and decreasing order using a number line, paper cut outs, real objects	Equivalent fraction Board, Circular cut outs, rectangular cutouts, counters	Written exercise, oral questions, observation, group discussion	
	3		**Fractions**	By the end of the sub strand, the learner should be able to;	Why do we order	cut outs and concrete objects	Equivalent fraction	Written exercise,	

				a. Compare fractions in order to make decisions in real life b. Order fractions with denominations not exceeding12 in different situations c. Appreciate use of Fractions inreal life	fractions in real life? Where are fractions used in real life?	In pairs, groups or as individuals order given fractions in increasing and decreasing order using a number line, paper cut outs, real objects	Board, Circular cut outs, rectangular cutouts, counters	oral questions, observation, group discussion	
	4		**Fractions**	By the end of the sub strand, the learner should be able to; 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 inreal life	Why do we order fractions in real life? Where are fractions used in real life?	In pairs, groups or as individuals add two fractions with same denominator using paper cut out, number line, real objects In pairs, groups or as individuals pay digital games involving fractions	Equivalent fraction Board, Circular cut outs, rectangular cutouts, counters	Written exercise, oral questions, observation, group discussion	
	5		**Fractions**	By the end of the sub strand, the learner should be able to; 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 inreal life	Why do we order fractions in real life? Where are fractions used in real life?	In pairs, groups or as individuals add two fractions with same denominator using paper cut out, number line, real objects In pairs, groups or as individuals pay digital games involving fractions	Equivalent fraction Board, Circular cut outs, rectangular cutouts, counters	Written exercise, oral questions, observation, group discussion	