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| **Week** | **Lesson** | **Strand** | **Sub strand** | **Specific learning outcomes** | **Learning experiences** | **Key inquiry questions** | **Learning resources** | **Assessment** | **Remarks** |
| **1** | **1** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  use place value and total value of digits up to tens of thousands in daily life situations, | Learners in pairs/groups to identify place value of up to tens of thousands using place value apparatus | What do you consider when writing numbers in words? | KLB Visionary  Mathematics pg  1-2  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **2** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  read and write numbers up to 10,000 in symbols in real life situations, | Learners in pairs/groups to identify total values of digits up to ten thousand  Learners in  pairs/groups/ individually to read numbers up to  10,000 in symbols in real life situations. | What do you consider when writing numbers in words? | KLB Visionary  Mathematics pg  1-2  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **3** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  read and write numbers | Learners in  pairs/groups/ individually to read numbers up to  10,000 in symbols | What do you consider when writing numbers | KLB Visionary  Mathematics pg  1-2 |  |  |

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|  |  |  |  | up to 10,000 in symbols  in real life situations, | in real life  situations. | in words? | Place value  apparatus, number charts, number cards, multiplication table |  |  |
|  | **4** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  read and write numbers up to 1,000 in words in day to day activities, | Learners in  pairs/groups/ individually to read numbers up to  10,000 in symbols in real life situations. | What do you  consider when writing numbers in words? | KLB Visionary  Mathematics pg  1-3  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **5** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to read and write numbers up to 1,000 in words in day to day activities, | Learners in Learners  in pairs/groups/ individually to read and write numbers up to 1,000 in words  from a number chart. Learners in pairs to arrange numbers up to  1,000 in order from  smallest to largest and largest to smallest using number cards and share with other groups. | What do you  consider when writing numbers in words? | KLB Visionary  Mathematics pg  1-4  Place value apparatus, number charts, number cards, multiplication table |  |  |

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| **2** | **1** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  order numbers up to 1,000 in different situations, | Learners in  pairs/groups to compare area of two Learners in pairs/groups/ individually to read and write numbers up to 1,000 in words  from a number chart. Learners in pairs to arrange numbers up to 1,000 in order from smallest to largest and largest to smallest using number cards and share with other groups. | What do you consider when writing numbers in words? | KLB Visionary  Mathematics pg  8-9  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **2** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  order numbers up to 1,000 in different situations, | Learners in  pairs/groups/individ ually round of numbers up to  1,000 to the nearest ten and share with other groups. Learners in  pairs/groups/individual  ly to identify  factors/divisors of numbers up to 50 and share with other groups | How can you find the place value  of a digit in a  number? | KLB Visionary  Mathematics pg  8-9  Place value apparatus, number charts, number cards, multiplication table |  |  |

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|  | **3** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  round off numbers up to  1,000 to the nearest ten in different situations, | Learners in  pairs/groups/individu ally round off numbers up to 1,000 to the nearest ten and share with other groups.  Learners in pairs/groups/individual ly to identify factors/divisors of numbers up to 50 and share with other  groups | How can you find the place value  of a digit in a number? | KLB Visionary  Mathematics pg  10-11  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **4** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  round off numbers up to  1,000 to the nearest ten in different situations, | Learners in  pairs/groups/individ ually round off numbers up to  1,000 to the nearest ten and share with other groups. Learners in pairs/groups/individ ually to identify factors/divisors of numbers up to 50 and share with other groups | How can you find  the place value of a digit in a number? | KLB Visionary  Mathematics pg  110-11  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **5** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  a) identify factors/divisors of numbers up to 50 in different contexts, | Learners in  pairs/groups/individu ally round off numbers up to 1,000 to the nearest ten and share with other groups.  Learners in | How can you find the place value of a digit in a number? | KLB Visionary  Mathematics pg  13  Place value apparatus, number charts, |  |  |

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|  |  |  |  |  | pairs/groups/individ ually to identify factors/divisors of numbers up to 50 and share with other groups. |  | number cards,  multiplication table |  |  |
| **3** | **1** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  identify multiples of numbers up to 100 in different situations, | Learners in  pairs/groups/individu ally round off numbers up to 1,000 to the nearest ten and share with other groups.  Learners in pairs/groups/individual ly to identify factors/divisors of numbers up to 50 and share with other  groups | How can you find  the place value of a digit in a number?  ? | KLB Visionary  Mathematics pg  14  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **2** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub  strand, the learner should be able to:  use even and odd numbers up to 100 in different situations, | Learners in pairs/groups play  digital games involving area of rectangles and squares | How can you find the place value of a digit in a number? | KLB Visionary  Mathematics pg  15-22  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **3** | **NUMBERS** | **ADDITIO N** | By the end of the sub  strand, the learner should be able to:  add up to two 4-digit | Learners in pairs/groups to add up  to two 4-digit numbers with single regrouping  up to a sum of 10,000 | When do you use addition in real life? | KLB Visionary  Mathematics pg  23-26 |  |  |

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|  |  |  |  | numbers with single  regrouping up to a sum of 10,000 in different situations, | in different situations |  | Place value  chart, Abacus |  |  |
|  | **4** | **NUMBERS** | **ADDITIO N** | By the end of the sub  strand, the learner should be able to:  add up to two 4-digit numbers with single regrouping up to a sum of 10,000 in different situations, | Learners in pairs/groups to add up  to two 4-digit numbers with single regrouping  up to a sum of 10,000 in different situations | When do you use addition in real life?  ? | KLB Visionary  Mathematics pg  27  Place value chart, Abacus |  |  |
|  | **5** | **NUMBERS** | **ADDITIO N** | By the end of the sub  strand, the learner should be able to:  add up to two 4-digit numbers with double regrouping up to a sum of  10,000 in real life situations | Learners in pairs/groups to add up  to two 4-digit numbers with single regrouping up to a sum of 10,000 | What do you  consider when estimating answer in addition? | KLB Visionary  Mathematics pg  27  Place value chart, Abacus |  |  |
| **4** | **1** | **NUMBERS** | **ADDITIO**  **N** | By the end of the sub  strand, the learner should be able to:  estimate sum by rounding off numbers to the nearest ten in different situations, | Learners in  pairs/groups add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations. | What do you  consider when estimating answer in addition?  ? | KLB Visionary  Mathematics pg  28  Place value chart, Abacus |  |  |
|  | **2** | **NUMBERS** | **ADDITIO N** | By the end of the sub  strand, the learner should be able to:  estimate sum by rounding off numbers to the nearest ten in different situations, | Learners in  pairs/groups add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations. | How do you  form number patterns in addition? | KLB Visionary  Mathematics pg  29  Place value |  |  |

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|  |  |  |  |  |  |  | chart, Abacus |  |  |
|  | **3** | **NUMBERS** | **ADDITIO**  **N** | By the end of the sub  strand, the learner should be able to:  create patterns involving addition up to a sum of  10,000 in real life situations,  use IT devices for learning and enjoyment | Learners in  pairs/groups add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations. kilograms (kg) in real life situations | How do you  form number patterns in addition?? | KLB Visionary  Mathematics pg  29  Place value chart, Abacus |  |  |
|  | **4** | **NUMBERS** | **ADDITIO**  **N** | By the end of the sub  strand, the learner should be able to:  create patterns involving addition up to a sum of  10,000 in real life situations,  use IT devices for learning and enjoyment | Learners in  pairs/groups add mass involving kilograms (kg) in real life situations  Learners in pairs/groups subtract mass involving kilograms (kg) in real life situations | How do you  form number patterns in addition? | KLB Visionary  Mathematics pg  29  Place value chart, Abacus |  |  |
|  | **5** | **NUMBERS** | **ADDITIO N** | By the end of the sub  strand, the learner should be able to:  create patterns involving addition up to a sum of  10,000 in real life situations,  use IT devices for learning and enjoyment | Learners in pairs/groups to  estimate sum by rounding off numbers to be added to the nearest ten in different situations | How do you  form number patterns in addition? | KLB Visionary  Mathematics pg  29  value chart, Abacus |  |  |

real life situations

real life situations

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| **5** | **1** | **NUMBER S** | **SUBTRA**  **CTION** | By the end of the sub  strand, the learner should be able to:  subtract up to 4-digit numbers without regrouping in real life situations | When do  you use subtraction in real life? | Learners in pairs/groups  to subtract numbers up to 4-digit numbers without regrouping in | KLB  Visionary Mathematics pg 31  Place value chart, Abacus |  |  |
|  | **2** | **NUMBER S** | **SUBTRA**  **CTION** | By the end of the sub  strand, the learner should be able to:  subtract up to 4-digit numbers without regrouping in real life situations | When do  you use subtraction in real life? | Learners in pairs/groups  to subtract numbers up to 4-digit numbers without regrouping in | KLB  Visionary Mathematics pg 31  Place value chart, Abacus |  |  |
|  | **3** | **NUMBER S** | **Subtractio**  **n** | By the end of the sub  strand, the learner should be able to subtract up to 4-digit numbers with regrouping in real life situations, | When do  you use subtraction in real life? | Learners in pairs/groups/  individually to subtract up to 4- digit numbers with regrouping in real life situations | KLB  Visionary Mathematics pg 32-33  Place value chart, Abacus |  |  |
|  | **4** | **NUMBER S** | **Subtractio**  **n** | By the end of the sub  strand, the learner should be able to:  subtract up to 4-digit numbers with regrouping in real life situations, | How do you  estimate the difference of given numbers? | Learners in pairs/groups/  individually to subtract up to 4- digit numbers with regrouping in real | KLB  Visionary Mathematics pg 32-35  Place value |  |  |

life situations

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|  |  |  |  |  |  |  | chart, Abacus |  |  |
|  | **5** | **NUMBER S** | **Subtractio**  **n** | By the end of the sub  strand, the learner should be able to:  estimate difference by rounding off numbers to the nearest ten in real  life situations, | How do you  estimate the difference of given numbers? | Learners in  pairs/groups to estimate and work out difference by rounding off the numbers to the nearest ten in real life situations. | KLB  Visionary Mathematics pg 36  Place value chart, Abacus |  |  |
| **6** | **1** | **NUMBER S** | **Subtractio**  **n** | By the end of the sub  strand, the learner should be able to create patterns involving subtraction from up to  10,000 | How do you  estimate the difference of given numbers? | Learners in  pairs/groups to estimate and work out difference by rounding off the numbers to the nearest ten in real life situations. | KLB  Visionary Mathematics pg 37-39  Place value chart, Abacus |  |  |
|  | **2** | **NUMBER S** | **Subtractio**  **n** | By the end of the sub  strand, the learner should be able to create patterns involving subtraction from up to  10,000, | How do you  estimate the difference of given numbers? | Learners in pairs/groups  to create patterns involving subtraction of numbers from up to  10,000 | KLB  Visionary Mathematics pg 37-39  Place value chart, Abacus |  |  |
|  | **3** | **NUMBER S** | **Subtractio**  **n** | By the end of the  sub strand, the learner should be able to use IT devices for learning and enjoyment, | How do you  estimate the difference of given numbers? | Learners in  pairs/groups/ individually to play digital games involving subtraction | KLB  Visionary Mathematics pg 37-39  Place value |  |  |

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|  |  |  |  | appreciate application of subtraction of numbers in real life situations |  |  | chart, Abacus |  |  |
|  | **4** | **NUMBER S** | **Subtractio**  **n** | By the end of the  sub strand, the learner should be able to use IT devices for learning and enjoyment,  appreciate application of subtraction of numbers  in real life situations | How do you  create patterns involving subtraction? | Learners in  pairs/groups/ individually to play digital games involving subtraction | KLB  Visionary Mathematics pg 37-39  Place value chart, Abacus |  |  |
|  | **5** | **NUMBER S** | **Subtractio**  **n** | By the end of the  sub strand, the learner should be able to use IT devices for learning and enjoyment,  appreciate application of subtraction of numbers in real life situations | How do you  create patterns involving subtraction? | Learners in  pairs/groups to subtract capacity involving litres in real life situations. Learner in pairs/groups to play digital games involving capacity. | KLB  Visionary Mathematics pg 37-39  Place value chart, Abacus |  |  |
| **7** | **1** | **NUMBER S** | **Multiplica tion** | By the end of the sub strand, the learner should be able to: multiply up to a 2-digit  number by multiples of 10  in different situations, | How do you create  patterns involving multiplicatio n? | Learners in pairs/groups to  multiply up to a 2-digit  number by multiples of 10 in | KLB  Visionary Mathematics pg 40-41  Multiplication tables |  |  |
|  | **2** | **NUMBER S** | **Multiplica tion** | By the end of the sub  strand, the learner should be  able to multiply up to a 2- digit number by multiples | When do  you use multiplicatio n in real | Leaners in pairs/groups to multiply up to a 2-  digit numbers by a 2- digit number without and | KLB  Visionary  Mathematics |  |  |

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|  |  |  |  | of 10 in different situations,  , | life? | with regrouping in real life situations | pg 40-41  Multiplication tables |  |  |
|  | **3** | **NUMBER S** | **Multiplica**  **tion** | By the end of the sub strand, the learner should be able to multiply up to a 2-digit number by a 2- digit number without and with regrouping in real life situations, | When do  you use multiplicatio n in real  life? | Leaners in pairs/groups  to multiply up to a 2- digit numbers by a 2- digit number without and with regrouping in real life situations | KLB  Visionary Mathematics pg 41-42  Multiplication tables |  |  |
|  | **4** | **NUMBER S** | **Multiplica**  **tion** | By the end of the sub strand, the learner should be able to multiply up to a 2-digit number by a 2- digit number without and with regrouping in real life situations, | When do  you use multiplicatio n in real  life? | Leaners in pairs/groups  to multiply up to a 2- digit numbers by a 2- digit number without and with regrouping in real life situations hours to days and days | KLB  Visionary Mathematics pg 41-42  Multiplication tables |  |  |
|  | **5** | **NUMBER S** | **Multiplica tion** | By the end of the sub  strand, the learner should be able to estimate products by rounding off numbers to the nearest  ten in real life situations, | How do you  create patterns involving multiplicatio n? | Learners pairs/groups/ individually to estimate and work out answers by rounding off numbers to the nearest ten with product not exceeding 1,000 in real life situations. | KLB  Visionary Mathematics pg 41-42  Multiplication tables |  |  |
| **8** | **1** | **NUMBER S** | **MULTIP**  **LICATIO N** | By the end of the sub  strand, the learner should be able to record time durations in hours and minutes in real life | How do you  create patterns involving | Learners in  pairs/groups to Learners pairs/groups/ individually to estimate and work out answers | KLB  Visionary  Mathematics |  |  |

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|  |  |  |  | situations, | multiplicatio  n? | by rounding off  numbers to the nearest ten with product not exceeding 1,000 in real life situations. | pg 44-45  Multiplication tables |  |  |
|  | **2** | **NUMBER S** | **MULTIP**  **LICATIO N** | By the end of the sub  strand, the learner should be able to Create  patterns involving  multiplication with product not exceeding  100 in real life situations | How do you  create patterns involving multiplicatio n? | Learners pairs/groups/  individually to estimate and work out answers by rounding off numbers to the nearest ten with product not exceeding 1,000 in real life situations. | KLB  Visionary Mathematics pg 45-48  Multiplication tables |  |  |
|  | **3** | **NUMBER S** | **MULTIP LICATIO N** | By the end of the sub strand, the learner should be able to  use IT devices for learning and enjoyment,  appreciate application of  multiplication of numbers in real life. | How do you create  patterns involving multiplicatio n? | Learners in pairs/groups to create patterns involving multiplication with product not exceeding  100.Learners pairs/groups/ individually to play digital games on multiplication. | KLB  Visionary Mathematics pg 45-48  Multiplication tables |  |  |
|  | **4** | **NUMBER S** | **DIVISIO**  **N** | By the end of the sub  strand, the learner should be able to:  divide up to a 2-digit number by a 1-digit number without remainder in different situations, | When do  you use division in real life | Learners in pairs/ groups  to divide up to a 2-digit number by 1-digit number without remainder using counters | KLB  Visionary Mathematics pg 52-54  Multiplication tables |  |  |
|  | **5** | **NUMBER S** | **DIVISIO**  **N** | By the end of the sub  strand, the learner should be able to divide up to a | When do  you use division in | Learners in  pairs/groups to divide a 2-digit number by a | KLB  Visionary |  |  |

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|  |  |  |  | 2-digit number by a 1-digit  number without remainder in different situations, | real life | 1-digit number with  remainder using counters.  Learners in pairs/groups to divide a 2-digit number by a 1- digit number | Mathematics  pg 52-54  Multiplication tables |  |  |
| **9** | **1** | **NUMBER S** | **DIVISIO N** | By the end of the sub  strand, the learner should be able to divide up to a 2-digit number by a  1-digit number with  remainder in real life  situations | How can  you estimate quotient? | Learners in pairs/groups to divide a 2-digit number by a  1-digit number using own strategies.  Learners in pairs/groups to use relationship between multiplication and division in working out problems | KLB  Visionary Mathematics pg 52-54  Multiplication tables |  |  |
|  | **2** | **NUMBER S** | **DIVISIO**  **N** | By the end of the sub  strand, the learner should be able to: use IT devices for  learning and leisure,  appreciate application of division of numbers in real life situations. | How can  you estimate quotient? | Learners in pairs/groups to divide a 2-digit number by a  1-digit number using  own strategies.  Learners in pairs/groups to use relationship between multiplication and division in working out problems | KLB  Visionary Mathematics pg 56  Multiplication tables |  |  |
|  | **3** | **NUMBER S** | **DIVISIO**  **N** | By the end of the sub  strand, the learner should be able to: use IT devices for  learning and leisure,  appreciate application of division of numbers in real life situations. | How can  you estimate quotient? | Learners in pairs/groups to divide a 2-digit number by a  1-digit number using  own strategies. Learners in pairs/groups to use relationship between multiplication and  division in working out | KLB  Visionary Mathematics pg 56  Multiplication tables |  |  |

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|  | **4** | **NUMBER S** | **FRACTI**  **ONS** | By the end of the sub  strand, the learner should be able to:  represent a fraction with denominators not exceeding  12 as part of a whole and as  part of a group in real life situations | When do you use fractions in real life? | Learners in pairs/groups  to represent fractions as part of a whole and as part of a group using | KLB  Visionary Mathematics pg 57-58  Equivalent fraction board, Circular and rectangular cut outs, counters, clock face |  |  |
|  | **5** | **NUMBER S** | **FRACTI ONS** | By the end of the sub strand, the learner should be able to represent and write fractions whose denominators do not exceed 12 in real life situations, | How can  you represent fractions? | Learners in pairs/groups to discuss the top and  bottom numbers in a fraction and share with  other groups | KLB  Visionary Mathematics pg 60-61  Equivalent fraction board, Circular and rectangular cut outs, counters, clock face |  |  |
| **10** | **1** | **NUMBER S** | **FRACTI**  **ONS** | By the end of the sub  strand, the learner should be able to identify different types of fractions in real life,  convert improper fractions | When do you use fractions in real life? | Learners in pairs/groups  to discuss the top and bottom numbers in a fraction and share with other groups | KLB  Visionary Mathematics pg 61-62 |  |  |

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|  |  |  |  | to mixed fractions in different situations |  |  | Equivalent  fraction board, Circular and rectangular cut outs, counters, clock face |  |  |
|  | **2** | **NUMBER S** | **FRACTI ONS** | By the end of the sub  strand, the learner should be able to identify different types of fractions in real life,  convert improper fractions to mixed fractions in different situations | How can  you represent fractions? | Learners in pairs/groups to represent fractions as part of a whole or part of a group using cut outs, counters or clock face.  Learners in pairs/groups/  individually to represent proper, improper and mixed fractions as part  of a whole or as part of a  group using paper cut outs or counters | KLB  Visionary Mathematics pg 63-64  Equivalent fraction board, Circular and rectangular cut outs, counters, clock face |  |  |
|  | **3** | **NUMBER S** | **FRACTI**  **ONS** | By the end of the sub  strand, the learner should be able to convert mixed fractions to improper fractions in different contexts  use IT devices for  learning and enjoyment,  appreciate application of fractions in real life | When do you use fractions in real life? | Learners in  pairs/groups to convert improper fractions to mixed fractions. Learners in pairs/groups to convert mixed fractions to improper fractions | KLB  Visionary Mathematics pg 63-64  Equivalent fraction board, Circular and |  |  |

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|  |  |  |  | situations. |  |  | rectangular  cut outs, counters, clock face |  |  |
|  | **CONTINOUS ASSESSMENT TEST** | | | | | | | |  |