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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 substrand, 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 VisionaryMathematics pg1-2Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **2** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the substrand, 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 thousandLearners inpairs/groups/ individually to read numbers up to10,000 in symbols in real life situations. | What do you consider when writing numbers in words? | KLB VisionaryMathematics pg1-2Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **3** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the substrand, the learner should be able to:read and write numbers | Learners inpairs/groups/ individually to read numbers up to10,000 in symbols | What do you consider when writing numbers | KLB VisionaryMathematics pg1-2 |  |  |

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|  |  |  |  | up to 10,000 in symbolsin real life situations, | in real lifesituations. | in words? | Place valueapparatus, number charts, number cards, multiplication table |  |  |
|  | **4** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the substrand, the learner should be able to:read and write numbers up to 1,000 in words in day to day activities, | Learners inpairs/groups/ individually to read numbers up to10,000 in symbols in real life situations. | What do youconsider when writing numbers in words? | KLB VisionaryMathematics pg1-3Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **5** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the substrand, the learner should be able to read and write numbers up to 1,000 in words in day to day activities, | Learners in Learnersin pairs/groups/ individually to read and write numbers up to 1,000 in wordsfrom a number chart. Learners in pairs to arrange numbers up to1,000 in order fromsmallest to largest and largest to smallest using number cards and share with other groups. | What do youconsider when writing numbers in words? | KLB VisionaryMathematics pg1-4Place value apparatus, number charts, number cards, multiplication table |  |  |

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| **2** | **1** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the substrand, the learner should be able to:order numbers up to 1,000 in different situations, | Learners inpairs/groups to compare area of two Learners in pairs/groups/ individually to read and write numbers up to 1,000 in wordsfrom 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 VisionaryMathematics pg8-9Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **2** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the substrand, the learner should be able to:order numbers up to 1,000 in different situations, | Learners inpairs/groups/individ ually round of numbers up to1,000 to the nearest ten and share with other groups. Learners inpairs/groups/individually to identifyfactors/divisors of numbers up to 50 and share with other groups | How can you find the place valueof a digit in anumber? | KLB VisionaryMathematics pg8-9Place value apparatus, number charts, number cards, multiplication table |  |  |

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|  | **3** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the substrand, the learner should be able to:round off numbers up to1,000 to the nearest ten in different situations, | Learners inpairs/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 othergroups | How can you find the place valueof a digit in a number? | KLB VisionaryMathematics pg10-11Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **4** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the substrand, the learner should be able to:round off numbers up to1,000 to the nearest ten in different situations, | Learners inpairs/groups/individ ually round off numbers up to1,000 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 findthe place value of a digit in a number? | KLB VisionaryMathematics pg110-11Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **5** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the substrand, the learner should be able to:a) identify factors/divisors of numbers up to 50 in different contexts, | Learners inpairs/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 VisionaryMathematics pg13Place 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 substrand, the learner should be able to:identify multiples of numbers up to 100 in different situations, | Learners inpairs/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 othergroups | How can you findthe place value of a digit in a number?? | KLB VisionaryMathematics pg14Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **2** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the substrand, the learner should be able to:use even and odd numbers up to 100 in different situations, | Learners in pairs/groups playdigital games involving area of rectangles and squares | How can you find the place value of a digit in a number? | KLB VisionaryMathematics pg15-22Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **3** | **NUMBERS** | **ADDITIO N** | By the end of the substrand, the learner should be able to:add up to two 4-digit | Learners in pairs/groups to add upto two 4-digit numbers with single regroupingup to a sum of 10,000 | When do you use addition in real life? | KLB VisionaryMathematics pg23-26 |  |  |

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|  |  |  |  | numbers with singleregrouping up to a sum of 10,000 in different situations, | in different situations |  | Place valuechart, Abacus |  |  |
|  | **4** | **NUMBERS** | **ADDITIO N** | By the end of the substrand, 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 upto two 4-digit numbers with single regroupingup to a sum of 10,000 in different situations | When do you use addition in real life?? | KLB VisionaryMathematics pg27Place value chart, Abacus |  |  |
|  | **5** | **NUMBERS** | **ADDITIO N** | By the end of the substrand, the learner should be able to:add up to two 4-digit numbers with double regrouping up to a sum of10,000 in real life situations | Learners in pairs/groups to add upto two 4-digit numbers with single regrouping up to a sum of 10,000 | What do youconsider when estimating answer in addition? | KLB VisionaryMathematics pg27Place value chart, Abacus |  |  |
| **4** | **1** | **NUMBERS** | **ADDITIO****N** | By the end of the substrand, the learner should be able to:estimate sum by rounding off numbers to the nearest ten in different situations, | Learners inpairs/groups add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations. | What do youconsider when estimating answer in addition?? | KLB VisionaryMathematics pg28Place value chart, Abacus |  |  |
|  | **2** | **NUMBERS** | **ADDITIO N** | By the end of the substrand, the learner should be able to:estimate sum by rounding off numbers to the nearest ten in different situations, | Learners inpairs/groups add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations. | How do youform number patterns in addition? | KLB VisionaryMathematics pg29Place value |  |  |

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|  |  |  |  |  |  |  | chart, Abacus |  |  |
|  | **3** | **NUMBERS** | **ADDITIO****N** | By the end of the substrand, the learner should be able to:create patterns involving addition up to a sum of10,000 in real life situations,use IT devices for learning and enjoyment | Learners inpairs/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 youform number patterns in addition?? | KLB VisionaryMathematics pg29Place value chart, Abacus |  |  |
|  | **4** | **NUMBERS** | **ADDITIO****N** | By the end of the substrand, the learner should be able to:create patterns involving addition up to a sum of10,000 in real life situations,use IT devices for learning and enjoyment | Learners inpairs/groups add mass involving kilograms (kg) in real life situationsLearners in pairs/groups subtract mass involving kilograms (kg) in real life situations | How do youform number patterns in addition? | KLB VisionaryMathematics pg29Place value chart, Abacus |  |  |
|  | **5** | **NUMBERS** | **ADDITIO N** | By the end of the substrand, the learner should be able to:create patterns involving addition up to a sum of10,000 in real life situations,use IT devices for learning and enjoyment | Learners in pairs/groups toestimate sum by rounding off numbers to be added to the nearest ten in different situations | How do youform number patterns in addition? | KLB VisionaryMathematics pg29value chart, Abacus |  |  |

real life situations

real life situations

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

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|  | **5** | **NUMBER S** | **Subtractio****n** | By the end of the substrand, the learner should be able to:estimate difference by rounding off numbers to the nearest ten in reallife situations, | How do youestimate the difference of given numbers? | Learners inpairs/groups to estimate and work out difference by rounding off the numbers to the nearest ten in real life situations. | KLBVisionary Mathematics pg 36Place value chart, Abacus |  |  |
| **6** | **1** | **NUMBER S** | **Subtractio****n** | By the end of the substrand, the learner should be able to create patterns involving subtraction from up to10,000 | How do youestimate the difference of given numbers? | Learners inpairs/groups to estimate and work out difference by rounding off the numbers to the nearest ten in real life situations. | KLBVisionary Mathematics pg 37-39Place value chart, Abacus |  |  |
|  | **2** | **NUMBER S** | **Subtractio****n** | By the end of the substrand, the learner should be able to create patterns involving subtraction from up to10,000, | How do youestimate the difference of given numbers? | Learners in pairs/groupsto create patterns involving subtraction of numbers from up to10,000 | KLBVisionary Mathematics pg 37-39Place value chart, Abacus |  |  |
|  | **3** | **NUMBER S** | **Subtractio****n** | By the end of thesub strand, the learner should be able to use IT devices for learning and enjoyment, | How do youestimate the difference of given numbers? | Learners inpairs/groups/ individually to play digital games involving subtraction | KLBVisionary Mathematics pg 37-39Place 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 thesub strand, the learner should be able to use IT devices for learning and enjoyment,appreciate application of subtraction of numbersin real life situations | How do youcreate patterns involving subtraction? | Learners inpairs/groups/ individually to play digital games involving subtraction | KLBVisionary Mathematics pg 37-39Place value chart, Abacus |  |  |
|  | **5** | **NUMBER S** | **Subtractio****n** | By the end of thesub 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 youcreate patterns involving subtraction? | Learners inpairs/groups to subtract capacity involving litres in real life situations. Learner in pairs/groups to play digital games involving capacity. | KLBVisionary Mathematics pg 37-39Place 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-digitnumber by multiples of 10in different situations, | How do you createpatterns involving multiplicatio n? | Learners in pairs/groups tomultiply up to a 2-digitnumber by multiples of 10 in | KLBVisionary Mathematics pg 40-41Multiplication tables |  |  |
|  | **2** | **NUMBER S** | **Multiplica tion** | By the end of the substrand, the learner should beable to multiply up to a 2- digit number by multiples | When doyou use multiplicatio n in real | Leaners in pairs/groups to multiply up to a 2-digit numbers by a 2- digit number without and | KLBVisionaryMathematics |  |  |

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|  |  |  |  | of 10 in different situations,, | life? | with regrouping in real life situations | pg 40-41Multiplication 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 doyou use multiplicatio n in reallife? | Leaners in pairs/groupsto multiply up to a 2- digit numbers by a 2- digit number without and with regrouping in real life situations | KLBVisionary Mathematics pg 41-42Multiplication 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 doyou use multiplicatio n in reallife? | Leaners in pairs/groupsto 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 | KLBVisionary Mathematics pg 41-42Multiplication tables |  |  |
|  | **5** | **NUMBER S** | **Multiplica tion** | By the end of the substrand, the learner should be able to estimate products by rounding off numbers to the nearestten in real life situations, | How do youcreate 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. | KLBVisionary Mathematics pg 41-42Multiplication tables |  |  |
| **8** | **1** | **NUMBER S** | **MULTIP****LICATIO N** | By the end of the substrand, the learner should be able to record time durations in hours and minutes in real life | How do youcreate patterns involving | Learners inpairs/groups to Learners pairs/groups/ individually to estimate and work out answers | KLBVisionaryMathematics |  |  |

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|  |  |  |  | situations, | multiplication? | by rounding offnumbers to the nearest ten with product not exceeding 1,000 in real life situations. | pg 44-45Multiplication tables |  |  |
|  | **2** | **NUMBER S** | **MULTIP****LICATIO N** | By the end of the substrand, the learner should be able to Createpatterns involvingmultiplication with product not exceeding100 in real life situations | How do youcreate 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. | KLBVisionary Mathematics pg 45-48Multiplication tables |  |  |
|  | **3** | **NUMBER S** | **MULTIP LICATIO N** | By the end of the sub strand, the learner should be able touse IT devices for learning and enjoyment,appreciate application ofmultiplication of numbers in real life. | How do you createpatterns involving multiplicatio n? | Learners in pairs/groups to create patterns involving multiplication with product not exceeding100.Learners pairs/groups/ individually to play digital games on multiplication. | KLBVisionary Mathematics pg 45-48Multiplication tables |  |  |
|  | **4** | **NUMBER S** | **DIVISIO****N** | By the end of the substrand, the learner should be able to:divide up to a 2-digit number by a 1-digit number without remainder in different situations, | When doyou use division in real life | Learners in pairs/ groupsto divide up to a 2-digit number by 1-digit number without remainder using counters | KLBVisionary Mathematics pg 52-54Multiplication tables |  |  |
|  | **5** | **NUMBER S** | **DIVISIO****N** | By the end of the substrand, the learner should be able to divide up to a | When doyou use division in | Learners inpairs/groups to divide a 2-digit number by a | KLBVisionary |  |  |

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|  |  |  |  | 2-digit number by a 1-digitnumber without remainder in different situations, | real life | 1-digit number withremainder using counters.Learners in pairs/groups to divide a 2-digit number by a 1- digit number | Mathematicspg 52-54Multiplication tables |  |  |
| **9** | **1** | **NUMBER S** | **DIVISIO N** | By the end of the substrand, the learner should be able to divide up to a 2-digit number by a1-digit number withremainder in real lifesituations | How canyou estimate quotient? | Learners in pairs/groups to divide a 2-digit number by a1-digit number using own strategies.Learners in pairs/groups to use relationship between multiplication and division in working out problems | KLBVisionary Mathematics pg 52-54Multiplication tables |  |  |
|  | **2** | **NUMBER S** | **DIVISIO****N** | By the end of the substrand, the learner should be able to: use IT devices forlearning and leisure,appreciate application of division of numbers in real life situations. | How canyou estimate quotient? | Learners in pairs/groups to divide a 2-digit number by a1-digit number usingown strategies.Learners in pairs/groups to use relationship between multiplication and division in working out problems | KLBVisionary Mathematics pg 56Multiplication tables |  |  |
|  | **3** | **NUMBER S** | **DIVISIO****N** | By the end of the substrand, the learner should be able to: use IT devices forlearning and leisure,appreciate application of division of numbers in real life situations. | How canyou estimate quotient? | Learners in pairs/groups to divide a 2-digit number by a1-digit number usingown strategies. Learners in pairs/groups to use relationship between multiplication anddivision in working out | KLBVisionary Mathematics pg 56Multiplication tables |  |  |

concrete objects

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|  |  |  |  |  |  | problems . |  |  |  |
|  | **4** | **NUMBER S** | **FRACTI****ONS** | By the end of the substrand, the learner should be able to:represent a fraction with denominators not exceeding12 as part of a whole and aspart of a group in real life situations | When do you use fractions in real life? | Learners in pairs/groupsto represent fractions as part of a whole and as part of a group using | KLBVisionary Mathematics pg 57-58Equivalent 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 canyou represent fractions? | Learners in pairs/groups to discuss the top andbottom numbers in a fraction and share withother groups | KLBVisionary Mathematics pg 60-61Equivalent fraction board, Circular and rectangular cut outs, counters, clock face |  |  |
| **10** | **1** | **NUMBER S** | **FRACTI****ONS** | By the end of the substrand, 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/groupsto discuss the top and bottom numbers in a fraction and share with other groups | KLBVisionary Mathematics pg 61-62 |  |  |

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|  |  |  |  | to mixed fractions in different situations |  |  | Equivalentfraction board, Circular and rectangular cut outs, counters, clock face |  |  |
|  | **2** | **NUMBER S** | **FRACTI ONS** | By the end of the substrand, the learner should be able to identify different types of fractions in real life,convert improper fractions to mixed fractions in different situations | How canyou 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 partof a whole or as part of agroup using paper cut outs or counters | KLBVisionary Mathematics pg 63-64Equivalent fraction board, Circular and rectangular cut outs, counters, clock face |  |  |
|  | **3** | **NUMBER S** | **FRACTI****ONS** | By the end of the substrand, the learner should be able to convert mixed fractions to improper fractions in different contextsuse IT devices forlearning and enjoyment,appreciate application of fractions in real life | When do you use fractions in real life? | Learners inpairs/groups to convert improper fractions to mixed fractions. Learners in pairs/groups to convert mixed fractions to improper fractions | KLBVisionary Mathematics pg 63-64Equivalent fraction board, Circular and |  |  |

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