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| **W**  **k** | **Ls n** | **Strand/**  **theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learn ing**  **Resou rces** | **Assessme nt**  **methods** | **Re f** |
| 1 | 1 | NUMBE RS | **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, multiplicati on table | Written exercise,  oral  questions, observatio n, 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, multiplicati on table | Written exercise,  oral  questions, observatio n, 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** | 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, multiplicati on table | questions, observatio  n, 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, multiplicati on table | Written exercise, oral questions, observatio n, 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, multiplicati on table | Written exercise,  oral questions,  observatio n, 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, multiplicati on table | Written exercise,  oral  questions, observatio n, 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, |  |

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|  |  |  | **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, |  |

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|  |  |  |  | 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, multiplicati on table | observatio n, 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, multiplicati on table | Written exercise, oral questions, observatio n, 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, multiplicati on table | Written exercise,  oral questions,  observatio n, 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, multiplicati on table | Written exercise,  oral questions,  observatio n, 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, observatio  n, group |  |

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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 | 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 |  |

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|  |  |  |  | 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, multiplicati on table | questions, observatio  n, 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, multiplicati on table | Written exercise,  oral questions,  observatio n, 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, observatio n, 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,  observatio n, 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 |  |

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|  |  |  |  | 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, observatio  n, 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, observatio n, 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, observatio n, 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, observatio n, group discussion |  |

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|  |  |  |  | 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 |  | **Subtractio**  **n** | 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,  observatio n, group  discussion |  |
| 3 |  | **Subtractio**  **n** | 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, observatio n, group discussion |  |
| 4 |  | **Subtractio**  **n** | 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,  observatio n, group  discussion |  |
| 5 |  | **Subtractio**  **n** | 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 |  |

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|  |  |  |  | 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 |  | **Subtractio n** | 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, observatio n, group discussion |  |
| 2 |  | **Subtractio**  **n** | 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,  observatio n, group  discussion |  |
| 3 |  | **Multiplicat ion** | 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 multiplicati on 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. | Multiplicat ion tables | Written exercise, oral questions, observatio n, group discussion |  |

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|  | 4 |  | **Multiplicat**  **ion** | 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 multiplicati on 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 | Multiplicat ion tables | Written exercise,  oral  questions, observatio n, group discussion |  |
| 5 |  | **Multiplicat**  **ion** | 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 multiplicati on 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. | Multiplicat ion tables | Written exercise,  oral questions,  observatio n, group  discussion |  |
| 8 | 1 |  | **Multiplicat**  **ion** | 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 multiplicati on 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. | Multiplicat ion tables | Written exercise,  oral questions,  observatio n, group  discussion |  |
| 2 |  | **Multiplicat**  **ion** | 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 multiplicati on used in real life?  How can you | In pairs, groups or as individuals make patterns involving multiplication with products not  exceeding 1000 | Multiplicat ion tables | Written exercise,  oral  questions, observatio |  |

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|  |  |  |  | 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 |  | **Multiplicat**  **ion** | 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 multiplicati on 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. | Multiplicat ion tables | Written exercise,  oral  questions, observatio n, 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. | Multiplicat ion tables | Written exercise,  oral  questions, observatio  n, 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. | Multiplicat ion tables | Written exercise,  oral  questions, observatio n, group discussion |  |
|  | 1 |  | **Division** | By the end of the sub strand, the | Where Is | In pairs, groups or as | Multiplicat | Written |  |

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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 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,  observatio n, 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. | Multiplicat ion tables | Written exercise,  oral questions,  observatio n, 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 | Multiplicat ion tables | Written exercise,  oral questions,  observatio n, 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 |  |

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|  |  |  |  | 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,  observatio n, 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, observatio n, 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,  observatio n, 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, observatio  n, 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, |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 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,  observatio  n, 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, observatio n, 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, observatio n, group discussion |  |