

MATHEMATICS SCHEME OF WORK GRADE 5 TERM 3

NAME	
TSC NO.	
SCHOOL	

MATHEMATICS SCHEME OF WORK GRADE 5 TERM 3

Wk	Lsn	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
1	1	MEASUREMENT	Mass	By the end of the sub strand, the learner should be able to; a. Divide grams and kilogram by whole numbers in real life situations b. Use IT devices for learning more on mass and for enjoyment c. Appreciate use of kilograms and grams in measuring mass in real life	What is the importance of measuring mass?	In pairs, groups or as individuals determine mass of items in grams and kilograms using different operations in real life situations In pairs, groups or as individuals play digital games involving mass	Teaspoons, videos, beam balance, soil or sand, manual/electric weighing machine	Written exercise, oral questions, observation, group discussion	
	2		Time	By the end of the sub strand, the learner should be able to; a. Identify the second as a unit of measuring time b. Identify the relationship between the minute and the second in real life situations c. Appreciate use of minutes and seconds as units of measuring time in real life situations	How can we read time?	In pairs, groups or as individuals carry out activities taking 10 seconds. Let learners relate the activities to what can be done in one tenth of the time taken to do the activity. The time taken is 1 second In pairs, groups or as individuals establish the relationship between seconds and minute using a clock or stop watch, watches	Analogue clock, digital clock, digital watches, stop watch	Written exercise, oral questions, observation, group discussion	
	3		Time	By the end of the sub strand, the learner should be able to;	How can we read time?	In pairs, groups or as individuals carry out activities taking 10	Analogue clock, digital clock,	Written exercise, oral questions,	

				<ul style="list-style-type: none"> a. Identify the second as a unit of measuring time b. Identify the relationship between the minute and the second in real life situations c. Appreciate use of minutes and seconds as units of measuring time in real life situations 		<p>seconds. Let learners relate the activities to what can be done in one tenth of the time taken to do the activity. The time taken is 1 second</p> <p>In pairs, groups or as individuals establish the relationship between seconds and minute using a clock or stop watch, watches</p>	digital watches, stop watch	observation, group discussion	
	4		Time	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Convert minutes to seconds and seconds to minutes in real life. b. Use IT devices in learning more on time and enjoyment c. Appreciate use of minutes and seconds as units of measuring time in real life situations 	How can we read time?	<p>In pairs, groups or as individuals carry out activities taking 10 seconds. Let learners relate the activities to what can be done in one tenth of the time taken to do the activity. The time taken is 1 second</p> <p>In pairs, groups or as individuals establish the relationship between seconds and minute using a clock or stop watch, watches</p>	Analogue clock, digital clock, digital watches, stop watch	Written exercise, oral questions, observation, group discussion	
	5		Time	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Convert minutes to seconds and seconds to minutes in real life. b. Use IT devices in learning more on time and enjoyment c. Appreciate use of minutes and seconds as units of measuring time in real life situations 	How can we read time?	<p>In pairs, groups or as individuals carry out activities taking 10 seconds. Let learners relate the activities to what can be done in one tenth of the time taken to do the activity. The time taken is 1 second</p> <p>In pairs, groups or as individuals establish the relationship between</p>	Analogue clock, digital clock, digital watches, stop watch	Written exercise, oral questions, observation, group discussion	

					seconds and minute using			
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						a clock or stop watch, watches			
2	1		Time	By the end of the sub strand, the learner should be able to; a. Add minutes and seconds with conversion in real life b. Use IT devices in learning more on time and enjoyment c. Appreciate use of minutes and seconds as units of measuring time in real life situations	How can we read time?	In pairs, groups or as individuals determine the time durations in minutes and seconds using different operations in real life situations In pairs, groups or as individuals establish the relationship between seconds and minute using a clock or stop watch, watches	Analogue clock, digital clock, digital watches, stop watch	Written exercise, oral questions, observation, group discussion	
	2		Time	By the end of the sub strand, the learner should be able to; a. Subtract minutes and seconds with conversion in real life b. Use IT devices in learning more on time and enjoyment c. Appreciate use of minutes and seconds as units of measuring time in real life situations	How can we read time?	In pairs, groups or as individuals determine the time durations in minutes and seconds using different operations in real life situations In pairs, groups or as individuals establish the relationship between seconds and minute using a clock or stop watch, watches	Analogue clock, digital clock, digital watches, stop watch	Written exercise, oral questions, observation, group discussion	
	3		Time	By the end of the sub strand, the learner should be able to; a. Multiply minutes and seconds by whole numbers in real life situations b. Use IT devices in learning more on time and enjoyment c. Appreciate use of minutes and seconds as units of measuring time in real life situations	How can we read time?	In pairs, groups or as individuals determine the time durations in minutes and seconds using different operations in real life situations In pairs, groups or as individuals establish the relationship between seconds and minute using a clock or stop watch, watches	Analogue clock, digital clock, digital watches, stop watch	Written exercise, oral questions, observation, group discussion	

	4		Time	By the end of the sub strand, the learner should be able to;	How can we read time?	In pairs, groups or as individuals determine the	Analogue clock, digital clock,	Written exercise, oral	
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				<ul style="list-style-type: none"> a. Divide minutes and seconds by whole numbers in real life situations b. Use IT devices in learning more on time and enjoyment c. Appreciate use of minutes and seconds as units of measuring time in real life situations 		<p>time durations in minutes and seconds using different operations in real life situations</p> <p>In pairs, groups or as individuals establish the relationship between seconds and minute using a clock or stop watch, watches</p>	digital watches, stop watch	questions, observation, group discussion	
	5		Money	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Explain the term budget in real life situations b. Identify the importance of a budget in real life c. Appreciate use of budgeting, bank services and payment of taxes in real life 	How do you manage your money?	<p>In pairs, groups or as individuals discuss meaning of a budget</p> <p>In pairs, groups or as individuals discuss the importance of a budget</p>	Price list, classroom shop, electronic money tariffs chart	Written exercise, oral questions, observation, group discussion	
3	1		Money	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Explain the term budget in real life situations b. Identify the importance of a budget in real life c. Appreciate use of budgeting, bank services and payment of taxes in real life 	How do you manage your money?	<p>In pairs, groups or as individuals discuss meaning of a budget</p> <p>In pairs, groups or as individuals discuss the importance of a budget</p>	Price list, classroom shop, electronic money tariffs chart	Written exercise, oral questions, observation, group discussion	
	2		Money	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Explain the meaning of tax in real life b. Identify the importance of to the governments c. Appreciate use of budgeting, bank services and payment of taxes in real life 	How do you manage your money?	<p>In pairs, groups or as individuals meaning of tax</p> <p>In pairs, groups or as individuals discuss the importance of taxes to the governments</p>	Price list, classroom shop, electronic money tariffs chart	Written exercise, oral questions, observation, group discussion	

	3		Money	By the end of the sub strand, the learner should be able to; a. Explain the meaning of tax in real life	How do you manage your money?	In pairs, groups or as individuals meaning of tax In pairs, groups or as individuals discuss the	Price list, classroom shop, electronic money tariffs chart	Written exercise, oral questions, observation,	
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				<ul style="list-style-type: none"> b. Identify the importance of to the governments c. Appreciate use of budgeting, bank services and payment of taxes in real life 		importance of taxes to the governments		group discussion	
	4		Money	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Identify the services provided by banks in real life situations b. Use IT devices to learn more about budgeting and banking services in real life c. Appreciate use of budgeting, bank services and payment of taxes in real life 	How do you manage your money?	<p>In pairs, groups or as individuals' provisions of loans, safe custody of items, money deposits and withdrawals, savings as services provided by banks.</p> <p>In pairs, groups or as individuals use IT devices to learn more about taxes budgeting and bank services</p>	Price list, classroom shop, electronic money tariffs chart	Written exercise, oral questions, observation, group discussion	
	5		Money	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Identify the services provided by banks in real life situations b. Use IT devices to learn more about budgeting and banking services in real life c. Appreciate use of budgeting, bank services and payment of taxes in real life 	How do you manage your money?	<p>In pairs, groups or as individuals' provisions of loans, safe custody of items, money deposits and withdrawals, savings as services provided by banks.</p> <p>In pairs, groups or as individuals use IT devices to learn more about taxes budgeting and bank services</p>	Price list, classroom shop, electronic money tariffs chart	Written exercise, oral questions, observation, group discussion	
4	1		Money	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Identify factors to consider in order to save wisely b. Use IT devices to learn more about budgeting and banking services in real life c. Appreciate use of budgeting, bank services and payment of taxes in real life 	How do you manage your money?	<p>In pairs, groups or as individuals discuss factors to consider when saving money and share with others</p> <p>In pairs, groups or as individuals use IT devices to learn more about taxes budgeting and bank services</p>	Price list, classroom shop, electronic money tariffs chart	Written exercise, oral questions, observation, group discussion	

2		Money	By the end of the sub strand, the learner should be able to; a. Identify factors to consider in order to save wisely b. Use IT devices to learn more about budgeting and banking services in real life c. Appreciate use of budgeting, bank services and payment of taxes in real life	How do you manage your money?	In pairs, groups or as individuals discuss factors to consider when saving money and share with others In pairs, groups or as individuals use IT devices to learn more about taxes budgeting and bank services	Price list, classroom shop, electronic money tariffs chart	Written exercise, oral questions, observation, group discussion	
3	GEOMETRY	Lines	By the end of the sub strand, the learner should be able to; a. Identify horizontal and vertical lines in different situations b. Draw horizontal and vertical lines in different situations c. Appreciate use of various types of lines in real life	Where are perpendicular lines used?	In pairs, groups or as individuals identify lines in the classroom and within the environment. In pairs, groups or as individuals describe lines in the environment and identify them as horizontal and vertical lines parallel and perpendicular lines	Chalkboard, 30 cm ruler, straight edges	Written exercise, oral questions, observation, group discussion	
4		Lines	By the end of the sub strand, the learner should be able to; a. Identify perpendicular lines different situations b. Use IT devices to learn more about lines and leisure c. Appreciate use of various types of lines in real life	Where are perpendicular lines used?	In pairs, groups or as individuals describe lines in the environment and identify them as horizontal and vertical lines parallel and perpendicular lines	Chalkboard, 30 cm ruler, straight edges	Written exercise, oral questions, observation, group discussion	
5		Lines	By the end of the sub strand, the learner should be able to; a. Identify parallel lines in different situations b. Use IT devices to learn more about lines and leisure c. Appreciate use of various types of lines in real life	Where are perpendicular lines used?	In pairs, groups or as individuals describe lines in the environment and identify them as horizontal and vertical lines parallel and perpendicular lines	Chalkboard, 30 cm ruler, straight edges	Written exercise, oral questions, observation, group discussion	

5	1		Lines	By the end of the sub strand, the learner should be able to; a. Draw parallel lines in different situations	Where are perpendicular lines used?	In pairs, groups or as individuals draw horizontal and vertical lines, parallel and perpendicular lines to	Chalkboard, 30 cm ruler, straight edges	Written exercise, oral questions, observation,	
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				<ul style="list-style-type: none"> b. Use IT devices to learn more about lines and leisure c. Appreciate use of various types of lines in real life 		<p>represent real life situations</p> <p>In pairs or groups use IT devices to learn more about lines</p>		group discussion	
2		Angles	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Relate a turn to angles in real life. b. Use IT devices to create and learn more about angles. c. Appreciate the use of angles in our day-to-day life 	Where are angles used in the environment?	<p>In pairs, groups or as individuals make clockwise, quarter and half turn and relate them to angles in the environment</p> <p>Learner in pairs or groups use IT devices to create and learn more about angles</p>	Unit angles, protractor, rulers	Written exercise, oral questions, observation, group discussion		
3		Angles	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Identify the use of angles in the environment b. Use IT devices to create and learn more about angles. c. Appreciate the use of angles in our day-to-day life 	Where are angles used in the environment?	<p>In pairs, groups or as individuals discuss the use of angles in the environment</p> <p>Learner in pairs or groups use IT devices to create and learn more about angles</p>	Unit angles, protractor, rulers	Written exercise, oral questions, observation, group discussion		
4		Angles	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a. Identify the use of angles in the environment b. Use IT devices to create and learn more about angles. c. Appreciate the use of angles in our day-to-day life 	Where are angles used in the environment?	<p>In pairs, groups or as individuals discuss the use of angles in the environment</p> <p>Learner in pairs or groups use IT devices to create and learn more about angles</p>	Unit angles, protractor, rulers	Written exercise, oral questions, observation, group discussion		

	5		Angles	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> Measure angles using a unit angle. Use IT devices to create and learn more about angles. Appreciate the use of angles in our day-to-day life 	Where are angles used in the environment?	<p>In pairs, groups or as individuals make a unit angle and use it to measure angles in the environment</p> <p>Learner in pairs or groups use IT devices to create and learn more about angles</p>	Unit angles, protractor, rulers	Written exercise, oral questions, observation, group discussion	
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6	1		Angles	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> Identify the degree as a unit of measuring angle Use IT devices to create and learn more about angles. Appreciate the use of angles in our day-to-day life 	Where are angles used in the environment?	<p>In pairs, groups or as individuals divide 10 angles into 10 equal parts and identify each part as equal to 1 degree</p> <p>Learner in pairs or groups use IT devices to create and learn more about angles</p>	Unit angles, protractor, rulers	Written exercise, oral questions, observation, group discussion	
	2		Angles	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> Measure angles in degrees in different situations Use IT devices to create and learn more about angles. Appreciate the use of angles in our day-to-day life 	Where are angles used in the environment?	<p>In pairs, groups or as individuals measure angles in degrees using a protractor.</p> <p>Learner in pairs or groups use IT devices to create and learn more about angles</p>	Unit angles, protractor, rulers	Written exercise, oral questions, observation, group discussion	
	3		3-D Objects	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> Describe 3-D objects in the environment Use IT devices to learn more about 3-D objects and for leisure Appreciate the use of 3-D objects in the environment 	Where are 3-D objects in the environment?	<p>In pairs, groups or as individuals identify and discuss cubes, cuboids, cylinders, spheres and pyramids as 3-D objects in the environment and share with other groups.</p> <p>Learners to watch a video on 3-D objects.</p> <p>In pairs or individuals, us IT devices to learn more about 3-D objects</p>	Cubes, cuboids, cylinders, spheres, rectangles, circle and triangle cut outs of different sizes	Written exercise, oral questions, observation, group discussion	

	4		3-D Objects	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> Describe 3-D objects in the environment Use IT devices to learn more about 3-D objects and for leisure Appreciate the use of 3-D objects in the environment 	Where are 3-D objects in the environment?	In pairs, groups or as individuals identify and discuss cubes, cuboids, cylinders, spheres and pyramids as 3-D objects in the environment and share with other groups.	Cubes, cuboids, cylinders, spheres, rectangles, circle and triangle cut outs of different sizes	Written exercise, oral questions, observation, group discussion	
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						In pairs or individuals, us IT devices to learn more about 3-D objects			
	5		3-D Objects	By the end of the sub strand, the learner should be able to; a. Describe 3-D objects in the environment b. Use IT devices to learn more about 3-D objects and for leisure c. Appreciate the use of 3-D objects in the environment	Where are 3-D objects in the environment?	In pairs, groups or as individuals identify and discuss cubes, cuboids, cylinders, spheres and pyramids as 3-D objects in the environment and share with other groups. In pairs or individuals, us IT devices to learn more about 3-D objects	Cubes, cuboids, cylinders, spheres, rectangles, circle and triangle cut outs of different sizes	Written exercise, oral questions, observation, group discussion	
7	1		3-D Objects	By the end of the sub strand, the learner should be able to; a. Describe 2-D shapes in 3-D objects in the environment. b. Use IT devices to learn more about 3-D objects and for leisure c. Appreciate the use of 3-D objects in the environment	Where are 3-D objects in the environment?	Learners to watch a video on 3-D objects. In pairs or as individuals describe 2-D shapes found in 3-D objects and share with other groups. In pairs or individuals, us IT devices to learn more about 3-D objects	Cubes, cuboids, cylinders, spheres, rectangles, circle and triangle cut outs of different sizes	Written exercise, oral questions, observation, group discussion	
	2		3-D Objects	By the end of the sub strand, the learner should be able to; a. Describe 2-D shapes in 3-D objects in the environment. b. Use IT devices to learn more about 3-D objects and for leisure c. Appreciate the use of 3-D objects in the environment	Where are 3-D objects in the environment?	Learners to watch a video on 3-D objects. In pairs or as individuals describe 2-D shapes found in 3-D objects and share with other groups. In pairs or individuals, us IT devices to learn more about 3-D objects	Cubes, cuboids, cylinders, spheres, rectangles, circle and triangle cut outs of different sizes	Written exercise, oral questions, observation, group discussion	
	3		3-D Objects	By the end of the sub strand, the learner should be able to; a. Describe 2-D shapes in 3-D objects in the environment. b. Use IT devices to learn more about 3-D objects	Where are 3-D objects in the environment?	Learners to watch a video on 3-D objects. In pairs or as individuals describe 2-D shapes found in 3-D objects and share	Cubes, cuboids, cylinders, spheres, rectangles, circle and triangle cut outs	Written exercise, oral questions, observation, group discussion	

				and for leisure		with other groups.	of different sizes		
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				c. Appreciate the use of 3-D objects in the environment		In pairs or individuals, use IT devices to learn more about 3-D objects			
	4	DATA HANDLING	Data representation	By the end of the sub strand, the learner should be able to; a. Collect and represent data using tables from real life situations b. Use IT devices to learning more on how to represent data and for leisure c. Appreciate use of frequency tables in real life.	Why is representing data in tables important?	In pairs or as individuals collect data and organize it in a table from real life situations. In pairs or as individuals use IT devices to learn more on representing data in tables.	Data from different sources	Written exercise, oral questions, observation, group discussion	
	5		Data representation	By the end of the sub strand, the learner should be able to; a. Collect and represent data using tables from real life situations b. Use IT devices to learning more on how to represent data and for leisure c. Appreciate use of frequency tables in real life.	Why is representing data in tables important?	In pairs or as individuals collect data and organize it in a table from real life situations. In pairs or as individuals use IT devices to learn more on representing data in tables.	Data from different sources	Written exercise, oral questions, observation, group discussion	
8	1		Data representation	By the end of the sub strand, the learner should be able to; a. Collect and represent data using tables from real life situations b. Use IT devices to learning more on how to represent data and for leisure c. Appreciate use of frequency tables in real life.	Why is representing data in tables important?	In pairs or as individuals collect data and organize it in a table from real life situations. In pairs or as individuals use IT devices to learn more on representing data in tables.	Data from different sources	Written exercise, oral questions, observation, group discussion	

	2		Data representation	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> Represent data through piling from real life situations. Use IT devices to learning more on how to represent data and for leisure Appreciate use of frequency tables in real life. 	Why is representing data in tables important?	<p>In pairs or as individuals represent data by piling similar objects like match boxes vertically</p> <p>In pairs or as individuals discuss information represented by objects piled vertically.</p>	Data from different sources	Written exercise, oral questions, observation, group discussion	
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						In pairs or as individuals use IT devices to learn more on representing data in tables.			
	3		Data representation	<p>By the end of the sub strand, the learner should be able to;</p> <p>a. Represent data through piling from real life situations.</p> <p>b. Use IT devices to learning more on how to represent data and for leisure</p> <p>c. Appreciate use of frequency tables in real life.</p>	Why is representing data in tables important?	<p>In pairs or as individuals represent data by piling similar objects like match boxes vertically</p> <p>In pairs or as individuals discuss information represented by objects piled vertically.</p> <p>In pairs or as individuals use IT devices to learn more on representing data in tables.</p>	Data from different sources	Written exercise, oral questions, observation, group discussion	
	4		Data representation	<p>By the end of the sub strand, the learner should be able to;</p> <p>a. Interpret data represented through piling from real life situations.</p> <p>b. Use IT devices to learning more on how to represent data and for leisure</p> <p>c. Appreciate use of frequency tables in real life.</p>	Why is representing data in tables important?	<p>In pairs or as individuals represent data by piling similar objects like match boxes vertically</p> <p>In pairs or as individuals discuss information represented by objects piled vertically.</p> <p>In pairs or as individuals use IT devices to learn more on representing data in tables.</p>	Data from different sources	Written exercise, oral questions, observation, group discussion	

	5		Data representation	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> a. Interpret data represented through piling from real life situations. b. Use IT devices to learning more on how to represent data and for leisure c. Appreciate use of frequency tables in real life. 	Why is representing data in tables important?	<p>In pairs or as individuals represent data by piling similar objects like match boxes vertically</p> <p>In pairs or as individuals discuss information represented by objects piled vertically.</p>	Data from different sources	Written exercise, oral questions, observation, group discussion	
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						In pairs or as individuals use IT devices to learn more on representing data in tables.			
9	1	ALGEBRA	Simple Equations	By the end of the sub strand, the learner should be able to; a. Form simple equations with one unknown involving real life situations b. Use IT devices to learn more about equations and foe enjoyment, c. Appreciate use of equations in solving problems in real life.	Where are equations used in real life?	In pairs, groups or as individuals form equations with one unknown. In pairs, or as individuals solve equations with one unknown. In pairs or as individuals use IT devices to learn more about equations	Information from different sources	Written exercise, oral questions, observation, group discussion	
	2		Simple Equations	By the end of the sub strand, the learner should be able to; a. Form simple equations with one unknown involving real life situations b. Use IT devices to learn more about equations and foe enjoyment, c. Appreciate use of equations in solving problems in real life.	Where are equations used in real life?	In pairs, groups or as individuals form equations with one unknown. In pairs, or as individuals solve equations with one unknown. In pairs or as individuals use IT devices to learn more about equations	Information from different sources	Written exercise, oral questions, observation, group discussion	
	3		Simple Equations	By the end of the sub strand, the learner should be able to; a. Form simple equations with one unknown involving real life situations b. Use IT devices to learn more about equations and foe enjoyment, c. Appreciate use of equations in solving problems in real life.	Where are equations used in real life?	In pairs, groups or as individuals form equations with one unknown. In pairs, or as individuals solve equations with one unknown. In pairs or as individuals use IT devices to	Information from different sources	Written exercise, oral questions, observation, group discussion	

						learn more about equations			
	4		Simple Equations	By the end of the sub strand, the learner should be able to; a. Solve simple questions with one unknown involving real life situations.	Where are equations used in real life?	In pairs, groups or as individuals form equations with one unknown.	Information from different sources	Written exercise, oral questions, observation, group discussion	