

# P.5 MATHEMATICS SCHEME TERM II

WK	PD	THEME	TOPIC	SUB TOPIC	COMPETENCES		CONTENT	METHOD	LIFE SKILLS	ACTIVITIES	REF	T/L AIDS
					Subject	Language						
1	1	Numeracy	Fractions	Conversion in fractions	<p>The learner; Identifies types of fraction</p> <p>Changes mixed fractions to improper</p> <p>Changes improper fraction to mixed.</p>	The learner;	<p>Converting fractions <u>Mixed to improper</u> <u>Examples</u></p> <p>Change <math>4\frac{2}{3}</math> to an improper fraction</p> <p><math>4\frac{2}{3}</math></p> <p><math display="block">\frac{(DxW) + N}{D}</math></p> <p><math display="block">\frac{(3x4) + 2}{3}</math></p> <p><math display="block">\frac{12 + 2}{3}</math></p> <p><math display="block">\frac{14}{3}</math></p> <p><u>Improper to mixed</u> <u>Example</u></p> <p>Write <math>\frac{27}{4}</math> as a mixed number</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <math display="block">\begin{array}{r} 0 \ 6 \\ 4 \overline{) 27} \\ \underline{0 \times 4 =} \phantom{0} \\ 27 \\ \underline{-0} \phantom{0} \\ 27 \end{array}</math> </div> <div style="margin-right: 20px;"> <math display="block">\begin{array}{r} 6 \ 3 \\ 4 \overline{) 27} \\ \underline{6 \times 4 =} \phantom{0} \\ 27 \end{array}</math> </div> </div> <p><math>6\frac{3}{4}</math></p> <div style="border-left: 1px solid black; padding-left: 20px;"> <p><math>4 \times 0 = 0</math></p> <p><math>4 \times 1 = 4</math></p> <p><math>4 \times 2 = 8</math></p> <p><math>4 \times 3 = 12</math></p> <p><math>4 \times 4 = 16</math></p> <p><math>4 \times 5 = 20</math></p> </div>	<p>- Guided discussion - Observation</p>	<p>- Effective communication - Problem solving</p>	<p>- Describing - Grouping items - Doing written exercise</p>	<p>- Chalk board illustration</p>	MK book 5 page 116

1	2	Numeracy	Fractions	Equivalent fraction	<p><b>The learner;</b> Describes what an equivalent fraction is.</p> <p>States the equivalent fractions of any given fraction</p>	<p><b>The learner;</b> Reads, pronounces and spells the fraction</p>	<p><b>Equivalent fractions</b> <b>Note</b></p> <ul style="list-style-type: none"><li>- Equivalent fractions are two or more fractions with the same value.</li><li>- To get an equivalent fraction multiply both the top and bottom number by the same counting number</li></ul> <p><b>Example</b></p> <p>1. Write the first five equivalent fractions of <math>\frac{3}{4}</math></p> $\frac{3}{4} = \frac{3 \times 2}{4 \times 2}, \frac{3 \times 3}{4 \times 3}, \frac{3 \times 4}{4 \times 4}, \frac{3 \times 5}{4 \times 5}, \frac{3 \times 6}{4 \times 6}$ $\frac{6}{8}, \frac{9}{12}, \frac{12}{16}, \frac{15}{20}, \frac{18}{24}, \dots$	<p>Guided discovery Guided discussion Observation</p>	<p>Problem solving Critical thinking</p>	<p>Descry the word equivalent fraction Stating fractions</p>	<p>Chalk board illustration</p>	<p>MK book 5 page 117 – 118</p>																				
1	3			reducing fractions	<p><b>The learner;</b> Describes what reducing a fraction is.</p> <p>States the steps followed when reducing fractions</p> <p>reducing any given fraction</p>	<p><b>The learner;</b></p>	<p><b>Reducing fractions</b> <b>Examples</b> Reduce the following fractions</p> $\frac{12}{24}$ <table><tr><td>2</td><td>12</td></tr><tr><td>2</td><td>6</td></tr><tr><td>3</td><td>3</td></tr><tr><td></td><td>1</td></tr></table> <table><tr><td>2</td><td>24</td></tr><tr><td>2</td><td>12</td></tr><tr><td>2</td><td>6</td></tr><tr><td>3</td><td>3</td></tr><tr><td></td><td>1</td></tr></table> $\frac{2 \times 2 \times 3}{2 \times 2 \times 2 \times 3}$ $\frac{1 \times 1 \times 1}{1 \times 1 \times 2 \times 1}$ $\frac{1}{2}$	2	12	2	6	3	3		1	2	24	2	12	2	6	3	3		1	<p>Question and answer technique</p>	<p>Effective communication Problem solving</p>	<p>Descry Stating Reducing to the lowest terms</p>	<p>Chalk board illustration</p>	<p>MK pupils' book 5 page 117 – 118</p>		
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1	4	Numeracy	Fractions	Ordering fractions	<p><b>The learner;</b> States the LCM of the fraction</p> <p>Gets the value of each fraction</p> <p>Compares fractions using symbols</p>	<p><b>The learner;</b></p>	<p><b>Ordering fractions</b> <b>Examples</b></p> <p>Arrange <math>\frac{3}{8}</math>, <math>\frac{7}{12}</math> and <math>\frac{5}{8}</math> in descending order</p> <table><tr><td>2</td><td>8</td><td>12</td><td>8</td></tr><tr><td>2</td><td>4</td><td>6</td><td>4</td></tr><tr><td>2</td><td>2</td><td>3</td><td>2</td></tr><tr><td>3</td><td>1</td><td>3</td><td>1</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> $\frac{(2 \times 2) \times (2 \times 3)}{4 \quad 6}$ $= 24$ $\frac{3}{8} \times \frac{3}{3} = \frac{9}{24}$ $\frac{7}{12} \times \frac{2}{2} = \frac{14}{24}$ $\frac{5}{8} \times \frac{3}{3} = \frac{15}{24}$	2	8	12	8	2	4	6	4	2	2	3	2	3	1	3	1	1	1	1	1	<p>Guided discussion Guided discovery Observation</p>	<p>Effective communication Problem solving</p>	<p>Descry words Arranging fractions Doing w written exercise</p>	<p>Chalk board illustration</p>	
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2	4	6	4																													
2	2	3	2																													
3	1	3	1																													
1	1	1	1																													

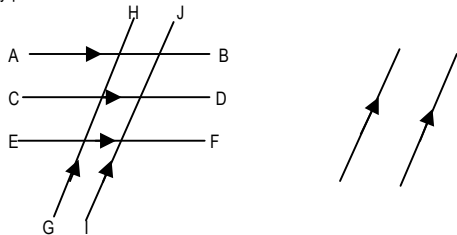
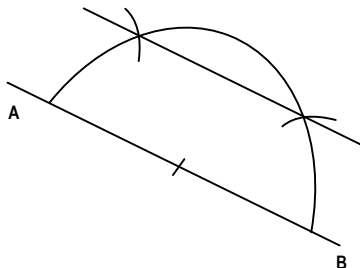
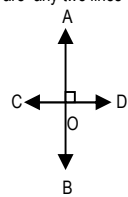
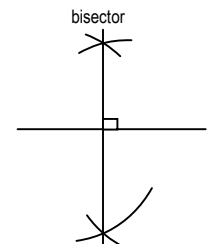
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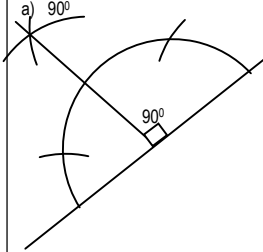
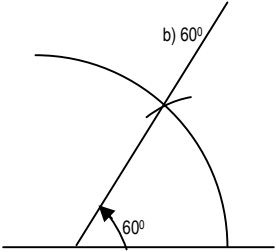
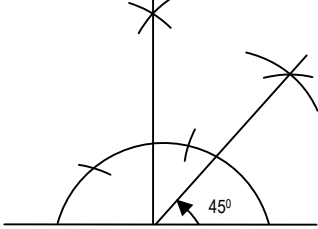
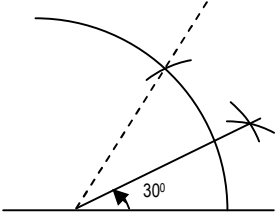
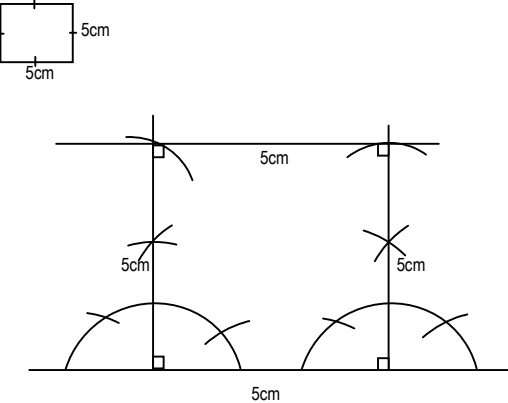
					Finds the reciprocal		<div>1 ÷ Given Number.</div> <div><math>1 \div 1\frac{1}{2}</math></div> <div><math>1 \div \frac{3}{2}</math></div> <div><math>\frac{1}{1} \times \frac{2}{3}</math></div> <div><math>= \frac{2}{3}</math></div> <div><math>\frac{3}{4}</math></div> <div><math>1 \div \frac{3}{4}</math></div> <div><math>1 \times \frac{4}{3}</math></div> <div><math>= \frac{4}{3}</math></div>					
2	5	Numeracy	Fractions	Division of fractions	<div>The learner; Gets the reciprocal of the second fractions.</div> <div>Divides the fraction effectively</div>	<div>The learner;</div> <div><div><div>Division of fraction</div><div>Example</div><div>Work : <math>2 \div \frac{1}{2}</math></div><div><math>\frac{2}{1} \div \frac{1}{2}</math></div><div><math>\frac{2}{1} \times \frac{2}{1}</math></div><div><math>\frac{4}{1}</math></div><div>4</div></div></div>						

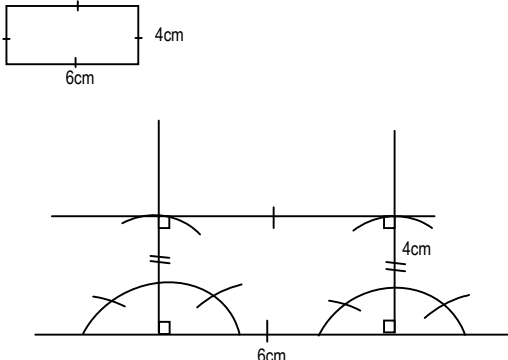
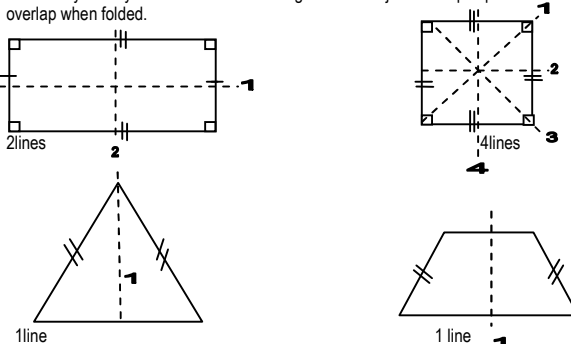
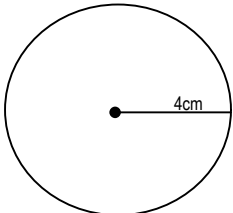
3	1			Changing common fractions to decimals	<p><b>The learner;</b> Defines the word decimal</p> <p>States the number of decimal places</p> <p>Changes a fraction to decimal</p>	<p><b>The learner;</b></p> <p><u>Changing common fractions to decimals</u> <b>Examples</b></p> <p>Change <math>\frac{2}{10}</math> to a decimal fraction</p> <div><math display="block">\begin{array}{r} 0.2 \\ 10 \overline{)2} \\ \underline{-} \end{array}</math></div> <p><math>10 \times \textcircled{0} = 0</math></p> <p><math>0 \times 10 = \frac{0}{20}</math></p> <p><math>2 \times 10 = \frac{20}{00}</math></p> <p>Therefore <math>\frac{2}{10} = 0.2</math></p> <p><math>10 \times 1 = 10</math></p> <p><math>10 \times \textcircled{2} = 20</math></p> <p><math>10 \times 3 = 30</math></p> <p><math>10 \times 4 = 40</math></p>	<p>Guided discussion Observation</p>	<p>Effective communication</p>	<p>Defining the word Stating Changing a fraction to decimal</p>	<p>Use of chalk board illustration</p>	<p>MK pupils' book 5 page 141 – 143</p>										
3	2	Numeracy	Fractions	Changing decimals to common fractions	<p><b>The learner;</b> Identifies the number of decimals</p> <p>Changes from decimal to a common fraction</p>	<p><b>The learner;</b></p> <p><u>Changing decimal to a common fraction</u> <b>Example</b></p> <p>Change 0.5 to a common fraction</p> <div><math display="block">\frac{5}{10}</math><math display="block">\frac{5}{2 \times 5}</math><math display="block">\frac{1}{2 \times 1}</math><math display="block">\frac{1}{2}</math></div> <div><table><tr><td>5</td><td>5</td></tr><tr><td>1</td><td></td></tr></table><table><tr><td>2</td><td>10</td></tr><tr><td>5</td><td>5</td></tr><tr><td>1</td><td></td></tr></table></div>	5	5	1		2	10	5	5	1		<p>Explanation Question and answer</p>	<p>Critical thinking Problem solving</p>	<p>Identifying the number of decimals Changes from decimal to a common fraction</p>	<p>Chalk board illustration</p>	<p>MK pupils' book 5 page 141 – 143.</p>
5	5																				
1																					
2	10																				
5	5																				
1																					
3	2			ordering decimals using symbols > , < or =	<p><b>The learner;</b> Draws a number line</p> <p>Shows the decimals on a number line</p> <p>states the order of decimals on the number line</p> <p>Compares decimals basing on a number line</p>	<p><b>The learner;</b></p> <p><u>Ordering decimals using symbols &gt; , &lt; or =</u> <b>Note</b></p> <p>On a number line. Any decimal to the right is bigger than that on its left.</p> <p><b>See in the lesson notes</b></p>	<p>Observation Demonstration</p>	<p>Effective communication</p>	<p>Drawing lines Doing a written exercise</p>	<p>Use of a chart showing a number line</p>											
3	4	Numeracy	Fractions	Ordering decimals	<p><b>The learner;</b> Changes the decimals to common fractions</p> <p>Finds the LCM of denominator</p> <p>Gets the value of a fraction</p> <p>Arranges the</p>	<p><b>The learner;</b></p> <p><u>Ordering fractions</u> <b>Examples</b></p> <p>Arrange 0.1, 1.1 and 0.11 in order from the smallest</p> <div><math display="block">\begin{array}{ccc} 0.1 &amp; 1.1 &amp; 0.11 \\ \downarrow &amp; \downarrow &amp; \downarrow \\ \frac{1}{10} &amp; \frac{11}{10} &amp; \frac{11}{100} \end{array}</math></div>	<p>Guided discussion Brain storming</p>	<p>Problem solving Effective communication</p>	<p>Find LCM of the denominator Arranging the fraction</p>	<p>Chalk board illustration</p>	<p>MK pupils' book 5 page 146 – 148</p>										

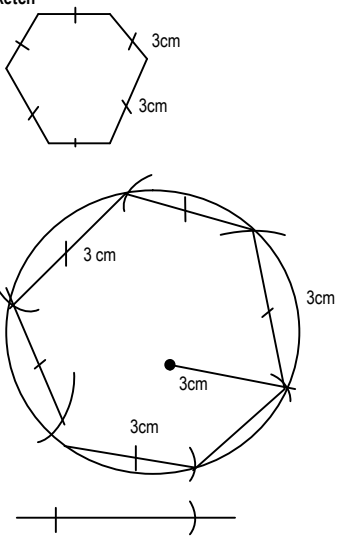
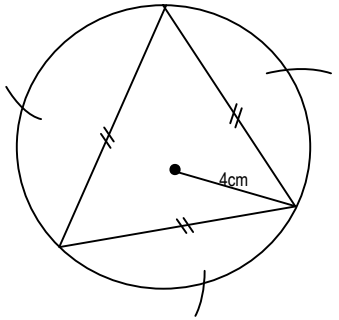
					fractions in the given order		<table><tr><td>2</td><td>10</td><td>10</td><td>100</td></tr><tr><td>2</td><td>5</td><td>5</td><td>50</td></tr><tr><td>5</td><td>5</td><td>5</td><td>25</td></tr><tr><td>5</td><td>1</td><td>1</td><td>5</td></tr><tr><td></td><td>1</td><td>1</td><td>1</td></tr></table> <div>(2 x 2) x (5 x 5)</div> <div>4 x 25</div> <div>= 100</div> <div><math>\frac{1}{10} \times 100 = 1 \times 10 = 10</math> ①</div> <div><math>\frac{1}{10} \times 100 = 11 \times 10 = 110</math> ③</div> <div><math>\frac{1}{100} \times 100 = 11 \times 1 = 11</math> ②</div> <div>0.1, 0.11, 1.1</div>	2	10	10	100	2	5	5	50	5	5	5	25	5	1	1	5		1	1	1					
2	10	10	100																													
2	5	5	50																													
5	5	5	25																													
5	1	1	5																													
	1	1	1																													
3	5	Numeracy	Fractions	Addition of decimal fractions	<div>The learner; Identifies the number of places</div> <div>Arranges decimals vertically according to their place value order</div>	<div>The learner;</div> <div><div>Addition of decimal fractions</div><div>Examples</div><div>Add: 14 . 9 + 8 . 02</div><div>14 . 90</div><div>+ 8 . 02</div><div><u>22 . 92</u></div></div> <div><div>44 . 2 + 0 . 01</div><div>44 . 20</div><div>+ 00 . 01</div><div><u>44 . 21</u></div></div>	.	.	.	.	.																					
4	1			Subtraction of decimal fractions	<div>The learner; Identifies the number of places</div> <div>Arranges decimals vertically according to their place value order</div>	<div>The learner;</div> <div><div>Subtraction of decimal fractions</div><div>Examples</div><div>Subtract : 2 – 0.1</div><div><div>2.10</div><div>- 0.1</div><div><u>1.9</u></div></div></div> <div><div>Workout</div><div>605.3</div><div>- 14.8</div><div><u>590.5</u></div></div>	<div>Brain storming</div> <div>Question and answer technique</div>	<div>Problem solving</div> <div>Effective communication</div>	<div>Arranging vertically</div> <div>Re-grouping</div>	<div>Chalk board illustration</div>	<div>Understanding Maths book 5</div> <div>page 131</div>																					
4	2	Geometry	parallel lines		<div>The learner' Identifies parallel lines</div> <div>Draws parallel lines</div>	<div>Identifying parallel lines</div> <div>A line is a set of points extending in both directions without end.</div> <div><div><div></div><div></div></div></div>	<div>Demonstration</div> <div>Guided discovery</div>	.	<div>Drawing</div> <div>Answering questions</div>	<div>Pair of compasses</div>	.																					

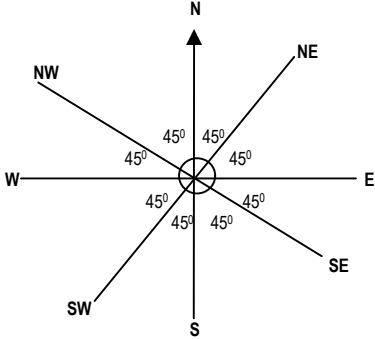
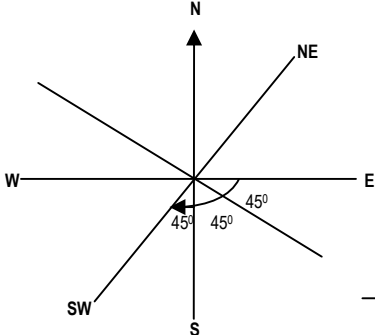
						<p><b>Parallel lines</b> are those which do not meet because they have the same distance apart at every point.</p>  <p>AB is parallel to CD, CD is parallel to EF, GH is parallel to IJ</p>						
4	3		Geometry	Constructing parallel	<p><b>The learner;</b> Identifies the steps taken when constructing parallel lines.</p> <p>Uses a compass to construct parallel lines</p>	<p><b>The learner;</b> Spells, read and write words like</p> <ul style="list-style-type: none"><li>-Construction</li><li>-Parallel</li><li>-Lines</li></ul>	<p><b>Constructing parallel lines</b> Draw line AB and mark point P, through which the line parallel to AB will pass.</p> 	<p>Demonstration Guided discovery</p> <p>• •</p>		<p>Drawing Answering questions</p> <p>• •</p>	<p>Pair of compasses</p> <p>•</p>	
4	4		Geometry	Constructing perpendicular bisectors	<p><b>The learner;</b> States the steps followed when dealing with perpendicular bisectors.</p> <p>Identifies the meaning of perpendicular bisectors</p>	<p><b>The learner;</b> Reads, spells and writes new words</p> <ul style="list-style-type: none"><li>-Perpendicular</li><li>-Bisect</li><li>-Bisector</li></ul>	<p><b>Perpendicular lines</b> These are any two lines which form a right angle (90°) when they meet.</p>  <p><b>AB is perpendicular to CD.</b> Constructing a perpendicular</p> 	<p>Demonstration Guided discovery</p> <p>• •</p>		<p>Drawing Answering questions</p> <p>• •</p>	<p>Pair of compasses</p> <p>•</p>	



4	5			Constructing angles $90^\circ$ , $60^\circ$ , $120^\circ$			<p><u>Constructing angles</u></p> <p>a) <math>90^\circ</math></p>  <p>b) <math>60^\circ</math></p>  <p>c) <math>120^\circ</math></p>	Demonstration Guided discovery		Drawing Answering questions	Pair of compasses	
5	1	Geometry	Geometry	<p>Bisecting angles <math>90^\circ</math>, <math>60^\circ</math></p>	<p><b>The learner;</b> Identifies the meaning of bisecting</p> <p>Bisects angles using a pair of compasses</p>	<p><b>The learner;</b> Spells, pronounces, reads and writes the new words</p> <ul style="list-style-type: none"> <li>-Bisect</li> <li>-Construct</li> <li>-Compass point</li> <li>Join</li> </ul>	<p><u>Bisection <math>90^\circ</math> to get <math>45^\circ</math></u></p>  <p><u>Bisection <math>60^\circ</math> to get <math>30^\circ</math></u></p> 	Demonstration Guided discovery		<p>Drawing angles Constructing angles Bisecting angles</p>	<p>Pair of compasses Rulers</p>	
5	2			Constructing a square	<p><b>The learner;</b> Interprets the questions and draws a sketch</p> <p>Constructs a square correctly</p>	<p><b>The learner;</b></p>	<p><u>Constructing a square</u></p> <p><b>Example</b> Using a pair of compasses, ruler and a pencil only construct a square of side = 5cm</p> <p><u>Sketch</u></p>  <p>b) Find its area <math>A = S \times S</math> <math>A = 5\text{cm} \times 5\text{cm}</math> <math>A = 25\text{cm}^2</math></p>	Demonstration Guided discovery		<p>Drawing angles Constructing angles Bisecting angles</p>	<p>Pair of compasses Rulers</p>	

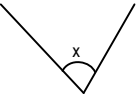
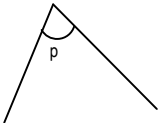
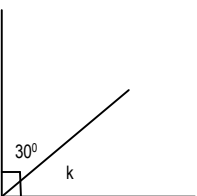
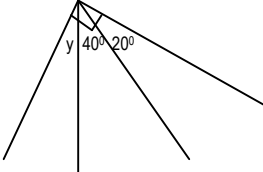
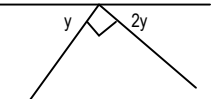
5	3	Geometry	Constructing a rectangle	<p><b>The learner;</b> Interprets the question and draw the sketch correctly.</p> <p>Constructs angles of <math>90^\circ</math> correctly.</p> <p>Constructs a rectangle as shown in the sketch.</p>	<p><b>The learner;</b> Reads, writes and uses the new words correctly</p> <ul style="list-style-type: none"> <li>-arc</li> <li>-construct</li> <li>-join</li> <li>-compass point</li> </ul>	<p><b>Construction of a rectangle</b> <b>Examples</b> Using a pair of compasses, ruler and a pencil, construct a rectangle of length – 6cm and <math>w = 4\text{cm}</math> <b>Sketch</b></p>  <p>b) Find its area  <math>A = L \times W</math>  <math>A = 6\text{cm} \times 4\text{cm}</math>  <math>6\text{cm} \times 4\text{cm}</math>  <math>A = 24\text{cm}^2</math></p> <p>Find the perimeter  <math>P = \text{Add all sides}</math>  <math>P = (6 + 4 + 6 + 4)\text{cm}</math>  <math>P = 20\text{cm}</math></p>	Demonstration Guided discovery		Drawing Constructing a rectangle	A pair of compasses A pair of dividers	
5	4	Geometry	Lines of folding symmetry	<p><b>The learner;</b> Draws flash shapes correctly</p> <p>Shows and counts the lines of folding symmetry</p>	<p><b>The learner;</b> Spells, pronounces, reads and writes new words</p> <ul style="list-style-type: none"> <li>-line</li> <li>-symmetry</li> <li>-folding</li> </ul>	<p><b>Lines of folding symmetry</b> A line of symmetry is a line that divides a figure or an object into equal parts which do not overlap when folded.</p>  <p>Plus others</p>			Drawing shapes Drawing lines of symmetry	A pair of compasses A pair of dividers	
5	5	Geometry	Constructing a circle	<p><b>The learner;</b> Identifies the meaning of the words</p> <ul style="list-style-type: none"> <li>-circumference</li> <li>-diameter</li> <li>-radius</li> </ul>	<p><b>The learner;</b> Spells, pronounces, reads and writes the new words</p> <ul style="list-style-type: none"> <li>-circle</li> <li>-radii</li> <li>-radius</li> <li>-diameter</li> <li>-centre</li> <li>-circumference</li> </ul>	<p><b>Constructing a circle</b> A circle is any circular / round shape. <b>Examples</b> Use a pair of compasses to construct a circle of radius : 4cm</p> 	Demonstration Guided discovery		Drawing circles Measuring radii	Compass rulers	

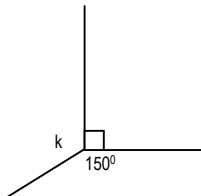
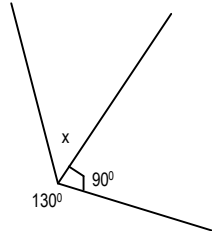
6	1		Constructing a hexagon	<p><b>The learner;</b> Draws the sketch of a hexagon</p> <p>Measures the radii correctly</p> <p>Constructs hexagons correctly</p>	<p><b>The learner;</b> Spells, pronounces, reads and writes the new words the new words</p> <p>-Hexagon -arcs -join</p>	<p><b>Constructing a regular Hexagon</b> A hexagon has six sides</p> <p><b>Sketch</b></p> 	Demonstration Guided discovery		Constructing hexagons Measuring lines	Compass Rulers	
6	2	Geometry	Constructing an equilateral triangle	<p><b>The learner;</b> Draws a sketch of a triangle</p> <p>Constructs a triangle in a circle correctly</p>	<b>The learner;</b>	<p><b>Constructing a triangle</b> Using a pair of compasses, a ruler and a pencil, Construct an equilateral triangle in a circle of radius 4cm.</p>  <p>Construct an equilateral triangle in a circle of radius 3.5cm.</p> <ul style="list-style-type: none"> <li>- Measure the sides of a triangle.</li> <li>-Find its perimeter</li> </ul>	Demonstration Guided discovery		Constructing circular Drawing	Pair of compasses Rulers	

6	3		Rotation and revolution angles	<p><b>The learner;</b> Pronounces and writes the words</p> <p>Defines rotation and revolution</p>	<p><b>The learner;</b> Pronounces, writes and reads the new words</p> <p>-rotation -rotate -revolution</p>	<p><b>Rotation and revolution</b> An angle is the amount of turning or opening.</p> <p>A rotation / revolution is a complete turn from a point and back.</p> <p><b>Facts</b> 1 revolution = 4 right angles. = 4 x 90° = 360°</p> <p>Half revolution = <math>\frac{1}{2} \times 360^\circ = 180^\circ</math>.</p> <p>Quarter revolution <math>\frac{1}{4} \times 360^\circ = 90^\circ</math></p> <p>Three quarter turn = <math>\frac{3}{4} \times 360^\circ = 270^\circ</math></p> <p>3 x 90° = 270°</p>	Question and answer technique Guided discussion		Drawing a compass direction Making revolutions	A chart showing a compass direction	
6	4		Angles on a compass direction	<p><b>The learner;</b> Names the cardinal points of a compass.</p> <p>Draws a compass direction</p> <p>Indicates the angles on a compass directions.</p> <p>Finds the angles between points of q compass direction</p>	<p><b>The learner;</b> Reads, pronounces, writes and spells the words</p> <p>-compass direction -turn -sub division</p>	<p><b>Angles on a compass direction</b> A compass direction has 8 sub divisions / directions. In between each is 45°.</p>  <p><b>Example</b> What is the smaller angle between East and SW.</p>  <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <math display="block">  \begin{array}{r}  45^\circ \\  + \quad 45^\circ \\  \hline  45^\circ \\  \hline  135^\circ  \end{array}  </math> </div> <div> <p>The angle is 135°</p> </div> </div>	Demonstration Guided discovery		Drawing a compass direction Calculating angles	Compass direction	





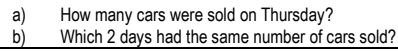
7	2	Geometry	Measuring angles	<p><b>The learner;</b> Identifies the parts of a protractor</p> <p>Uses a protractor to measure drawn angles correctly.</p>	<p><b>The learner;</b> Spells, reads, pronounces the new words -Protractor -Angle</p>	<p><b>Measuring and drawing angles</b> We use a protractor to measure angles. It has two scales Inner scale and outer scale</p> <p>Examples : Measure the following angles</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p>x= _____</p> <p>p= _____</p> </div> <p>Finding unknown angles (Right angle)</p>	Demonstration Guided discovery	.	.	Measuring angles	.	A protractor	.
7	3		Finding unknown angles	<p><b>The learner;</b> Defines complementary angles.</p> <p>Finds the unknown angles from complementary and supplementary angles</p>	<p><b>The learner;</b> Spells, reads, pronounces and writes the new words -collect like terms -solving -unknown -complementary -supplementary</p>	<p><b>Find the following angles</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around;"> <div> <math>k + 30^\circ = 90^\circ</math>  <math>k + 30^\circ - 30^\circ = 90^\circ - 30^\circ</math>  <math>k + 0 = 60^\circ</math>  <math>k = 60^\circ</math> </div> <div> <math>y + 40^\circ + 20^\circ = 90^\circ</math>  <math>y + 60^\circ = 90^\circ</math>  <math>y + 60^\circ - 60^\circ = 90^\circ - 60^\circ</math>  <math>y + 0^\circ = 30^\circ</math>  <math>y = 30^\circ</math> </div> </div> <p><b>Straight line angles</b> Find the missing angle</p>  <div style="display: flex; justify-content: space-around;"> <math>2y + y + 90^\circ = 180^\circ</math>  <math>3y + 90^\circ = 180^\circ</math>  <math>3y + 90^\circ - 90^\circ = 180^\circ - 90^\circ</math> </div> <div style="display: flex; justify-content: center; align-items: center;"> <math display="block">\frac{3y}{3} = \frac{90}{3}</math> </div>	Question and answer technique Guided discussion	.	.	Drawing Finding unknown angles	.	A chart showing straight and right angles	.

							$y = 30^{\circ}$																		
7	4				<p><b>The learner;</b> Defines complementary angles.</p> <p>Finds the unknown angles from complementary and supplementary angles</p>	<p><b>The learner;</b> Spells, reads, pronounces and writes the new words -collect like terms -solving -unknown -complementary -supplementary</p>	<p><b>Centre angles</b> <u>Examples</u></p> <div></div> $y + 150^{\circ} + 90^{\circ} = 360^{\circ}$ $y + 240^{\circ} = 360^{\circ}$ $y + 240^{\circ} - 240^{\circ} = 360^{\circ} - 240^{\circ}$ $y + 0 = 120^{\circ}$ $y = 120^{\circ}$ <div></div> $x + 130^{\circ} + 90^{\circ} = 360^{\circ}$ $x + 220^{\circ} = 360^{\circ}$ $x + 220^{\circ} - 220^{\circ} = 360^{\circ} - 220^{\circ}$ $x + 0^{\circ} = 140^{\circ}$ $x = 140^{\circ}$	Question and answer technique Guided discussion		Drawing Finding unknown angles	A chart showing straight and right angles														
7	5	Data handling	Reading and interpreting tables	<p><b>The learner;</b> Draws the table correctly</p> <p>Interprets the tables correctly</p>	<p><b>The learner;</b> Spells, pronouncesm reads and writes the new words -table -inteprets -highest -difference</p>	<p><b>Reading and interpreting tables</b> A farmer recorded the number of pineapples he harvested each month.</p> <table><tr><td>Month</td><td>JAN</td><td>FEB</td><td>MARCH</td><td>APRL</td><td>MAY</td><td>JUNE</td></tr><tr><td>Pineapples</td><td>420</td><td>360</td><td>330</td><td>380</td><td>400</td><td>480</td></tr></table> <p>a) What was the highest number of pineapples harvested -480 pineapples</p> <p>b) What was the difference between the highest and lowest number of pineapples harvested. Difference = 480 -330 150</p> <p>c) Find the sum of all pineapples</p>	Month	JAN	FEB	MARCH	APRL	MAY	JUNE	Pineapples	420	360	330	380	400	480	Question and answer technique		Drawing tables Answering questions	A chart showing a table	
Month	JAN	FEB	MARCH	APRL	MAY	JUNE																			
Pineapples	420	360	330	380	400	480																			



1

**The leaner;**  
Spells, pronounces,  
reads and writes the  
new words  
- Bargraph  
-Scale  
-x-axis  
-y-axis  
-axis



A chart showing a bar graph

2

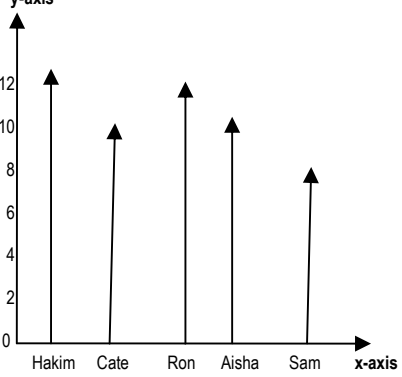
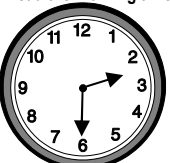
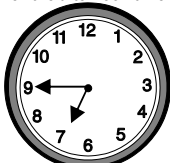
## Drawing bar graphs

**The learner;**  
Spells, pronounces,  
reads and writes the  
new words  
-table  
-graph  
-bar graph  
-axis

No. of pupils	10	15	5	20	25	10
Types of food	Potatoes	Millet	Posho	Cassava	Matooke	Yams

Food Type	Number of People
potatoes	10
millet	15
cassava	20
posho	4
matooke	26
yams	10

A chart showing tables  
A chart showing graph

8	3	Date handling	Interpreting a line graph	<p><b>The learner;</b> Draws line graphs correctly</p> <p>Interprets line graphs correctly</p>	<p><b>The learner;</b> Spells, pronounces, reads and writes the new words correctly</p> <p>-line graph -axis</p>	<p><u>Interpreting line graphs</u> Examples</p>  <p>i) Name the pupils with the same age. <u>Hakim and Ron</u></p> <p>ii) How old is Aisha? <u>Aisha is 9 years old.</u></p> <p>iii) How old is the youngest pupil? <u>8 years old.</u></p> <p>iv) Calculate their average age Average : <math>\frac{\text{Sum of item}}{\text{No. of items}}</math></p> $\frac{12 + 10 + 12 + 9 + 8}{5}$ $\frac{51}{5}$ <p><b>10 <math>\frac{1}{5}</math> years</b></p> <p><b>Calculating the mean, mode, range and median</b></p> <p><u>Examples</u> Atim scored the following marks; 80%, 65%, 80%, 75% , 80% and 90%</p> <p>i) Find the range <math>R = H - L</math> 90% - 65% 25%</p> <p>ii) Modal score 80%</p>	Guided discovery Question and answer techniques		Drawing graphs Answering questions	A chart showing a line graph	
8	4	Time	Telling time using am and pm	<p><b>The learner;</b> Draws clock faces correctly.</p> <p>Tells morning time correctly</p> <p>Tells afternoon time correctly</p>	<p><b>The learner;</b> Spells, pronounces, reads and writes the new words</p> <p>-time -clock face -telling time -ante meridian -post meridian</p>	<p><u>Telling time using am or pm</u></p> <ul style="list-style-type: none"> <li>- Am mean Antemeridian</li> <li>- Pm means post meridian</li> </ul> <p><b>Read the morning time.</b></p>  <p>2:30am Half past 2'oclock in the morning</p> <p><b>Tell the afternoon time</b></p>  <p>6:45pm A quarter to 7o'clock in the afternoon</p>	Demonstration Guided discovery		Drawing clock faces Telling time Subtracting time	Clock face	

8	5		Finding duration	<p><b>The learner;</b> Arranges time correctly showing minutes and hours</p> <p>Finds duration correctly</p>	<p><b>The learner;</b> Spells, pronounces, reads and writes the new words -duration ending time starting time</p>	<p><b>Finding the duration</b> Duration is the length of time or time spent.</p> <p><b>Example</b> Alex started walking from his home at 7:35am and reached the town at 9:10am. How long did it take him?</p> <p>Duration = Ending time – starting time</p> <table><tr><td>Hrs</td><td>Min</td></tr><tr><td>9</td><td>10</td></tr><tr><td>- 7</td><td>35</td></tr><tr><td>1</td><td>35</td></tr></table> <p>It took him 1 hour and 35 minutes</p>	Hrs	Min	9	10	- 7	35	1	35	<p>Question and answer Guided discussion</p>		<p>Subtracting time</p>	<p>Clock face</p>																									
Hrs	Min																																										
9	10																																										
- 7	35																																										
1	35																																										
9	1	Time	Distance time table	<p><b>The learner;</b> Draws the travel time table correctly</p> <p>Interprets the distance time table correctly</p> <p>Answers the questions about the table correctly</p>	<p><b>The learner;</b> Spells, reads, pronounces and writes the new words -time table -arrival -departure</p>	<p><b>Interpreting distance time table</b> <b>Example</b> The time table shows the distance covered by a bus travelling from Masindi to Kitgum.</p> <table><tr><th>Town</th><th>Distance</th><th>Arrival</th><th>Departure</th></tr><tr><td>Masindi</td><td></td><td></td><td>9:00am</td></tr><tr><td>Kigumba</td><td>39km</td><td>9:40a.</td><td>10:00am</td></tr><tr><td>Kamdin</td><td>115km</td><td>11:10am</td><td>11:25am</td></tr><tr><td>Lira</td><td>191km</td><td>12:30pm</td><td>1:00pm</td></tr><tr><td>Kitgum</td><td>125km</td><td>3:15pm</td><td>4:55pm</td></tr></table> <p>a) At what time did the bus leave Lira? <u>At 1:00pm.</u></p> <p>b) At what time did the bus arrive at Kamudini? <u>At 11:10pm</u></p> <p>c) What is the distance between Kigumba and Lira? 191 km - 39 km <u>152 km</u></p> <p>d) Find the time taken from Kigumba to Kamudini</p> <table><tr><td>Hrs</td><td>Min</td></tr><tr><td>11</td><td>10</td></tr><tr><td>- 10</td><td>00</td></tr><tr><td>01</td><td>10</td></tr></table> <p>1 hour and 10 minutes</p>	Town	Distance	Arrival	Departure	Masindi			9:00am	Kigumba	39km	9:40a.	10:00am	Kamdin	115km	11:10am	11:25am	Lira	191km	12:30pm	1:00pm	Kitgum	125km	3:15pm	4:55pm	Hrs	Min	11	10	- 10	00	01	10	<p>Guided discovery Question and answer technique</p>		<p>Reading the time table</p>	<p>A chart showing distance time table</p>	
Town	Distance	Arrival	Departure																																								
Masindi			9:00am																																								
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11	10																																										
- 10	00																																										
01	10																																										
9	2	Time	Finding time	<p><b>The learner;</b> States the formula used to find time</p> <p>Finds time given, speed and distance</p>	<p><b>The learner;</b></p>	<p><b>Finding time</b></p> <ul style="list-style-type: none"><li>Time is how long something takes to happen or occur.</li><li>Time is a result of dividing distance by speed. Time is measured in hours, minutes and seconds</li></ul> <p><b>Example</b> A taxi travelled at a speed of 70km every hour to cover a distance of 245km. How long did it take?</p> <p>Time = <math>\frac{\text{Distance}}{\text{Speed}}</math></p> <p>= <math>\frac{245\text{km}}{70\text{km/hr}}</math></p> <p><math>\frac{245\text{km}}{70}</math></p> <p>3 <math>\frac{35}{70}</math></p>	<p>Guided discussion Question and answer technique</p>		<p>Answering questions Dividing distance and time</p>	<p>Magic triangle D S T</p>																																	

							$3\frac{1}{2}$ hrs					
9	3		Finding speed		<p><b>The learner;</b> States the formula for finding speed</p> <p>Finds speed using the given distance and time</p>	<p><b>The learner;</b></p>	<p><b>Finding speed</b> Speed is the rate at which something happens <math>\text{Speed} = \frac{\text{Distance}}{\text{Time}}</math></p> <p><b>Example</b> The distance from Kampala to Mbarara is 256km. a bus took 4hrs travels from kampalas to Mbarara. At what speed was it travelling?</p> <p><math>S = \frac{D}{T}</math></p> <p><math>S = \frac{256}{4}</math> km/hr</p> <p>Speed = 64km/hr</p>	<p>Guided discussion Question and answer technique</p>		<p>Answering questions Dividing distance and time</p>	<p>Magic triangle D S T</p>	
9	4	Time	Finding Distance		<p><b>The learner;</b> States the formula for finding distance</p> <p>Finds distance correctly</p>	<p><b>The learner;</b></p>	<p><b>Finding distance</b> Distance = Speed x Time</p> <p><math>D = S \times T</math></p> <p><b>Example</b> A car travelled at a speed of 90km/hr for 3 ½ hours. Find the distance travelled by the car.</p> <p>Distance = Speed x Time</p> <p><math>90 \times \frac{7}{2}</math> hrs</p> <p><math>D = 90 \text{km} \times 7</math></p> <p><math>D = 315 \text{km}</math></p> <p><u>The car travelled 315km</u></p>	<p>Guided discovery Question and answer technique Discussion</p>		<p>Answering questions</p>	<p>Magic triangle D S T</p>	

Lesson /period about conversion of time i.e.

- Expressing hours to minutes
- Expressing minutes to hours
- Expressing minutes to seconds
- Expressing hours to seconds
- Expressing seconds to hours and minutes

They should be revised properly in the lesson notes.