# P.5 MATHEMATICS SCHEME OF WORK FOR TERM TWO

| WK | PD | THEME | TOPIC | S. TOPIC | CONTENT | COMPETENCES | | ACTIVITIES | L/SKILLS | T/L AIDS | METHODS | REF |
|----|----|-------|-------|----------|---------|---------|---------|------------|----------|----------|---------|-----|
| | | | | | | SUBJECT | LANGUAGE | | | | | |
| 1 | | GOING THROUGH HOLIDAY WORK COMPLETION OF TERM ONE'S WORK | | | | | | | | | | |
| 2 | 1 | NUMERACY | FRACTIONS | REDUCING FRACTIONS | Writing common fractions in their lowest form | The learner writes fractions in their lowest form | The learner uses the words; is greater than,is less than or is equal to. | Reading Identifying | Order Logical reasoning | Chalkboard illustration | Guided discovery Question and answer Guided discusion | |
| 2 | 2 | NUMERACY | FRACTIONS | COMPARING FRACTIONS | Using greater than, less than or equal to. Using symbols >,< or = | The learner comperes fractions using LCM | The learner uses the words; is greater than,is less than or is equal to. | Reading Identifying | Order Logical reasoning | Chalkboard illustration | Brain storming Guided discovery Question and answer Guided discusion | New Fountain MTC BK 5 Pg 84 |

| 2 | 3 | NUME RACY | FRACT IONS | ORDER ING FRACTI ONS | Arrange in ascending order e.g.$\frac{1}{3},\frac{1}{2},\frac{1}{4}$ Arrange in descending order $\frac{1}{5},\frac{1}{2},\frac{1}{4}$ | The learner arranges fractions in order. | The learner uses the words; ascending descending | Reading Identifying | Order Logical reasoning | Chalkboar d illustratio n | Brain stormin g Reading | New Fount ain MTC BK 5 Pg 84 |
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| 2 | 4 | NUME RACY | FRACT IONS | ADDITI ON OF FRACTI ONS | Add $\frac{1}{3}$ + $\frac{1}{6}$ David ate $\frac{1}{3}$ of a cake in the morning and $\frac{1}{5}$ in the afternoon. What fraction of the cake was eaten altogether? | The learner adds fractions with different denomina tors | The learner reads and solves problems involving fractions with different denominat ors. | Adding fractions with different denomina tors | Problem solving Fluency Accuracy articulatio n | Straws Oranges | Guided discover y Brain stormin g | New Fount ain MTC BK 5 Pg 79 ST Berna rdsmt cbk 5 pg 75-77 |

| 2 | 5 | NUME RACY | FRACT IONS | ADDITI ON OF MIXED FRACTI ONS | Add $2\frac{1}{3}+\frac{1}{6}$ David ate $\frac{1}{3}$ of a cake in the morning and $\frac{1}{5}$ in the afternoon. What fraction of the cake was eaten altogether? | The learner adds fractions with different denomina tors | The learner reads and solves problems involving fractions with different denominat ors. | Adding fractions with different denomina tors | Problem solving

Fluency Accuracy

articulatio n | Straws

Oranges | Guided discover y

Brain stormin g | New Fount ain MTC BK 5 Pg 79 ST Berna rdsmt cbk 5 pg 75-77 |
| 3 | 1 | NUME RACY | FRACT IONS | SUBTR ACTIO N OF FRACTI ONS | Subtract $\frac{2}{3}-\frac{1}{2}$

2. Daniel was given $\frac{5}{6}$ litres of milk and drank $\frac{7}{12}$.How much milk remained? | The learner subtracts fractions with different denomina tors. | The learner spells, writes other words associated with subtraction . Minus, difference | Identifying fractions

Computin g fractions | | Chalkboar d illustratio n | Group discussi on

Explana tion | Mk mtc bk5 pg 58-59 Mk bk 5 pg 60 St Berna rds bk5 pg 79 -pg80 |

| 3 | 2 | NUMERACY | FRACTIONS | SUBTRACTION OF MIXED FRACTIONS | Subtract $3\frac{2}{3} - 1\frac{1}{2}$<br><br>2. Daniel was given $4\frac{5}{6}$ litres of milk and drank $3\frac{7}{12}$ .How much milk remained? | The learner subtracts mixed fractions with different denominators. | The learner spells, writes other words associated with subtraction. Minus, difference | Identifying fractions<br><br>Computing fractions | | Chalkboard illustration | Group discussion<br><br>Explanation | Mk mtc bk5 pg 58-59 Mk bk 5 pg 60 St Bpg 79 |
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| 3 | 3 | | | ADDITION AND SUBTRACTION OF FRACTIONS | Simplify ;<br>$\frac{1}{2} + \frac{4}{3} - \frac{1}{4}$<br><br>2.Simplify ;<br>$\frac{4}{7} - \frac{13}{21} + \frac{1}{3}$ | The learner adds and subtracts fractions with different denominators | The learner reads and solves problems involving fractions with different denominators | Adding fractions<br><br>Subtracting fractions | Accuracy<br><br>logical | Chalkboard illustration | Observation Explanation | Bk 6 new fountain Mtc pg58 |
| 3 | 4 | | | MULTIPLYING FRACTIONS | Work out<br>$3 \times \frac{1}{4}$<br>$\frac{1}{5} \times 4$<br><br>$\frac{2}{5} \times \frac{1}{3}$<br><br>Multiply<br>$3\frac{3}{4} \times \frac{2}{3}$ | The learner multiplies fractions by proper fractions correctly. | The learner reads pronounces ,writes and uses the new words; product | Multiplying fractions by fractions | Fluency accuracy | Chalkboard illustration | Observation<br><br>Explanation | New mk Bk5 Pg62 New Fountain Bk 5 pg 83 |

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| 3 | 5 | | | MULTI PLYING FRACTI ON BY NATUR AL NUMB ERS | Work out; $\frac{1}{4}$ x 2 <br><br> Work out $\frac{1}{5}$ x4 | The learner multiplies fractions by natural numbers | The learner reads and solves problems involving multiplicati on of fractions. | Multiplyin g fractions by natural numbers | Logical <br><br> Accuracy | Chalkboar d illustratio n | Whole class discussi on | New Fount ain Bk5 pg82 New mkmt c bk5 Pg63 |
| 4 | 1 | | | | In a class of 50 pupils, $\frac{1}{5}$ are absent and the rest are present. a. What fraction was present? b.How many pupils are absent? c.How many pupils were present? | The learner interprets and solves problems in real life situations | The learner reads and writes the given words correctly | | Logical Fluency <br><br> Accuracy <br><br> fluency <br><br><br> Articulatio n | Chalkboar d illustratio n | Whole class discussi on | New fount ain Mtcb k 6 Pg <br><br><br> St Berna rds Mtcp g 98-99 |

| Week | Lesson | | | Subtopic | Content / Examples | | | | | | | |
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| 4 | 2 | | | RECIPROCAL | What is the reciprocal of $\frac{3}{5}$? <br><br> Find the reciprocal of $2\frac{3}{7}$ | The learner finds the reciprocal of numbers | The learner reads and writes the given words correctly | Finding the Reciprocal of numbers. | Articulation <br><br> fluency | Chalkboard illustration | Brainstorming <br><br> explanation | New mk Mtcbk 5 Pg |
| 4 | 3 | | | | Divide <br> $\frac{1}{5} \div \frac{2}{3}$ <br><br> Divide <br> $\frac{4}{5} \div \frac{2}{3}$ | The learner divides proper fractions by proper fractions | The learner reads and solves problems involving division of fractions. | Dividing proper fractions by proper fractions | Logical <br><br> Accuracy | Chalkboard illustration | Group discussion <br> Explanation | New Fountain Bk 5 pg 88 New mk bk5 Pg 66. |
| 4 | 4 & 5 | | | | Divide <br> $\frac{1}{3} \div 2$ <br><br> Divide <br> $4 \div \frac{1}{3}$ | The learner divides fractions by natural numbers and vice versa | The learner reads and solves problems involving fractions | Dividing fractions by natural numbers | Fluency <br><br> Accuracy | Real objects. Chalkboard illustration | Explanation <br><br> Group discussion | New Fountain Bk 5 pg 86 Mk bk 5 Pg 65 |

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| 6 | 3 | | | | Place value of decimals 1.3 2.37 | The learner identifies the place values of each digit up to hundredths | The learner names the place values | Finding the place values of digits. | | Chalkboard illustration. | Guided discussion<br><br>Explanation | New fountain mtc<br><br>Mk bk 5 pg 68 New fountain bk5 pg 95 |
| 6 | 4 | | | | Find the value of each digit in the following decimal fractions; 1.82 0.67<br><br><br>Find the sum of the values of 7 and 5 in the number 5.72 | The learner finds the values of digits in decimals<br><br><br>The learner finds the sum of the asked values. | The learner reads and writes the values of decimals.<br><br>The learner uses and writes the learnt words. Sum Place values values | Finding values of digits of numbers<br><br><br>Finding the sum | | Chalkboard illustration<br><br><br>Chalkboard illustration | Group discussion<br><br>Brainstorming | Mk mtc bk5 pg 68<br><br>New fountain Mtc bk5 pg94-995 |

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| 6 | 5 | NUMERACY | FRACTIONS | Writing decimals in words | Writing decimals in words | Identifies place values Writes decimals in words | The learner reads and writes the values of decimals. | Writing decimals in words | Fluency | Chalkboard illustration | Whole class discussion | |
| 7 | 1 | NUMERACY | FRACTIONS | Writing decimals in words | Writing decimals in words | Identifies place values Writes decimals in figures | The learner reads and writes the values of decimals. | Writing decimals in words | Articulation, | Chalkboard illustration | Whole class discussion  brainstorming | |
| 7 | 2 | | | CONVERTING DECIMAL TO FRACTIONS | Change the following decimals to fractions o.7 ,0.02 ,o.48 | The learner co The learner converts decimals to vulgar fractions | The learner reads and solves simple problems involving | Converting fractions To de Converting decimals to fractions | Logical Accuracy fluency | Chalkboard illustration | Guided discussion | Mk bk 5 mtcp g 75 New foun tain |

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| | | | | | | | decimals | | | | | bk5 |
| 7 | 3 | | | CONVERTING FRACTIONS TO DECIMALS | Change the following fractions to decimals ; $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{4}{5}$ | The learner converts fractions to decimals | The learner reads and writes fractions to decimals | Converting fractions To decimals | Fluency articulation | Chalkboard illustration | Group discussion Explanation | Mk bk 5 pg76 Fountain bk 5 pg 96 |
| 7 | 4 | | | COMPARING DECIMALS | Compare 0.2    0.1<br><br>0.o3    o.07 | The learner compares decimals | The learner uses words below correctly Decimal point, decimal places | Ordering decimals | Accuracy fluency | Chalkboard illustration | Guided discussion | New fountain bk5 pg 92 New mkpg 72 bk 5 |
| 7 | 5 | NUMERACY | FRACTIONS | ORDERING DECIMALS | Arrange the following in ascending order;0.12,0..14,o.23,0.19 | SUBJECT<br><br>The learner arranges decimal in ascending and descending order | LANGUAGE<br><br>The learner reads and writes words like ;ascending, descending | Ordering fractions | Fluency articulation | Chalkboard illustration | Whole class discussion<br><br>brainstorming | New fountain mtcpg 92 Mk bk 5 pg 73 |

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| 8 | 1 | | | ADDING DECIMALS UP TO HUNDREDTHS | Add 32.4 +5.36  Add 58.86 +0.9 +5.35 | The learner adds decimals | The learner reads decimals | Adding decimals | Order fluency | Chalkboard illustration | Brainstorming Guided discussion | Mk bk5 pg 77 New foun tain pg 97 |
| 8 | 2 | | | SUBTRACTING DECIMALS | Subtract the following; 0.97-0.64 0.6-0.4 | The learner subtracts decimals correctly | The learner uses the word difference | Subtracting decimals | Accuracy[ Order fluency | Chalkboard illustration | Brainstorming explanation | New foun tain pg 98 Mk bk 5 pg 79 |
| 8 | 3 | | | ADDITION AND SUBTRACTION OF DECIMALS | Workout  • 0.8 +0.2 - 0.3  • 18.8 – 4.67 + 5.33 | The learner subtracts decimals correctly | The learner uses the word difference | Subtracting decimals | Accuracy[ Order fluency | Chalkboard illustration | Brainstorming explanation | New foun tain pg 98 Mk bk 5 pg 79 |

| 8 | 4 | INTERPRETATION OF GRAPHS AND DATA | DATA HANDLING | INTERPRETING PICTOGRAPH | If ⬭ represents 30 cakes. How many cakes are represented by the following pictures ⬭ ⬭ | The learner draws and recognizes the pictures | The learner reads and interprets the scales. | Interpreting pictures | Taking decision Accuracy. | Books Pens | Explanation Group discussion | Mkbk5 113 |
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| 8 | 5 | INTERPRETATION OF GRAPHS AND DATA | DATA HANDLING | DRAWING PICTOGRAPHS | Draw pictographs to show the given information | The learner Draws and recognizes scales | The learner reads and recognizer scales | drawing | Fluency Analyzing | Real objects | Brainstorming Group discussion | Mk bk 5 pg 115 |
| 9 | 1 & 2 | | | STATISTICS | Finding mean, mode ,median ,modal frequecy and range | The learner determines and use statistics terms | The leaner reads interprets the given information | Working out statistics | Accuracy audibility | Chalkboard illustration | Guided discussion Explanation | St Bernards bk 5 pg 158 Fount pg158 |

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| 9 | 3 | | | SCALES ON THE HORIZONTAL AND VERTICAL AXES | Recognising scales on the horizontal and vertical axes | The learner draws and recognizer scales on axes | The learner reads scales on vertical and horizontal axes | Drawing graphs | Accuracy

Fluency | chart | | Group discussion | Mk bk 5 pg 116 New fountain pg 125 |
| 9 | 4 | | | INTERPRETING DATA ON BAR GRAPHS | Study and interpret the bar graph | The learner Interprets data on the bar graph | The learner reads and interprets information bar graphs. | Interpreting information | Fluency

audibility | Chalkboard illustration | Guided discussion

explanation | Mk bk 5 pg 118 New fountain pg 132 |
| 9 | 5 | | | DRAWING BAR GRAPHs | Use the given information to draw a bar graph | The learner represent s the data on bar graphs | The learner reads information on bar graphs | Drawing graphs | Responding to questions | Chalkboard illustrations | Group discussion brainstorming | Mk bk 5 pg 120

New fountain bk 5 pg 131 |

| 11 | 1 | | | INTERPRETING LINE GRAPHS | Interpreting the given information on the line graphs | The learner interprets information on the line graph | The learner reads and interprets Information on the line graphs | Interpreting | Confidence Logical Taking decision | Chart | Explanation Group discussion | Mk bk 5 pg 121 New foun tain pg 135 |
| 11 | 2 | | | DRAWING LINE GRAPHS | Draw the line graph to represent the given information (temperature graphs) | The learner draws the line graph accurately | The learner reads interprets the given information | drawing | Analyzing statements | chart | Group discussion brainstorming | Mkb k5 pg 123 New foun tain bk5 pg 136 |

| 11 | 3 | | TIME | 24 HOUR CLOCK SYSTEM | Expressing 12 hour time in 24 hour tme 3.30 A.M 6.00 P.M | The learner changes from 12 hour clock to 24 hour clock | The learner reads time in a 24 hour clock system. | Answering questions | Audibility fluency | Chalkboard illustration | Group discussion explanation | MK BK7 PG 412 |
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| 11 | 4 | | | CHANGING FROM 24 HOUR CLOCK TO 12 HOUR CLOCK | Change the following to 12-hour clock 1300hrs 200hrs | The learner changes time to 12- hour clock | The learner reads the given time correctly. | reading | Articulation Fluency, critical thinking | Chalkboard illustration | Brainstorming Guided discussion | Mk bk 7 pg 413 |
| 11 | 5 | | | FINDING DURATION | Duration of time in hours ,hours and minutes ,minutes , seconds. | The learner finds duration | The learner constructs sentences involving phrases of time | Working out duration | Confidence Analyzing statements | Chalkboard illustration | Group discussion | Mk bk 5 pg 136 Fountain bk5 pg14 |
| 11 | 6 | | | Finding ending time and starting time | Finding ending time and starting time | Subtracts time Adds time Finds ending time Finds starting time | The learner constructs sentences involving phrases of time | Working out duration | Confidence Analyzing statements | Chalkboard illustration | Group discussion | Mk bk 5 pg 136 Fountain bk5 pg14 6 |

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| 12 | 1 | | | INTERPRETING TIME TABLES IN 12 AND 24 HOUR CLOCK | Study the timetable given and answer the questions that follow. | The learner interprets the timetable | The learner reads the given information correctly. | Reading interpreting | Logical Fluency | Chalkboard illustration | Group discussion Explanation | Mk bk 7 pg 415-418 |
| 12 | 2 | | | FINDING SPEED | **Finding speed** Pearl took 3hours to cover 300km .Find her speed . | The learner solve s problems involving speed | The learner reads the given sentences correctly. | Calculating speed | Accuracy fluency | chart | Explanation Guided discussion | St bernard Mk bk 5 pg 141 |
| 12 | 4 | | TIME | TIME ,DISTANCE AND SPEED | **Finding distance**. A car moved at a speed of 80 km per hour for 3 hours .Find the distance it covered. | The learner Solves problems related to time distance and speed | The learner constructs sentences involving phrases of time | Calculating distance | Accuracy Confidence | Chalkboard illustration | Group discussion | Mk bk5 pg138sst bernards bk5 pg 166 |
| 12 | 4 | | | FINDING TIME | **Finding time** David covered a distance of 180 km at a speed of 60km per hour . What time did he take**?** | The learner solves problems related to time. | The learner constructs sentences involving phrases of time. | Calculating time | Fluency Selecting and evaluating information | Chalkboard illustration | Brainstorming Group discussion | Mk bk 5 bpg 140 St bernards bk5 pg 167 |