SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	5	**Mathematics**	**2**	

Week	Lsn	Strand	Sub strand	Specific learning outcomes	Key inquiry questions	Learning experiences	Learning resources	Assessment	Remarks
1	1	**Numbers**	**Fractions**	By the end of the sub-strand, the learner should be able to: Use IT devices for learning more on fractions and for enjoyment	Where are fractions used in real life?	In pairs or as individuals play digital games involving fractions	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 81	Written exercises Oral questions Observation Group discussion	
	2	**Numbers**	**Fractions**	By the end of the sub-strand, the learner should be able to: Appreciate use of fractions in real life	Where are fractions used in real life?	In pairs or as individuals play digital games involving fractions	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 81	Written exercises Oral questions Observation Group discussion	
	3	**Numbers**	**Decimals**	By the end of the sub-strand, the learner should be able to: Identify what are decimals	Where do you use decimals in real life?	In pairs, groups or as individuals identify place value of decimals up to thousandths using	KICD Mathematics Curriculum Design Mentor	Written exercises Oral questions Observation	

						a place value chart	Mathematics Grad 5 page 82-84	Group discussion	
	4	**Numbers**	**Decimals**	By the end of the sub-strand, the learner should be able to: Identify place value of decimals up to thousandths in different situations	Where do you use decimals in real life?	In pairs, groups or as individuals identify place value of decimals up to thousandths using a place value chart	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 82-84	Written exercises Oral questions Observation Group discussion	
	5	**Numbers**	**Decimals**	By the end of the sub-strand, the learner should be able to: Order decimals up to thousandths in different situations	Where do you use decimals in real life?	In pairs, groups or as individuals order decimals up to thousandths from smallest to largest using number cards or number line	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 82-84	Written exercises Oral questions Observation Group discussion	
2	1	**Numbers**	**Decimals**	By the end of the sub-strand, the learner should be able to: Add decimals up to thousandths in real life situations	What is the importance of ordering decimals?	In pairs, groups or as individuals add decimals up to thousandths using place value apparatus	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 86	Written exercises Oral questions Observation Group discussion	
	2	**Numbers**	**Decimals**	By the end of the sub-strand, the learner should be able to: Subtract decimals up to	What is the importance of ordering decimals?	In pairs, groups or as individuals subtract decimals situations up to	KICD Mathematics Curriculum Design	Written exercises Oral questions	

				thousandths in real life situations		thousandths using place value apparatus	Mentor Mathematics Grad 5 page 87	Observation Group discussion	
	3	**Numbers**	**Decimals**	By the end of the sub-strand, the learner should be able to: Work out combined operations decimals	What is the importance of ordering decimals?	In pairs, groups or as individuals combined operations decimals situations up to thousandths using place value apparatus	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 87	Written exercises Oral questions Observation Group discussion	
	4	**Numbers**	**Decimals**	By the end of the sub-strand, the learner should be able to: use IT devices for learning more on fractions and for enjoyment	What is the importance of ordering decimals?	In pairs, groups or as individuals identify and share information on where decimals are used in real life	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 87-89	Written exercises Oral questions Observation Group discussion	
	5	**Measure ment**	**Length**	By the end of the sub strands, the learner should be able to: Use the kilometre (km) as a unit of measuring length in real life	How do you measure distance?	In pairs, groups or as individuals identify the kilometre as a unit of measuring length real life	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 90	Written exercises Oral questions Observation Group discussion Project	
3	1	**Measure ment**	**Length**	By the end of the sub-strand, the learners should be able to:	How do you measure distance?	In pairs, groups or as individuals measure distance	KICD Mathematics Curriculum	Written exercises Oral	

				Measure distance in kilometres in real life situations		in kilometres practically	Design Mentor Mathematics Grad 5 page 90-92	questions Observation Group discussion Project	
	2	**Measurement**	**Length**	By the end of the sub-strand, the learners should be able to: Estimate distance in kilometres in real life situations	How do you measure distance?	In pairs, groups or as individuals estimate distance in kilometres and share their estimates	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 92-94	Written exercises Oral questions Observation Group discussion Project	
	3	**Measurement**	**Length**	By the end of the sub-strand, the learner should be able to: Identify the relationship between the kilometre(km) and the metre (m) in different situations	How do you measure distance?	In pairs ,groups or as individuals measure distance estimated and compare findings with others	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 92-94	Written exercises Oral questions Observation Group discussion Project	
	4	**Measurement**	**Length**	By the end of the sub-strand, the learner should be able to: Convert kilometres to metres and metres to kilometres in real life situations	Why do you measure distance?	In pairs, groups or as individuals convert kilometres to metres and metres to kilometres	KICD Mathematics Curriculum Design Mentor Mathematics	Written exercises Oral questions Observation Group	

							Grad 5 page 92-94	discussion Project	
	5	**Measurement**	**Length**	By the end of the sub-strand, the learners should be able to: Add metres and kilometres in real life situations	Why do you measure distance?	In pairs, groups or as individuals determine distance in kilometres and metres involving addition	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 96-97	Written exercises Oral questions Observation Group discussion Project	
4	1	**Measurement**	**Length**	By the end of the sub-strand, the learner should be able to: Subtract metres and kilometres in real life situations	Why do you measure distance?	In pairs, groups or as individuals determine distance in kilometres and metres involving subtraction	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 96-98	Written exercises Oral questions Observation Group discussion Project	
	2	**Measurement**	**Length**	By the end of the sub-strand, the learners should be able to: Multiply metres and kilometres by whole numbers in real life situations	Why do you measure distance?	In pairs, groups or as individuals determine distance in kilometres and metres involving multiplication	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 99-100	Written exercises Oral questions Observation Group discussion Project	
	3	**Measurement**	**Length**	By the end of the sub-strand, the learner should be able to: Divide metres and kilometres	Why do you measure distance?	In pairs, groups or as individuals determine distance in kilometres and	KICD Mathematics Curriculum Design	Written exercises Oral questions	

				by whole numbers in real life situations		metres involving division	Mentor Mathematics Grad 5 page 101-102	Observation Group discussion Project	
	4	**Measurement**	**Length**	By the end of the sub-strand, the learners should be able to: Use IT devices for learning more on measurement of length and for enjoyment	Why do you measure distance?	In pairs or as individuals play digital games involving length in kilometres and metres	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 101-102	Written exercises Oral questions Observation Group discussion Project	
	5	**Measurement**	**Length**	By the end of the sub-strand, the learner should be able to: Appreciate the use of kilometres and metres in measuring length in real life	Why do you measure distance?	In pairs or as individuals play digital games involving length in kilometres and metres	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 101-102	Written exercises Oral questions Observation Group discussion Project	
5	1	**Measurement**	**Area**	By the end of the sub-strand, the learners should be able to: Use the square centimetre (cm2)as a unit of measuring area in real life	How can you determine the area of different surfaces?	In pairs, groups or as individuals measure, trace and cut out 1 cm by 1cm units, and refer the area of each as one square centimetre (1cm2)	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 104-105	Written exercises Oral questions Observation Group discussion Project	

	2	**Measurement**	**Area**	By the end of the sub-strand, the learners should be able to: Work out area of rectangles and squares in square centimetres (cm2) in different situations	How can you determine the area of different surfaces?	In pairs, groups or as individuals to establish area of rectangles in cm2 as the product of the number 1cm2 units in the row by the number of units in the column, Area of rectangle or square = length x width	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 104-105	Written exercises Oral questions Observation Group discussion Project	
	3	**Measurement**	**Area**	By the end of the sub-strand, the learners should be able to: Use IT devices for learning more on area and for enjoyment	How can you determine the area of different surfaces?	In pairs or as individuals play digital games involving area	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 104-105	Written exercises Oral questions Observation Group discussion Project	
	4	**Measurement**	**Area**	By the end of the sub-strand the learner should be able to: Appreciate the use of cm2 in working out area in real life	How can you determine the area of different surfaces?	In pairs or as individuals play digital games involving area	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 104-105	Written exercises Oral questions Observation Group discussion Project	
	5	**Measurement**	**Volume**	By the end of the sub-strand, the learners should be able to:	Where is volume applicable in	In pairs, groups or as individuals measure the sides	KICD Mathematics Curriculum	Written exercises Oral	

				Identify the cubic centimetre (cm3) as a unit of measuring volume in different situations	real life?	of a 1cm cube and identify it as a unit of measuring volume In pairs, groups or as individuals count the number of cubes used in activity above and record	Design Mentor Mathematics Grad 5 page 109-110	questions Observation Group discussion Project	
6	1	**Measurement**	**Volume**	By the end of the sub-strand, the learners should be able to: work out volume of cubes and cuboids in cubic centimetres (cm3) in different situations	Where is volume applicable in real life?	In pairs or groups establish that the total number of cubes represents the volume of the cube or cuboid formed	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 109-110	Written exercises Oral questions Observation Group discussion Project	
	2	**Measurement**	**Volume**	By the end of the sub-strand, the learners should be able to: derive the formula for the volume of cube or cuboid as V= l x w x h practically	Where is volume applicable in real life?	In pairs, groups or as individuals to count the number of cubes on the length and multiply by the number in the width and the number of layers. The learners to establish the formula for volume (V) of a cube or cuboid as V = l x w x	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 111-112	Written exercises Oral questions Observation Group discussion Project	

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	3	**Measurement**	**Volume**	By the end of the sub-strand the learner should be able to: Use the formula V= l x w x h to work out volume of cubes and cuboids in different situations	Where is volume applicable in real life?	In pairs, groups or as individuals to count the number of cubes on the length and multiply by the number in the width and the number of layers. The learners to establish the formula for volume (V) of a cube or cuboid as V = l x w x h.	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 112-114	Written exercises Oral questions Observation Group discussion Project	
	4	**Measurement**	**Volume**	By the end of the sub-strand the learner should be able to: Use IT devices for learning more on volume and for enjoyment	Where is volume applicable in real life?	Learners watch a video on working out volume of a cube/cuboid In pairs or as individuals use IT	KICD Mathematics Curriculum Design Mentor Mathematics	Written exercises Oral questions Observation Group	

						devices to play digital games involving volumes	Grad 5 page 112-114	discussion Project	
	5	**Measurement**	**Volume**	By the end of the sub-strand the learner should be able to: Appreciate use of cubic centimetres in measuring volume in real life.	Where is volume applicable in real life?	In pairs, groups or as individuals measure the dimensions of a 1cm cube to establish its volume as 1cm x 1cm x 1cm = 1cm3 and share with other groups	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 112-114	Written exercises Oral questions Observation Group discussion Project	
7	1	**Measurement**	**Capacity**	By the end of the sub-strand the learner should be able to: Identify the millilitre as a unit of measuring capacity in real life	Where are litres and millilitres used in day to day life?	In pairs, groups or as individuals fill a teaspoon or cylinder graduated in millilitres with water and identify that the spoon or cylinder holds 5 millilitres divide the water in the spoon or cylinder into 5 equal parts and identify each part as 1 millilitre fill small containers	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 115-116	Written exercises Oral questions Observation Group discussion Project	

						with water and measure the capacity in millilitres using a container graduated in millilitres			
	2	**Measurement**	**Capacity**	By the end of the sub-strand the learner should be able to: Measure capacity in millilitres in real life situations	Where are litres and millilitres used in day to day life?	In pairs or groups fill small containers with water and measure the capacity in millilitres using a container graduated in millilitres Learners watch a video on measuring capacity in millilitres	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 116-118	Written exercises Oral questions Observation Group discussion Project	
	3	**Measurement**	**Capacity**	By the end of the sub-strand the learner should be able to: Estimate and measure capacity in multiples of 5 millilitres in different situations	Where are litres and millilitres used in day to day life?	In pairs, groups or as individuals estimate and measure capacity of different containers using a container graduated in millilitres	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 117-118	Written exercises Oral questions Observation Group discussion Project	

	4	**Measurement**	**Capacity**	By the end of the sub-strand the learner should be able to: Identify the relationship between litres and millilitres in real life	Where are litres and millilitres used in day to day life?	In pairs, groups or as individuals fill a 1- litre container using a 100 millilitres container	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 116-118	Written exercises Oral questions Observation Group discussion Project	
	5	**Measurement**	**Capacity**	By the end of the sub-strand the learner should be able to: Convert litres to millilitres and millilitres to litres in real life situations	Where are litres and millilitres used in day to day life?	In pairs, groups or as individuals to convert litres to millilitres and millilitres to litres.	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 119-120	Written exercises Oral questions Observation Group discussion Project	
8	1	**Measurement**	**Capacity**	By the end of the sub-strand the learner should be able to: Add litres and millilitres in real life situations	Where are litres and millilitres used in day to day life?	In pairs or groups work out capacity in litres and millilitres using addition, subtraction, multiplication and division	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 119-120	Written exercises Oral questions Observation Group discussion Project	
	2	**Measurement**	**Capacity**	By the end of the sub-strand, the learners should be able to: Subtract litres and in real life situations	Where are litres and millilitres used in day to day life?	In pairs or groups work out capacity in litres and millilitres using multiplication and	KICD Mathematics Curriculum Design Mentor	Written exercises Oral questions Observation	

						division	Mathematics Grad 5 page 122-123	Group discussion Project	
	3	**Measurement**	**Capacity**	By the end of the sub-strand, the learners should be able to: Multiply litres and millilitres by whole numbers in real life situations	Where are litres and millilitres used in day to day life?	In pairs or groups work out capacity in litres and millilitres using multiplication	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 122-123	Written exercises Oral questions Observation Group discussion Project	
	4	**Measurement**	**Capacity**	By the end of the sub-strand, the learners should be able to: Divide litres and millilitres by whole numbers in different situations	Where are litres and millilitres used in day to day life?	In pairs or groups work out capacity in litres and millilitres using division	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 125-126	Written exercises Oral questions Observation Group discussion Project	
	5	**Measurement**	**Capacity**	By the end of the sub-strand, the learners should be able to; use IT devices for learning more on capacity and for enjoyment	Where are litres and millilitres used in day to day life?	In pairs or as individuals play digital games involving capacity	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 125-126	Written exercises Oral questions Observation Group discussion Project	
9	1	**Measurement**	**Capacity**	By the end of the sub-strand, the learners should be able to:	Where are litres and millilitres	In pairs or as individuals play digital games	KICD Mathematics Curriculum	Written exercises Oral	

				appreciate use of litres and millilitres in measuring capacity in real life	used in day to day life?	involving capacity	Design Mentor Mathematics Grad 5 page 125-126	questions Observation Group discussion Project	
	2	**Measurement**	**Mass**	By the end of the sub-strand, the learners should be able to: Identify the gram as a unit of measuring mass in real life	What is the importance of measuring mass?	In pairs, groups or as individuals scoop sand or soil using a teaspoon. Explain the learners the amount scooped is about 5 grams. Divide the amount scooped into 5 equal groups. Each of these small groups is about one gram	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 127-128	Written exercises Oral questions Observation Group discussion Project	
	3	**Measurement**	**Mass**	By the end of the sub-strand, the learners should be able to; Measure mass in grams in different situations	What is the importance of measuring mass?	In pairs or groups using an electronic or a manual weighing machine measure mass of sand or soil in grams	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 127-128	Written exercises Oral questions Observation Group discussion Project	
	4	**Measurement**	**Mass**	By the end of the sub-strand the learner should be able to: Estimate and measure mass in grams in different situations	What is the importance of measuring mass?	Learners to watch a video on measuring mass in grams. In pairs, groups or as individuals	KICD Mathematics Curriculum Design Mentor	Written exercises Oral questions Observation	

						estimate and measure mass of items in grams using a beam balance or electronic weighing machine.	Mathematics Grad 5 page 127-128	Group discussion Project	
	5	**Measurement**	**Mass**	By the end of the sub-strand the learner should be able to: Identify the relationship between the kilogram and the gram in real life situations	What is the importance of measuring mass?	In pairs, groups or as individuals establish the relationship between the kilogram and the gram using a beam balance or electronic weighing machine(1kg = 1000g)	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 130-131	Written exercises Oral questions Observation Group discussion Project	
10	1	**Measurement**	**Mass**	By the end of the sub-strand the learner should be able to: Convert kilograms to grams and grams to kilograms in real life situations	What is the importance of measuring mass?	In pairs or groups convert kilograms to grams and grams to kilogram in real life	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 130-131	Written exercises Oral questions Observation Group discussion Project	
	2	**Measurement**	**Mass**	By the end of the sub-strand the learner should be able to: Add grams and kilograms in real life situations	What is the importance of measuring mass?	In pairs, groups or as individuals determine mass of items in grams and kilograms using	KICD Mathematics Curriculum Design Mentor	Written exercises Oral questions Observation	

						different operations in real life situations	Mathematics Grad 5 page 133	Group discussion Project	
	3	**Measurement**	**Mass**	By the end of the sub-strand the learner should be able to: Subtract grams and kilograms in real life situations	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	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 134-135	Written exercises Oral questions Observation Group discussion Project	
	4	**Measurement**	**Mass**	By the end of the sub-strand the learner should be able to: Multiply grams and kilogram by whole numbers in real life situations	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	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 136-137	Written exercises Oral questions Observation Group discussion Project	
	5	**Measurement**	**Mass**	By the end of the sub-strand the learner should be able to: Divide grams and kilograms by whole numbers in real life situations	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	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 136-137	Written exercises Oral questions Observation Group discussion Project	
11	**END OF TERM ASSESSMENT AND CLOSING**								