FIRST TERM LESSON NOTES

FOR

MATHEMATICS

TOPICAL BREAKDOWN

THEME 2: LIVELIHOOD IN OUR SUB-COUNTY / DIVISION.

WHOLE NUMBERS

- Numbers and their symbols
- Forming numbers using basic digits
- Arrange the given numbers in increase and decrease order.
- Grouping in ones, tens and hundreds.
- Representing numbers on the abacus and writing numbers from the abacus.
- Finding numbers represented on the abacus.
- Writing numbers in words and figures.
- Place values of numbers.
- Expanded form of natural numbers.
- Values of numbers (digits)
- Adding numbers using the abacus.
- Subtracting numbers using the abacus.
- Roman numerals up to 100 (C).
- Changing Hindu Arabic Numerals to Roman Numerals and Vice versa.
- Application on Roman Numerals.

THEME 3: OUR ENVIRONMENT IN OUR SUB-COUNTY OPERATION OF NUMBERS

- Comparing digits

  Using greater than >, less than < or equals =
- Addition of numbers
- Subtraction of numbers
- Multiplication of numbers
- Division of numbers

SET CONCEPT

- Definition of a set
- Matching sets
- Naming sets
- Listing sets
- Comparing sets
- Types of sets

a) Equal sets and not equal sets
b) Equivalent and non equivalent sets
c) Union sets
d) Intersection
e) Empty set
f) Different types of sets being represented on a Venn diagram.
g) Identifying difference of sets i.e. members in a set that are not in another.
h) Getting information from a Venn diagram.
i) Shading of difference sets.
j) Finding number of elements in a given set using a symbol.

THEME 4: OUR ENVIRONMENT AND WEATHER IN OUR SUB-COUNTY NUMBER FACTS AND SEQUENCES

- Even numbers
- Odd numbers

- Prime numbers
- Counting numbers
- Whole numbers
- Multiples of natural numbers
- Factors of numbers
- Finding L.C.M
- Magic square

GEOMETRY

Simple plan shapes with their properties

- Square
- Rectangle
- Triangle
- Circle
- Trapezium

THEME 1: OUR SUB COUNTRY / DIVISION

THEME ONE

LIVELIHOOD IN OUR SUB-COUNTY / DIVISION

NUMERATION SYSTEM AND PLACE VALUES

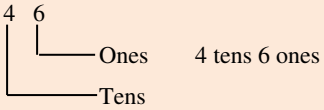
WEEK

Lesson one and two

Place values of numbers using the abacus:

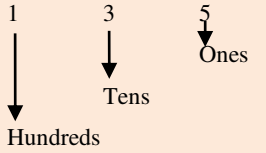
This is the position of a digit in a given number. e.g

1. 46



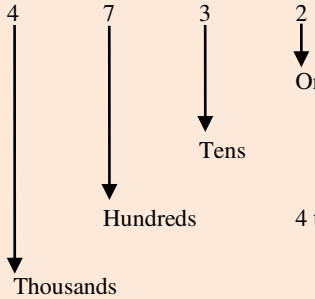
4 tens 6 ones

2. 1 3 5 = 1 3 5



1 hundreds 3 tens 5 ones

3. 4732 = 4 7 3 2



4 thousands 7 hundreds 3 tens 2 ones

Activity:

Mk mathematics book 3 pages 21- 23 and 28- 30

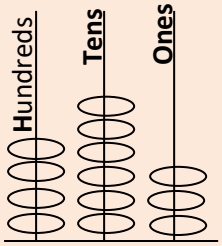
Mk maths bk 4 pg 20

Lesson Three

Representing numbers on the abacus and writing numbers from the abacus

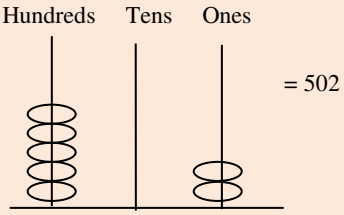
An abacus emphasizes places of digits making up the number.

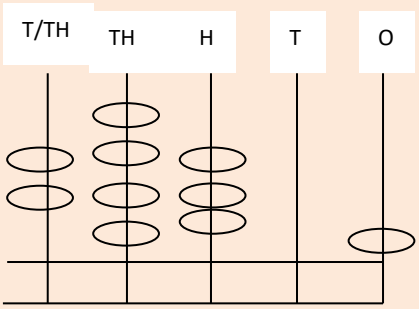




463 = 4 hundred 6 tens 3 ones

Finding numbers represented on the abacus.





Represent the following numbers on an abacus.

a) 68
b) 444
c) 2541
d) 23064

Exercise

Primary Mathematics for Uganda book Pgs 12, 16.

Primary schools MTC book 3pg 11 and 12.

Lesson Four

Expanded form of numbers.

Expand. 640

H T O

6 4 0 6hundreds 4tens 0ones = 600+ 40 + 0

Expand 7253

Th H T 0

7 2 5 3 7 thousands2hundreds 5tens 3ones = 7000 + 200+ 50 + 3

Finding the expanded numbers.

a) 400 + 30 + 6

H	T	O
4	0	0
	3	0
+		6

b) 7000 + 50 + 9

Th	H	T	O
7	0	0	0
		5	0
+			9

Activity:

Mk book 3 page 32

Understanding Maths book 3 page

All numbers have names of their symbols to represent them.

Name	**Symbol**
One	1
Two	2
Three	3
Four	4
Five	5
Six	6
Seven	7
Eight	8
Nine	9
Ten	10
Eleven	11
Thirteen	13
Fourteen	14
Fifteen	15
Sixteen	16
Seventeen	17
Eighteen	18
Nineteen	19
Twenty	20
Thirty	30
Forty	40
Fifty	50
Sixty	60
Seventy	70
Eighty	80
Ninety	90
One hundred	100

One thousand up ten thousand 1000 to 10000

Lesson Five

Writing numbers in words / figures

Example

48 = 4 0 forty
+ 8 Eight
4 8 forty eight

298 = 200 Two hundred
90 Ninety
+ 8 Eight
298 Two hundred ninety eight

Exercise

Primary Sch. Mtc Bk 3 pg 31.

Lesson six

Writing number symbols in figures

Examples

One hundred thirty six.

One hundred	100
Thirty	30
Six	+ 6
	136

Two thousand three hundred fourteen.

Two thousand……	2 000
Three hundred……	300
Fourteen ……..	+ 14
	2314

Activity:

Primary school mathematics for Uganda book3 pg 15 and 16.

Primary MTC for Uganda book 4 pg 10 and 11.

MK Bk 3 pg 24.

Lesson seven

Forming numbers using basic digits

The basic digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 using digits to form numbers.

Use, 1, 2 ⟶ 12, 21

3, 6 ⟶ 36, 63

1, 2, 7 ⟶ 127, 217, 271, 721, 712

Activity:

Primary Mathematics for Uganda book4 page 14

Photocopied work

WEEK TWO

Lesson one

Forming the biggest (largest) and smallest number using the following digits

a) 1, 3, 2

b) 2, 4, 7

c) 1, 6

d) 9, 2

Arrange the given digits in ascending and descending order.

a) 20, 13, 31, 0

b) 12, 32, 20, 46

Activity:

Primary school MTC book 3 pg 8 – 10

Primary mathematics for Uganda book 3 pg 11

Lesson Two

What number comes before and after?

Before	After
24 = 24 – 1= 23	24 = 24 + 1 = 25

Activity:

Primary school Mathematics page 8- 10

Lesson three

Grouping thousands, hundreds, tens and ones

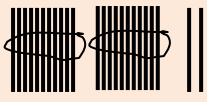
1. Eleven

 = 1 ten 1 one

10 + 1

11

2. Twenty two



= 2 tens 2 ones

20 + 2

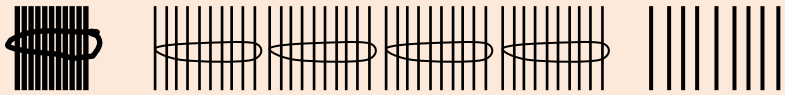
22

3. 32, 4, 56, 5, 47, 692, 798

4. one hundred forty nine

=1 hundred 4 tens 9ones

100 + 40 + 9 = 149



Activity:

Primary school mathematics Bk 3 pages 6 – 7, 12, 19, 30, 31.

Primary mathematics for Uganda book 3 pages 11 – 12

Lesson Four

Values of numbers (digits)

Values of digits represent the size of the numeral in a position it holds.

4 5 6 7

Value of digit 4 = (4 x 1000) It's place value

4000

Value of digit 5 = (5 x 100) It's place value

500

Value of digit 6 = (6 x 10) It's place value

60

Value of digit 7 = (7 x 1) It's place value

Activity:

Mk Primary Mathematics book 4 page 21

Lesson Five

7

Finding expanded numbers using place values.

E.g. 1. (4 x 100) + (3 x10) + (2 x1)

400 + 30 + 2 =

H	T	O
4	0	0
	3	0
+		2

E.g. 2. (5 x 1000) + (9 x10) + (7 x1)

5000 + 90 + 7 =

TH	H	T	O
5	0	0	0
		9	0
	+		7

Understanding Mathematics book 3 page

Mk Primary school MTC book 4 pg 24.

Lesson six

Adding numbers using an abacus

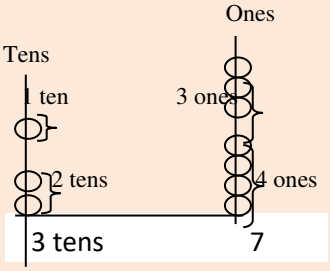
e.g 24 + 13

(20 +10) + (4+3)

30 + 7

	T	O
	2	4
+	1	3

3 tens + 7 ones 3 7



Activity:

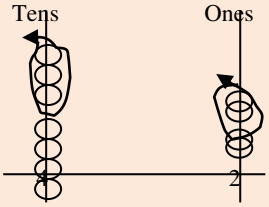
Practical work using children's abaci.

Lesson seven

Subtracting numbers using the abacus

74 – 32 (7 tens – 3 tens) – (4 ones – 2 ones)

	T	O
	7	4
-	3	2
	4	2



Practical work using children's abaci

WEEK THREE

Lesson one

Roman Numerals up to L

Long ago people kept records in form of pictures, which were difficult to draw. Therefore they discovered the way of using symbols to represent the pictures. The first people to use symbols were the Greeks, Romans and Egyptians.

Roman Numerals

They work on the principle of expanded numbers.

2 3 = (20 + 3)
= XX + III
= XXIII

The basic Roman symbols for numbers

Hindu Arabic	Roman Numerals
1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII
9	IX
10	X

Other Roman numerals include, XX, XXX, XL, L LX, LXX, LXXX, XC and C

Activity:

Reading and writing numbers in Roman numerals.

Lesson Two

Changing Hindu Arabic Numerals to Romans up to 100

1. Change 12 to Roman Numerals

12 = (10 + 2)

X + II

XII

Change 45

40 + 5

XL + V

XLV

Activity :

Photocopied work

Lesson Three

Changing Roman Numerals to Hindu Arabic up to C

XIX = X + IX

10 + 9

19

XLIII = XL + III

40 + 3

43

Activity:

Photocopied work

Lesson Four

Application on Roman Numerals

Word sums in Roman Numbers (Numerals)

Activity:

1. **Primary MTC for Uganda Bk 4 page 15 - 17**
2. **Mk Primary Mathematics Bk 4 page 35**

Lesson Five

TOPICAL QUESTIONS

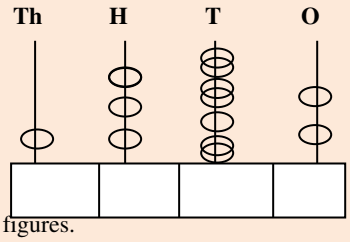
1. Fill in the missing numbers.

143, 144, _____, _____, 148.

2. Draw an abacus for the figure below.

7216.

3. What number gas been shown on the abacus?



4. Write in figures.

Two thousand four hundred twenty nine.

5. What is the place value of 6 in the number below?

1607

6. What number comes after 1568?

7. Complete the following numbers.

a) 3254 = _____thousands _____hundreds _____tens _____ones.

b) Write the following in Roman numerals: a) 76 b) 93 c) 44

8. A trader earned sh. 9050 on Monday. Write the amount of money he earned in words.

OPERATION OF NUMBERS

Lesson six

Comparing digits using >, < or =

Using greater than, less than or equal to

> < or =

Activity:

Using the above symbols to do the work.

Which is greater?

a) 6 _____3

b) 2 _____7

c) 4 _____0

d) 17 _____6

Which is less?

a) 98 _____89

b) 412 ____241

c) 934 ____943

d) 521 ____512

Lesson seven

Addition of numbers

Numbers should be arranged correctly according to their place value. When adding we start from ones. If there is any carrying, then we carry 1 ten to tens.

We continue in that order until all numbers are added correctly.

Three by three

	H	T	O
	1	4	7
+	4	0	2
	5	4	9

four by four

	Th	H	T	O
	3	7	4	2
+	2	1	3	5
	5	8	7	7

WEEK FOUR

1. Primary School Mathematics bk 3 pg 14.

2. Understanding MTC bk 3 pg 12

Lesson one

Therefore, the same will be done towards word sums.

Activity:

1. Primary Mathematics Bk 3 pg 11.

2. Primary MTC for Uganda bk 3 pg 25, 26

3. Mk mathematics book three page 44 and 46

Lesson Two

Subtraction of members with regrouping and without regrouping

Numbers should be arranged correctly according to their place value. When subtracting we begin with or start handling with one. If there is borrowing (re-grouping). It is done in groups of tens.

That order is done until all numbers are completed.

Example

	4	4
-	1	3
	3	1

	T	O		T	O
	4	3		3	13
-	1	9	-	1	9
				2	4

	H	T	O		H	T	O
	2	10	10		1	9	10
	-	3	6		-	3	6
					1	6	4

Activity:

Mk mathematics book three pages 48, 50 and 52

Primary school mathematics book 3 pages 16 and 33

Lesson Three

Word sums involving subtractions

The same will be done in handling word sums

Activity:

1. **Mk Primary Mathematics book 3 pages49, 51and 54.**
2. **Understanding mathematics pg 21 – 24, 44.**

Lesson Four

Multiplication of numbers on a number line.

Multiplying by 2, 4, 3, 5, and 6 up to 12.

Drawing multiplication tables

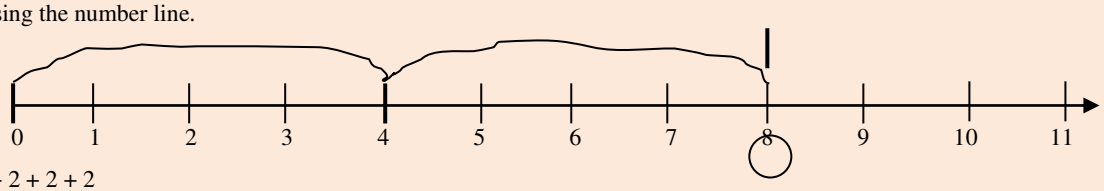
2 x 3 = O O O 2 x 4 = O O O O

O O O O O O O

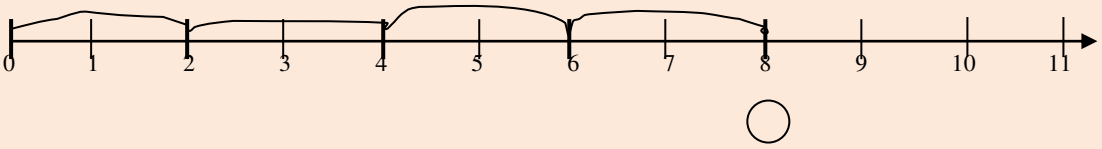
Workout numbers using the number line.

a) 2 x 4

4 + 4 =



b) 4 x 2 = 2 + 2 + 2 + 2



c) Drawing multiplication tables

Activity:

Photocopied work

Mk Mathematics book 3 page 70

Primary school Mathematics book 3 page 86

Lesson Five

Multiplying of two digits by one

e.g. I	1	6
	x	2
	3	2

Multiplying 6 ones by 2 = 6 x 2 = 12

Write 2 under one, take 1 ten to tens. Multiplying 1 ten by 2 then add one.

(1 x 2) + 1 = 2 + 1 = 3

Example II

1 2 4 x 6 = expand 124 100 + 20 + 4

100 x 6 = 600

20 x 6 = 120

4 x 6 = +24

744

Activity:

Primary school Mathematics book 3 page 17 to 21

Mk mathematics book 3 page 55 to 70

Lesson Six

Multiplying two digits by two.

Example; 1

12 x 13

12

x 13

36

+ 120

156

Example 2

12 x 13 Expand 12 10 + 2

10 x 13 = 130

2 x 13 = + 26

156

Activity

1. Mk mathematics book 3 pages 69 to 70
2. **Primary school MTC Bk 3 pg 36 – 37 and 84 and 85.**

Lesson Seven

Word sum in multiplication

Word sums will be handled as well.

Activity

1. **Primary MTC for Uganda Bk 3 pg 21.**
2. **Mk Primary Mathematics Bk 3 pg 71.**

WEEK FIVE

Lesson one

Division of numbers one by one

Introduction of division.

2 ÷ 2 = 1

Children will share objects to learn division of numbers.

Activity:

Photocopied work.

Lesson Two and Three

Division of numbers two by one.

Children should be able to:-

1. Drawing multiplication tables up to 9.
2. Divide given numbers correctly.

Example 1

```
      17
   ┌────
2  │ 34
```

1 x 2= -2

1 4

2 x 7 =- 14

X	2
1	2
2	4
3	6
4	8
5	10
6	12
7	14

3. **Example 2**

```
      26
   ┌────
2  │ 52
```

2 x 2= -4

1 2

6 x 2 =- 12

X	2
1	2
2	4
3	6
4	8
5	10
6	12
7	14

Activity:

Primary school Mathematics book 3 page 23

Mk Mathematics book 3 page 72

Lesson Four and Five

Long Division

Divide given numbers correctly.

```
      101
   ┌─────
2  │ 202
```

1 x 2= - 0

0 x 2 =- 0

X	2
0	0
1	2
2	4

02

1 x 2 = - 2

Activity

Primary Mathematics for Uganda book three pages 81 to 88

Primary school Mathematics book 3 pages 25 to 26 and 87

Mk Mathematics book 3 page 74 to 75

Lesson six and seven

Word sums in division.

Word sums will be handled as well.

Activity:

Mk mathematics book 3 page 76 to 77

WEEK SIX

Lesson one

TOPICAL TEST

1. Add; 25 + 33.
2. Subtract 20 from 100.
3. A class was given 24 pencils to share. If there are 4 pupils in the class, how many pencils does each pupil receive?
4. What is the difference between 96 and 69?
5. 432 seedlings were planted in 4 gardens. Each garden got the same number of seedlings. How many seedlings were planted in each garden?
6. Multiply; 148
   x 5
7. Workout; 23
   x 5
8. Divide;
   7 ~~252~~
9. A farmer sells 245 bunches of bananas to a school in a week. How many bunches of banana will be sold in 4 weeks?
10. Add; 267
    + 143

THEME: OUR SUB-COUNTY / DIVISION

SET CONCEPT

Lesson Two

Revision work

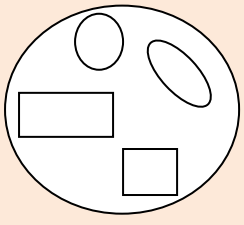
Definition of a set

A set is a collection of well defined members or elements.

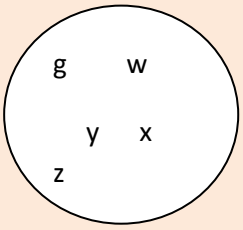
Comparing and matching sets

Comparing sets

M



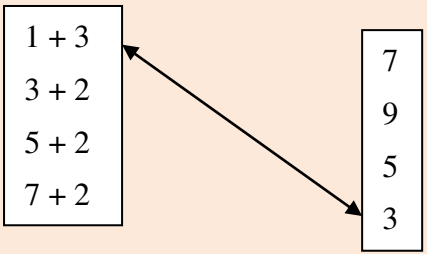
N



Set M has 4 members.

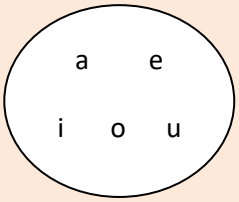
Set N has 5 members.

Set N has more members than M.

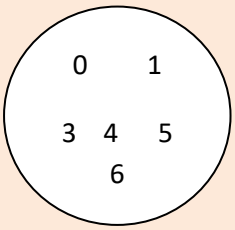


Forming and) naming sets

Names of sets are based on members or elements e.g



A set of vowels.



A set of numbers.



A set of pots.

Writing down sets.

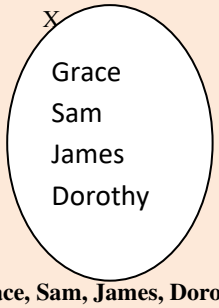
Capital letters are used to name different sets.

e.g A,B,C, or D etc.

Members of sets are written in curl brackets and are separated by commas.

A= { 1,2,3,4}

Example X



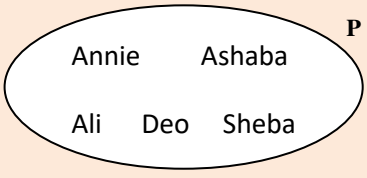
X = {Grace, Sam, James, Dorothy}

Ref: 1. Understanding MTC Bk 3 page 1

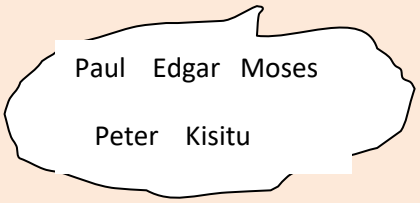
2. Mk Primary Mathematics Pupils bk 3.

3. Pri School MTC

Drawing and listing sets.



P = {Annie, Ali, Deo, Ashaba, Sheba }



S = {Paul, Peter, Kisitu, Edgar, Moses}

Finding number of members in a given set.

How many members are in set P above?

There are 5 members in set P.

n(P) = 5 members.

Ref:
1. Primary School Mathematics
2. Mk Book 2
3. Understanding mathematics.

Lesson Three

TYPES OF SETS AND THEIR SYMBOLS

EQUAL SETS (=)

These are sets that have same numbers and same members.

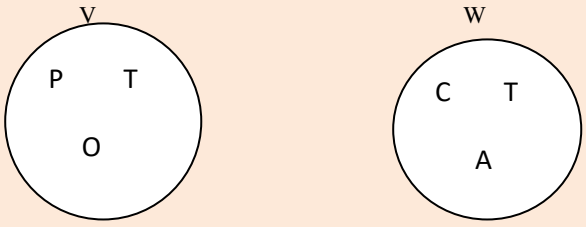
Examples;

1. Y = {a, b, c}
   N = {c, b, a}
   Set Y is equal to set N.
   Set Y = set N

Not equal sets (≠)

Sets are not equal when they have different number of numbers and members.

Example:



Set V is not equal to set W.

Set V ≠ set W

Activity:

1. **Understanding mathematics Bk 3 pages 3, 4 – 5.**
2. **Primary Mathematics Bk 3 page 1.**
3. **MK Mathematics Bk 3 page 5.**

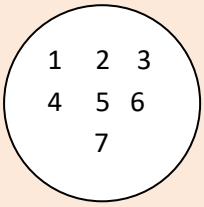
Lesson Four

Equivalent sets (↔)

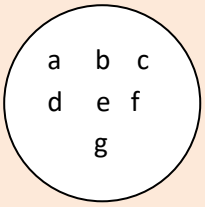
Equivalent sets are sets that have the same number of members but different members.

Example

X



Y



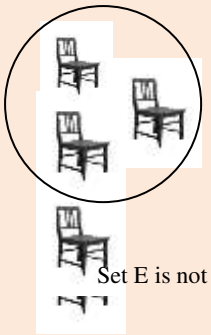
Set X is equivalent to set Y

Set X ↔ set Y

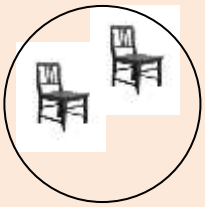
Non-equivalent sets (≠)

They don't have the same number of members.

E



F



Set E is not equivalent to set F

Set E not equal to Set F

Activity:

1. **Understanding Maths Bk 3 page 2.**
2. **Primary School maths Bk 3 page 1.**

Lesson Five

Union sets (∪)

Writing the members together without repeating any member or uniting different members of sets without repeating any member.

Examples

a) A = {1, 2, 3} B = {4, 5, 6}

A union B = {1, 2, 3, 4, 5, 6}

A **U** B = {1, 2, 3, 4, 5, 6}

n(AUB) = members.

b) X = {1, 2, 3} Y = {3, 4, 5}

X union Y = {1, 2, 3, 4, 5}

X ∪ Y = {1, 2, 3, 4, 5}

n(XUY) = members.

Activity:

1. **MK Mathematics Bk 4 page 14 (to be photocopied)**

2. **Understanding Mathematics book 4 page 7 (to be photocopied)**

Lesson six

Intersection set (∩)

Common members found in given sets.

Examples

C = {a, c, f} D = {m, a, f}

Set C intersection Set D = {a, f}

M = {1, 2, 3} N = {2, 4, 5, 3}

Set M intersection Set N = {2, 3}

Set M ∩ Set N = {2, 3}

n (MnN) = members

1. **MK Mathematics Bk 4 page 9 and 10 (to be photocopied)**

2. **Understanding Mathematics book 4 page 8 and 9 (to be photocopied)**

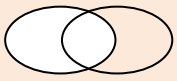
Lesson seven

Shading different regions of sets in Venn diagrams.

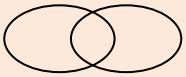
Activity:

Shade the following sets.

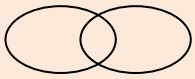
A



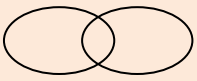
B



AnB



AUB



WEEK SEVEN

Lesson one

Empty sets ø, { }

An empty set is a set that has no members. It is also called a NULL set.

Examples

a) A set of books made of stones.

b) A set of houses made of hair.

c) A set of bags with water covers.

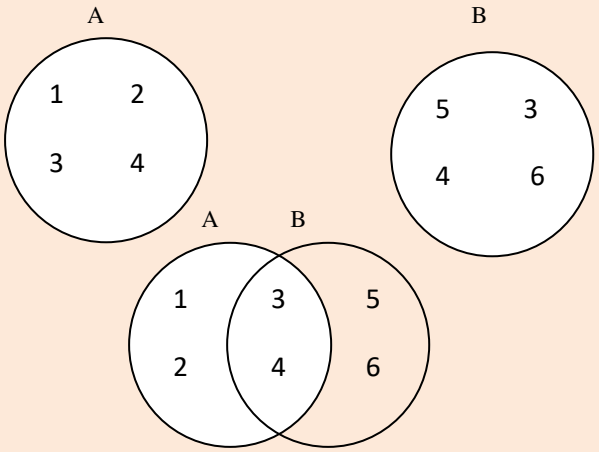
The symbol { } or ø means empty set or null set.

Activity:

1. **MK Primary Mathematics pupil's book 3 page 12.**
2. **Understanding mathematic bk 4 page 6.**
3. **MK Primary Mathematics pupil's book 4 page 2.**

Lesson Two

Representing different types of sets on A Venn Diagram



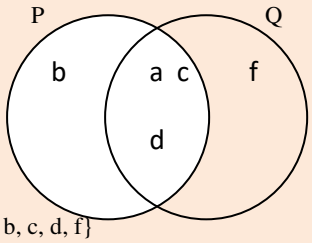
Set A Union B = {1, 2, 3, 4, 5, 6}

Set A ⋃ B = {1, 2, 3, 4, 5, 6}

Set A intersection B = {3, 4}

Set A ∩ set B =

P = {a, b, c, d} Q = {a, c, d, f}



P⋃ Q = {a, b, c, d, f}

P∩Q = {a, c, d}

n(P)= members. n(Q)= members.

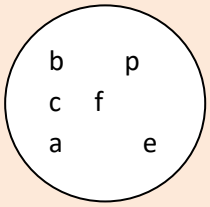
Activity

1. **Primary mathematics pupil's book 4 page 14 to 15.**
2. **Understanding mathematics bk 4 page 7 – 9.**

TOPICAL TESTS

1. What is a set?

2. How many members are in the sets below?



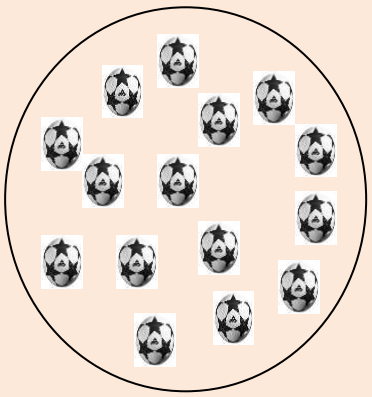
3. Draw a set of three oranges.

4. Name the set given below;

   K = {Anna, Liz, Anita, Lucy}

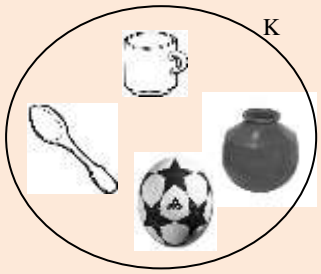
5. If B = { }. How many members are in set B?

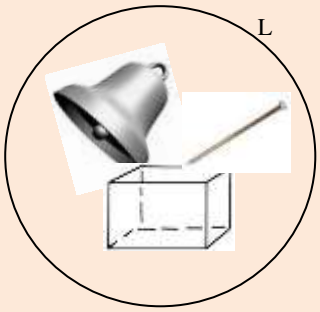
6. Given that set below is Q



How many groups of threes are in set Q above?

7. Study the sets below and answer questions that follow.





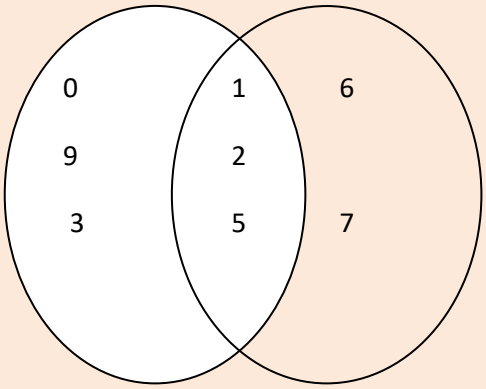
a) Which set has more members?

b) Which set has less members?

c) How many members are in Set K?

d) How many members are in set L?

8. Study the venn diagram and answer questions that follow.



Find:

a. ZnY =

b. ZuY=

c. n(Z)=

d. n(Y) =

THEME FOUR

ENVIRONMENT AND WEATHER IN OUR SUB COUNTY

Lesson Three

Number facts sequences

Even numbers

They leave no remainders when divided by 2. Zero is an even number and it is the first even number.

e.g

$0 \div 2 = 0$

$\therefore$ 0 is an even number.

0, 2, 4, 6, 8, 10, ……

Activity:

Understanding Mathematics book 3 page 40 and book 4 pages 42 to 44.

Primary mathematics for Uganda book 3 page 80

Photocopied work from Mk book 4 page 58 to 63 and Primary school Mathematics book 4 page 5

Lesson Four

Odd numbers

Numbers that cannot be exactly divided by 2 are odd numbers. The first odd number is one.

E.G

$3 \div 2 = 1$ reminder 1

$\therefore$ 3 is an odd number.

Odd numbers less than 13.

1’3, 5, 7,9’ 11, ……

Understanding Mathematics book 3 page 40 and book 4 pages 42 to 44

Primary mathematics for Uganda book 3 page 80

Photocopied work from Mk book 4 page 58 to 63 and Primary school Mathematics book 4 page 5

Lesson Five

Prime numbers

These are numbers that have two factors, One and itself.

e.g $1 \times 2 = 2$, $1 \times 3 = 3$

$\therefore$ 2 and 3 are prime numbers.

Prime numbers include;

2, 3, 5, 7, 11, 13, 17, ……..

Photocopied work

Counting numbers

They are numbers we use to count. They are also called Natural numbers. Natural numbers include;

1, 2, 3, 4, 5, 6, 7, 8, 9, …….

Whole numbers

These are like counting numbers but they begin with zero. The following is a list of whole numbers.

0, 1, 2, 3, 4, 5, 6, 7, 8, …….

Activity :

Photocopied work

Lesson Six

Workout missing numbers using the four rules of numbers

The number pattern tend to follow a certain sequence numbers,

0, 2, 4, 6, 8, …….

The next number was got by adding.

Begin from 0.

0 + 2 = 2

2 + 2 = 4

4 + 2 = 6

6 + 2 = 8

8 + 2 = 10

10 + 2 = 12

∴ 0, 2, 4, 6, 8, 10, 12, 14.

12, 10, 8, 6, __, __

Keep on subtracting 2.

12 – 2 = 10

10 – 2 = 8

8 – 2 = 6

6 – 2 = 4

4 – 2 = 2

∴ 12, 10, 8, 6, 4, 2, ___

Activity:

Mk book 3 page 87

Understanding Mathematics book 4 pages 38 to 39

Division and multiplication will be handled in the same way

Activity:.

Mk book 3 page 81

Lesson Seven

Multiple of natural numbers

These are products of a given table.

M_2 = 2, 4, 6, 8, ____, _____

M_3 = 3, 6, 9, 12, ___

Factors of Numbers

Factors are numbers which are multiplied to give us a product (multiple).

1 x 2 = 2 -1 and 2 are factors of 2.

2 x 3 = 6 -2 and 3 are factors of 6.

Activity:

Photocopied work from Mk book 4 pages 64, 65, 66 and 73

WEEK EIGHT

Lesson one

Magic squares

Each row, columns and diagonal add up to the same number which we call a magic number.

6 + 1 + 8

6	a	2
1	b	c
8	d	e

b + 8 + 2 = 15

b + 10 = 15.

b + 10 – 10 = 15 – 10

b = 5

c + 1 + 5 = 15

c + 6 = 15

c + 6 – 6 = 15 - 6

c = 9

Activity

Primary school Maths page 110

Mk Maths book 3 page 87

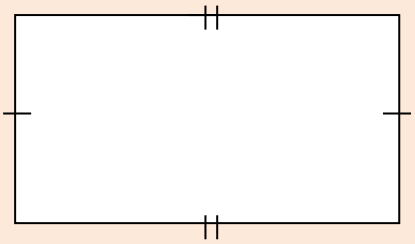
THEME FIVE AND SIX

LIVINGTHINGS; ANIMALS AND PLANTS IN OUR ENVIRONMENT

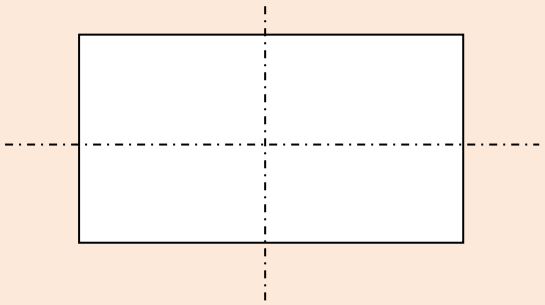
GEOMETRY

Lesson one Week one

Rectangle



1. A rectangle has four sides.
2. The two opposite sides of a rectangle are equal.
3. A rectangle has 2 lines of symmetry.

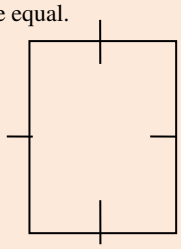


Activity

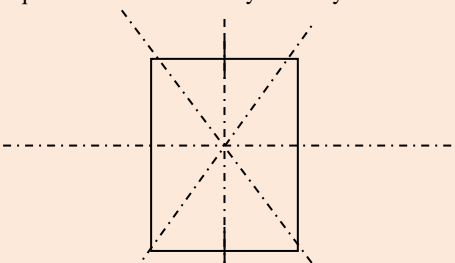
Lesson one Week two

Square

1. A square has 4 sides.
2. All the sides are equal.

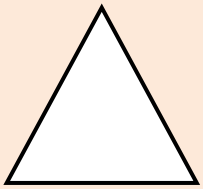


3. A square has four lines of symmentry.



Lesson one Week three

Triangle



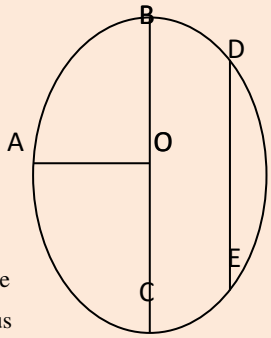
A triangle has three sides.

A triangle has three vertices.

Lesson one WEEK FOUR and FIVE

Circle

A circle has the following.



O = Centre

AO = Radius

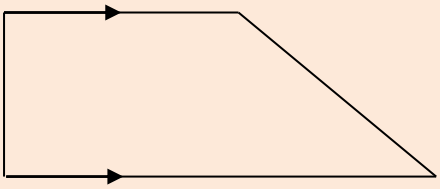
BC = Diameter

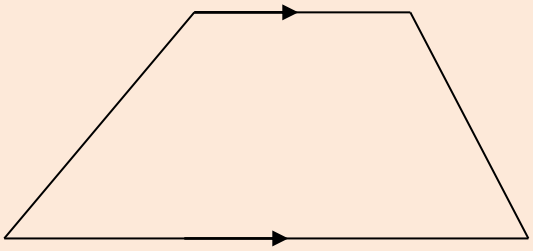
DE = Chord

ABCED = Circumference

Lesson one Week Six

TRAPEZIUM





A trapezium has two lines which are parallel to each other.

GREENHILL ACADEMY

SECOND TERM LESSON

NOTES

FOR

MATHEMATICS

TOPIC BREAKDOWN

THEME: SEVEN, MANAGING RESOURCES IN OUR ENVIRONMENT

Fractions

- Definition
- Names and parts of fractions
- Types of fractions

a) Proper

b) Improper

c) Mixed fractions

Writing fractions in words and vice versa.

- Finding the shaded and unshaded fractions.
- Equivalent fractions
- Addition of fractions
- Subtraction of fractions
- Multiplication of fractions

THEME: EIGHT; KEEPING PEACE IN OUR SUB-COUNTRY / DIVISION

Measures

-Time

- Months, weeks and days
- Telling time by hours, half an hour, a quarter past and quarter to.
- Minutes past and to.
- Changing hours to minutes and vice versa.
- Adding hours and minutes
- Changing days to week s and vice versa.
- Adding days and weeks.
- Subtracting days and weeks.
- Duration.

THEME NINE; CULTURE AND GENDER

Graphs

- Pictographs – Using pictures to show information.



Stands for 10 books

1 book stands for 10 books.

- Bar graphs / column

THEME TEN; OUR HEALTH

Measures

Money

- Background
- Conversion of units
- Addition of money
- Word sums
- Subtraction of money
- Multiplication of money

- Division of money
- Shopping

Geometry

Simple planes

- Kite
- Cone
- Cylinder
- Rhombus
- Parallelogram
- Semi-circle

THEME SEVEN; MANAGING RESOURCES

Fractions

A fraction is a part of a whole.

The whole is always cut or divided into equal parts.

Names and parts of a fraction.

- Numerator top number
- Denominator bottom number.
- A whole number.

Ref:

1. **Primary MTC bk 3.**
2. **Primary School Maths bk 3.**

Types of fractions

Proper fractions:- These are fractions that have their top number smaller that the bottom number.

e.g $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{63}{89}$

Improper fractions

These are fractions that have top number bigger than the bottom number.

e.g

$\frac{4}{3}$, $\frac{83}{12}$, $\frac{15}{2}$

Mixed fractions

These are fractions that have both whole numbers and fractions.

e.g

$$2\frac{1}{4}, 3\frac{2}{5}, 4\frac{1}{3}$$

Ref: **1.** **Tr's Collections**

2. **National Primary School Curriculum for Uganda.**

Writing fractions in words

$\frac{1}{2}$ - a half

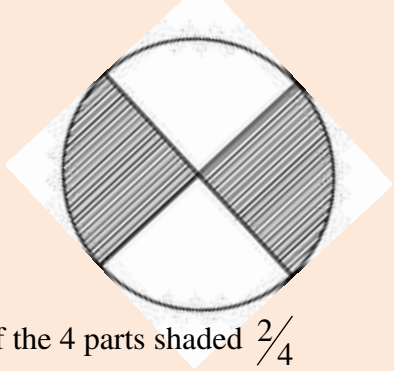
$\frac{1}{5}$ - One fifth or a fifth

Writing word fractions in figures

1) Three seventh = $\frac{3}{7}$

2) Four ninths = $\frac{4}{9}$

Shaded and unshaded fractions



2 of the 4 parts shaded $\frac{2}{4}$

2 of the 4 parts unshaded $\frac{2}{4}$

Drawing and shading given fractions

$\frac{2}{5}$



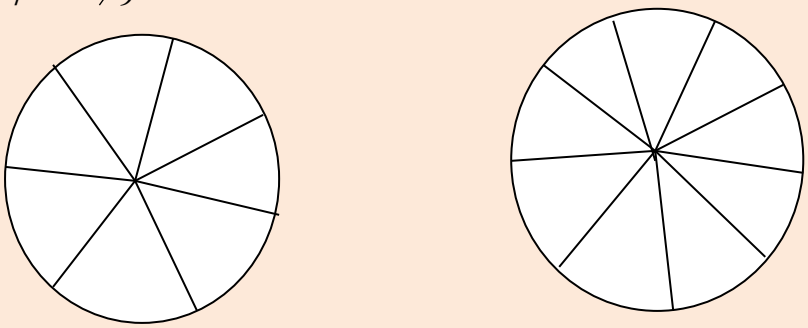
Ref:

1. **Understanding MTC Bk 3 pg 46 – 49.**

2. MK Primary Mathematics 2000 Bk 3 page 97 – 98.

Comparing fractions

$\frac{1}{7}$ and $\frac{1}{9}$



$\frac{1}{7}$ is greater than $\frac{1}{9}$.

Which is smaller

$\frac{1}{8}$ $\frac{1}{10}$



$\frac{1}{10}$ is smaller than an eighths ($\frac{1}{8}$)

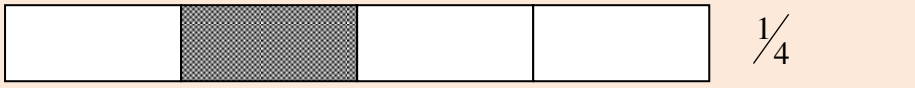
Ref:

1. Understanding Mathematics Bk 3 pag 50-51.

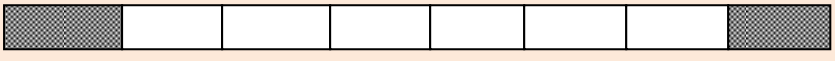
2. Primary Mathematics Bk 3 Pg 99.

Equivalent fractions

These are fractions which give the same number.



$\frac{1}{4}$



$\frac{2}{8}$

Ref:

1. **Understanding MTC Bk 3 pg 54.**
2. **Primary School MTC Bk 3.**

Addition of fractions

$$\frac{1}{2} + \frac{1}{2} = \frac{1+1}{2} = \frac{2}{2} = 1$$

Ref:

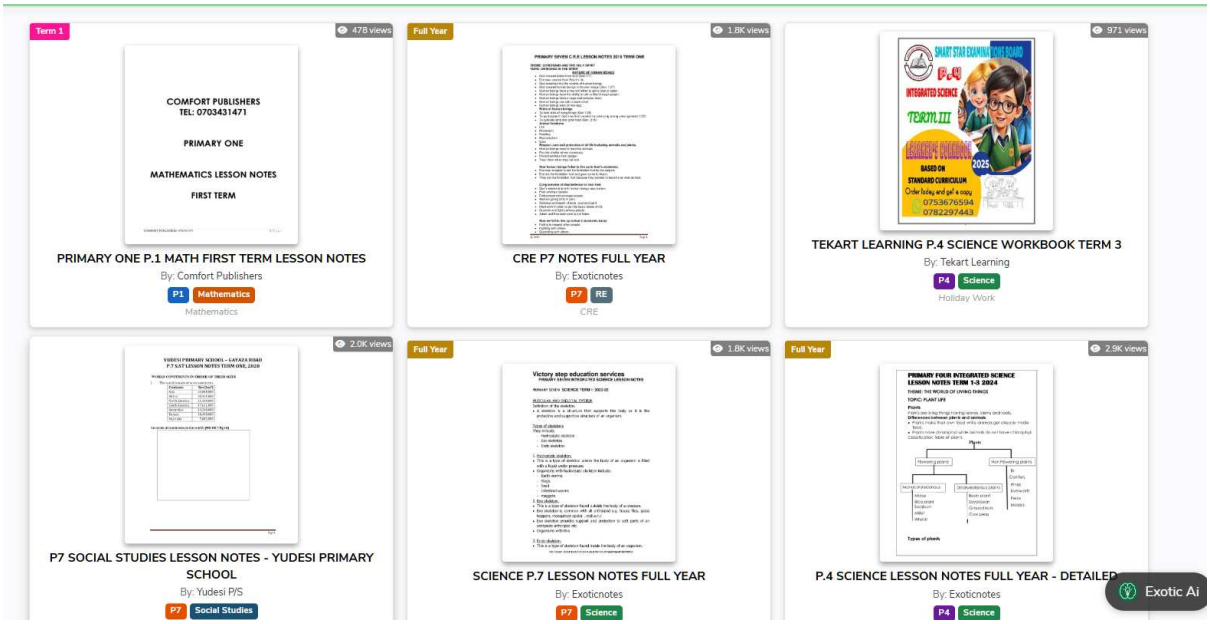
1. **Understanding MTC Bk 3 pg 52.**
2. **MK Bk 3 pg 101 – 104.**

Subtraction of fractions

1. $\frac{3}{4} - \frac{1}{4} = \frac{3-1}{4} = \frac{2}{4}$



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