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	**The learner;** Identifies types of fraction Changes mixed fractions to improper Changes improper fraction to mixed.	**The learner;**	**Converting fractions** **Mixed to improper** Examples **Change $4\frac{2}{3}$ to an improper fraction** $4\frac{2}{3}$ $\frac{(DxW)+N}{D}$ $\frac{(3x4)+2}{3}$ $\frac{12+2}{3}$ $\frac{14}{3}$ **Improper to mixed** **Example** Write $\frac{27}{4}$ as a mixed number 4 | 27 → 0 6 0x4= -0 27 6x4= -24 3 $6\frac{3}{4}$ 4 x 0 = 0 4 x 1 = 4 4 x 2 = 8 4 x 3 = 13 4 x 4 = 16 4 x 5 = 20	-Guided discussion - Observation	- Effective communication - Problem solving	- Describing - Grouping items - Doing written exercise	- Chalk board illustration	MK book 5 page 116

1	**2**	**Numeracy**	**Fractions**	**Equivalent fraction**	**The learner;** Describes what an equivalent fraction is. States the equivalent fractions of any given fraction	**The learner;** Reads, pronounces and spells the fraction	**Equivalent fractions** **Note** - Equivalent fractions are two or more fractions with the same value. - To get an equivalent fraction multiply both the top and bottom number by the same counting number **Example** 1. Write the first five equivalent fractions of $\frac{3}{4}$ $\frac{3}{4} = \frac{3x2}{4x2}, \frac{3x3}{4x3}, \frac{3x4}{4x4}, \frac{3x5}{4x5}, \frac{3x6}{4x6}$ $\frac{6}{8}, \frac{9}{12}, \frac{12}{16}, \frac{15}{20}, \frac{18}{24}, ____$	- Guided discovery - Guided discussion - Observation	- Problem solving - Critical thinking	- Descry the word equivalent fraction - Stating fractions	- Chalk board illustration	- MK book 5 page 117 – 118
1	**3**			**reducing fractions**	**The learner;** Describes what reducing a fraction is. States the steps followed when reducing fractions reducing any given fraction	**The learner;**	**Reducing fractions** **Examples** **Reduce the following fractions** $\frac{12}{24}$ 2 | 12 — 2 | 6 — 3 | 3 — 1 2 | 24 — 2 | 12 — 2 | 6 — 3 | 3 — 1 $\frac{2 \times 2 \times 3}{2 \times 2 \times 2 \times 3}$ $\frac{1 \times 1 \times 1}{1 \times 1 \times 2 \times 1}$ $\frac{1}{2}$	- Question and answer technique	- Effective communication - Problem solving	- Descry - Stating - Reducing to the lowest terms	- Chalk board illustration	- MK pupils' book 5 page 117 – 118
1	**4**	**Numeracy**	**Fractions**	**Ordering fractions**	**The learner;** States the LCM of the fraction Gets the value of each fraction Compares fractions using symbols	**The learner;**	**Ordering fractions** **Examples** **Arrange** $\frac{3}{8}, \frac{7}{12}$ and $\frac{5}{8}$ in descending order 2 | 8 | 12 | 8 — 2 | 4 | 6 | 4 — 2 | 2 | 3 | 2 — 3 | 1 | 3 | 1 — 1 1 1 1 **(2 x 2) x (2 x3)** **4 6** **= 24** $\frac{3}{8}$ **x 24 = 3 x 3 = 9** **1**	- Guided discussion - Guided discovery - Observation	- Effective communication - Problem solving	- Descry words - Arranging fractions - Doing w written exercise	- Chalk board illustration	-

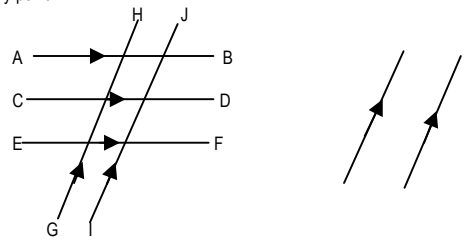
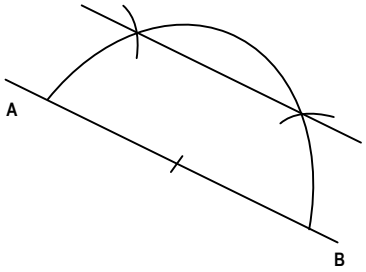
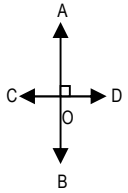
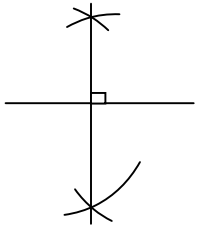
							$\frac{7}{\cancel{12}_{1}} \times \cancel{24}^{2} = 7 \times 2 = 14$ $\frac{5}{\cancel{8}_{1}} \times \cancel{24}^{2} = 5 \times 3 = 15$ **9, 14, 15** $\frac{3}{8}, \frac{7}{12}, \frac{5}{8}$					
1	**5**			**Addition of fractions**	**The learner;** States the LCM of the denominators Addes the fractions	**The learner;**	**Additions of fractions** **Examples** Add: $1\frac{1}{2} + 3\frac{1}{4} + \frac{5}{6}$ $= \frac{3}{2} + \frac{13}{4} + \frac{5}{6}$ $\frac{(6x3)+(3x13)+(2x5)}{12}$ $\frac{18+39+10}{12}$ $= \frac{67}{12} = 5\frac{7}{12}$ 2 | 2 | 4 | 6 2 | 1 | 2 | 3 3 | 1 | 1 | 3 | 1 | 1 | 1 (2 x 2) x 3 4 x 3 = 12	- Observation - Guided discovery	- Effective communication - Problem solving	- Stating the LCM - Adding the fractions	- Chalk board illustration	- MK pupils book 5 page 121-125
2	**1**	**Numeracy**	**Fractions**	**Subtraction of fractions**	**The learner;** States the LCM of denominators Subtracts fraction with different denominators	**The learner;**	**Subtraction of fractions** **Examples** Subtract : $5\frac{1}{4} - 2\frac{1}{2}$ $5\frac{+1}{x4} - 2\frac{+1}{+2}$ $\frac{(4 x) + 1}{4} - \frac{(2 x 2) + 1}{2}$ $\frac{20 + 1}{4} - \frac{4 + 1}{2}$ $\frac{21}{4} - \frac{5}{2}$ LCD = 4 $\frac{21 - 10}{4}$ $= \frac{\cancel{11}^{2r3}}{4}$	- Observation - Guided discovery	- Effective communication - Problem solving	- Stating the LCM - Adding the fractions	- Chalk board illustration	- MK pupils book 5 page 121-125

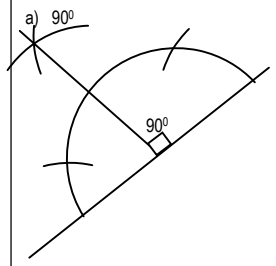
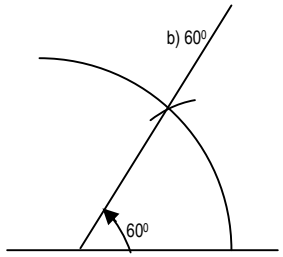
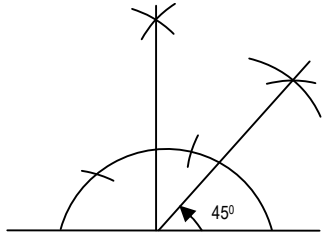
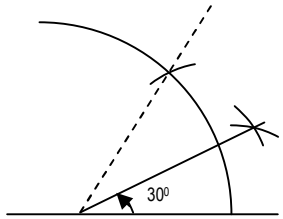
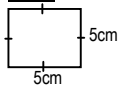
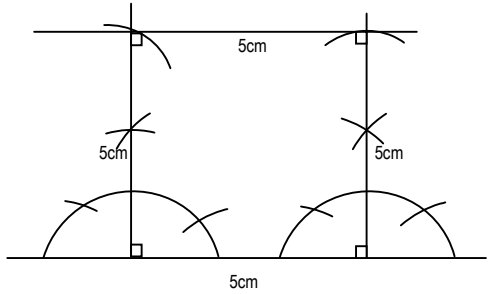
							$= 2\frac{3}{4}$					
2	**2**			**Mixed operation on addition and subtraction**	**The learner;** Identifies various operations Re-arranging the operations following BODMAS	**The learner;**	**Mixed operations** **Examples** Workout $\frac{5}{6} - \frac{5}{9} + \frac{7}{18}$ $\frac{5}{6} - \frac{7}{18} - \frac{5}{9}$ $\frac{(3x5) + (1x7) - (2x5)}{18}$ $\frac{15 + 7 - 10}{18}$ $\frac{22 - 10}{18}$ $\frac{12}{18}$ 2 | 6 | 18 | 9 3 | 3 | 9 | 9 3 | 1 | 3 | 3 1 | 1 | 1 (2 x 3) x 3 6 x 3 = 18	- Guided discussion - Observation	- Effective communication - Problem solving	- Identifying - Re-arranging	- Identifying - Re-arranging	- MK book 5 page 128 – 129
2	**3**	**Numeracy**	**Fractions**	**Multiplication of fractions**	**The learner;** Multiplies top and bottom numbers directly. Reduces the fractions where necessary	**The learner;**	**Multiplication of a fraction** **Examples** Multiply: $2\frac{1}{3}$ of 27 $2\frac{+1}{x3}$ x 27 $\frac{(3x2) + 1}{3}$ x 27 $\frac{6 + 1}{3}$ x 27 $\frac{7}{\cancel{3}}$ x $\cancel{27}$ **9** 7 x 9 = 63	- Observation - Question and answer technique	- Critical thinking - Problem solving	- Multiplying - Reducing	- Counters	-
2	**4**			**Find the reciprocal of fractions**	**The learner;** Explains the meaning of reciprocal States the formula for reciprocal	**The learner;**	**Finding the reciprocal of fractions** **Examples** Find the reciprocal of $1\frac{1}{2}$	- Explanation - Brain storming	- Effective communication	- Explain - Stating - Findi	- Chalk board illustration	- MK book 5

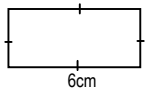
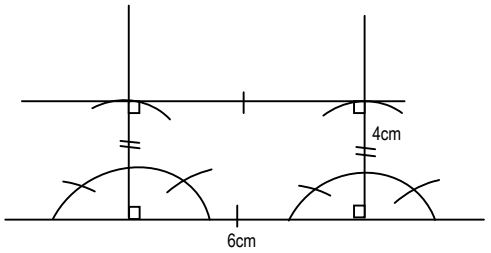
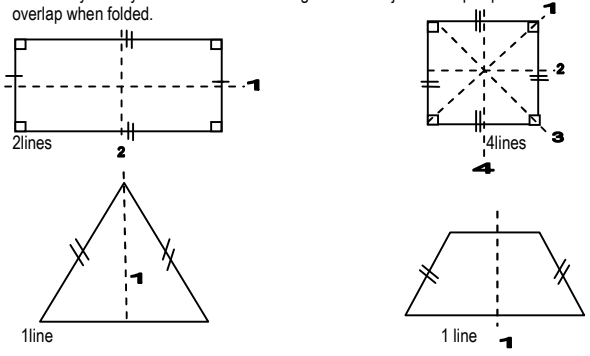
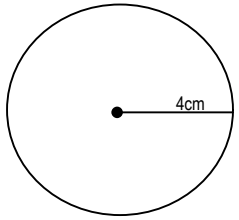
					Finds the reciprocal		1 ÷ Given Number. $1 \div 1\frac{1}{2}$ $1 \div \frac{3}{2}$ $\frac{1}{1} \times \frac{2}{3}$ $= \frac{2}{3}$ $\frac{3}{4}$ $1 \div \frac{3}{4}$ $1 \times \frac{4}{3}$ $= \frac{4}{3}$					
2	**5**	**Numeracy**	**Fractions**	**Division of fractions**	**The learner;** Gets the reciprocal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

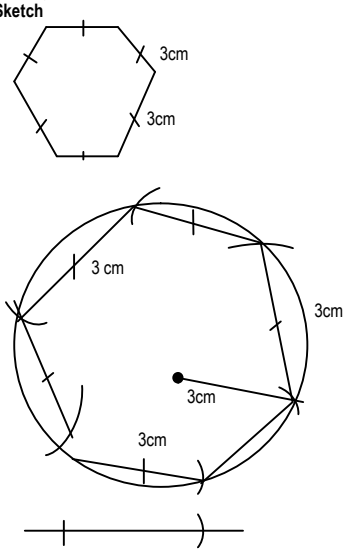
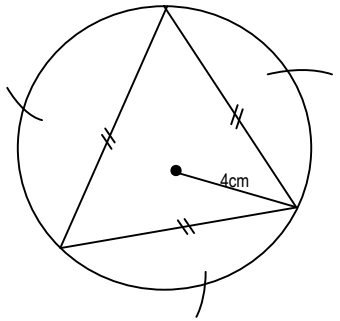
3	**1**			**Changing common fractions to decimals**	**The learner;** Defines the word decimal States the number of decimal places Changes a fraction to decimal	**The learner;**	**Changing common fractions to decimals** **Examples** Change $\frac{2}{10}$ to a decimal fraction $10\overline{)2}^{0.2}$ - $0 \times 10 = \frac{0}{20}$ $2 \times 10 = \frac{20}{00}$ Therefore $\frac{2}{10} = 0.2$ 10 x ⓪ = 0 10 x 1 = 10 10 x ② = 20 10 x 3 = 30 10 x 4 = 40	- Guided discussion - Observation	- Effective communication	- Defining the word - Stating - Changing a fraction to decimal	- Use of chalk board illustration	- MK pupils' book 5 page 141 – 143
3	**2**	**Numeracy**	**Fractions**	**Changing decimals to common fractions**	**The learner;** Identifies the number of decimals Changes from decimal to a common fraction	**The learner;**	**Changing decimal to a common fraction** **Example** Change 0.5 to a common fraction $\frac{5}{10}$ $\frac{5}{2x5}$ $\frac{1}{2 x1}$ $\frac{1}{2}$ 5 | 5 / 1 2 | 10 / 5 | 5 / 1	- Explanation - Question and answer	- Critical thinking - Problem solving	- Identifying the number of decimals - Changes from decimal to a common fraction	- Chalk board illustration	- MK pupils' book 5 page 141 – 143.
3	**2**			**ordering decimals using symbols >, < or =**	**The learner;** Draws a number line Shows the decimals on a number line states the order of decimals on the number line Compares decimals basing on a number line	**The learner;**	**Ordering decimals using symbols >, < or =** **Note** On a number line. Any decimal to the right is bigger than that on its left. **See in the lesson notes**	- Observation - Demonstration	- Effective communication	- Drawing lines - Doing a written exercise	- Use of a chart showing a number line	-
3	**4**	**Numeracy**	**Fractions**	**Ordering decimals**	**The learner;** Changes the decimals to common fractions Finds the LCM of denominator Gets the value of a fraction Arranges the	**The learner;**	**Ordering fractions** **Examples** Arrange 0.1, 1.1 and 0.11 in order from the smallest 0.1 , 1.1, 0.11 $\frac{1}{10}$ $\frac{11}{10}$ $\frac{11}{100}$	- Guided discussion - Brain storming	- Problem solving - Effective communication	- Find LCM of the denominator - Arranging the fraction	- Chalk board illustration	- MK pupils' book 5 page 146 – 148

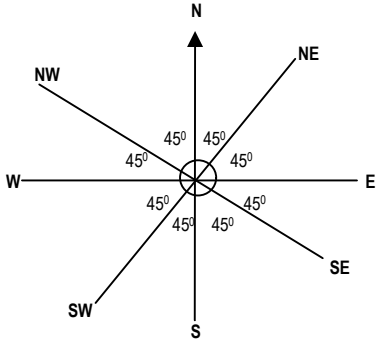
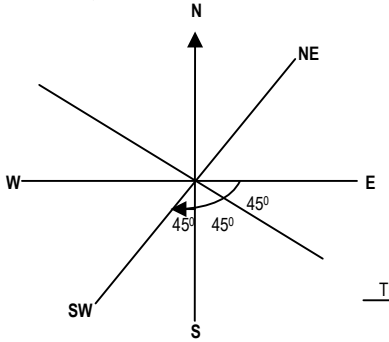
					fractions in the given order		2 | 10 | 10 | 100 2 | 5 | 5 | 50 (2 x 2) x (5 x 5) 5 | 5 | 5 | 25 4 x 25 5 | 1 | 1 | 5 = 100 1 | 1 | 1 $\frac{1}{10}$ x 100 = 1 x10 = 10 (1) $\frac{1}{10}$ x 100 = 11 x10 = 110 (3) $\frac{1}{100}$ x 100 = 11 x 1 = 11 (2) 0.1, 0.11, 1.1					
3	**5**	**Numeracy**	**Fractions**	**Addition of decimal fractions**	**The learner;** Identifies the number of places Arranges decimals vertically according to their place value order	**The learner;**	**Addition of decimal fractions** **Examples** Add: 14 .9 + 8 .02 14 . 90 + 8 . 02 22 . 92 44 . 2 + 0 . 01 44 . 20 + 00 . 01 44 . 21	-	-	-	-	-
4	**1**			**Subtraction of decimal fractions**	**The learner;** Identifies the number of places Arranges decimals vertically according to their place value order	**The learner;**	**Subtraction of decimal fractions** **Examples** Subtract : 2 – 0.1 1 2. 10 - 0 . 1 1 . 9 Workout 605 .3 - 14 .8 590 .5	- Brain storming - Question and answer technique	- Problem solving - Effective communication	- Arranging vertically - Re-grouping	- Chalk board illustration	- Understanding Maths book 5 page 131
4	**2**		**Geometry**	**parallel lines**	**The learner'** Identifies parallel lines Draws parallel lines		**Identifying parallel lines** A line is a set of points extending in both directions without end. ⟷	- Demonstration - Guided discovery	-	- Drawing - Answering questions	- Pair of compasses	-

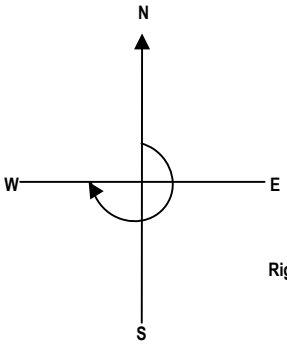
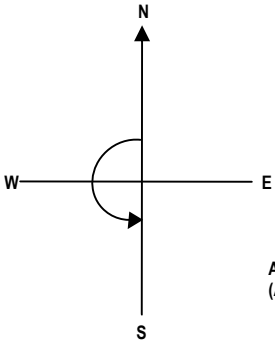
							Parallel lines are those which do not meet because they have the same distance apart at every point.  AB is parallel to CD, CD is parallel to EF, GH is parallel to IJ				
4	**3**		**Geometry**	**Constructing parallel**	**The learner;** Identifies the steps taken when constructing parallel lines. Uses a compass to construct parallel lines	**The leaner;** Spells, read and write words like -Construction -Parallel -Lines	**Constructing parallel lines** Draw line AB and mark point P, through which the line parallel to AB will pass.  	- Demonstration - Guided discovery	-	- Drawing - Answering questions	- Pair of compasses	-
4	**4**		**Geometry**	**Constructing perpendicular bisectors**	**The learner;** States the steps followed when dealing with perpendicular bisectors. Identifies the meaning of perpendicular bisectors	**The learner;** Reads, spells and writes new words -Perpendicular -Bisect -Bisector	**Perpendicular lines** These are any two lines which form a right angle (90^0) when they meet.  **AB is perpendicular to CD.** Constructing a perpendicular bisector 	- Demonstration - Guided discovery	-	- Drawing - Answering questions	- Pair of compasses	-

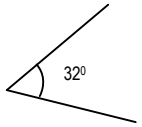
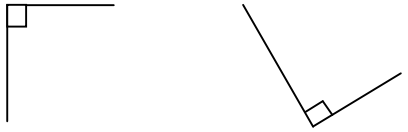
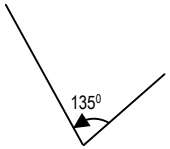
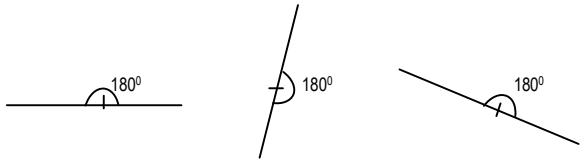
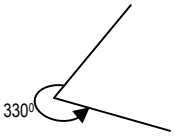
4	**5**			**Constructing angles 90^0, 60^0, 120^0**			**Constructing angles** a) 90^0  b) 60^0  c) 120^0	- Demonstration - Guided discovery	-	- Drawing - Answering questions	- Pair of compasses	-
5	**1**	**Geometry**	**Geometry**	**Bisecting angles 90^0, 60^0**	**The learner;** Identifies the meaning of bisecting Bisects angles using a pair of compasses	**The learner;** Spells, pronounces, reads and writes the new words -Bisect -Construct -Compass point Join	**Bisection 90^0 to get 45^0**  **Bisection 60^0 to get 30^0**  	- Demonstration - Guided discovery	-	- Drawing angles - Constructing angles - Bisecting angles	- Pair of compasses - Rulers	-
5	**2**			**Constructing a square**	**The learner;** Interprets the questions and draws a sketch Constructs a square correctly	**The learner;**	**Constructing a square** **Example** Using a pair of compasses, ruler and a pencil only construct a square of side = 5cm Sketch   b) Find its area A = S x S A = 5cm x 5cm A = 25cm²	- Demonstration - Guided discovery	-	- Drawing angles - Constructing angles - Bisecting angles	- Pair of compasses - Rulers	-

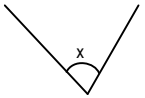
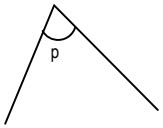
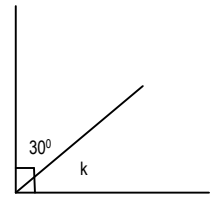
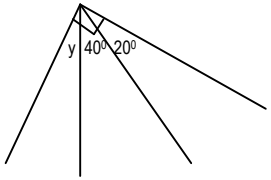
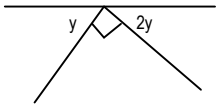
5	**3**	**Geometry**		**Constructing a rectangle**	**The learner;** Interprets the question and draw the sketch correctly. Constructs angles of 90^0 correctly. Constructs a rectangle as shown in the sketch.	**The learner;** Reads, writes and uses the new words correctly -arc -construct -join -compass point	**Construction of a rectangle** **Examples** Using a pair of compasses, ruler and a pencil, construct a rectangle of length – 6cm ad w = 4cm Sketch   b) Find its area A = L x W A = 6c, x 4cm 6cm x 4cm A = $24cm^2$ Find the perimeter P = Add all sides P = (6 + 4+ 6 + 4) cm P = 20cm	- Demonstration - Guided discovery	-	- Drawing - Constructing a rectangle	- A pair of compasses - A pair of dividers	-
5	**4**	**Geometry**	**Lines of folding symmetry**		**The learner;** Draws flash shapes correctly Shows and counts the lines of folding symmetry	**The leaner;** Spells, pronounces, reads and writes new words -line -symmetry -folding	**Lines of folding symmetry** A line of symmetry is a line that divides a figure or an object into equal parts which do not overlap when folded.  Plus others	-	-	- Drawing shapes - Drawing lines of symmetry	- A pair of compasses - A pair of dividers	-
5	**5**	**Geometry**	**Constructing a circle**		**The learner;** Identifies the meaning of the words -circumference -diameter -radius	**The learner;** Spells, pronounces, reads and writes the new words -circle -radii -radius -diameter -centre -circumference	**Constructing a circle** A circle is any circular / round shape. **Examples** Use a pair of compasses to construct a circle of radius : 4cm  	- Demonstration - Guided discovery	-	- Drawing circles - Measuring radii	- Compass rulers	-

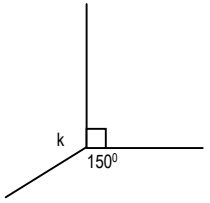
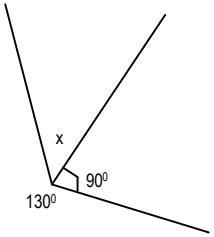
6	**1**		**Constructing a hexagon**		**The learner;** Draws the sketch of a hexagon Measures the radii correctly Constructs hexagons correctly	**The learner;** Spells, pronouncs, reads and writes the new words the new words -Hexagon -arcs -join	**<u>Constructing a regular Hexagon</u>** A hexagon has six sides **Sketch** 	Demonstration Guided discovery - -	-	Constructing hexagons Measuring lines - -	Compass Rulers - -	-
6	**2**	**Geometry**	**Constructing an equilateral triangle**		**The learner;** Draws a sketch of a triangle Constructs a triangle in a circle correctly	**The learner;**	**<u>Constructing a triangle</u>** Using a pair of compasses, a ruler and a pencil, Construct an equilateral triangle in a circle of radius 4cm.  Construct an equilateral triangle in a circle of radius 3.5cm. - Measure the sides of a triangle. -Find its perimeter	Demonstration Guided discovery - -	-	Constructing circular Drawing - -	Pair of compasses Rulers - -	-

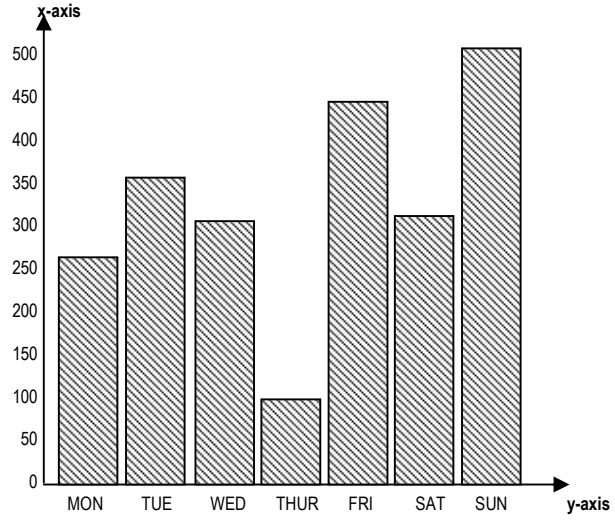
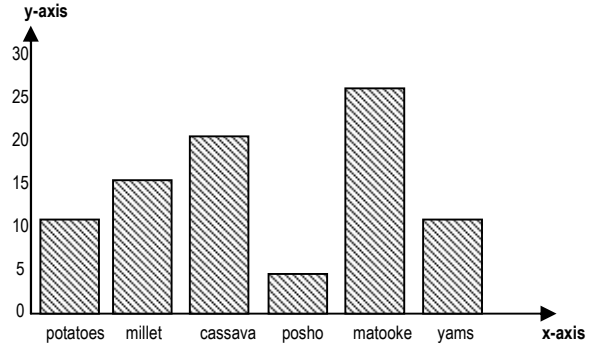
6	**3**		**Rotation and revolution angles**		**The learner;** Pronounces and writes the words Defines rotation and revolution	**The learner;** Pronounces, writes and reads the new words -rotation -rotate -revolution	**Rotation and revolution** An angle is the amount of turning or opening. A rotation / revolution is a complete turn from a point and back. **Facts** 1 revolution = 4 right angles. = 4 x 90^0 = **360^0** Half revolution = $\frac{1}{\cancel{2}}$ x ~~360~~ ^{0}= **180^0.** Quarter revolution $\frac{1}{\cancel{4}}$ x ~~360~~ = **90^0** Three quarter turn = $\frac{3}{\cancel{4}}$ x ~~360~~ **90** = **270^0** **3 x 90^0** **= 270^0**	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**		**The learner;** Names the cardinal points of a compass. Draws a compass direction Indicates the angles on a compass directions. Finds the angles between points of q compass direction	**The learner;** Reads, pronounces, writes and spells the words -compass direction -turn -sub division	**Angles on a compass direction** A compass direction has 8 sub divisions / directions. In between each is 45^0.  **Example** What is the smaller angle between East and SW.  **45^0** **+ 45^0** **45^0** **135^0** The angle is 135^0	Demonstration Guided discovery - -	-	Drawing a compass direction Calculating angles - -	Compass direction -	-

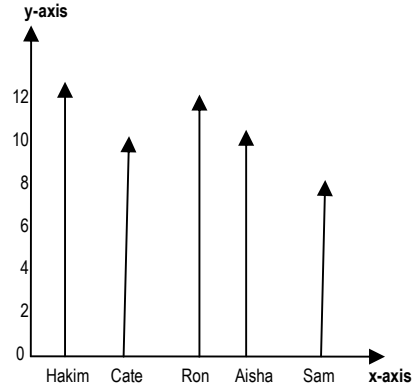
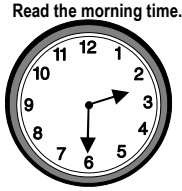
6	**5**		**Clockwise and ant clockwise direction**		**The learner;** Defines clock wise and anticlockwise Draws a compass direction showing clockwise and anticlockwise	**The learner;** Reads, pronounces, writes and spells the words -compass direction -clock wise -anti clock wise	**<u>Clockwise and anti-clockwise</u>** **Clockwise** is the right hand turn.  **Right hand turn or (Clockwise)** **Anti-clockwise is the left hand turn**  **Anticlockwise (left hand)** **(Anticlockwise)** **Examples**	-	-	- Making turns - Drawing compass direction	-	-

7	**1**	**Geometry**	**Types of angles**		**The learner;** Defines the types of angles, acute, right, obtuse, reflex State examples of the different types of angles	**The learner;** Spells, reads, pronunces and writes the words - angle -right angle -acute -straight line -reflex -obtuse	**Types of angles** <u>Acute angle</u> Angles that are less than 90^0.  <u>Right angle</u> These are angles that add up to 90^0.  <u>Obtuse angle</u> These are angles greater that 90^0 but less than 180^0 i.e. 91 – 179.  <u>Straight lines angles</u> Angles that add up to 180^0  <u>Reflex angles</u> Angles greater than 180^0 but less than 360^0 i.e. $181^0 – 350^0$.  	- Guided discovery - Guided discussion	-	- Drawing angles - Answering questions	- A chart showing types of angles	-

7	**2**	**Geometry**	**Measuring angles**		**The learner;** Identifies the parts of a protractor Uses a protractor to measure drawn angles correctly.	**The learner;** Spells, reads, pronounces the new words -Protractor -Angle	**Measuring and drawing angles** We use a protractor to measure angles. It has two scales Inner scale and outer scale Examples : Measure the following angles   x=_____ p=_____ Finding unknown angles (Right angle)	Demonstration Guided discovery - -	-	Measuring angles -	A protractor -	-
7	**3**		**Finding unknown angles**		**The learner;** Defines complementary angles. Finds the unknown angles from complementary and supplementary angles	**The learner;** Spells, reads, pronounces and writes the new words -collect like terms -solving -unknown -complementary -supplementary	**Find the following angles**  $k+30^0=90^0$ $k+30^0-30=90^0-30^0$ $k+0 = 60^0$ $k= 60^0$  $y + 40^0 + 20^0 = 90^0$ $y + 60^0 = 90^0$ $y + 60^0 – 60^0 = 90^0 = - 60^0$ $y + 0^0 = 30^0$ $y = 30^0$ **Straight line angles** Find the missing angle  $2y + y + 90^0 = 180^0$ $3y + 90^0 = 180^0$ $3y + 90^0 – 90^0 = 180^0 – 90^0$ $\frac{3y}{3} = \frac{90}{3}$ (30⁰)	Question and answer technique Guided discussion - -	-	Drawing Finding unknown angles - -	A chart showing straight and right angles -	-

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

8	**1**				**The learner;** Draws bar graphs correctly. Interprets bar graphs correctly Answers the questions about the graph correctly	**The leaner;** Spells, pronounces, reads and writes the new words - Bargraph -Scale -x-axis -y-axis -axis	**Interpreting bar graphs**  a) How many cars were sold on Thursday? b) Which 2 days had the same number of cars sold?	Guided discussion Guided discovery - -	-	-	A chart showing a bar graph -	-
8	**2**	**Data handling**	**Drawing bar graphs**		**The learner;** Draws tables correctly. Interprets the tables correctly Draws bar graphs correctly	**The learner;** Spells, pronounces, reads and writes the new words -table -graph -bar graph -axis	**Drawing bar graphs** The table below shows food liked by pupils in P.5 class. No. of pupils | 10 | 15 | 5 | 20 | 25 | 10 Types of food | Potatoes | Millet | Posho | Cassava | Matooke | Yams a) Draw a bar graph for the above information Y –axis = 5 pupils X-axis = 1 type of food  a) Which type of food is most popular? Matooke b) Which type of food is least popular? Posho c) How many more children like cassava than posho? Cassava = 20 Posho = 2 0 - 5 1 5 more chidlren.	Guided discovery Question and answer technique - -	-	Drawing graph Interpreting tables - -	A chart showing tables A chart showing graph - -	-

8	**3**	**Date handling**	**Interpreting a line graph**		**The learner;** Draws line graphs correctly Interprets line graphs correctly	**The learner;** Spells, pronounces, reads and writes the new words correctly -line graph -axis	**Interpreting line graphs** **Examples**  i) Name the pupils with the same age. Hakim and Ron ii) How old is Aisha? Aisha is 9 years old. iii) How old is the youngest pupil? 8 years old. iv) Calculate their average age Average : Sum of item / No. of items $\frac{12 + 10 + 12 + 9 + 8}{5}$ $\frac{51}{5}$ $10\frac{1}{5}$ **years** **Calculating the mean, mode, range and median** **Examples** Atim scored the following marks; 80%, 65%, 80%, 75% , 80% and 90% i) Find the range R = H – L 90% - 65% 25% ii) Modal score 80%	- 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**		**The learner;** Draws clock faces correctly. Tells morning time correctly Tells afternoon time correctly	**The learner;** Spells, pronouncs, reads and writes the new words -time -clock face -telling time -ante meridian -post meridian	**Telling time using am or pm** - Am mean Antemeridian - Pm means post meridian **Read the morning time.**  2:30am Half post 2'oclock in the morning **Tell the afternoon time**  6:45pm A quarter to 7o'clock in the afternoon	- Demonstration - Guided discovery	-	- Drawing clock faces - Telling time - Subtracting time	- Clock face	-

8	**5**		**Finding duration**		**The learner;** Arranges time correctly showing minutes and hours Finds duration correctly	**The learner;** Spells, pronouces, reads and writes the new words -duration ending time starting time	**Finding the duration** Duration is the length of time or time spent. **Example** Alex started walking from his home at 7:35am and reached the town at 9:10am. How long did to take him? Duration = Ending time – starting time **Hrs Min** 9 1 0 - 7 3 5 1 3 5 It took him 1 hour and 35 minutes	Question and answer Guided discussion - -	-	Subtracting time -	Clock face -	-
9	**1**	**Time**	**Distance time table**		**The learner;** Draws the travel time table correctly Interprets the distance time table correctly Answers the questions about the table correctly	**The learner;** Spells, reads, pronounces and writes the new words -time table -arrival -departure	**Interpreting distance time table** **Example** The time table shows the distance covered by a bus travelling from Masindi to Kitgum. **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 a) At what time did the bus leave Lira? At 1:00pm. b) At what time did the bus arrive at Kamudini At 11:10pm c) What is the distance between Kigumba and Lira? 1 9 1 km - 3 9 km 01 10km d) Find the time taken from Kigumba to Kamudini **Hrs Min** 11 1 0 - 10 0 0 01 1 0 1 hour and 10 minutes	Guided discovery - Question and answer technique -	-	Reading the time table -	A chart showing distance time table -	-
9	**2**	**Time**	**Finding time**		**The learner;** States the formula used to find time Finds time given, speed and distance	**The learner;**	**Finding time** • Time is how long something takes to happen or occur. • Time is a result of dividing distance by speed. Time is measured in hours, minutes and seconds **Example** A taxi travelled at a speed of 70km every hour to cover a distance of 245km. How long did it take? Time = Distance / Speed = 24km / 70km/hr 245km / 70 $3\frac{35}{70}$	Guided discussion Question and answer technique - -	-	Answering questions Dividing distance and time - -	Magic triangle D S T -	-

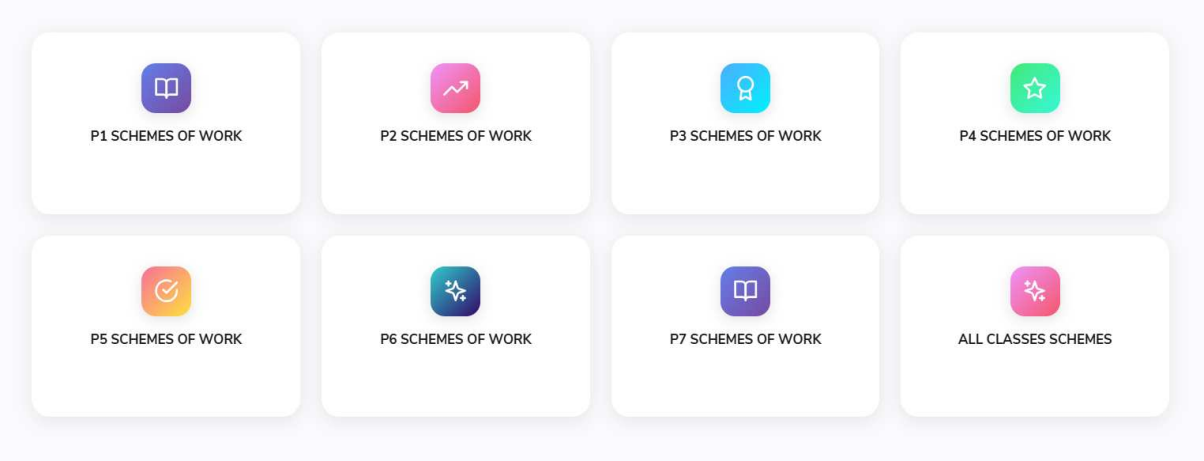
							$3\frac{1}{2}$ hrs					
9	**3**		**Finding speed**		**The learner;** States the formula for finding speed Finds speed using the given distance and time	**The leaner;**	**<u>Finding speed</u>** Speed is the rate at which something happens Speed = <u>Distance</u> Time **<u>Example</u>** The distance from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

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.

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