DOYEN PUBLISHERS
SCHEMES OF WORK TERM II 2025
GRADE 5 MATHEMATICS

Week	Lesson	Strand	Sub strand	Specific learning outcomes	Learning experiences	Key inquiry questions	Learning resources	Assessment Methods	Reflection
1	**1**	**Numbers**	**Fractions**	By the end of the lesson, the learner should be able to: • Discuss how to add two fractions with the same denominator using different methods. • Add fractions with same denominator in different situations. • Appreciate addition of fractions in different situations	In pairs, groups or as individuals, Discuss how to add two fractions with the same denominator using different methods. Learner to add fractions with same denominator in different situations	How do you add fractions with the same denominator?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 75-76	Written tests Oral questions Observation Assessment tests	
	2	**Numbers**	**Fractions**	By the end of the lesson, the learners should be able to: • Use paper cutout to explain how to subtract fractions with the same denominator	In pairs, groups or as individuals, subtract fractions with the same denominator	How do you subtract fractions with the same denominator?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 76-77	Written tests Oral questions Observation Assessment tests	

				• Subtract fractions with the same denominator in different situations • Take pleasure in subtracting fractions with the same denominator in real life	in different situations				
	3	**Numbers**	**Fractions**	By the end of the lesson, the learners should be able to: • Explain how to add fractions with one renaming • Add fractions with one renaming in different situation • Take pleasure in adding fractions with one renaming in real life	In pairs, groups or as individuals: Explain how to add fractions with one renaming Learner to add fractions with one renaming in different situation	How do you add fractions with one renaming?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 78 -79	Written tests Oral questions Observation Assessment tests	
	4	**Numbers**	**fractions**	By the end of the lesson, the learner should be able to: • Observe a demonstration by the teacher on how to subtract fractions with one renaming • Subtract fractions with one renaming in different situation • Take pleasure in subtracting fractions	In pairs, groups or as individuals Subtract fractions with one renaming in different situation	How do you add fractions with one renaming?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 80-81	Written tests Oral questions Observation Assessment tests	

				with one renaming in real life					
	5	**Numbers**	**Fractions**	By the end of the lesson, the learners should be able to: • Watch a video clip involving fractions using a digital device • Play digital games involving fractions for fun and enjoyment • Appreciate using digital devices to learn more on fractions.	In pairs, groups or as individuals Watch a video clip involving fractions using a digital device Learners to play digital games involving fractions for fun and enjoyment	Which digital game involving fractions do you know?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 81	Written tests Oral questions Observation Assessment tests	
2	**1**	**Numbers**	**Decimals**	By the end of the lesson, the learner should be able to: • Identify how to find the place value of decimals up to thousandths • Find out where decimals are used in real life • Appreciate the use of decimals in real life situations	In pairs, groups or as individuals Identify how to find the place value of decimals up to thousandths Find out where decimals are used in real life	How do you find the place value of decimals up to thousandths?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 82	Written tests Oral questions Observation Assessment tests	
	2	**Numbers**	**Decimals**	By the end of the lesson, the learner should be able to:	In pairs, groups or as individuals	Where are decimals	KICD Mathematics	Written tests	

				• Use number cards to find the place value of decimals up to thousandths • Tell the place value of decimals up to thousandths in different situation • Apply the place value of decimals in real life situations	Find the place value of decimals up to thousandths in different situation	used in real life?	Curriculum Design Mentor Mathematics Grad 5 page 82-83	Oral questions Observation Assessment tests	
	3	**Numbers**	**Decimals**	By the end of the lesson, the learners should be able to: • Discuss how to order decimals in ascending order using number cards and number lines • Order decimals from the smallest to the largest using a number line. • Enjoy ordering decimals from the smallest to the largest in different situations.	In pairs, groups or as individuals order decimals from the smallest to the largest using a number line.	What is to order decimals in ascending order?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 83-84	Written tests Oral questions Observation Assessment tests	
	4	**Numbers**	**Decimals**	By the end of the lesson, the learners should be able to: • Discuss how to order decimals in descending order using number cards and number lines • Order decimals from the largest to the	In pairs, groups or as individuals, Discuss how to order decimals in descending order using number	What is to order decimals in descending order?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 84-85	Written tests Oral questions Observation Assessment tests	

				smallest using a number line. • Enjoy ordering decimals from the largest to the smallest in different situations.	cards and number lines. Learner to order decimals from the largest to the smallest using a number line.				
	5	**Numbers**	**Decimals**	By the end of the lesson, the learners should be able to: • Explain how to add decimals in a place value chart • Add decimals in different situations • Appreciate addition of decimals in real life situations	In pairs, groups or as individuals add decimals in different situations	How do you add decimals?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 86-87	Written tests Oral questions Observation Assessment tests	
3	**1**	**Numbers**	**Decimals**	By the end of the lesson, the learner should be able to: • Discuss how to subtract decimals in a place value chart • Subtract decimals in different situations • Appreciate subtraction of decimals in real life situations	In pairs, groups or as individuals, Discuss how to subtract decimals in a place value chart. Learner to subtract decimals in different situations	How do you subtract decimals?	KICD Mathematics Curriculum Design Mentor Mathematics Grade 5 page 87-89	Written tests Oral questions Observation Assessment tests	

	2	**Numbers**	**Decimals**	By the end of the lesson, the learners should be able to: • Search for a game involving decimals using a digital device • Play a digital game involving decimals for fun and enjoyment • Appreciate use of decimals in real life situations	In pairs or as individuals, Search for a game involving decimals using a digital device. Learner to play digit games on involving numbers.	Where are decimals used in real life?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 89	Written tests Oral questions Observation Assessment tests	
	3	**Measurement**	**Length**	By the end of the lesson, the learner should be able to: • Identify kilometer as a unit of measuring length. • Approximate distance in kilometres. • Appreciate kilometer as a unit for measuring distance.	In pairs, groups or as individuals, Identify kilometer as a unit of measuring length Learner to approximate distance in kilometres	What is a kilometre?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 90	Written tests Oral questions Observation Assessment tests	
	4	**Measurement**	**Length**	By the end of the lesson, the learners should be able to: • Discuss how to measure length in kilometres. • Measure length in kilometres using a metre rule or string • Appreciate use of addition in real life	In pairs, groups, Discuss how to measure length in kilometres Learner to measure length in kilometres	How do you measure length in kilometres?	KICD Mathematics Curriculum Design Mathematics Grad 5 page 91-92	Written tests Oral questions Observation Assessment tests	

					using a metre rule or string				
	5	**Measurement**	**Length**	By the end of the lesson, the learners should be able to: • Estimate distance in kilometres • Measure the actual distance and compare with the estimated distance • Enjoy measuring and estimating distance in kilometres	In pairs, groups or as individuals measure the actual distance and compare with the estimated distance	How do you estimate distance?	KICD Mathematics Curriculum Design Mathematics Grad 5 page 92	Written tests Oral questions Observation Assessment tests	
4	**1**	**Measurement**	**Length**	By the end of the lesson, the learner should be able to: • Discuss the relationship between metres and kilometres • Show the relationship between metres and kilometres. • Appreciate the relationship between metres and kilometres	In pairs, groups or as individuals watch a video clip on the relationship between metres and kilometres Learner to show the relationship between metres and kilometres	What is the relationship between metres and kilometres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 93-94	Written tests Oral questions Observation Assessment tests	

	2	**Measurement**	**Length**	By the end of the lesson, the learners should be able to: • Identify how to convert kilometres into metres • Convert kilometres to metres in different situations • Appreciate converting kilometres to metres in real life situations	In pairs, groups or as individuals Identify how to convert kilometres into metres. Learner to convert kilometres to metres in different situations.	How do you convert kilometres to metres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 94	Written tests Oral questions Observation Assessment tests	
	3	**Measurement**	**Length**	By the end of the lesson, the learners should be able to: • Identify how to convert metres into kilometres • Convert metres into kilometres in different situations • Appreciate converting metres into kilometres in real life situations	In pairs, groups or as individuals, Identify how to convert metres into kilometres. Learner to convert metres into kilometres in different situations	How do you convert metres into kilometres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 95	Written tests Oral questions Observation Assessment tests	
	4	**Measurement**	**Length**	By the end of the lesson the learner should be able to: • Discuss how to add length in kilometres and metres • Add length in kilometres and	Learner is guided in groups to discuss how to add length in kilometres and metres.	How do you add length in kilometres and metres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 96-98	Written tests Oral questions Observation Assessment tests	

				metres in different situations • Enjoy adding length in kilometres and metres in real life situation	Learner to add length in kilometres and metres in different situations.				
	5	**Measurement**	**Length**	By the end of the lesson, the learners should be able to: • Discuss how to subtract length in kilometres and metres • Subtract length in kilometres and metres in different situations • Enjoy subtracting length in kilometres and metres in real life situation	Learner is guided in groups to discuss how to subtract length in kilometres and metres Learner to subtract length in kilometres and metres in different situations	How do you subtract length in kilometres and metres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 98-99	Written tests Oral questions Observation Assessment tests	
5	**1**	**Measurement**	**Length**	By the end of the lesson, the learners should be able to: • Explain how to multiply length in kilometres and metres • Multiply length in kilometres and metres in different situations • Enjoy multiplying length in kilometres and metres in real life situation	Learner is guided individually or in groups to multiply length in kilometres and metres in different situations	How do you multiply length in kilometres and metres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 99-100	Written tests Oral questions Observation Assessment tests	

	2	**Measurement**	**Length**	By the end of the lesson, the learners should be able to • Explain how to divide length in kilometres and metres • Divide length in kilometres and metres in different situations • Enjoy dividing length in kilometres and metres in real life situation	Learner is guided individually or in groups to divide length in kilometres and metres in different situations	How do you divide length in kilometres and metres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 101	Written tests Oral questions Observation Assessment tests	
	3	**Measurement**	**Area**	By the end of the lesson, the learners should be able to: • Identify a square centimeter (cm3) as a unit of measuring area. • Use cutouts to measure area of different items • Appreciate the square centimeter as a unit of measuring area	In pairs, groups or as individuals Identify a square centimeter (cm3) as a unit of measuring area. Use cutouts to measure area of different items	What is area?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 102-103	Written tests Oral questions Observation Assessment tests	
	4	**Measurement**	**Area- Area of a rectangle**	By the end of the lesson, the learners should be able to: • Discuss how to calculate the area of a rectangle.	In pairs, groups or as individuals discuss how to calculate the area of a rectangle.	How do you find the area of a rectangle?	KICD Mathematics Curriculum Design Mentor Mathematics	Written tests Oral questions Observation Assessment tests	

				• Calculate the area of a rectangle in different situations • Enjoy calculating the area of a rectangle in real life situations	Learner to calculate the area of a rectangle in different situations		Grad 5 page 104-105		
	5	**Measurement**	**Area- Area of a square**	By the end of the lesson the learner should be able to: • Discuss how to calculate the area of a rectangle. • Calculate the area of a square in different situations. • Enjoy calculating the area of a square in real life situations.	In pairs, groups or as individuals discuss how to calculate the area of a square. Learner to calculate the area of a square in different situations	How do you find the area of a square?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 106-107	Written tests Oral questions Observation Assessment tests	
6	**1**	**Measurement**	**Area**	By the end of the lesson the learner should be able to: • Use IT devices for learning more on calculating area and for enjoyment. • Play digital games involving area in pairs. • Appreciate calculating area in real life situations.	In pairs /in groups learners to use IT devices for learning more on calculating area and for enjoyment. Learner to play digital games involving length play math puzzles.	Where area is applied in real life situations?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 108	Written tests Oral questions Observation Assessment tests	

	2	**Measurement**	**Volume**	By the end of the lesson the learner should be able to: • Identify cubic centimeter (cm3) as a unit of measuring volume. • Demonstrate how to find the volume of a cube. • Appreciate cubic centimeter (cm3) as a unit of measuring volume.	In pairs, groups or as individuals, identify cubic centimeter (cm3) as a unit of measuring volume. Learner to demonstrate how to find the volume of a cube.	What is volume?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 109	Written tests Oral questions Observation Assessment tests	
	3	**Measurement**	**Volume**	By the end of the lesson the learner should be able to: • Watch a video clip on how to find volume. • Arrange cubes to find volume • Have fun finding volumes by arranging cubes	In pairs, groups or as individuals, Observe a video clip on how to find volume. In pairs, arrange cubes to find volume of larger cubes.	How can you find volume?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 109-110	Written tests Oral questions Observation Assessment tests	
	4	**Measurement**	**Volume**	By the end of the lesson the learner should be able to: • Explain how to find the volume of a cuboid	In pairs, groups or as individuals, Explain how to find the volume of a cuboid.	How do you find the volume of a cuboid?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 110-112	Written tests Oral questions Observation Assessment tests	

				• Calculate the volume of cuboids in different situations • Enjoy calculating volume of cuboids in real life	Learner to calculate the volume of cuboids in different situations.				
	5	**Measurement**	**Volume**	By the end of the lesson the learner should be able to: • Discuss how to find the volume of a cube. • Calculate the volume of cube in different situations. • Enjoy calculating volume of cube in real life.	In pairs, groups, Discuss how to find the volume of a cube. Learner to calculate the volume of cube in different situations.	How do you find the volume of a cube?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 113-114	Written tests Oral questions Observation Assessment tests	
7	**1**	**Measurement**	**Volume**	By the end of the lesson the learner should be able to: • Use digital devices to find more information on volume. • Play digital games involving volume for fun and enjoyment. • Appreciate solving problems involving volume.	In pairs, groups or individuals, Use digital devices to find more information on volume Learner to play digital games involving volume for fun and enjoyment	Where is volume applied in real life?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 114	Written tests Oral questions Observation Assessment tests	

	2	**Measurement**	**Capacity**	By the end of the lesson the learner should be able to: • Identify milliliter (ml) as a unit of measuring capacity. • Measure capacity in millilitres. • Appreciate millilitre as a unit of measuring capacity.	In pairs, groups or individuals identify milliliter (ml) as a unit of measuring capacity Learner to measure capacity in millilitres using a spoon or bottle tops.	Where do we use millilitres in real life?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 115-116	Written tests Oral questions Observation Assessment tests	
	3	**Measurement**	**Capacity**	By the end of the lesson the learner should be able to: • Watch a video clip on measuring capacity in millilitres using a digital device • Use small containers of different sizes to measure capacity in millilitres • Have fun measuring capacity in millilitres.	In pairs, groups or individuals use small containers of different sizes to measure capacity in millilitres	How do you measure capacity in millilitres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 116	Written tests Oral questions Observation Assessment tests	

	4	**Measurement**	**Capacity**	By the end of the lesson, the learner should be able to: • Collet small containers and estimate the capacity of each container. • Measure actual capacity of the containers • Enjoy estimating and measuring capacity in millilitres	In pairs, groups or as individuals Collet small containers and estimate the capacity of each container. Learner to measure actual capacity of the containers	How can we estimate capacity in litres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 117	Written tests Oral questions Observation Assessment tests	
	5	**Measurement**	**Capacity**	By the end of the lesson, the learners should be able to: • Identify the relationship between litres and millilitres • Demonstrate the relationship between litres and millilitres • Appreciate the relationship between litres and millilitres	In pairs, groups or as individuals identify the relationship between litres and millilitres Learner to demonstrate the relationship between litres and millilitres	What is the relationship between litres and millilitres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 117	Written tests Oral questions Observation Assessment tests	
8				**MID TERM BREAK**					
9	**1**	**Measurement**	**Capacity**	By the end of the lesson, the learners should be able to:	In pairs, groups or as individuals, Explain how to	How can we convert litres into millilitres?	KICD Mathematics Curriculum Design	Written tests Oral questions Observation	

				• Explain how to convert litres into millilitres • Convert litres into millilitres in different situations • Have fun converting litres into millilitres in real life situations	convert litres into millilitres. Learners to convert litres into millilitres in different situations		Mentor Mathematics Grad 5 page 118-119	Assessment tests	
	2	**Measurement**	**Capacity**	By the end of the lesson, the learners should be able to; • Explain how to convert millilitres into litres • Convert millilitres into litres in different situations • Have fun converting millilitres into litres in real life situations	In pairs, groups or as individuals, explain how to convert millilitres into litres. Learner to convert millilitres into litres in different situations	How can we convert millilitres into litres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 119-120	Written tests Oral questions Observation Assessment tests	
	3	**Measurement**	**Capacity**	By the end of the lesson, the learner should be able to: • Discuss how to add capacity in litres and millilitres • Add capacity in litres and millilitres in different situations • Appreciate adding capacity in litres and millilitres in real life situations	In pairs, groups or as individuals, Discuss how to add capacity in litres and millilitres. Learner to add capacity in litres and millilitres in different situations	How can we add capacity in litres and millilitres?	KICD Mathematics Curriculum Design Mentor Mathematics Grade 5 page 120-121	Written tests Oral questions Observation Assessment tests	

	4	**Measurement**	**Capacity**	By the end of the lesson, the learners should be able to: • Discuss how to subtract capacity in litres and millilitres • Subtract capacity in litres and millilitres in different situations • Appreciate subtracting capacity in litres and millilitres in real life situations	In pairs, groups or as individuals, Discuss how to subtract capacity in litres and millilitres Learner to subtract capacity in litres and millilitres in different situations	How can we subtract capacity in litres and millilitres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 122-123	Written tests Oral questions Observation Assessment tests	
	5	**Measurement**	**Capacity**	By the end of the lesson, the learners should be able to: • Describe how to multiply capacity in litres and millilitres • Multiply capacity in litres and millilitres in different situations • Appreciate multiplying capacity in litres and millilitres in real life situations	In pairs, groups or as individuals, Describe how to multiply capacity in litres and millilitres. Learner to multiply capacity in litres and millilitres in different situations.	How can we multiply capacity in litres and millilitres?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 123-124	Written tests Oral questions Observation Assessment tests	
10	**1**	**Measurement**	**Capacity**	By the end of the lesson, the learner should be able to:	In pairs, groups or as individuals, Discuss how to	How can we divide capacity in litres and millilitres?	KICD Mathematics Curriculum Design	Written tests Oral questions Observation	

				• Discuss how to divide capacity in litres and millilitres • Divide capacity in litres and millilitres in different situations • Appreciate dividing capacity in litres and millilitres in real life situations	divide capacity in litres and millilitres. Learner to divide capacity in litres and millilitres in different situations.		Mentor Mathematics Grad 5 page 125-126	Assessment tests	
	2	**Measurement**	**Mass- Gram as a unit of measuring mass**	By the end of the lesson, the learners should be able to: • Find the meaning of gram from digital devices or dictionary. • Discuss how to measure mass in grams • Appreciate mass as a unit of measuring mass,	In pairs, groups or as individuals Find the meaning of gram from digital devices or dictionary. Learner to discuss how to measure mass in grams	What is the meaning of mass?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 127	Written tests Oral questions Observation Assessment tests	
	3	**Measurement**	**Mass**	By the end of the lesson, the learners should be able to: • Measure mass in grams of different items in class • Discuss and record your results in the note book. • Enjoy measuring mass in grams in real life	In pairs, groups or as individuals measure mass in grams of different items in class	What is the importance of measuring mass?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 127-128	Written tests Oral questions Observation Assessment tests	

	4	**Measurement**	**Mass**	By the end of the lesson, the learner should be able to: • Identify how to estimate mass in grams. • Estimate the mass of different items. • Appreciate estimating mass in grams.	In pairs, groups or as individuals Subtract fractions with one renaming in different situation	How do estimate mass?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 129	Written tests Oral questions Observation Assessment tests	
	5	**Measurement**	**Mass**	By the end of the lesson, the learners should be able to: • Discuss the relationship between kilograms and grams. • Show the relationship between kilograms and grams. • Appreciate the relationship between kilograms and grams.	In pairs, groups or as individuals show the relationship between kilograms and grams	How do grams and kilograms relate?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 130	Written tests Oral questions Observation Assessment tests	
11	**1**	**Measurement**	**Mass**	By the end of the lesson, the learner should be able to: • Identify how to convert kilograms into grams and grams into kilograms. • Convert kilograms into grams and grams into kilograms in real life situations. • Enjoy converting kilograms into grams and vice versa in real life situations.	In pairs, groups or as individuals convert kilograms into grams and grams into kilograms in real life situations.	How do you convert kilograms into grams in real life?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 131	Written tests Oral questions Observation Assessment tests	

	2	**Measurement**	**Mass**	By the end of the lesson, the learners should be able to: • Identify how to add mass in grams and kilograms. • Add mass in grams and kilograms in real life situations with regrouping. • Enjoy adding mass in grams and kilograms in real life situations.	In pairs, groups or as individual add mass in grams and kilograms in real life situations with regrouping.	How do you add mass in grams and kilograms in real life?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 133-134	Written tests Oral questions Observation Assessment tests	
	3	**Measurement**	**Mass**	By the end of the lesson, the learners should be able to: • Identify how to subtract mass in grams and kilograms. • Subtract mass in grams and kilograms in real life situations with regrouping. • Enjoy subtracting mass in grams and kilograms in real life situations.	In pairs, groups or as individuals subtract mass in grams and kilograms in real life situations with regrouping.	How do you subtract mass in grams and kilograms in real life?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 134-135	Written tests Oral questions Observation Assessment tests	
	4	**Measurement**	**Mass**	By the end of the lesson, the learners should be able to: • Identify how to multiply mass in grams and kilograms. • Multiply mass in grams and kilograms in real life situations. • Appreciate multiplying mass in	In pairs, groups or as individuals multiply mass in grams and kilograms in real life situations.	How do you multiply mass in grams and kilograms in real life?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 136-137	Written tests Oral questions Observation Assessment tests	

				grams and kilograms in real life situations.					
	5	**Measurement**	**Mass**	By the end of the lesson, the learner should be able to: • Explain how to divide mass in grams and kilograms. • Divide mass in grams and kilograms in real life situations. • Appreciate dividing mass in grams and kilograms in real life situations.	In pairs, groups or as individuals divide mass in grams and kilograms in real life situations	How do you divide mass in grams and kilograms in real life?	KICD Mathematics Curriculum Design Mentor Mathematics Grade 5 page 137-138	Written tests Oral questions Observation Assessment tests	
12	**1**	**Measurement**	**Time**	By the end of the lesson, the learners should be able to: • Identify the second as a unit of measuring time. • Do various activities in seconds and tell time used. • Appreciate the second as a unit of measuring time.	In pairs or as individuals, Identify the second as a unit of measuring time. In pairs, do various activities in seconds and tell time used.	Do you know how to read time?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 139	Written tests Oral questions Observation Assessment tests	
	2	**Measurement**	**Time**	By the end of the lesson, the learner should be able to: • Describe the relationship between minutes and seconds. • Using a stop watch, observe what happens to the	In pairs, groups or as individuals Using a stop watch, observe what happens to the minute's	How many seconds make a minute?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 140	Written tests Oral questions Observation Assessment tests	

				minute's side after 60 seconds. • Appreciate the relationship between minutes and seconds.	side after 60 seconds.				
	3	**Measurement**	**Time**	By the end of the lesson, the learners should be able to: • Identify how to convert minutes into seconds and seconds to minutes. • Convert minutes into seconds and vice versa in real life situations. • Enjoy converting minutes into seconds and vice versa in real life situations	In pairs, groups or as individuals convert minutes into seconds in real life situations	How do you convert minutes into seconds?	KICD Mathematics Curriculum Design Mathematics Grad 5 page 140-141	Written tests Oral questions Observation Assessment tests	
	4	**Measurement**	**Time**	By the end of the lesson, the learner should be able to: • Discuss how to add time in minutes and seconds. • Work out time in minutes and seconds through addition. • Appreciate adding time in minutes and seconds.	In pairs, groups or as individuals work out time in minutes and seconds through addition.	How do you add time in minutes and seconds?	KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 143-144	Written tests Oral questions Observation Assessment tests	
	5	**Measurement**	**Time**	By the end of the lesson, the learners should be able to: • Discuss how to subtract time in minutes and seconds.	In pairs, groups or as individuals work out time in minutes and	How do you subtract time in minutes and seconds?	KICD Mathematics Curriculum Design Mentor Mathematics	Written tests Oral questions Observation	

				• Work out time in minutes and seconds through subtraction. • Appreciate subtracting time in minutes and seconds.	seconds through subtraction.		Grad 5 page 144-145	Assessment tests	
13-14		**REVISION/END TERM EXAMS**							