PRIMARY FIVE MATHEMATICS SCHEME OF WORK FOR TERM 3, 2023.

THEME: MEASUREMENTSTOPIC:

1. LENGTH , MASS AND CAPACITY.
2. MONEY
3. INTEGERS
4. ALGEBRA

Week 1. – Holiday work

WK	PD	SUB TOPIC	COMPETENCES		CONTENT	METHODS	ACTIVITIES	LIFE SKILLS	RESOURCES	REFERENCE
		Changing	**SUBJECT**	**LANGUAGE**	Estimating and measuring length		Identifying units of lengths.	Working together	Working together.	MTC MK Bk 6 page 313 – 316
1	**1**	i)cm to mm	The learner:	The learners reads, pronounces, uses words like centimeters, kilometers , milimetrs and metres in sentences correctly.	Conversion of units of length**.**	Brain Storming discussion	Comparing unit of length.			
	2	ii)mm to cm	-Converts from one unit of length to another.		Changing centimetres to milimeters and vice versa.		Converting units of length.	Guiding others	Guiding others.	St. Bernard MTC Bk 5 page 179.
	3	iii)M to cm	-Compares units of length using **< ,> or =**		Changing metres to centimeters and vice versa.		Identifying the relation ship between units of length.			
	4	iv)cm +o M			Changing kilometers to metres and vice versa.					
		v)km to M			Comparing units of length. Using < ,> or =.					
		vi)M to Km			2m __100cm.					
					1m =100cm					
					2m =2 x100cm					
					200cm					
					2m___100cm					
					200					
	5	Comparing units of length								

WK	PD	SUB TOPIC	COMPETENCES		CONTENT	METHODS	ACTIVITIES	LIFE SKILLS	RESOURCES	REFERENCE
			SUBJECT	**LANGUAGE**						
	6 7	Adding and subtracting units of length	The learner: Adds and subtracts length	The learner: Reads and writes cm, m, hm etc	Addition and subtraction of length	• Guided group discussions.	Recognizing shapes. Defining perimeter and area .	Accurrrancy Fluency Team work.	Rulers, Square, rectangular and triangle on shapes.	Mk bk 7 page 345
2 **3**	1&2 3 4 5 6 7 1	finding perimeter of square, triangle and other shapes. Finding perimeter of rectangles. Finding area of a square. Finding area of rectangles.	finds perimeter of squares, triangles, rectangles and other shapes. -Finds area of squares, rectangles and triangles.	-writes reads ,pronounces and uses words like area, perimeter square units correctly in sentences.	Finding perimeter of squares, triangles and other shapes. Finding perimeter of rectangles. Finding area of squares. Finding areas of rectangles. Finding area of triangles.	• Explanation. Demostration.	Finding perimeter and area.			MK MTC Bk 5 page 157 – 163.

		Finding area of triangles.								

WK	PD	SUB TOPIC	COMPETENCES		CONTENT	METHODS	ACTIVITIES	LIFE SKILLS	RESOURCES	REFERENCE
	2 3 4	Application of perimeter of squares and rectangles. Application of area of rectangle squares and rectangles.	**SUBJECT** The learner: Uses perimeter of squares and rectangles to find the missing sides. Uses area of a rectangle to find the missing side. Uses area of a square to find the length of each side. Uses area of a triangle to find the missing side.	**LANGUAGE** The learners; reads and interprets given statements and uses them to find missing sides.	Applying perimeter of squares and a rectangles to find missing sides. Applying area of rectangles to find missing sides. Applying area of squares to find missing sides of a square. Applying area of triangle to find missing sides of a triangle.	Group discussion. Explanation Discussion.	Interpreting given information. Finding sides of squares, rectangles and triangles using area and perimeter.	Fluency accuracy	Charts showing illustrations on area and perimeter of squares, triangles and rectangles.	MK MTC Bk 5 page 284 – 285 MK MTC Bk 6 page 330 – Fountain MTC Bk 5 page 177 – 1778.

WK	PD	SUB TOPIC	COMPETENCES		CONTENT	METHODS	ACTIVITIES	LIFE SKILLS	RESOURCES	REFERENCE
	5 6& 7	Finding the missing sides of combined shapes and perimeter. Finding the area of combined	**SUBJECT** The learner: Studies the given shapes. Finds the missing sides and perimeter of combined figures. Finds area of combined	**LANGUAGE** The learners:- write , reads and pronounces words like perimeter area, shaded area in	Finding the missing side of combined shapes and their perimeter. Finding the area of combined shapes (addition of area)	Group discussion. Small group discussion. Open class discussion.	Studying given shapes. Comparing sides of given shapes. Finding the missing sides. Adding. Multiplying. Finding is of combined figures.	Accuracy. articulation	Cut outs. charts	MK MTC Bk 5 page 164 – 167 Functional MTC Bk 5 page 181 – 183.
4	1	shapes (addition of area). Finding the different	figures by adding. Finds area of regions by subtracting.	sentence correctly.	Finding difference in area of shapes.		Subtracting area.			

		in area.								
	2 3& 4	Finding volume of cubes and cuboids. Finding the total surface area of cubes and cuboids.	**The learner:** Differentiates a cube from a cuboid. Finds volume of cubes and cuboids. Identifies the faces for a cuboid. Finds the total surface area of cubes and cuboids.	The learners: Writes reads, pronounces and uses words like cubic units, square units, and total surfaces in sentences correctly.	Finding volume (i)cubes and (ii)cuboids. Finding the total surface area of cubes and cuboids.	Explanation. Discussion. Group discussion.	Drawing cubes and cuboids to differentiate them. Finding volumes and total surface area of cubes and cuboids.	Fluency. Accuracy Cooperation. Sharing.	Boxes, sets Charts.	Fountain MTC Bk 5 page 181 – 185. Fountain MTC Bk 6 page 302 – 305. Functional MTC Bk 5 page 185 – 188. MTC bk6 MK page 348 – 351.

WK	PD	SUB TOPIC	COMPETENCES		CONTENT	METHODS	ACTIVITIES	LIFE SKILLS	RESOURCES	REFERENCE
			SUBJECT	**LANGUAGE**						
	5 6 7	Changing kilograms to grams. Changing grams to kilograms. Applicatio	The learner:- Identifies the relationship between units of mass. Changes kg to grams.	The learner: Reads, pronounces and uses words like mass, kilograms,	Changing kilograms to grams. Changing grams to kilograms. Application of	Discussion. Brain storming. Explanation	Identifying the relationship between units of mass. Changing kg to grams. Changing	Fluency Accuracy Sharing cooperation	Weighing Stones. Weighing Scales.	MK MTC Bk 6 page 366 – 370.

		n of conversion of units of mass.	Changes grams to kg.	grams in sentences correctly.	conversion of units of mass.		grams to kg.			
5	1&2	Addition and subtraction			Addition and subtraction of mass					
	3 4 5 6 7	Changing from litres to mililitres. Changing from mililitres to litres. Applaying conversion of units of capacity. Adding & subtracting capacity Comparing capacity	The learner: Identifies units of capacity. Identifies the relationship between units of capacity. Changes from one unit of capacity to another.	The learner: Reads, writes pronounces and uses words like capacity, litres, mililitres, in sentences correctly.	Changing from litres to ml Changing ml to litres. Application of conversion of units of capacity. Addition & subtraction of capacity Comparing capacity	Brain storming. Group discussions. Explanation Practical approach.	Identifying units of capacity. Identifying the relationship between the units of capacity. Changing from one unit of capacity to another.	Sharing. Cooperation Caring for oneself and others.	Measuring cylinders Mugs Jerrycans basins.	MK MTC Bk 6 page 362 – 362 MK MTC Bk 4 Page 222-223. Fountain bk 5 page 187

WK	PD	SUB TOPIC	COMPETENCES	CONTENT	METHODS	ACTIVITIES	LIFE SKILLS	RESOURCES	REFERENCE

6	1 2 AND 3	Buying and selling. Completing shopping bills. Finding transport charges	**SUBJECT** The learner: • Identifies the different denominations of Uganda currency. • Identifies the prices of different items from the price list. • Finds cost of buying different items. • Finds transport charges for different places given the fare. • Studies given bills. • Complete	**LANGUAGE** The learner: reads, pronounce and uses words like buying, selling, cost, price, total, cost, expenditure in different statements correctly.	• Buying and selling using price lists. • Completing shopping bills. • Finding transport charges.	• Whole class discussion. • Group discussion	Identifying different currency denominations. Identifying prices for the different items on the price list. Writing.	Fluency accuracy	Books Pen, pencils, rulers, cartridges.	MK MTC Bk 5 page 237 St. Bernard Bk 5 page 170-172. Fountain MTC Bk 5 page 258 – 259 MK Bk 5 page 243 – 244 Functional MTC Bk 5 page 257 MK Bk 5 page 241 – 242 St. Bernard Bk 5 page 176.

			s shopping bills.							
6 and 7	4 5 6 7 1 And 2	Profit loss	**SUBJECT** The learner: -Identifies buying and selling prices --subtracts buying price from selling price. -subtracts selling price from buying price. -Identifies ,profit, selling, prices, cost price and loss.	**LANGUAGE** The learner: reads and pronounces and uses words like buying price, selling price, profit and loss**.**	• Finding profit. • Finding loss. • Finding cost price (B.P) given profit and selling price. • Finding cost price given loss and selling price. • Finding selling price given profit and cost price. • Finding selling price given loss and cost price.	• Group discussions. • Small group discussions. • Role play • Explanation.	Role playing buying and selling. Identifying buying price, selling price, loss and profit. Subtracting Adding.	Confidence Fluency accuracy	Real Money Books, pens, cartridges, pencils sets.	MK MTC Bk 5 page 245 – 249. St. Bernard MTC Bk page 175.

WK	PD	SUB TOPIC	COMPETENCES		CONTENT	METHODS	ACTIVITIES	LIFE SKILLS	RESOURCES	REFERENCE
	3 4 5 6 &7	Percentage profit and loss Bank notes, receipts, tickets and pages Exchange rates and conversion of currencies.	**SUBJECT** The learners: Finds the number of note, tickets, receipts and pages Defines currency Identifies currencies used in different countries. Defines and identifies exchange rates -converts Currencies correctly. Identifies the symbols for the different currencies.	**LANGUAGE** The learners: Writes, reads, pronounces and uses words like. -exchange rate. Conversion Currencies Foreign exchange Forex bureau Denominations correctly.	• Finding percentage profit and loss • Bank notes, receipts, tickets and pages • Currency is the type of money used in a given country. • Exchange rate is the price for buying and selling different currencies. 1. A tourist came to Uganda with £100. • How much	• Explanation. • Role play • inquiry	Reciting names of currencies identifying symbols for different currencies.	Making choices, Supporting others.	Coins, notes of different currencies. Exchange rates.	Mk bk 7 page 123 Mk bk 6 page 218 Fountain MTC Bk 6 Page 194. MK Bk 6 MTC page 219 – 220.

					money will he get in Uganda currency. If the exchange rate is £ 1 = Ug shs.4500. £1 = shs.4500 £100=shs.4500 x 100. Shs. 450,000 2. Kakooza had shs. 920,000 how much money in pounds did he get at £ 1 = shs. 46000. Shs. 4600 = £1 Shs. 920,000 200 4600 ⟌ 920,000 −4600 £200					

8	1,2 &3 &4	**NUMERACY**	**INTEGERS**	**Review of the work on addition and subtraction of integers**	The learner 1. Uses the number line to add integers. 2. Uses the number line to subtract integers.	The learner explains the difference between positive and negative integers**.**	**Example** Use number lines to work out the following a) +3 + -7 b) +8 + -2 c) -5 – 8	Guided discovery Problemsolving	Creative thinking, Fluency and problem solving	Doing the class exercise Practical activity involving number lines	Chal rd illust on
	5 And 7			**Multiplication and division of intege**	The learner 1 .Uses number line to multiply integers.	The learner describes the use of a number line.	**Examples** Using a number line, multiply the following integers: a)+3 x +6	Demonstration method Guided	Effective communication,	Practical activity involving number lines	A ch show the mult ation integ

				rs			b)-6 x -3 c)+3 x -4	discovery Problemso lving	Listening to others Responding confidently to questions asked	Doing the class exercise	
9	1 & 2	**N U M E R A C Y**	**INTEG ERS**	**Applic ation of intege rs**	The learner 1. Applies the knowledge of integers to work out different mathematical problems.	The learner explains the difference between positive and negative integers. The learner also describes the use of a number line.	**Example** 1. A frog jumped 3 steps four times before diving into the swimming pool. Calculate the distance moved by the frog.	Demonstr ation Problem solving Class discussion	Creative thinking, Fluency and problem solving	Attempting the given evaluation exercise	Chal rd illust on

	3 & 4 & 5			**Application of finite system**	The learner: solves problems that require use of finite seven and twelve respectively.	**The learner explains when to use finite seven or twelve.**	Example. Today is Tuesday what day of the week will it be 25 days from today? 2.To d ay is Wednesday .what day of the week was it 45 days ago?	Guided discovery. Problem solving Demonstration.	Critical thinking Analyzing Respecting others views.	Sharing experiences Asking questions Attempting given activities.	Cale s wa clock

	6	**ALGEBRA**	**ALGEBRA**	**Algebraic expressions and substitution**	The pupils; 1.writes algebraic expressions and phrases 2.substitutes figures	**The learners;** **1.replaces letters with figures** **2.simplifies simple**	**<u>Examples</u>** **1.Given that x=3 and y=5, find the value of xy+y** **2.Simplify:3x+6y-x-2y**	Guided discovery Problem solving	Replacing letters with figures	Effective communication Logical flow of	A chart showing worked out exam	Mk b 6 pag 182 and 184

					and letters.	**equations**	**3.Write in short form:3m+4m+2m**			concepts	ples	

	7	**ALGEBRA**	**ALGEBRA**	**Solving equations**	The pupils; 1.solves equations correctly 2.interprets equations 3.forms equations.	The pupils; 1.comprehends equations 2.writes equations.	**<u>Examples</u>** **1.solve:3x + 4 =13** **2. Musa is twice as old as Anna. Their total age is 18, how old is Anna?**	Whole class discussion	Forming equations solving equations	Effective communication Logical flow of ideas	A chart showing the formed equations	Mk b 6 pag 189

10	1	**ALGEBRA**	**ALGEBRA**	**Formation of equations**	The pupils: 1.Forms equations given from words 2.Solves equations formed.	The pupils: 1.Reads the given information correctly. 2.Interprets sentences given correctly.	**<u>EQUATIONS</u>** In a rectangle, the length is twice the width and the perimeter is 24cm.Find the actual length and width. 2.Workout the area of the rectangle.	Guided discovery Class discussion	Forming algebraic equations and solve them.	Problem solving Logical flow of ideas	Number charts	Mk b 6 pag 191