

## 2025 GRADE 5 RATIONALISED MENTOR MATHEMATICS SCHEMES OF WORK TERM 2

SCHOOL..... TEACHERS NAME..... TERM 2

| 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: <ul style="list-style-type: none"> <li>Discuss how to add two fractions with the same denominator using different methods.</li> <li>Add fractions with same denominator in different situations.</li> <li>Appreciate addition of fractions in different situations</li> </ul>                           | In pairs, groups or as individuals, Discuss how to add two fractions with the same denominator using different methods.<br>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<br>Oral questions<br>Observation<br>Assessment tests |            |
|      | 2      | Numbers | Fractions  | By the end of the lesson, the learners should be able to: <ul style="list-style-type: none"> <li>Use paper cutout to explain how to subtract fractions with the same denominator</li> <li>Subtract fractions with the same denominator in different situations</li> <li>Take pleasure in subtracting fractions with the same denominator in real life</li> </ul> | In pairs, groups or as individuals, subtract fractions with the same denominator in different situations                                                                                          | How do you subtract fractions with the same denominator? | KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 76-77  | Written tests<br>Oral questions<br>Observation<br>Assessment tests |            |
|      | 3      | Numbers | Fractions  | By the end of the lesson, the learners should be able to: <ul style="list-style-type: none"> <li>Explain how to add fractions with one renaming</li> <li>Add fractions with one renaming in different situation</li> <li>Take pleasure in adding fractions with one renaming in real life</li> </ul>                                                             | In pairs, groups or as individuals ,Explain how to add fractions with one renaming<br>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<br>Oral questions<br>Observation<br>Assessment tests |            |
|      | 4      | Numbers | fractions  | By the end of the lesson, the learner should be able to:                                                                                                                                                                                                                                                                                                         | In pairs, groups or as individuals Subtract fractions with one                                                                                                                                    | How do you add fractions                                 | KICD Mathematics                                                         | Written tests                                                      |            |

|   |   |         |           |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                           |                                                                |                                                                         |                                                           |  |
|---|---|---------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------|--|
|   |   |         |           | <ul style="list-style-type: none"> <li>Observe a demonstration by the teacher on how to subtract fractions with one renaming</li> <li>Subtract fractions with one renaming in different situation</li> <li>Take pleasure in subtracting fractions with one renaming in real life</li> </ul>                                                    | renaming in different situation                                                                                                                                           | with one renaming?                                             | Curriculum Design Mentor Mathematics Grad 5 page 80-81                  | Oral questions Observation Assessment tests               |  |
|   | 5 | Numbers | Fractions | <p>By the end of the lesson, the learners should be able to:</p> <ul style="list-style-type: none"> <li>Watch a video clip involving fractions using a digital device</li> <li>Play digital games involving fractions for fun and enjoyment</li> <li>Appreciate using digital devices to learn more on fractions.</li> </ul>                   | 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  | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>Identify how to find the place value of decimals up to thousandths</li> <li>Find out where decimals are used in real life</li> <li>Appreciate the use of decimals in real life situations</li> </ul>                                    | 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  | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>Use number cards to find the place value of decimals up to thousandths</li> <li>Tell the place value of decimals up to thousandths in different situation</li> <li>Apply the place value of decimals in real life situations</li> </ul> | In pairs, groups or as individuals Find the place value of decimals up to thousandths in different situation                                                              | Where are decimals used in real life?                          | KICD Mathematics Curriculum Design Mentor Mathematics Grad 5 page 82-83 | Written tests Oral questions Observation Assessment tests |  |
|   | 3 | Numbers | Decimals  | <p>By the end of the lesson, the learners should be able to:</p> <ul style="list-style-type: none"> <li>Discuss how to order decimals in ascending order using number cards and number lines</li> <li>Order decimals from the smallest to the largest using a number line.</li> </ul>                                                          | 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                   | Written tests Oral questions Observation                  |  |