WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
1 **22nd Sept, 2025** **To** **26th Sept, 2025**	The learners should be able to: • model 100 using different representations • show that 10 tens are equal to 100 • divide 100 into equal parts in different ways • label 0-100 number lines with 2, 4, 5 and 10 intervals • count forwards from any number in 1s, 2s, 5s and 10s within 1000 • describe patterns created when counting in 1s, 2s, 5s and 10s within 1000 • count forwards from any number in 1s, 2s, 5s and 10s within 1000 • identify the number of 10s in a 3-digit multiple of 100 • count objects by making groups of 10 and 100 • model 3-digit numbers	**CORE ELEMENT**: Number, operations and relationship **TOPIC: PLACE VALUE (WITHIN 1000)** **LESSON 1: UNDERSTAND 100- PART 1** • Modelling 100 using different representations • Showing that 10 tens are equal to 100 **LESSON 2: UNDERSTAND 100- PART 2** • Dividing 100 into equal parts in different ways • Labelling 0-100 number lines with 2, 4, 5 and 10 intervals **LESSON 3: COUNT BEYOND 100** • Counting forwards from any number in 1s, 2s, 5s and 10s within 1000 • Describing patterns created when counting in 1s, 2s, 5s and 10s within 1000 **LESSON 4: 100s** • Counting backwards from any number in 1s, 2s, 5s and 10s and 1000 • Identifying the number of 10s in a 3-digit multiple of 100 **LESSON 5: REPRESENT NUMBERS TO 1000** • Counting objects by making groups of 10 and 100 • Modelling 3-digit numbers	Group work Pair work Peer assessment Demonstration Illustrations Discussions Teacher observation Brainstorming Explanation Questions and answers Individual work

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
2 **29th Sept, 2025** **To** **3rd Oct, 2025**	The learners should be able to: • count efficiently by making groups of 10 and 100 • partition "wholes" into 100s, 10s and 1s • estimate how many objects there are in a given quantity up to 1000 • count to make groups of 10 • count groups of 10 to make 100 • write multiples of 10 up to 100 in words • write multiples of 100 up to 1000 in words • write numbers up to 1,000 in words • explain the difference between 100s, 10s and 1s • identify 100s, 10s and 1s using a place value chart • partition numbers up to 1,000 into 100s, 10s and 1s • identify 100s, 10s and 1s even when they are not in a place value order	**CORE ELEMENT**: Number, operations and relationship **TOPIC: PLACE VALUE (WITHIN 1000)** **LESSON 6: COUNT BY MAKING 10s AND 100s** • Counting efficiently by making groups of 10 and 100 • Partitioning "wholes" into 100s, 10s and 1s **LESSON 7: ESTIMATE AND COUNT UP TO 1000** • Estimating how many objects there are in a given quantity up to 1000 • Counting to make groups of 10 • Counting groups of 10 to make 100 **LESSON 8: WRITE NUMBERS UP TO 1,000 IN WORDS** • Writing multiples of 10 up to 100 in words • Writing multiples of 100 up to 1000 in words • Writing numbers up to 1,000 in words **LESSON 9: UNDERSTAND 100s, 10s AND 1s ON A PLACE VALUE CHART** • Explaining the difference between 100s, 10s and 1s • Identifying 100s, 10s and 1s using a place value chart **LESSON 10: PARTITION INTO 100s, 10s AND 1s(STANDARD)** • Partitioning numbers up to 1,000 into 100s, 10s and 1s • Identifying 100s, 10s and 1s even when they are not in a place value order	Group work Pair work Peer assessment Demonstration Illustrations Discussions Teacher observation Brainstorming Explanation Questions and answers Individual work

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
3 **6th Oct, 2025** **To** **10th Oct, 2025**	The learners should be able to: • partition numbers up to 1,000 in different ways using sticks and bundles • partition numbers up to 1000 in different ways • find 1, 10 or 100 more or less than a given number up to 1,000 • explain whether a number is increasing or decreasing • identify the start and end point of a number line • identify the midpoint of a number line • estimate the value of a position shown on a number line up to 1,000 • estimate the position of a number on a number line up to 1,000 • identify the midpoint of a 0-1000 number line • estimate the position of a number on a blank number line up to 1,000	**CORE ELEMENT**: Number, operations and relationship **TOPIC: PLACE VALUE(WITHIN 1,000)** **LESSON 11: FLEXIBLY PARTITION TO 1,000(NON-STANDARD)** • Partitioning numbers up to 1,000 in different ways using sticks and bundles • Partitioning numbers up to 1000 in different ways **LESSON 12: FIND 1, 10 OR 100 MORE OR LESS** • Finding 1, 10 or 100 more or less than a given number up to 1,000 • Explaining whether a number is increasing or decreasing **LESSON 13: NUMBER LINE TO 1,000** • Identifying the start and end point of a number line • Identifying the midpoint of a number line **LESSON 14: ESTIMATE ON A NUMBER LINE TO 1,000** • Estimating the value of a position shown on a number line up to 1,000 • Estimating the position of a number on a number line up to 1,000 **LESSON 15: ESTIMATE ON A BLANK NUMBER LINE** • Identifying the midpoint of a 0-1000 number line • Estimating the position of a number on a blank number line up to 1,000	Group work Pair work Peer assessment Demonstration Illustrations Discussions Teacher observation Brainstorming Explanation Questions and answers Individual work

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
4 **13th Oct, 2025** **To** **17th Oct, 2025**	The learners should be able to: • compare numbers using the language “less than”, “greater than” and “equal to” • arrange numbers in ascending and descending order • measure the length/height using standard unit of measurement • measure the length of an object accurately • explain that “metre” or “m” refer to a standard unit • write the length/height of objects using the standard unit • compare the length/height of two objects using comparison phases • compare the length/height of two objects	**CORE ELEMENT**: Number, operations and relationship **TOPIC: PLACE VALUE (WITHIN 1,000)** **LESSON 16: COMPARE AND OTHER NUMBERS TO 1,000** • Comparing numbers using the language “less than”, “greater than” and “equal to” • Arranging numbers in ascending and descending order • Assessment **CORE ELEMENT:** Measurement **TOPIC: MEASUREMENT** **LESSON 17: MEASURE IN CENTIMETRES** • Measuring the length/height using standard unit of measurement • Measuring the length of an object accurately **LESSON 18: MEASURE IN METRES** • Explaining that “metre” or “m” refer to a standard unit • Writing the length/height of objects using the standard unit **LESSON 19: COMPARE AND ORDER LENGTH AND HEIGHT** • Comparing the length/height of two objects using comparison phases • Comparing the length/height of two objects	Group work Pair work Peer assessment Demonstration Illustrations Discussions Teacher observation Brainstorming Explanation Questions and answers Individual work

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
5 **20th Oct, 2025** **To** **24th Oct, 2025**	The learners should be able to: • explain that "gram" or "g" is a standard unit for measuring mass • measure mass using standard units to measure(grams) • measure mass using standard units of measure (kilograms) • write the mass of objects using the standard unit of "kg" • compare the mass of two objects using comparative phrases • order the masses of more than two objects • measure the capacity of a container accurately using a standard unit of measurement • write a capacity or volume using the standard unit of "ml" • measure the capacity of a container accurately using a standard unit • measure the volume in a container accurately using a standard unit	**CORE ELEMENT**: Measurement **TOPIC: MEASUREMENT** **LESSON 20: MEASURE IN GRAMS** • Explaining that "gram" or "g" is a standard unit for measuring mass • Measuring mass using standard units to measure(grams) **LESSON 21: MEASURE IN GRAMS** • Measuring mass using standard units of measure (kilograms) • Writing the mass of objects using the standard unit of "kg" **LESSON 22: COMPARE AND OTHER MASS** • Comparing the mass of two objects using comparative phrases • Ordering the masses of more than two objects **LESSON 23: MEASURE VOLUME AND CAPACITY IN MILLILITRES** • Measuring the capacity of a container accurately using a standard unit of measurement • Writing a capacity or volume using the standard unit of "ml" **LESSON 24**: **MEASURE VOLUME AND CAPACITY IN LITRES** • Measuring the capacity of a container accurately using a standard unit • Measuring the volume in a container accurately using a standard unit	Group work Pair work Peer assessment Demonstration Illustrations Discussions Teacher observation Brainstorming Explanation Questions and answers Individual work

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
6 **27th Oct, 2025** **To** **31st Oct, 2025**	The learners should be able to: • compare the capacity/volume of liquid in two containers using comparative phrases • order the capacities/volumes of liquid in more than two containers • list number bonds to 10 • apply number bonds in a variety of contexts • identify which digit will change when adding 1s, 10s and 100s • complete a number sentence using related facts • identify a digit which will change when subtracting 1s/10s/100s from a 3-digit number • subtract 1s, 10s or 100s from a 3-digit number	**CORE ELEMENT**: Measurement **TOPIC: MEASUREMENT** **LESSON 25: COMPARE AND ORDER VOLUME AND CAPACITY** • Comparing the capacity/volume of liquid in two containers using comparative phrases • Ordering the capacities/volumes of liquid in more than two containers • Assessment **CORE ELEMENT**: Number, operations and relationship **TOPIC: ADDITION AND SUBTRACTION** **LESSON 26: RELATED ADDITION AND SUBTRACTION** • Listing number bonds to 10 • Applying number bonds in a variety of contexts **LESSON 27: ADD 1s, 10s, 100s TO AN 3 DIGIT NUMBER** • Identifying which digit will change when adding 1s, 10s and 100s • Completing a number sentence using related facts **LESSON 28: SUBTRACT 1s, 10s, 100s FROM ANY 3-DIGIT NUMBER** • Identifying a digit which will change when subtracting 1s/10s/100s from a 3-digit number • Subtracting 1s, 10s or 100s from a 3-digit number	Group work Pair work Peer assessment Demonstration Illustrations Discussions Teacher observation Brainstorming Explanation Questions and answers Individual work

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
7 **3rd Nov, 2025** **To** **7th Nov, 2025**	The learners should be able to: • complete number sentences using related facts • add 1s, 10s and 100s to a 3-digit number • list bonds to 10 • recognise the next multiple of 10 after a given number • identify how many to the next multiple of 10 • partition a 1-digit number to jump through a multiple of 10 • subtract from any multiple of 10 up to 1,000 using bonds to 10 • identify how many should be subtracted from a multiple of 10 to make a given number • identify how many jumps/steps to the previous multiple of 10 on a number line • partition a 1-digit number to jump through a multiple of 10	**CORE ELEMENT**: Number, operations and relationships **TOPIC: ADDITION AND SUBTRACTION** **LESSON 29: ADD AND SUBTRACT (NOT ACROSS A 10)** • Completing number sentences using related facts • Adding 1s, 10s and 100s to a 3-digit number **LESSON 30: ADD TO THE NEXT 10** • Listing bonds to 10 • Recognising the next multiple of 10 after a given number **LESSON 31: ADD 1s ACROSS A 10** • Identifying how many to the next multiple of 10 • Partitioning a 1-digit number to jump through a multiple of 10 **LESSON 32: SUBTRACT FROM A 10** • Subtracting from any multiple of 10 up to 1,000 using bonds to 10 • Identifying how many should be subtracted from a multiple of 10 to make a given number **LESSON 33: SUBTRACT 1s ACROSS A 10** • Identifying how many jumps/steps to the previous multiple of 10 on a number line • Partitioning a 1-digit number to jump through a multiple of 10	Group work Pair work Peer assessment Demonstration Illustrations Discussions Teacher observation Brainstorming Explanation Questions and answers Individual work

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
8 **10th Nov, 2025** **To** **14th Nov, 2025**	The learners should be able to: • list bonds to 100 • partition a 2-digit number to jump through a multiple of 100 • model 2-digit and 3-digit numbers on a place value chart • add numbers using column method • model 2 digit and 3 digit numbers • subtract numbers using the column method • set out the column method correctly • add numbers using the column method • model 2-digot and 3-digit numbers on place value chart • subtract numbers using the column method	**CORE ELEMENT**: Number, operations and relationships **TOPIC: ADDITION AND SUBTRACTION** **LESSON 34: ADD AND SUBTRACT 10s ACROSS A 100** • Listing bonds to 100 • Partitioning a 2-digit number to jump through a multiple of 100 **LESSON 35: ADD USING COLUMN METHODS (NOT ACROSS A 10 OR 100)** • Modelling 2-digit and 3-digit numbers on a place value chart • Adding numbers using column method **LESSON 36: SUBTRACT USING COLUMN METHODS (NOT ACROSS A 10 OR 100)** • Modelling 2 digit and 3 digit numbers • Subtracting numbers using the column method **LESSON 37: ADD USING COLUMN METHODS (ACROSS A 10 OR 100)** • Setting out the column method correctly • Adding numbers using the column method **LESSON 38: SUBTRACT USING COLUMN METHODS (ACROSS A 10 OR 100)** • Modelling 2-digot and 3-digit numbers on place value chart • Subtracting numbers using the column method	Group work Pair work Peer assessment Demonstration Illustrations Discussions Teacher observation Brainstorming Explanation Questions and answers Individual work

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
9 **17th Nov, 2025** **To** **21st Nov, 2025**	The learners should be able to: • add numbers using the column method • subtract numbers using the column method • explain why estimating is important • find an appropriate answer to a calculation using estimates • model addition and subtraction calculations using familiar resources • show the inverse relationship between addition and subtraction using representations • identify complements to 100 using a hundred square • use a number line to identify complements of 100 • select the correct operations to solve word problems • use efficient strategies such as estimation and the inverse	**CORE ELEMENT**: Number, operations and relationships **TOPIC: ADDITION AND SUBTRACTION** **LESSON 39: ADD AND SUBTRACT USING COLUMN METHODS** • Adding numbers using the column method • Subtracting numbers using the column method **LESSON 40: ESTIMATE ANSWERS** • Explaining why estimating is important • Finding an appropriate answer to a calculation using estimates **LESSON 41: INVERSE OPERATIONS** • Modelling addition and subtraction calculations using familiar resources • Showing the inverse relationship between addition and subtraction using representations **LESSON 42: COMPLEMENTS TO 100** • Identifying complements to 100 using a hundred square • Using a number line to identify complements of 100 **LESSON 43: ADDITION AND SUBTRACTION PROBLEMS** • Selecting the correct operations to solve word problems • Using efficient strategies such as estimation and the inverse	Group work Pair work Peer assessment Demonstration Illustrations Discussions Teacher observation Brainstorming Explanation Questions and answers Individual work

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
10 **24th Nov, 2025** **To** **28th Nov, 2025**	The learners should be able to: • Describing the rule of counting pattern • Extending a counting pattern • model 100 using different representations • show that 10 tens are equal to 100 • divide 100 into equal parts in different ways • label 0-100 number lines with 2, 4, 5 and 10 intervals • count forwards from any number in 1s, 2s, 5s and 10s within 1000 • describe patterns created when counting in 1s, 2s, 5s and 10s within 1000 • count forwards from any number in 1s, 2s, 5s and 10s within 1000 • identify the number of 10s in a 3-digit multiple of 100	**CORE ELEMENT**: Number, operations and relationships **TOPIC: ADDITION AND SUBTRACTION** **LESSON 44: NUMERICAL PATTERNS** • Describing the rule of counting pattern • Extending a counting pattern **TOPIC: PLACE VALUE (WITHIN 1000)** **LESSON 1: UNDERSTAND 100-PART 1** • Modelling 100 using different representations • Showing that 10 tens are equal to 100 **LESSON 2: UNDERSTAND 100-PART 2** • Dividing 100 into equal parts in different ways • Labelling 0-100 number lines with 2, 4, 5 and 10 intervals **LESSON 3: COUNT BEYOND 100** • Counting forwards from any number in 1s, 2s, 5s and 10s within 1000 • Describing patterns created when counting in 1s, 2s, 5s and 10s within 1000 **LESSON 4: 100s** • Counting backwards from any number in 1s, 2s, 5s and 10s and 1000 • Identifying the number of 10s in a 3-digit multiple of 100	Group work Pair work Peer assessment Demonstration Illustrations Discussions Teacher observation Brainstorming Explanation Questions and answers Individual work

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
11 **1st Dec, 2025** **To** **5th Dec, 2025**	The learners should be able to: • revise	• revising	Past papers Text books Q and A Individual work
12 **8th Dec, 2025** **To** **12th Dec, 2025**	The learners should be able to: • revise	• revising	Past papers Text books Q and A Individual work
13 **15th Dec, 2025** **To** **19th Dec, 2025**	The learners should be able to: • sit for terminal examinations • close term 1	• sitting for terminal examinations • Closing term 1	Question papers Pens Pencils Rulers