| WEEKS AND DATES | SUCCESS CRITERIA | ACTIVITIES PLANNED | TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES |
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| 1<br>22ND SEP,2025<br><br>To<br><br>26 SEP,2025 | Learners must be able to:<br>● Identify the shown numbers<br>● Tick the place value counters to show 412<br>● Complete calculations<br>● Write a calculation to match each model<br>● Solve word problems<br>● Draw place value counters to show 1,000÷ 2<br>● Complete the bar and the calculations<br>● Identify numbers shown by arrows<br>● Draw a line to volume of water in each jug<br>● Label 550 on each number line<br>● Complete number track<br>Identifying numbers | **CORE ELEMENT**: Number, operations and relationships<br>**LEESON 1: representing numbers to 1,000**<br>● Identifying the shown numbers<br>● Ticking the place value counters to show 412<br>● Work with word problems<br>**LESSON 2: Upartitioning numbers to 1,000**<br>● Completing calculations<br>● Writing a calculation to match each model<br>● Solving word problems<br>**LESSON 3: understanding 1,000 (equal part)**<br>● Drawing place value counters to show 1,000÷ 2<br>● Completing the bar and the calculations<br>**LESSON 4: numbering line to 1,000**<br>● Identifying numbers shown by arrows<br>● Drawing a line to volume of water in each jug<br>● Label 550 on each number line<br>**LESSON 5: 1,OOOs**<br>● Completing number track<br>● Identifying numbers | Question and answer<br>Discussion<br>Observation<br>Demonstration<br>Group work<br>Individual work<br>Pair work |
| 2<br>29TH SEP,2025<br><br>To | The learners must be able to:<br>• dentify numbers<br>• Solve word problems<br>• Complete calculations<br>• Complete the sentences<br>• Complete the part-whole models<br>• Complete calculations to show how 3,251 has been partitioned<br>• Work out with more or less<br>• Complete the table<br>• Identify numbers that arrows are pointing<br>• Complete number line<br>• Label the number line | **CORE ELEMENT**: **Number, operation and relationships**.<br>**LEESON 6: representing numbers to 1,000**<br>• Identifying numbers<br>• Solving word problems<br>**LESSON 7: partitioning number to 10,000**<br>• Completing calculations<br>• Completing the sentences<br>• Completing the part-whole models<br>**LESSON 8: partitioning number to 10,000**<br>• Completing calculations to show how 3,251 has been partitioned<br>• Completing the part-whole models<br>**LESSON 9: finding 1, 10, 100 or 1,000 more or less**<br>• Working out with more or less<br>• Completing the table<br>**LESSON 10: numbering line to 10,000**<br>• Identifying numbers that arrows are pointing | Question and answer<br>Discussion<br>Observation<br>Demonstration<br>Group work<br>Individual work<br>Pair work |

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| 3RD OCT, 2025 | | • Completing number line<br>• Labeling the number line | |
| **WEEK AND DATES** | **SUCCESS CRITERIA** | **ACTIVITIES PLANNED** | **TEACHING, LEARNING METHODOLOGIES** |
| 3<br>6TH OCT, 2025<br><br>To<br><br>10TH OCT, 2025 | The learners must be able to:<br>• Estimate the numbers the arrow are pointing<br>• Draw arrows to estimate the numbers belongs on the number line<br>• Label the mid-point of each number line<br>• Solve word problems<br>• omplete the sentences<br>• Write >, < or = to compare number<br>• Identify missing numbers<br>● Round each number to the nearest 10<br>● Circle numbers which round to the nearest 10<br>• | **CORE ELEMENT**:<br>**LESSON 11: estimating on number line to 10,000**<br>• Estimating the numbers the arrow are pointing<br>• Drawing arrows to estimate the numbers belongs on the number line<br>**LESSON 12: Festimating on a blank number line**<br>• Labeling the mid-point of each number line<br>• Solving word problems<br>**LEESON 13: comparing numbers to 10,000**<br>• Completing the sentences<br>• Writing >, < or = to compare number<br>• Identifying missing numbers<br>**LESSON 14: ordering numbers to 10,000**<br>• Solving word problems<br>**LEESON 15: rounding to the nearest 10**<br>● Rounding each number to the nearest 10<br>● Circling numbers which round to the nearest 10 | Question and answer<br>Discussion<br>Observation<br>Demonstration<br>Group work<br>Explanation |
| 4<br>13 TH OCT, 2025<br><br>To | The learners must be able to:<br>● Round each numbers to the nearest 100<br>● Circle the numbers which round to 500 to the nearest 100<br>• Draw arrows to show the position of 518 on each number line<br>• Complete the table<br>• Complete the number tracks<br>• Circle the mistake and correct patterns<br>• Completing number patterns | **CORE ELEMENT**: Number, operations and relationships<br>**LEESON 16: rounding numbers to 100**<br>● Rounding each numbers to the nearest 100<br>● Circling the numbers which round to 500 to the nearest 100<br>**LESSON 17: rounding to the nearest 10 or 100**<br>• Drawing arrows to show the position of 518 on each number line<br>• Completing the table<br>**LESSON 18: numerical patterns**<br>• Completing the number tracks<br>• Circling the mistake and | Question and answer<br>Discussion<br>Observation<br>Demonstration<br>Group work<br>Explanation |

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| 17TH OCT, 2025 | • Solve word problems<br>• Tick the calculations that match the bar model<br>• Work out unknown<br>● | correcting patterns<br>• Completing number patterns<br>**LESSON 19: representing unknown**<br>• Solving word problems<br>**LESSON 20: finding the missing numbers (within 100)**<br>• Ticking the calculations that match the bar model<br>• Working out unknown | |
| **WEEK AND DATES** | **SUCCESS CRITERIA** | **PLANNED ACTIVITIES** | **TEACHING, LEARNING METHODOLOGIES** |
| 5<br>20TH OCT, 2025<br><br>To<br><br>24TH OCT, 2025 | The learners must be able to:<br>• Complete the calculations<br>• Complete the sentences of additions and subtractions<br>• Complete the calculations of additions<br>• Complete calculations of subtractions<br>• Complete the calculations<br>• Work out the missing numbers<br>• | **CORE ELEMENT: Number, operations and relationship**s<br>**LESSON 21: related addition and subtraction facts (10s)**<br>• Completing the calculations<br>**LESSON 22: related addition and subtraction facts (100)**<br>• Completing the sentences of additions and subtractions<br>**LESSON 23: adding 1s, 10s, 100s or 1,000 to any 4 digit number**<br>• Completing the calculations of additions<br>**LESSON 24: subtracting 1s, 10s, or 1,000 from any 4 digit number**<br>• Completing calculations of subtractions<br>**LESSON 25: adding and subtracting (not across a 10)**<br>• Completing the calculations<br>• Working out the missing numbers | Question and answer<br>Discussion<br>Observation<br>Demonstration<br>Group work<br>Individual work<br>Pair work |
| 6<br>27TH OCT, 2025<br><br>To | The learners must be able to:<br>• Complete the calculations<br>• Solve word problems involving additions<br>• Complete the calculations using number line<br>• Complete additions<br>• Solve word problems involving additions<br>• Sort calculations into | **CORE ELEMENT**: patterns, functions and shapes<br>**LESSON 26: adding 1s across 10**<br>• Completing the calculations<br>• Solving word problems involving additions<br>**LESSON 27: subtracting 1s across a 10**<br>• Completing the calculations using number line<br>• Completing the calculations<br>**LESSON 28: adding using column methods**<br>• Completing additions | Question and answer<br>Group work<br>Discussion<br>Observation<br>Demonstration<br>Explanation |

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| 31ST OCT, 2025 | the table<br>• | • Solving word problems involving additions<br>**LESSON 29: adding using column methods (one exchange)**<br>● complete the additions<br>● Solving word problems involving additions<br>**LESSON 30: adding using column methods (more than one exchange)**<br>• Completing additions<br>• Sorting calculations into the table | |
| **WEEK AND DATES** | **SUCCESS CRITERIA** | **PLANNED ACTIVITIES** | **TEACHING, LEARNING METHODOLOGIES** |
| 7<br>3RD NOV, 2025<br><br>To<br><br>7TH NOV, 2025 | The learners must be able to:<br>• Complete the subtraction<br>• Solve word problems involving subtractions<br>• Complete subtraction<br>• Solve word problems involving subtractions<br>• Complete the subtractions<br>• Sort the calculations into the tables<br>• Complete the sentences to estimate the answer to 851 - 403<br>• Round the numbers to the nearest 100 to estimate<br>• Complete completing the sentences to estimate the answer to 5,264 + 3,148<br>• Solve word problems involving estimations<br>• | **CORE ELEMENT**: Number, operations and relationships<br>**LESSON 31: subtracting using column methods (not exchange)**<br>• Completing the subtraction<br>• Solving word problems involving subtractions<br>**LESSON 32: subtracting using column methods (one exchange)**<br>• Completing subtraction<br>• Solving word problems involving subtractions<br>**LESSON 33: adding using column methods (more than one exchange)**<br>• Completing the subtractions<br>• Sorting the calculations into the tables<br>**LESSON 34: estimating answers**<br>• Completing the sentences to estimate the answer to 851 - 403<br>• Rounding the numbers to the nearest 100 to estimate<br>**LESSON 35: understanding estimates**<br>• Completing completing the sentences to estimate the answer to 5,264 + 3,148<br>• Solving word problems involving estimations | Question and answer<br>Discussion<br>Observation<br>Demonstration<br>Group work<br>Explanation |
| 8<br>10TH NOV, 2025<br><br>To | The learners must be able to:<br>• Complete the fact family<br>• Tick calculations that could be used to check | **CORE ELEMENT**: Number, operations and relationships<br>**LESSON 36: inverse operations**<br>• Completing the fact family<br>• Ticking calculations that could be used to check 2,364 - 1.202 = 1,162<br>• Using inverse operations<br>**LESSON 37: additions and subtraction problems (one step)**<br>• Solving word problems involving additions and subtractions | Question and answer<br>Discussion<br>Observation<br>Demonstration<br>Group work<br>Explanation |

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| 14TH NOV, 2025 | 2,364 - 1.202 = 1,162<br>• Solve word problems involving additions and subtractions<br>• Solve word problems involving additions and subtractions of money<br>• | **LESSON 38: additions and subtraction problems (one step)**<br>• Solving word problems involving additions and subtractions<br>**LESSON 39: additions and subtraction problems (two-step)**<br>• Solving word problems involving additions and subtractions<br>**LESSON 40: additions and subtraction money (two-step)**<br>• Solving word problems involving additions and subtractions of money | |
| **WEEK AND DATES** | **SUCCESS CRITERIA** | **PLANNED ACTIVITIES** | **TEACHING, LEARNING METHODOLOGIES** |
| 9<br>17TH NOV, 2025<br><br>To<br><br>21ST NOV, 2025 | The learners must be able to:<br>• Tick the rectangle with the greater area in each pair<br>• Solve word problems<br>• Count the squares in each rectangle to find the area<br>• Find the area of each rectangle<br>• | **LESSON 41: area**<br>• Ticking the rectangle with the greater area in each pair<br>• Solving word problems<br>**LESSON 42: finding area by counting squares**<br>• Counting the squares in each rectangle to find the area<br>• Finding the area of each rectangle | Question and answer<br>Discussion<br>Observation<br>Demonstration<br>Group work<br>Explanation |
| 10<br>24TH NOV, 2025<br><br>To | Learners must be able to:<br>• Identify the shown numbers<br>• Tick the place value counters to show 412<br>• Complete calculations<br>• Write a calculation to match each model<br>• Solve word problems<br>• Draw place value counters to show 1,000÷ 2 | **CORE ELEMENT**: Number, operations and relationships<br>**LEESON 1: representing numbers to 1,000**<br>• Identifying the shown numbers<br>• Ticking the place value counters to show 412<br>• Work with word problems<br>**LESSON 2: Upartitioning numbers to 1,000**<br>• Completing calculations<br>• Writing a calculation to match each model<br>• Solving word problems | Question and answer<br>Discussion<br>Observation<br>Demonstration<br>Group work<br>Explanation |

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| 28TH NOV, 2025 | ● Complete the bar and the calculations<br>● Identify numbers shown by arrows<br>● Draw a line to volume of water in each jug<br>● Label 550 on each number line<br>● Complete number track<br>Identifying numbers | **LESSON 3: understanding 1,000 (equal part)**<br>● Drawing place value counters to show 1,000÷ 2<br>● Completing the bar and the calculations<br>**LESSON 4: numbering line to 1,000**<br>● Identifying numbers shown by arrows<br>● Drawing a line to volume of water in each jug<br>● Label 550 on each number line<br>**LESSON 5: 1,OOOs**<br>● Completing number track<br>● Identifying numbers | |
| **WEEK AND DATES** | **SUCCESS CRITERIA** | **PLANNED ACTIVITIES** | **TEACHING, LEARNING METHODOLOGIES** |
| 11<br>1ST DECE, 2025<br>To<br>5TH DECE, 2025 | The learners must be able to:<br>• Write exams | • **Writing exams** | Past papers<br>Text books<br>Q and A<br>Pair work<br>Group work<br>Individual work |
| 12<br>8TH DECE, 2025<br>To<br>12TH DECE, 2025 | The learners must be able to:<br>• Write exams | • **Writing exams** | Past papers<br>Text books<br>Q and A<br>Pair work<br>Group work<br>Individual work |

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| 13<br>15TH DECE, 2025<br><br>To<br><br>19TH DECE, 2025 | Learners must be able to:<br><br>Close term three | Closing term three | Past papers<br>Text books<br>Q and A<br>Pair work<br>Group work<br>Individual work |