

MATHEMATICS YEAR 5 YEARLY PLAN

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>1</b>	1. Numbers	1. Whole Numbers	1. Numbers to 1 000 000	1. Develop number sense involving numbers of up to 1 000 000.	i. Name and write numbers up to 1 000 000. ii. Determine the place value of the digits in any whole number up to 1 000 000.	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, flash cards, picture cards.  <u>Curriculum Specifications</u> Refer to page 1  <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing 3. Listing 4. Visualizing
<b>2</b>	1. Numbers	1. Whole Numbers	1. Numbers to 1 000 000	1. Develop number sense involving numbers of up to 1 000 000.	iii. Compare value of numbers to 1 000 000. iv. Round off numbers to the nearest tens, hundreds, thousands, ten thousands and hundred thousands.	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, flash cards, picture cards.  <u>Curriculum Specifications</u> Refer to page 1  <u>Thinking Skills</u> 1. Translating 2. Sequencing 3. Analysing 4. Elaborating
<b>3</b>	1. Numbers	1. Whole Numbers	2. Addition with the highest total of 1 000 000	2. Add numbers to the total of 1 000 000.	i. Add any two to four numbers up to 1 000 000 ii. Solve addition problems.	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, flash cards, picture cards, word cards.

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>4</b>	1. Numbers	1. Whole Numbers	3. Subtraction within the range of 1 000 000	3. Subtract numbers from a number less than 1 000 000.	i. Subtract one number from a bigger number less than 1 000 000. ii. Subtract successively from a bigger number less than 1 000 000. iii. Solve subtraction problems.	<u>Curriculum Specifications</u> Refer to pages 2 & 3  <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Decision Making 3. Problem Solving  <u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, flash cards, picture cards, word cards.  <u>Curriculum Specifications</u> Refer to page 4 & 5  <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Decision Making 3. Problem Solving
<b>5</b>	1. Numbers	1. Whole Numbers	4. Multiplication with the highest product of 1 000 000	4. Multiply any two numbers with the highest product of 1 000 000.	i. Multiply up to five digit numbers with a) a one digit numbers, b) a two-digit numbers, c) 10, 100 and 1 000  ii. Solve problem involving multiplication.	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, flash cards.  <u>Curriculum Specifications</u> Refer to page 6 & 7  <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>6</b>	1. Numbers	1. Whole Numbers	5. Division with the highest dividend of 1 000 000	5. Divide a number less than 1 000 000 by a two-digit numbers.	i. Divide numbers up to six digit by <ol style="list-style-type: none"> <li>one-digit numbers,</li> <li>10, 100 and 1 000,</li> <li>two-digit numbers.</li> </ol> ii. Solve problem involving division.	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards.  <u>Curriculum Specifications</u> Refer to page 8 & 9  <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving
<b>7</b>	1. Numbers	1. Whole Numbers	6. Mixed Operations	6. Perform mixed operation involving multiplication and division.	i. Calculate mixed operation on whole numbers involving multiplication and division.  ii. Solve problem involving mixed operations of division and multiplication.	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards.  <u>Curriculum Specifications</u> Refer to page 10  <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving
<b>8</b>	1. Numbers	2. Fractions	1. Improper Fractions	1. Understand improper fractions.	i. Name and write improper fractions with denominators up to 10.  ii. Compare the value of two improper fractions.	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards, Cuisenaire rods  <u>Curriculum Specifications</u> Refer to page 11  <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>9</b>	1. Numbers	2. Fractions	2. Mixed Numbers	2. Understand mixed numbers.	<ul style="list-style-type: none"> <li>i. Name and write mixed numbers with denominators up to 10.</li> <li>ii. Convert improper fractions to mixed numbers and vice-versa.</li> </ul>	<u>Curriculum Specifications</u> Refer to page 12  <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving
<b>10</b>	1. Numbers	2. Fractions	3. Addition of Fractions	3. Add two mixed numbers.	<ul style="list-style-type: none"> <li>i. Add two mixed numbers with same denominators up to ten.</li> <li>ii. Add two mixed numbers with different denominators up to 10.</li> <li>iii. Solve problems involving addition of mixed numbers.</li> </ul>	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards, Cuisenaire rods  <u>Curriculum Specifications</u> Refer to page 13  <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving
<b>11</b>	1. Numbers	2. Fractions	4. Subtraction of Fractions	4. Subtract mixed numbers.	<ul style="list-style-type: none"> <li>i. Subtract two mixed numbers with same denominators up to 10.</li> <li>ii. Subtract two mixed numbers with different denominators up to 10.</li> <li>iii. Solve problem involving subtraction of mixed numbers.</li> </ul>	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards, Cuisenaire rods  <u>Curriculum Specifications</u> Refer to page 14 & 15  <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>12</b>	1. Numbers	2. Fractions	5. Multiplication of fractions	5. Multiply any proper fractions with whole numbers up to 1 000.	i. Multiply whole numbers with proper fractions. ii. Solve problem involving multiplication of fractions.	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards, Cuisenaire rods  <u>Curriculum Specifications</u> Refer to page 16 & 17  <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving
<b>13</b>	1. Numbers	3. Decimals	1. Decimal Numbers	1. Understand and use the vocabulary related to decimals.	i. Name and write decimal numbers to three decimal places. ii. Recognise the place value of thousandths. iii) Convert fractions of thousandths to decimal numbers and vice-versa. iv. Round off decimal numbers to nearest a) tenths, b) hundredths.	<u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards, Cuisenaire rods  <u>Curriculum Specifications</u> Refer to page 18  <u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>14</b>	1. Numbers	3. Decimals	2. Addition of decimal numbers	2. Add decimal numbers up to three decimal places.	<p>i. Add any two to four decimal numbers up to three decimal places involving</p> <p>a) decimal numbers and decimal numbers,</p> <p>b) whole numbers and decimal numbers.</p> <p>ii. Solve problems involving addition of decimal numbers.</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards, Cuisenaire rods</p> <p><u>Curriculum Specifications</u> Refer to page 19</p> <p><u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving</p>
<b>15</b>	1. Numbers	3. Decimals	3. Subtraction of decimal numbers	3. Subtract decimal numbers up to three decimal places.	<p>i. Subtract a decimal number from another decimal up to three decimal places.</p> <p>ii. Subtract successively any two decimal numbers up to three decimal places.</p> <p>iii. Solve problems involving subtraction of decimal numbers.</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards, Cuisenaire rods</p> <p><u>Curriculum Specifications</u> Refer to page 20</p> <p><u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>16</b>	1. Numbers	3. Decimals	4. Multiplication of decimal numbers	4. Multiply decimal numbers up to three decimal places with a whole number.	<p>i. Multiply any decimal numbers up to three decimal places with</p> <p>a) a one-digit numbers, b) a two-digit numbers, c) 10, 100 and 1 000.</p> <p>ii. Solve problems involving multiplication of decimal numbers.</p>	<p><b>KITS</b> Specific courseware, powerpoint presentation, place value frame, number cards, word cards.</p> <p><u>Curriculum Specifications</u> Refer to page 21</p> <p><u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving</p>
<b>17</b>	1. Numbers	3. Decimals	5. Division of decimal numbers	5. Divide decimal numbers up to three decimal places by a whole number.	<p>i. Divide a whole number by</p> <p>a) 10, b) 100, c) 1 000.</p> <p>ii. Divide a whole number by</p> <p>a) a one-digit numbers, b) a two-digit whole numbers.</p> <p>iii. Divide a decimal number of three decimal places by</p> <p>a) a one-digit numbers, b) a two-digit whole numbers, c) 10, d) 100.</p> <p>iv. Solve problems involving division of decimal numbers.</p>	<p><b>KITS</b> Specific courseware, powerpoint presentation, place value frame, number cards, word cards.</p> <p><u>Curriculum Specifications</u> Refer to page 22</p> <p><u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion 3. Problem Solving</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>18</b>	1. Numbers	4. Percentage	1. Percentage	1. Understand and use percentage.	<ul style="list-style-type: none"> <li>i. Name and write the symbol for percentage.</li> <li>ii. State fraction of hundredths in percentage.</li> <li>iii. Convert fraction of hundredths to percentage and vice-versa.</li> </ul>	<p><u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards.</p> <p><u>Curriculum Specifications</u> Refer to page 23</p> <p><u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion</p>
<b>19</b>	1. Numbers	4. Percentage	1. Percentage	2. Relate fraction and decimals to percentage.	<ul style="list-style-type: none"> <li>i. Convert proper fractions of tenths to percentage.</li> <li>ii. Convert proper fraction with denominators of 2, 4, 5, 20, 25 and 50 to percentage.</li> <li>iii. Convert percentage to fraction in its simplest form.</li> <li>iv. Convert percentage to decimal numbers and vice-versa.</li> </ul>	<p><u>KITS</u> Specific courseware, powerpoint presentation, place value frame, number cards, word cards.</p> <p><u>Curriculum Specifications</u> Refer to page 24</p> <p><u>Thinking Skills</u> 1. Elaborating 2. Drawing Conclusion</p>
<b>20</b>	1. Numbers	5. Money	1. Money to RM100 000	<ul style="list-style-type: none"> <li>1. Understand and use the vocabulary related to money.</li> <li>2. Use and apply mathematics concepts when dealing with money up to RM100 000.</li> </ul>	<ul style="list-style-type: none"> <li>i. Read and write the value of money in ringgit and sen up to RM100 000.</li> <li>i. Add money in ringgit and sen up to RM100 000.</li> <li>ii. Subtract money in ringgit and sen within the range of RM100 000.</li> </ul>	<p><u>KITS</u> Specific courseware, powerpoint presentation, simulation notes and coins, cut out notes and coins, flash cards</p> <p><u>Curriculum Specifications</u> Refer to page 25</p> <p><u>Thinking Skills</u> 1. Comparing &amp; Contrasting 2. Elaborating</p>



Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>21</b>	1. Numbers	5. Money	1. Money to RM100 000	2. Use and apply mathematics concepts when dealing with money up to RM100 000.	<p>iii. Multiply money in ringgit and sen with a whole number, fraction or decimal with products within RM100 000.</p> <p>iv. Divide money in ringgit and sen with the dividend up RM100 000.</p> <p>v. Perform mixed operation of multiplication and division involving money in ringgit and sen up to RM100 000.</p> <p>vi. Solve problems in real context involving money in ringgit and sen up to RM100 000.</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, simulation notes and coins, cut out notes and coins, flash cards</p> <p><u>Curriculum Specifications</u> Refer to page 25 &amp; 26</p> <p><u>Thinking Skills</u> 1. Comparing &amp; Contrasting 2. Elaborating</p>
<b>22</b>	2. Measures	6. Time	1. Reading and writing time	1. Understand the vocabulary related to time.	<p>i. Read and write time in the 24-hour system.</p> <p>ii. Relate the time in 24-hour system to 12-hour system.</p> <p>iii. Convert time from 24-hour system to 12-hour system and vice-versa.</p>	<p><u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 27 &amp; 28</p> <p><u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>22</b>	2. Measures	6. Time	2. Relationship between units of time	2. Understand the relationship between units of time.	<ul style="list-style-type: none"> <li>i. Convert time in fractions and decimals of a minute to seconds.</li> <li>ii. Convert time in fractions and decimals of an hour to minutes and to seconds.</li> <li>iii. Convert time in fractions and decimals of a day to hours, minutes and seconds.</li> <li>iv. Convert units of time from <ul style="list-style-type: none"> <li>a) Century to years and vice-versa</li> <li>b) Century to decades and vice versa.</li> </ul> </li> </ul>	<p><u>KITS</u> Timetables of programmes, bus or flight schedule, calendars, cards, word cards, phrase cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to pages 29</p> <p><u>Thinking Skills</u> 1. Translating 2. Drawing Conclusion</p>
<b>22</b>	2. Measures	6. Time	3. Basic Operations Involving Time	3. Add, subtract, multiply and divide units of time.	<ul style="list-style-type: none"> <li>i. Add time in hours, minutes and seconds.</li> <li>ii. Subtract time in hours, minutes and seconds.</li> <li>iii. Multiply time in hours, minutes and seconds.</li> <li>iv. Divide time in hours, minutes and seconds.</li> </ul>	<p><u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards,</p> <p><u>Curriculum Specifications</u> Refer to page 30</p> <p><u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>23</b>	2. Measures	6. Time	4. Duration	4. Use and apply knowledge of time to find the duration.	<p>i. Identify the start and end times of an event.</p> <p>ii. Calculate the duration of an event, involving</p> <p>a) hours, minutes and seconds,</p> <p>b) days and hours.</p>	<p><u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards,</p> <p><u>Curriculum Specifications</u> Refer to page 31</p> <p><u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing</p>
<b>24</b>	2. Measures	6. Time	4. Duration	4. Use and apply knowledge of time to find the duration.	<p>iii. Determine the start or end time of an event from a given duration of time.</p> <p>iv. Solve problems involving time duration in fractions and / or decimals of hours, minutes and seconds.</p>	<p><u>KITS</u> Analogue clock face, flash cards, number cards, word cards, phrase cards, sentence cards,</p> <p><u>Curriculum Specifications</u> Refer to page 31</p> <p><u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>25</b>	2. Measures	7. Length	1. Measuring Length	1. Measure and compare distances.	i. Describe by comparison the distance of one kilometre. ii. Measure using scales for distances between places.	<u>KITS</u> Specific courseware, powerpoint presentation, measuring tapes, rulers, objects of different length such as pencils, rope, ribbons place value frame, word cards, sentence cards  <u>Curriculum Specifications</u> Refer to page 32  <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing
<b>26</b>	2. Measures	7. Length	2. Relationships Between Units Of Length	1. Understand the relationship between units of length.	i. Relate metre and kilometre. ii. Convert metre to kilometre and vice versa.	<u>KITS</u> Specific courseware, powerpoint presentation, measuring tapes, rulers, objects of different length such as pencils, rope, ribbons place value frame, word cards, sentence cards  <u>Curriculum Specifications</u> Refer to page 33  <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Sequencing

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>27</b>	2. Measures	7. Length	2. Basic Operations Involving Length.	3. Add, subtract, multiply and divide units of length.	<p>i. Add and subtract units of length involving conversion of units in</p> <p>a) kilometres b) kilometres and metres</p> <p>ii. Multiply and divide units of length in kilometres involving conversion of units with</p> <p>a) a one-digit number b) 10, 100, 1 000</p> <p>iii. Solve problems involving basic operations on length.</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, measuring tapes, rulers, objects of different length such as pencils, rope, ribbons word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 34</p> <p><u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing 4. Problem Solving</p>
<b>28</b>	2. Measures	8. Mass	1. Comparing Mass	1. Compare mass of objects.	<p>i. Measure and record masses of objects in kilograms and grams.</p> <p>ii. Compare the masses of two objects using kilogram and gram, stating the comparison in multiples or fractions.</p> <p>iii. Estimate the masses of objects in kilograms and grams.</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, weighing scales, flash cards, number cards, word cards, phrase cards, sentence cards,</p> <p><u>Curriculum Specifications</u> Refer to page 35</p> <p><u>Thinking Skills</u> 1. Planning 2. Elaborating 3. Listing</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>29</b>	2. Measures	8. Mass	1. Comparing Mass	2. Understand the relationship between units of mass.	<p>i. Convert units of mass from fractions and decimals of a kilogram to grams and vice-versa.</p> <p>ii. Solve problems involving conversion of mass units in fractions and / or decimals.</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, weighing scales, flash cards, number cards, word cards, phrase cards, sentence cards, <u>Curriculum Specifications</u> Refer to page 35</p> <p><u>Thinking Skills</u> 1. Planning 2. Elaborating</p>
<b>30</b>	2. Measures	9. Volume of Liquid	1. Comparing Volume	1. Measure and compare volumes of liquid using standard units.	<p>i. Measure and record the volumes of liquid in a smaller metric unit given the measure in fractions and / or decimals of a larger unit.</p> <p>ii. Estimate the volumes of liquid involving fractions and decimals in litres and millilitres.</p> <p>iii. Compare the volumes of liquid involving fractions and decimals using litres and millilitres.</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, measuring cylinders, variety of containers such as bottles, jugs, cans, cups, word cards, sentence cards <u>Curriculum Specifications</u> Refer to page 36</p> <p><u>Thinking Skills</u> 1. Comparing &amp; Contrasting 2. Sequencing 3. Listing 4. Problem Solving 5. Relaying Information</p>
<b>31</b>	2. Measures	9. Volume of Liquid	2. Relationship Between Units of Volume	2. Understand the relationship between units of volume of liquid.	<p>i. Convert unit of volumes involving fractions and decimals in litres and vice-versa.</p> <p>ii. Solve problems involving volume of liquid.</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, measuring cylinders, variety of containers such as bottles, jugs, cans, cups, word cards. <u>Curriculum Specifications</u> Refer to page 37</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>32</b>	2. Measures	9. Volume of Liquid	3. Operations On Volume Of Liquid	3. Add and subtract units of volume.	<p>i. Add units of volumes involving mixed decimals in</p> <p>a) litres, b) milliliters, c) litres and millilitres</p> <p>ii. Subtract units of volumes involving mixed decimals in</p> <p>a) litres, b) milliliters, c) litres and milliliters</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, measuring cylinders, variety of containers such as bottles, jugs, cans, cups, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 38</p> <p><u>Thinking Skills</u> 1. Comparing &amp; Contrasting 2. Sequencing 3. Listing 4. Problem Solving 5. Relaying Information</p>
<b>33</b>	2. Measures	9. Volume of Liquid	3. Operations On Volume Of Liquid	4. Multiply and divide units of volumes.	<p>iii. Multiply units of volumes involving mixed numbers using</p> <p>a) a one-digit number, b) 10, 100, 1 000, involving conversion of units.</p> <p>iv. Divide unit of volumes using</p> <p>a) up to two-digit numbers b) 10, 100, 1 000, involving mixed decimals</p> <p>v. Divide unit of volumes using</p> <p>a) a one-digit number b) 10, 100, 1 000, involving conversion of units</p> <p>vi. Solve problems involving computations for volume of liquids</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, measuring cylinders, variety of containers such as bottles, jugs, cans, cups, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 38 &amp; 39</p> <p><u>Thinking Skills</u> 1. Comparing &amp; Contrasting 2. Sequencing 3. Listing 4. Problem Solving 5. Relaying Information</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>34</b>	3. Shape and Space	10. Shape and Space	1. Composite Two-Dimensional Shapes	1. Find the perimeter of composite 2-D shapes.	<p>i. Measure the perimeter of the following composite 2-D shapes</p> <p>a) Square and square  b) Rectangle and rectangle  c) Triangle and triangle  d) Square and rectangle  e) Square and triangle  f) Rectangle and triangle</p> <p>ii. Calculate the perimeter of the following composite 2-D shapes.</p> <p>a) Square and square  b) Rectangle and rectangle  c) Triangle and triangle  d) Square and rectangle  e) Square and triangle  f) Rectangle and triangle</p> <p>iii. Solve problems involving perimeters of composite 2-D shapes.</p>	<p><b>KITS</b>  Specific courseware, powerpoint presentation, cut out cards of various polygons, pictures cards, word cards, sentence cards</p> <p><u>Curriculum Specifications</u>  Refer to page 40</p>



Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>34</b>	3. Shape and Space	10. Shape and Space	1. Composite Two-Dimensional Shapes	1. Find the area of composite 2-D shapes.	<p>i. Measure the area of the following composite 2-D shapes</p> <p>a) Square and square b) Rectangle and rectangle c) Square and rectangle</p> <p>ii. Calculate the area of the following composite 2-D shapes.</p> <p>a) Square and square b) Rectangle and rectangle c) Square and rectangle</p> <p>iii. Solve problems involving area of composite 2-D shapes.</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, cut out cards of various polygons, pictures cards, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 41</p>
<b>35</b>	3. Shape and Space	10. Shape and Space	2. Composite Three-Dimensional Shapes	1. Find the volume of composite 3-D shapes.	<p>i. Measure the volume of the following composite 3-D shapes for</p> <p>a) cube and cube b) cuboid and cuboid c) cube and cuboid</p> <p>ii. Calculate the volume of the following composite 3-D shapes for</p> <p>a) cube and cube b) cuboid and cuboid c) cube and cuboid</p> <p>iii. Solve problems involving volume of composite 3-D shapes.</p>	<p><u>KITS</u> Specific courseware, powerpoint presentation, cut out cards of various polygons, pictures cards, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to page 42</p>

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>36</b>	4. Statistics	11. Data Handling	1. Average	1. Understand and use the vocabulary related to average.	i. Describe the meaning of average, ii. State the average of two or three quantities. iii. Determine the formula for average.	<u>KITS</u> Specific courseware, powerpoint presentation, newspaper cutting, pictures cards, calendars, cards with tables, word cards, sentence cards  <u>Curriculum Specifications</u> Refer to pages 43  <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating 3. Listing 4. Planning
<b>37</b>	4. Statistics	11. Data Handling	1. Average	2. Use and apply the knowledge of average.	i. Calculate the average using formula. ii. Solve problems in real life situations.	<u>KITS</u> Specific courseware, powerpoint presentation, newspaper cutting, pictures cards, calendars, cards with tables, word cards, sentence cards  <u>Curriculum Specifications</u> Refer to pages 44  <u>Thinking Skills</u> 1. Comparing & Contrasting 2. Elaborating 3. Listing 4. Planning

Week	Area	Topic	Learning Area	Learning Objectives	Learning Outcomes	Notes
<b>38</b>	4. Statistics	11. Data Handling	1. Organising and Interpreting Data	1. Understand the vocabulary relating to data organisation in graphs.	i. Recognise frequency, mode, range, maximum and minimum value from bar graphs.	<p><b>KITS</b> Specific courseware, powerpoint presentation, newspaper cutting, pictures cards, calendars, cards with tables, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to pages 45</p> <p><u>Thinking Skills</u> 1. Comparing &amp; Contrasting 2. Elaborating 3. Interpreting Information 4. Planning</p>
<b>39</b>	4. Statistics	11. Data Handling	1. Organising and Interpreting Data	2. Organise and interpret data from tables and charts.	ii. Construct a bar graphs from a given set of data  iii. Determine the frequency, mode, range, average, maximum and minimum value from a given graph.	<p><b>KITS</b> Specific courseware, powerpoint presentation, newspaper cutting, pictures cards, calendars, cards with tables, word cards, sentence cards</p> <p><u>Curriculum Specifications</u> Refer to pages 45</p> <p><u>Thinking Skills</u> 1. Comparing &amp; Contrasting 2. Elaborating 3. Interpreting Information 4. Planning</p>