CURRICULUM
DEVELOPMENT UNIT
MATHEMATICS

New Edition 2010

Annual Teaching Guide

(ATG)

Japan **O**verseas **C**ooperation **V**olunteers (J.O.C.V.)

JOCV Mathematics Specialist

About Annual Teaching Guide (ATG)

Preface

The Annual Teaching Guide (ATG) describes the syllabus in detail and provides better guidelines for teachers, to produce satisfactory results in both teaching and learning and to accelerate the progress of math education in St.Vincent and the Grenadines. It tells the teacher when to teach a concept and for how long.

Special features

- ATG covers the syllabus completely, enables teachers to master the content of the syllabus for 1 year with consideration for systematic study, logical presentation of the subject and students' stage of development. The content of ATG consists of some Major Topics and Sub Topics.
- ATG is organized to allow students to interact with the five strands of the Curriculum (**Number Concepts, Computation, Statistics, Geometry and Measurement**) each term.
- ATG assumes the following model as the standard.

▷ Model Lesson Schedule per week

Grades	K	1	2	3	4	5	6
Number of Lessons	6	6	6	7	7	7	7
	1 Double & 4 Singles			2 Doubles & 3 Singles			
Lesson time (minutes)	20	25	30	30	30	35	40
Total Time (minutes)	120	150	180	210	210	245	280

Therefore, the total number of lessons is as follow.

[Kindergarten to Grade 2]

The First Term (Term 1)	13 weeks x 6 lessons = 78 lessons
The Second Term (Term 2)	10 weeks x 6 lessons = 60 lessons
The Third Term (Term 3)	10 weeks x 6 lessons =60 lessons
Total	33 weeks x 6 lessons = 198 lessons

[Grade 3 to Grade 6]

The First Term (Term 1)	13 weeks x 7 lessons = 91 lessons
The Second Term (Term 2)	10 weeks x 7 lessons = 70 lessons
The Third Term (Term 3)	10 weeks x 7 lessons = 70 lessons
Total	33 weeks x 7 lessons = 231 lessons

A total of two weeks has been allocated from each term for examinations and extra curricula activities.

– The number of lessons for each Sub Topic was allotted as tentative plan in order to complete instruction on that topic. However the pace at which teachers cover every topic and number of lessons taught should depend on students' performance.

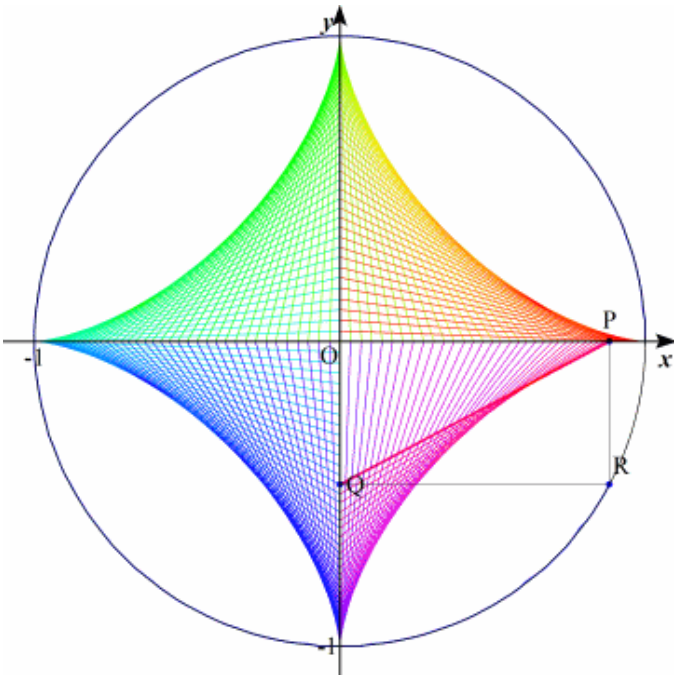
Takuya Kitamura

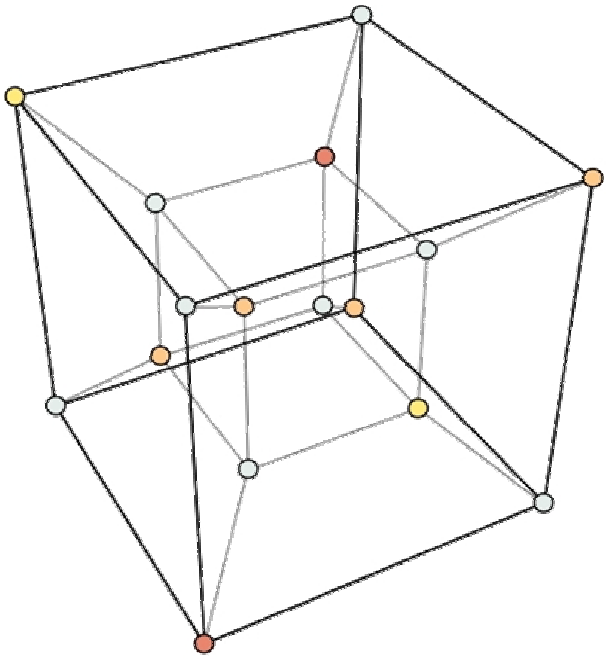
JOCV Mathematics Specialist (Math Officer)
Japanese Overseas Cooperation Volunteer

Contents

Chapter 1

Teaching Plan in a year





Section 1.1

Kindergarten to Grade 2 — Term 1

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<tr><th>Month</th><th>Week</th><th>Lessons</th><th>Kindergaten</th><th>Grade 1</th><th>Grade 2</th></tr>
<tr><td rowspan="5">September</td><td rowspan="2">1</td><td>1
2
3
4
5
6</td><td rowspan="2"><Number Concepts>
General/Readiness (3)
Counting (9)

12 lessons</td><td rowspan="2"><Number Concepts>
Counting

12 lessons</td><td rowspan="3"><Number Concepts>
General (3)
Counting (7)
Whole Numbers (7)

17 lessons</td></tr>
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8
9
10
11
12</td></tr>
<tr><td rowspan="2">3</td><td>13
14
15
16
17
18</td><td rowspan="4"><Computation>
Addtion

18 lessons</td><td rowspan="4"><Computation>
General (7)
Addition of whole numbers (14)

21 lessons</td></tr>
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20
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22
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24</td><td rowspan="3"><Computation>
General (4)
Addition of whole numbers (12)

16 lessons</td></tr>
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26
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30</td></tr>
<tr><td rowspan="2">6</td><td>31
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34
35
36</td><td rowspan="3"><Statistics>
General/Readiness (4)
Data Collection (11)

15 lessons</td><td rowspan="2"><Statistics>
Data Collection

12 lessons</td></tr>
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38
39
40
41
42</td><td rowspan="2"><Statistics>
Data Collection

12 lessons</td></tr>
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44
45
46
47
48</td><td rowspan="3"><Geometry>
Three-Dimensional Shapes

12 lessons</td></tr>
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50
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52
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54</td><td rowspan="2"><Geometry>
Three-Dimensional Shapes

15 lessons</td></tr>
<tr><td rowspan="3">10</td><td>55
56
57
58
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60</td><td rowspan="3"><Geometry>
General/Readiness (4)
Three-Dimensional Shapes (11)

15 lessons</td></tr>
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62
63
64
65
66</td><td rowspan="4"><Measurement>
Linear Measurement (5)
Mass (5)
Capacity (4)
Temperature (4)
General Strategies (3)

21 lessons</td></tr>
<tr><td rowspan="3"><Measurement>
Linear Measurement (12)
Mass (6)

18 lessons</td></tr>
<tr><td rowspan="2">12</td><td>67
68
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70
71
72</td><td rowspan="3"><Measurement>
Linear Measurement (14)
Mass (4)

18 lessons</td></tr>
<tr><td rowspan="2">13</td><td>73
74
75
76
77
78</td></tr>
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Section 1.2

Kindergarten to Grade 2 — Term 2

<table>
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<tr><td rowspan="20">January</td><td rowspan="6">1</td><td>1</td><td rowspan="12">〈Number Concepts〉
Whole Numbers

12 lessons</td><td rowspan="15">〈Number Concepts〉
Whole Numbers

15 lessons</td><td rowspan="6">〈Number Concepts〉
Whole Numbers

6 lessons</td></tr>
<tr><td>2</td></tr>
<tr><td>3</td></tr>
<tr><td>4</td></tr>
<tr><td>5</td></tr>
<tr><td>6</td></tr>
<tr><td rowspan="6">2</td><td>7</td><td rowspan="15">〈Computation〉
Subtraction of whole numbers (10)
Multiplication of whole numbers (11)

21 lessons</td></tr>
<tr><td>8</td></tr>
<tr><td>9</td></tr>
<tr><td>10</td></tr>
<tr><td>11</td></tr>
<tr><td>12</td></tr>
<tr><td rowspan="6">3</td><td>13</td><td rowspan="12">〈Computation〉
Subtraction

15 lessons</td><td rowspan="9">〈Computation〉
Subtraction of whole numbers

12 lessons</td></tr>
<tr><td>14</td></tr>
<tr><td>15</td></tr>
<tr><td>16</td></tr>
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<tr><td>18</td></tr>
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<tr><td>26</td></tr>
<tr><td>27</td></tr>
<tr><td>28</td><td rowspan="9">〈Statistics〉
Data Representation

9 lessons</td><td rowspan="9">〈Statistics〉
Data Representation

12 lessons</td><td rowspan="6">〈Statistics〉
Data Representation

10 lessons</td></tr>
<tr><td>29</td></tr>
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<tr><td>35</td></tr>
<tr><td>36</td></tr>
<tr><td rowspan="6">7</td><td>37</td><td rowspan="12">〈Geometry〉
Plane Shapes

12 lessons</td><td rowspan="9">〈Geometry〉
Plane Shapes

12 lessons</td><td rowspan="9">〈Geometry〉
Plane Shapes

11 lessons</td></tr>
<tr><td>38</td></tr>
<tr><td>39</td></tr>
<tr><td>40</td></tr>
<tr><td>41</td></tr>
<tr><td>42</td></tr>
<tr><td rowspan="6">8</td><td>43</td></tr>
<tr><td>44</td></tr>
<tr><td>45</td></tr>
<tr><td>46</td></tr>
<tr><td>47</td></tr>
<tr><td>48</td></tr>
<tr><td rowspan="12">March</td><td rowspan="6">9</td><td>49</td><td rowspan="12">〈Measurement〉
Capacity (4)
Use of non-standard units (8)

12 lessons</td><td rowspan="6">〈Measurement〉
Capacity (6)
Temperature (3)

9 lessons</td><td rowspan="12">〈Measurement〉
Time

12 lessons</td></tr>
<tr><td>50</td></tr>
<tr><td>51</td></tr>
<tr><td>52</td></tr>
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<tr><td>60</td></tr>
</table>

Section 1.3

Kindergarten to Grade 2 — Term 3

Month	Week	Lessons	Kindergaten	Grade 1	Grade 2
April	1	1	〈Number Concepts〉 Whole Numbers (12) Introduction to the Calculator (3) 15 lessons	〈Number Concepts〉 Fractions 9 lessons	〈Number Concepts〉 Fractions 15 lessons
		2			
		3			
		4			
		5			
		6			
	2	7			
		8			
		9			
		10			
		11			
		12			
	3	13			
		14			
		15			
May		16	〈Computation〉 Use of the Calculator 3 lessons	〈Computation〉 Multiplication of whole numbers 12 lessons	〈Computation〉 Division of whole numbers (7) Addition of factions (5) 12 lessons
		17			
		18			
	4	19	〈Statistics〉 Data Interpretation 9 lessons		
		20			
		21			
		22			
		23			
		24			
	5	25		〈Statistics〉 Data Interpretation 9 lessons	
		26			
		27			
		28	〈Geometry〉 Plane Shapes 12 lessons		〈Statistics〉 Data Interpretation 9 lessons
		29			
		30			
	6	31		〈Geometry〉 Plane Shapes 9 lessons	
		32			
		33			
		34			
		35			
		36			
	7	37			〈Geometry〉 Plane Shapes 11 lessons
		38			
		39			
June		40	〈Measurement〉 Time (14) Money (7) 21 lessons	〈Measurement〉 Time (12) Money (9) 21 lessons	
		41			
		42			
	8	43			
		44			
		45			
		46			
		47			
		48			〈Measurement〉 Money 13 lessons
	9	49			
		50			
		51			
		52			
		53			
		54			
	10	55			
		56			
		57			
		58			
		59			
		60			

Section 1.4

Grade 3 to Grade 6 — Term 1

<table>
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October
November
December</td><td rowspan="3">1
2
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2
3
4
5
6
7
8
9
10
11
12
13
14
15
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18
19
20
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General (2)
Counting (4)
Whole Numbers (15)

21 lessons</td><td rowspan="3"><Number Concepts>
General (3)
Counting (4)
Whole Numbers (14)

21 lessons</td><td rowspan="3"><Number Concepts>
Counting (3)
Whole Numbers (18)

21 lessons</td><td rowspan="3"><Number Concepts>
General (3)
Counting (3)
Whole Numbers (17)

23 lessons</td></tr>
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5
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General (6)
Whole Numbers (15)

21 lessons</td><td rowspan="2"><Computation>
General (7)
Whole Numbers (11)

18 lessons</td><td rowspan="3"><Computation>
General (7)
Whole Numbers (14)

21 lessons</td><td rowspan="2"><Computation>
General (6)
Whole Numbers (13)

19 lessons</td></tr>
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9</td><td>43
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General (2)
Data Collection (8)
Data Representation (7)

17 lessons</td><td rowspan="2"><Statistics>
General (3)
Data Collection (11)

14 lessons</td><td rowspan="2"><Statistics>
General (3)
Data Collection (11)

14 lessons</td><td><Statistics>
General (2)
Data Collection (8)

10 lessons</td></tr>
<tr><td rowspan="2"><Geometry>
Three-Dimensional Shapes (8)
Plane Shapes (6)

14 lessons</td><td rowspan="2"><Geometry>
Three-Dimensional Shapes

14 lessons</td></tr>
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80
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86
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89
90
91</td><td rowspan="3"><Geometry>
Three-Dimensional Shapes

14 lessons</td><td rowspan="3"><Measurement>
General (3)
Linear Measurement (13)
Mass (8)

24 lessons</td><td rowspan="3"><Measurement>
General (4)
Linear Measurement (7)
Mass (4)
Capacity (4)
Temperature (2)

21 lessons</td><td rowspan="3"><Measurement>
General (5)
Linear Measurement (6)
Mass (5)
Capacity (3)
Imperial Unit (3)
Temperature (3)

25 lessons</td></tr>
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General (5)
Linear Measurement (7)
Mass (6)

18 lessons</td></tr>
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Section 1.5

Grade 3 to Grade 6 — Term 2

<table>
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Whole Numbers

10 lessons</td><td rowspan="7">〈Number Concepts〉
Whole Numbers

11 lessons</td><td rowspan="14">〈Number Concepts〉
Fractions (8)
Decimals (10)

18 lessons</td><td rowspan="14">〈Number Concepts〉
Fractions (9)
Decimals (9)

18 lessons</td></tr>
<tr><td>2</td></tr>
<tr><td>3</td></tr>
<tr><td>4</td></tr>
<tr><td>5</td></tr>
<tr><td>6</td></tr>
<tr><td>7</td></tr>
<tr><td rowspan="7">2</td><td>8</td><td rowspan="14">〈Computation〉
Whole Numbers

18 lessons</td><td rowspan="14">〈Computation〉
Whole Numbers

21 lessons</td></tr>
<tr><td>9</td></tr>
<tr><td>10</td></tr>
<tr><td>11</td></tr>
<tr><td>12</td></tr>
<tr><td>13</td></tr>
<tr><td>14</td></tr>
<tr><td rowspan="7">3</td><td>15</td><td rowspan="14">〈Computation〉
Fractions

14 lessons</td><td rowspan="21">〈Computation〉
Fractions (12)
Decimals (9)

21 lessons</td></tr>
<tr><td>16</td></tr>
<tr><td>17</td></tr>
<tr><td>18</td></tr>
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<tr><td>28</td></tr>
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Data Representation

12 lessons</td><td rowspan="14">〈Statistics〉
Data Representation

10 lessons</td><td rowspan="14">〈Statistics〉
Data Representation

10 lessons</td></tr>
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<tr><td>32</td></tr>
<tr><td>33</td></tr>
<tr><td>34</td></tr>
<tr><td>35</td></tr>
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<tr><td>39</td></tr>
<tr><td>40</td></tr>
<tr><td>41</td><td rowspan="14">〈Geometry〉
Plane Shapes

16 lessons</td></tr>
<tr><td>42</td></tr>
<tr><td rowspan="7">7</td><td>43</td><td rowspan="14">〈Geometry〉
Plane Shapes

10 lessons</td><td rowspan="14">〈Geometry〉
Plane Shapes

13 lessons</td><td rowspan="7">〈Statistics〉
Data Representation

7 lessons</td></tr>
<tr><td>44</td></tr>
<tr><td>45</td></tr>
<tr><td>46</td></tr>
<tr><td>47</td></tr>
<tr><td>48</td></tr>
<tr><td>49</td></tr>
<tr><td rowspan="7">8</td><td>50</td><td rowspan="14">〈Geometry〉
Plane Shapes

10 lessons</td></tr>
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<tr><td>53</td></tr>
<tr><td>54</td></tr>
<tr><td>55</td></tr>
<tr><td>56</td></tr>
<tr><td rowspan="28">March</td><td rowspan="7">9</td><td>57</td><td rowspan="14">〈Measurement〉
Capacity (5)
Temperature (5)
Perimeter (4)

14 lessons</td><td rowspan="14">〈Measurement〉
Capacity (8)
Temperature (5)
Perimeter and Area (5)

18 lessons</td><td rowspan="14">〈Measurement〉
Relationships among
Metric Units (4)
Imperial Units (3)
Perimeter and Area (8)

15 lessons</td><td rowspan="14">〈Measurement〉
Time (6)
Perimeter and Area (8)

14 lessons</td></tr>
<tr><td>58</td></tr>
<tr><td>59</td></tr>
<tr><td>60</td></tr>
<tr><td>61</td></tr>
<tr><td>62</td></tr>
<tr><td>63</td></tr>
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Section 1.6

Grade 3 to Grade 6 — Term 3

<table>
<tr><th>Month</th><th>Week</th><th>Lessons</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th><th>Grade 6</th></tr>
<tr><td rowspan="70">April
May
June</td><td rowspan="7">1</td><td>1</td><td rowspan="14">〈Number Concepts〉
Fractions

14 lessons</td><td rowspan="14">〈Number Concepts〉
Fractions

14 lessons</td><td rowspan="21">〈Number Concepts〉
Percents (13)
Roman Numerals (4)

17 lessons</td><td rowspan="21">〈Number Concepts〉
Percents (6)
Ratio (7)
Roman Numerals (4)

17 lessons</td></tr>
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<tr><td>4</td></tr>
<tr><td>5</td></tr>
<tr><td>6</td></tr>
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<tr><td>10</td></tr>
<tr><td>11</td></tr>
<tr><td>12</td></tr>
<tr><td>13</td></tr>
<tr><td>14</td></tr>
<tr><td rowspan="7">3</td><td>15</td><td rowspan="14">〈Computation〉
Fractions

14 lessons</td><td rowspan="21">〈Computation〉
Fractions

17 lessons</td></tr>
<tr><td>16</td></tr>
<tr><td>17</td></tr>
<tr><td>18</td></tr>
<tr><td>19</td></tr>
<tr><td>20</td></tr>
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<tr><td>27</td></tr>
<tr><td>28</td></tr>
<tr><td rowspan="7">5</td><td>29</td><td rowspan="7">〈Statistics〉
Data Interpretation

7 lessons</td></tr>
<tr><td>30</td></tr>
<tr><td>31</td></tr>
<tr><td>32</td></tr>
<tr><td>33</td></tr>
<tr><td>34</td></tr>
<tr><td>35</td></tr>
<tr><td rowspan="7">6</td><td>36</td><td rowspan="14">〈Geometry〉
Plane Shapes

10 lessons</td><td rowspan="7">〈Statistics〉
Data Interpretation

7 lessons</td><td rowspan="7">〈Statistics〉
Data Interpretation

7 lessons</td><td rowspan="14">〈Statistics〉
Data Interpretation

13 lessons</td></tr>
<tr><td>37</td></tr>
<tr><td>38</td></tr>
<tr><td>39</td></tr>
<tr><td>40</td></tr>
<tr><td>41</td></tr>
<tr><td>42</td></tr>
<tr><td rowspan="7">7</td><td>43</td><td rowspan="14">〈Geometry〉
Plane Shapes

14 lesons</td><td rowspan="14">〈Geometry〉
Plane Shapes

14 lesons</td></tr>
<tr><td>44</td></tr>
<tr><td>45</td></tr>
<tr><td>46</td><td rowspan="28">〈Measurement〉
Time (13)
Money (12)

25 lessons</td></tr>
<tr><td>47</td></tr>
<tr><td>48</td></tr>
<tr><td>49</td></tr>
<tr><td rowspan="7">8</td><td>50</td></tr>
<tr><td>51</td></tr>
<tr><td>52</td></tr>
<tr><td>53</td><td rowspan="14">〈Measurement〉
Time (9)
Money (9)

18 lessons</td></tr>
<tr><td>54</td></tr>
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Time (4)
Money (10)

14 lessons</td><td rowspan="14">〈Measurement〉
Money (10)
Angles (4)

14 lessons</td></tr>
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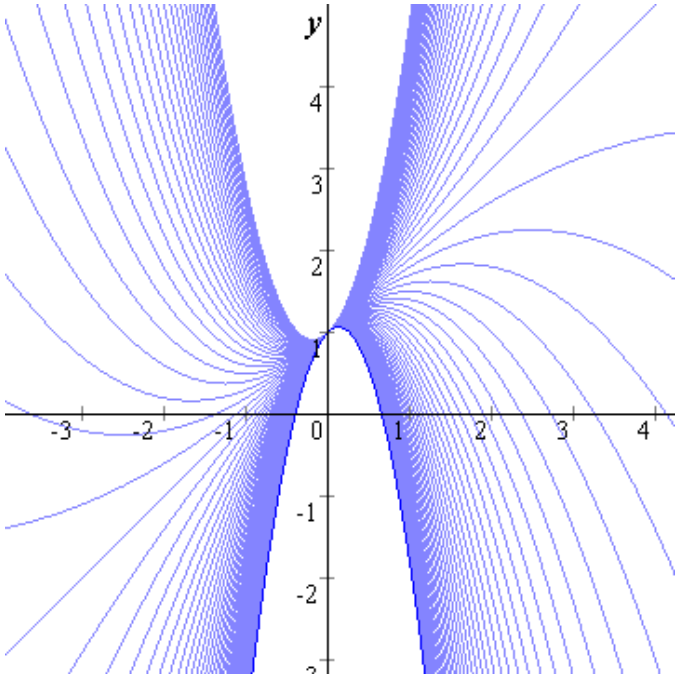
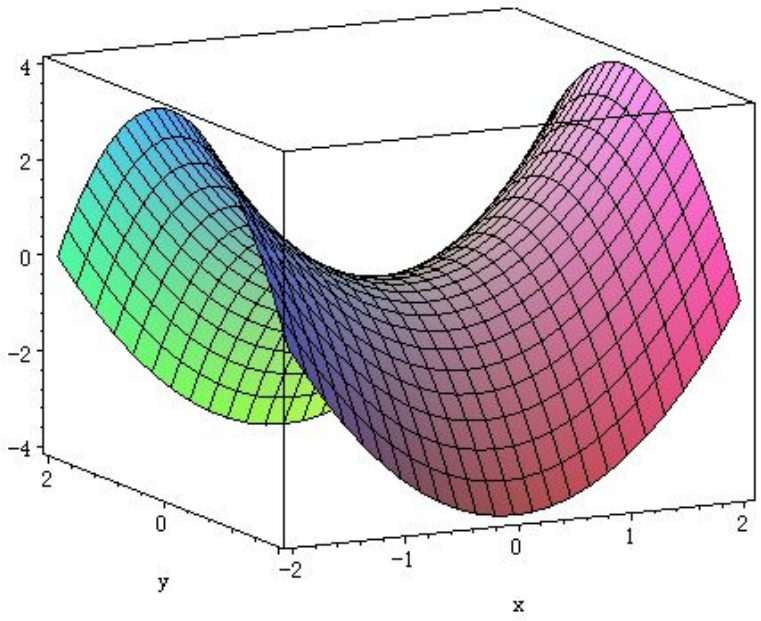
Chapter 2

Kindergarten ≪ Annual Plan ≫





Section 2.1

Kindergarten — Term 1

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concept	General/ Readiness		1. Classify objects into sets, according to shape, size, colour, texture, sound, etc.	3	2.0 wk
			2. Describe a set of objects using phrases such as 'large', 'small', 'many', 'few', etc.		
	Counting		3. Count in sequence up to 50.	9	
			4. Count backwards from 10.		
			5. Count the number of objects in a set up to 12 objects.		
			6. Solve problems related to counting operations.		
Computation	Addition	Vocabulary	1. Combine two sets of objects, and count the number of objects in the resulting set, with totals up to 9.	4	3.0 wk
			2. Describe the set obtained from combining two sets of objects using phrases such as 'larger', 'has more than', etc.		
		Representation of addition	3. Use objects to add two numbers, with totals up to 9.	14	
			4. Use pictorial representations to add two numbers, with total up to 9.		
			5. Write number sentences to represent addition.		
			6. Identify situations in their everyday activities (e.g., games) where they use addition.		
			7. Create and solve problems involving addition.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	General/ Readiness		1. Classify objects according to selected attributes, e.g., size, colour, shape, texture, sound etc.	4	2.5 wk
	Data Collection	Collecting data through looking	2. Collect simple sets of data in the classroom and school environment, using observation.	11	
		Determining frequency	3. Describe the result of classification and data collection activities.		
			4. Use counting to determine the number of objects in a group.		
Geometry	General/ Readiness		1. Describe the attributes of objects using phrases such as 'round', 'straight', 'flat', 'curved', etc.	4	2.5 wk
	Three-Dimensional Shapes		2. Describe the attributes of three-dimensional shapes using phrases such as 'roll', 'slide', 'stack up', 'flat', 'round', 'curved', etc.	11	
			3. Classify three-dimensional shapes on the basis of their attributes, e.g. shape, size, and function in real life.		
			4. Identify examples of three-dimensional shapes in real life.		
			5. Use three-dimensional shapes to make objects, e.g., a rocket, a house.		
Measurement	Linear Measurement	Vocabulary for length, height, and distance	1. Describe the length of objects using phrases such as 'short', 'long', 'wide', etc.	14	3.0 wk
			2. Compare lengths of objects using phrases such as 'longer than', 'shorter than', 'wider than', etc.		
			3. Describe heights of objects using phrases such as 'tall', 'short'.		
			4. Compare the heights of objects using phrases such as 'taller than', 'shorter than', etc.		
			5. Describe distances using phrases such as 'short', 'long', 'far away', 'nearby', etc.		
			6. Compare distances using phrases such as 'shorter', 'longer', 'closer', 'further', etc		
	Mass		7. Describe the mass of objects as heavy, light, very light, etc.	4	
			8. Compare the mass of objects, using phrases such as 'heavier than', 'lighter than', 'as heavy as', etc.		

Section 2.2

Kindergarten — Term 2

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Whole Numbers	Representation of numbers	7. Read and identify the numbers 0 to 12.	12	2.0 wk
			8. Write the correct numeral to indicate the number of objects in a set.		
			9. Write numbers from zero to twelve in words.		
		Making and comparing sets	10. Make sets of up to 12 objects.		
			11. Identify sets that are equal in number but arranged differently.		
			12. Draw a variety of arrangements to represent a set of a given size.		
			13. Make a set that has the same number of objects as a given set.		
			14. Make a set that has one more object than a given set.		
			15. Compare the number of objects in two sets, using 1-1 correspondence.		
Computation	Subtraction	Vocabulary	8. Separate a set of objects by taking away a given quantity of objects.	15	2.5 wk
			9. Describe the resulting set obtained after the separation of a set , using phrases such as 'has less than'.		
		Representation of subtraction	10. Use objects to subtract one number from another, with both numbers being less than or equal to 9.		
			11. Use pictorial representations to subtract one number from another, with both numbers being less than or equal to 9.		
			12. Write number sentences to represent subtraction.		
			13. Identify situations in their everyday activities (e.g., sharing sweets) where they use subtraction.		
			14. Create and solve simple problems involving subtraction.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	Data Representation	Recording data using words and objects	5. Use simple statements to record and represent data, e.g., 'John has four marbles'. 6. Represent data graphically using objects, e.g. picture cutouts, blocks.	9	1.5 wk
Geometry	Plane Shapes	Two-dimensional shapes	6. Describe the attributes of two-dimensional shapes. 7. Classify two-dimensional shapes on the basis of their attributes, e.g., shape and size. 8. Identify objects in real life that are made up of two dimensional shapes. 9. Use cutouts of two-dimensional shapes to make patterns and pictures.	12	2.0 wk
Measurement	Capacity		9. Describe the capacity of containers using phrases such as 'holds a lot', 'holds a little', etc. 10. Compare the capacity of containers using phrases such as ' holds more than', 'holds the same as', etc.	4	2.0 wk
	Use of non-standard units	Estimation	11. Estimate the length, mass, and capacity of objects using non-standard units.	8	
		Measurement	12. Measure the length, mass and capacity of objects using non-standard units. 13. Solve problems involving the estimation and measurement of length, mass, and capacity using non-standard units.		

Section 2.3

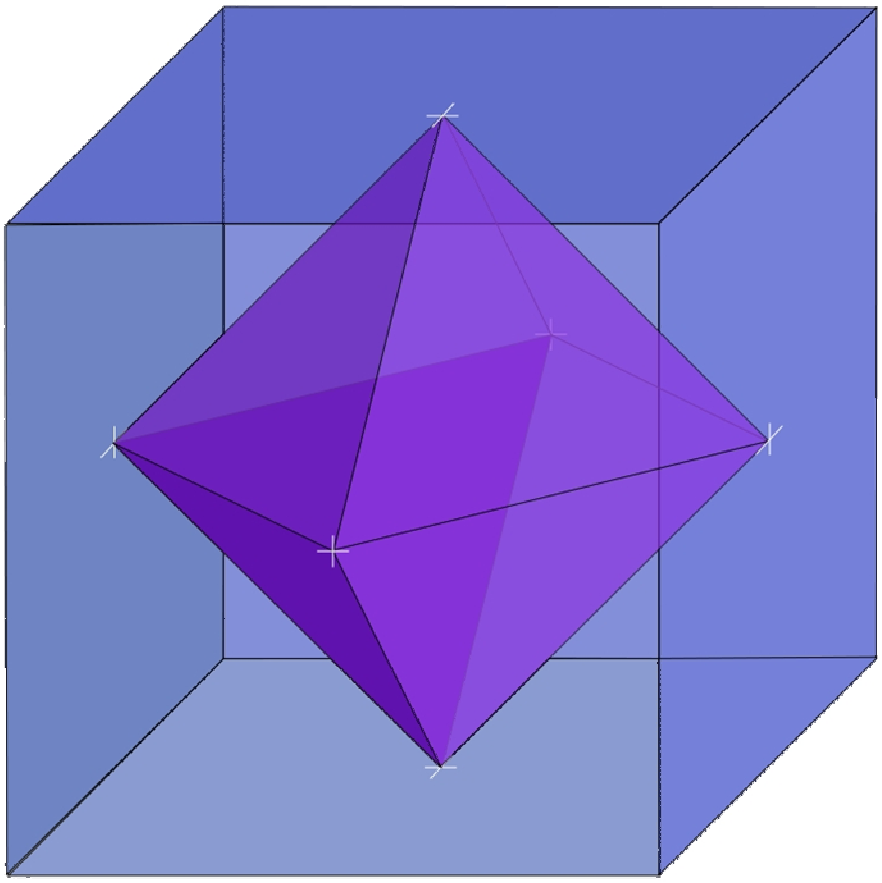
Kindergarten — Term 3

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Whole Numbers	Comparing sets	16. Compare the number of objects in sets of up to 12 objects using phrases such as 'same number as', 'equal to', 'more than', 'less than', 'one more than', etc.	12	2.5 wk
			17. Compare the number of objects in two sets with up to 12 objects using the symbols '=' and '>'.		
		Ordinal numbers	18. Identify the position of an object in an ordinal arrangement of up to 5 objects.		
	Introduction to the Calculator		19. Describe physical features of a simple calculator e.g. the keys, the display area.	3	
			20. Use calculators to investigate counting operations.		
Computation	Use of the Calculator		15. Identify the keys for addition and subtraction on their calculators.	3	0.5 wk
			16. Explain how to use the calculator to add or subtract two numbers.		
Statistics	Data Interpretation	Use of comparative terms related to quantity	7. Compare data using phrases such as 'more than' 'less than' 'one more than', 'the same as', 'the most' etc.	9	1.5 wk

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Geometry	Plane Shapes	Spatial relationships	10. Trace two-dimensional shapes.	12	2.0 wk
			11. Identify rectangles and circles by names.		
			12. Describe the relative position of objects using relationships such as 'above', 'below', 'in', 'on', ' outside', 'inside', etc.		
Measurement	Time	Vocabulary	14. Use time vocabulary appropriately; e.g., today, yesterday, tomorrow, morning, afternoon, etc.	14	3.5 wk
		Days of the week	15. Name the days of the week.		
			16. Identify the current day, 'Today is…'.		
			17. Identify the day corresponding to tomorrow or yesterday given the current day.		
		Months of the year	18. Identify the current month.		
			19. State the month in which they were born.		
			20. Tell time on the hour.		
		Time on the hour	21. Represent time on the hour on an actual or model clock.		
			22. Represent the time for events that occur on the hour, using an actual or model clock.		
	Money	Features of coins	23. Describe the 1 cent, 2 cent, 5 cent coins.	7	
			24. Identify the 1 cent, 2 cent, and 5 cent coins.		
		Representation of amounts of money	25. Represent 2 cents and 5 cents in different ways using coins and drawings.		
			26. Find the total value of a set of coins up to a total of 5 cents.		

Chapter 3

Grade 1 ≪ Annual Plan ≫



Section 3.1

Grade 1 — Term 1

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Counting	Counting forward, backward, counting on, skip counting	1. Use calculators to count in a variety of ways. 2. Count in sequence to 100. 3. Count by 10's to 100. 4. Count by 2's and 5's to 50. 5. Count backwards from 10. 6. Count on from a given number.	12	2.0 wk
Computation	General	Vocabulary	1. Describe the procedures for carrying out addition, subtraction, and multiplication, using appropriate vocabulary such as 'total', 'sum', 'join together', 'subtract', 'take away', 'sets of', 'times', etc.	7	3.5 wk
		Relationships among operations	2. Use several devices (e.g., concrete and pictorial representation, a calculator) to explore the properties of addition and subtraction, e.g., if 5 + 2 = 7 then 2 + 5 = 7; 7 - 0 = 7. 3. Use several devices to demonstrate relationships among the number facts for addition and subtraction, e.g., if 5 + 4 = 9 then 9 - 5 = 4.		
		Basic facts	4. Use several devices and strategies (e.g., properties of addition and subtraction) to build up the basic number facts for addition and subtraction.		
	Addition of whole numbers	Concrete pictorial and symbolic representation	5. Create and solve problems involving addition of one digit numbers, with totals up to 20. 6. Add two one-digit numbers, using objects and pictures/diagrams. 7. Add three one-digit numbers, using objects and pictures/diagrams, with totals up to 20. 8. Mentally add two one-digit numbers, with totals up to 10. 9. Write number sentences to represent addition. 10. Use objects to determine the missing number in an addition number sentence, e.g., 7+8=4+☐, 12=☐.	14	

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	Data Collection	Collecting data through looking and asking	1. Classify objects and people (e.g., classmates) according to selected criteria. 2. Collect simple sets of data in the class and school environment through observation and simple interviews.	12	2.0 wk
		Recording data using numbers and words	3. Record collected data using simple number statements.		
Geometry	Three-Dimensional Shapes	Classification Attributes/ Features	1. Describe the attributes of three-dimensional shapes, using phrases such as flat, curved, round, etc. 2. Classify three-dimensional shapes on the basis of their attributes such as shape, size and/or function. 3. Select and use their own criteria to classify three-dimensional shapes. 4. Explain the criteria that they selected and used to classify a set of three-dimensional shapes. 5. Explain why a given three-dimensional shape can slide, roll, or stack. 6. Classify objects (e.g., lead pencils, sticks of chalk, balls, etc.) 7. Use three-dimensional shapes to make objects, e.g., a tower, a car.	15	2.5 wk

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	Linear Measurement	Use of non-standard units	1. Estimate lengths and heights of objects using non-standard units.	12	3.0 wk
			2. Measure lengths and heights of objects using non-standard units.		
			3. Estimate and measure distances in the school environment using non-standard units.		
		Use of the metre to measure length, height and distances	4. Explain why standard units are necessary.		
			5. Estimate and measure lengths and heights of objects using the metre as the unit of measure.		
			6. Estimate and measure distances in the school environment using the metre as the unit of measure.		
			7. Record linear measurements using appropriate notation.		
			8. Compare two linear measurements using phrases such as longer than, shorter than, taller than, etc.		
	Mass	Use of non-standard units	9. Estimate and measure the mass of objects using non-standard units.	6	
		Use of kilogram	10. Estimate and measure the mass of objects using the kilogram as the unit of measure.		
			11. Record measurements of mass using appropriate notation.		
		Comparison of mass	12. Compare the mass of two objects, using phrases such as heavier than, lighter than, etc.		

Section 3.2

Grade 1 — Term 2

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Whole Numbers	Making and comparing sets Representing numbers	7. Write numbers up to twenty in words. 8. Count and identify the number of objects in a set of up to 20 objects. 9. Make and draw sets of up to 20 objects. 10. Make and draw sets that is equal to, one more than, or one less than a given set. 11. Compare sets of up to twenty objects using the symbols '=', '<' or '>'. 12. Write the correct numeral to indicate the number of objects in a set. 13. Read and write numerals up to 20. 14. Compare pairs of numerals (up to 20) using the symbols '<' or '>'.	15	2.5 wk
		Ordinal numbers	15. Identify the position of an object in an ordinal arrangement of up to 10 objects. 16. Use collective number names such as pair, set, group.		
Computation	Subtraction of whole numbers	Concrete, pictorial, and symbolic representation	11. Create and solve problems involving subtraction situations. 12. Subtract a one-digit number from numbers up to 20, using objects and pictures/diagrams. 13. Write number sentences to represent subtraction.	12	2.0 wk

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	Data Representation	Recording data using objects and tables	4. Represents collected data using objects, e.g., picture cutouts and blocks.	12	2.0 wk
			5. Describe how data are presented in simple tables.		
		Describing simple graphs	6. Describe how data are presented in simple pictographs, where one picture represents one unit of data.		
			7. Describe how data are presented in simple bar graphs, where one block represents one unit of data.		
			8. Describe similarities and differences between pictographs and bar graphs.		
Geometry	Plane Shapes	Classification	8. Identify examples of two-dimensional shapes.	12	2.0 wk
			9. Classify two-dimensional shapes on the basis of their attributes, e.g., shape, size, number of sides.		
			10. Select and use their own criteria to classify two-dimensional shapes.		
			11. Explain the criteria that they used to classify a set of two-dimensional shapes.		
		Naming shapes	12. Identify and name rectangles, squares, and circles.		
		Drawing shapes	13. Sketch two-dimensional shapes.		
Measurement	Capacity	Use of non-standard units	13. Estimate and measure the capacity of containers using non-standard units.	6	1.5 wk
			14. Compare the capacity of containers using non-standard units, using phrases such as holds more than, holds less than, etc.		
			15. Record measurements of capacity using appropriate notation.		
	Temperature		16. Describe the temperature of an object using phrases such as ‘warm’, ‘hot’, ‘cold’, etc.	3	

Section 3.3

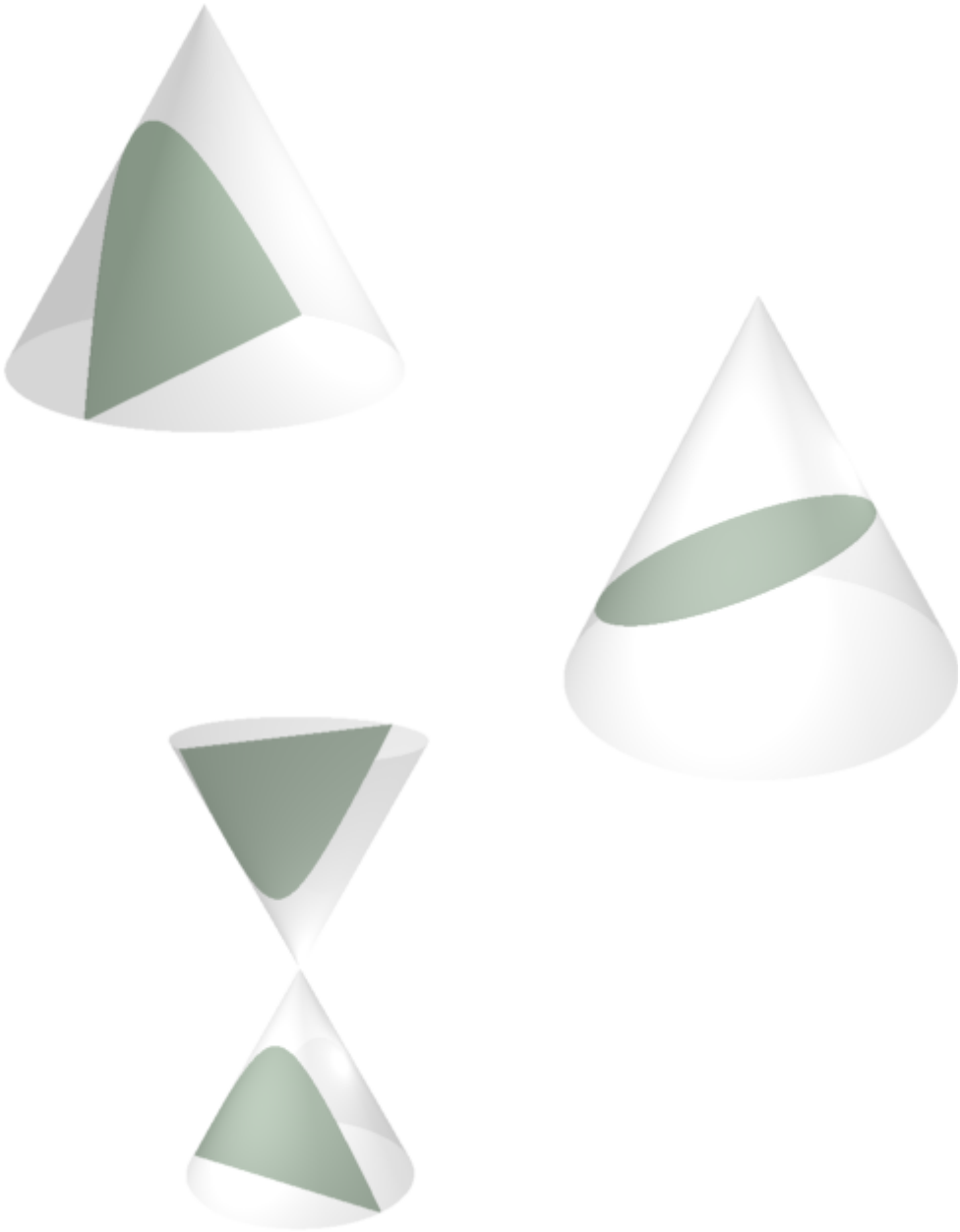
Grade 1 — Term 3

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Fractions	Meaning of a whole and a part	17. Identify a whole and parts of a whole.	9	1.5 wk
		One-half, one-quarter of a whole	18. Identify one-half and one-quarter of a whole.		
			19. Explain what one-half and on-quarter mean.		
			20. Represent one-half and one quarter of a whole.		
			21. Read and write the fractions ½ and ¼.		
Computation	Multiplication of whole numbers	Repeated addition	14. Use objects and pictures/diagrams to show repeated addition situations.	12	2.0 wk
			15. Describe repeated addition situations using ‘sets of’.		
			16. Write number sentences to represent repeated addition situations, e.g., 2 + 2 + 2 = 6, 3 sets of 2 make 6.		
			17. Complete multiplication number statements, with products up to 12.		
			18. Create and solve problems involving multiplication with products up to 12.		
Statistics	Data Interpretation	Interpreting tables and graphs	9. Read the data presented in simple tables.	9	1.5 wk
			10. Interpret the data presented in tables.		
			11. Read the data represented in simple pictographs and bar graphs.		
			12. Interpret the data represented in simple pictographs and bar graphs.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Geometry	Plane Shapes	Drawing shapes	14. Use two-dimensional shapes to draw patterns and pictures.	9	1.5 wk
		Spatial relationships	15. Make observations about their patterns and pictures. (E.g. some two-dimensional shapes make patterns that cover a page, others leave spaces.)		
			16. Identify the relative position of objects presented in concrete and pictorial form.		
			17. Position objects according to descriptions of their relative position.		
Measurement	Time	Vocabulary	17. Use time vocabulary appropriately, e.g., now, later, soon, year, month, day, etc.	12	3.5 wk
		Use of the calendar	18. Name the days of the week.		
			19. State the number of days in a week.		
			20. Name the months of the year.		
			21. State and write the date of the current day.		
		Time on the hour and half-hour	22. Tell time on the hour and half-hour.		
			23. Read and write time on the hour and half-hour in several ways (e.g., 8:00, eight o' clock).		
			24. Represent time on the hour and half-hour.		
			25. Represent and write the time for events that occur on the hour or half-hour, e.g., break time.		
	Money	Describing coins	26. Describe the 1 cent, 2 cent, 5 cent, and 10 cent coins.	9	
			27. Identify the 1 cent, 2 cent, 5 cent, and 10 cent coins.		
		Representing money	28. Represent a coin value (up to 20 cents) using several combinations of coins.		
			29. Find the total value of a combination of coins, with totals up to 20 cents.		
		Making change	30. Make change from amounts up to 20 cents, using counting on.		
			31. Create and solve problems involving money.		

Chapter 4

Grade 2 ≪ Annual Plan ≫



Section 4.1

Grade 2 — Term 1

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	General	Use of appropriate strategies for investigating number concepts	1. Use a calculator, pencil and paper procedures, or mental strategies to investigate number concepts. 2. Explain how they used selected strategy in carrying out investigations involving number concepts.	3	2.8 wk
	Counting	Counting forward and back Counting on Skip counting	3. Count in sequence to 100 and beyond. 4. Describe the patterns that are evident in numbers between 1 and 100 and numbers beyond 100. 5. Count by 2's, 5's, 10's, 20's, and 25's to 100 and beyond. 6. Count on from a given number.	7	
		Number sequences	7. Complete a sequence of numbers that involves counting by 2's, 5's, 10's, 20's, and 25's.		
	Whole Numbers	Reading and writing numbers	8. Read numbers up to 99. 9. Write numbers up to 99 in words and numerals.	7	
		Problem solving	10. Create and solve problems involving place value.		
		Place value	11. State the place value of any digit in a two-digit number. 12. Represent a two-digit number in terms of a number of tens and ones using concrete objects and diagrams.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Computation	General	Use of computation strategies	1. Identify and describe situations in which it is appropriate to use mental strategies, pencil and paper procedures, and a calculator to add subtract, multiply or divide whole numbers	4	2.7 wk
			2. Use mental strategies, pencil and paper procedures, or a calculator as appropriate to add, subtract, multiply and divide whole numbers.		
	Addition of whole numbers	Problem solving	3. Create and solve problems involving addition of whole numbers with total up to 99.	12	
		Basic facts	4. Use several strategies to recall the basic facts for addition.		
			5. Explain their strategies for recalling the basic facts for addition.		
		Addition without and with regrouping	6. Add a two-digit number to a one-digit number, without and with regrouping, totals up to 99.		
			7. Add two two-digit numbers, without and with regrouping, totals up to 99.		
		Addition-related vocabulary	8. Carry out addition with numerals presented in a horizontal or vertical format.		
Statistics	Data Collection	Simple questions of interest to students	1. Generate questions that may be answered through data collection.	12	2.0 wk
		Procedures for observation and interviewing	2. Describe how to collect data through observation and simple interviews.		
			3. Identify similarities and differences between observation and interviewing.		
		Collecting and recording data	4. Collect simple sets of data through observation and simple interviews.		
			5. Use number statements to record the collected data.		
Geometry	Three-Dmensional Shapes	Faces of three-dimensional shapes	1. Identify the faces of three-dimensional shapes.	12	2.0 wk
			2. Identify the two-dimensional shapes that make up the faces of three-dimensional shapes.		
		Classification	3. Classify three-dimensional shapes on the basis of their attributes, e.g., the number of faces, shape of their faces, size, function, etc.		
			4. Describe and compare the groups formed from their classification exercises.		
		Cubes, cuboids, cones and cylinders	5. Identify and name examples of cubes, cuboids, cones, cylinders, and spheres when presented in concrete or pictorial form.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	Linear Measurement	Estimation and measurement of length, height, and distances using the metre	1. Estimate and measure lengths and heights of objects using the metre as the unit of measure.	5	3.5 wk
			2. Estimate and measure distances using the metre as the unit of measure.		
		Comparison of linear measurements	3. Compare two or three linear measurements using phrases such as longer, longest, higher, highest, etc.		
	Mass	Estimation and measurement of mass using the kilogram	4. Estimate and measure the mass of objects using the kilogram as the unit of measure.	5	
			5. Describe situations in real life where the kilogram is used as a unit of measure and give reasons for these uses of the unit.		
		Comparison of mass	6. Compare the masses of two or three objects using phrases such as heavier, lighter, lightest, etc.		
	Capacity	Estimation and measurement of capacity using the litre	7. Estimate and measure the capacity of containers using the litre as the unit of measure.	4	
		Comparison of capacity	8. Compare the capacity of two or three containers using phrases such as 'holds more', 'holds the least', etc.		
	Temperature	Temperature-related vocabulary	9. Describe the temperature of an object as warm, 'hot', 'cold', 'tepid', etc.	4	
		Comparison of temperature	10. Compare the temperature of two or three objects using phrases such as warmer, hotter, hottest, coldest, etc.		
	General Strategies	Selection of units	11. Select the appropriate unit to measure length, mass, and capacity.	3	
		Problem solving	12. Create and solve problems involving linear measurement and measurement of mass, capacity, and temperature.		

Section 4.2

Grade 2 — Term 2

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Whole Numbers	Place value	13. State the total value of any digit in a two-digit number.	6	1.0 wk
		Expanded notation	14. Write two-digit numbers in expanded form.		
		Comparison of numbers	15. Compare pairs of two-digit numbers using the symbols '<' and '>'.		
			16. Arrange a set of two-digit numbers in order of magnitude and give reasons for the arrangement.		
Computation	Subtraction of whole numbers	Problem solving	9. Create and solve problems involving subtraction of whole numbers with up to two digits.	10	3.5 wk
		Basic facts	10. Use several strategies to recall the basic facts for subtraction.		
			11. Explain their strategies for recalling the basic facts for subtraction.		
		Subtraction without and with regrouping	12. Subtract a one-digit number from a two-digit number, without and with regrouping.		
			13. Subtract a two-digit number from a two-digit number, without and with regrouping.		
		Subtraction-related vocabulary	14. Explain the procedures they use for addition and subtraction, using appropriate vocabulary such as 'add', 'sum', 'difference', 'minus', etc.		
			15. Carry out subtraction with numerals presented in a horizontal or vertical format.		
	Multiplication of whole numbers	Problem solving	16. Create and solve simple problems involving multiplication.	11	
		Multiplication-related vocabulary	17. Interpret multiplication statements and number sentences, using terms such as 'sets of', 'times', 'product', etc.		
		Multiplication of one-digit numbers	18. Calculate the product of two one-digit numbers, with products up to 60.		
		Properties of multiplication	19. Explain the properties of multiplication (e.g., any number times 1 equals the number, the product of two numbers is the same even if their order is changed, 3 x 4 = 4 x 3 = 12).		
		Basic facts	20. Use several strategies (e.g., concrete objects, skip counting, properties of multiplication) to develop the multiplication basic facts for the 2, 3, 5, and 10 times table.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	Data Representation	Use of tables, pictographs, and bar graphs	6. Describe how data are represented in a table.	10	1.7 wk
			7. Record collected data in tables.		
			8. Describe how data are represented in pictographs and bar graphs.		
			9. Explain the benefits of presenting data in tables and graphs.		
			10. Select appropriate means, pictograph or bar graph, to graphically represent collected data.		
			11. Represent recorded data by completing pictographs or bar graphs for which an outline or grid has been provided, and in which one picture or bar represents one unit of data.		
Geometry	Plane Shapes	Sides of two-dimensional shapes	6. Identify the sides of a two-dimensional shape.	11	1.8 wk
			7. Describe two-dimensional shapes in terms of the number and length of their sides.		
		Classification	8. Classify two-dimensional shapes on the basis of their attributes, e.g., shape, size, number of sides.		
		Squares, rectangles, circles, triangles	9. Identify and name squares, rectangles, triangles, and circles.		
		Drawing shapes	10. Sketch squares, rectangles, triangles, and circles.		
			11. Sketch two-dimensional shapes that are a composition of squares, rectangles, triangles, and/or circles.		
Measurement	Time	Problem solving	13. Create and solve problems involving time.	12	2wk
		Time-related vocabulary	14. Use time vocabulary appropriately, e.g., yesterday, today, tomorrow, next week, last week, as soon as, etc.		
		Use of the calendar	15. Name the days of the week and months of the year.		
			16. State the number of days in a week and months in a year.		
			17. State and write the date for the current day, and the date of important events, e.g., their birthday, Christmas Day, Independence Day.		
		Time on the hour, half-hour, and quarter hour	18. Tell time on the hour, half hour, and quarter hour in a variety of ways.		
			19. Represent time on the hour, half hour, and quarter hour.		
			20. Use the abbreviation 'a.m.' and 'p.m.' correctly.		
			21. Tell and write the time at which certain events occur, e.g., break time, lunch time.		

Section 4.3

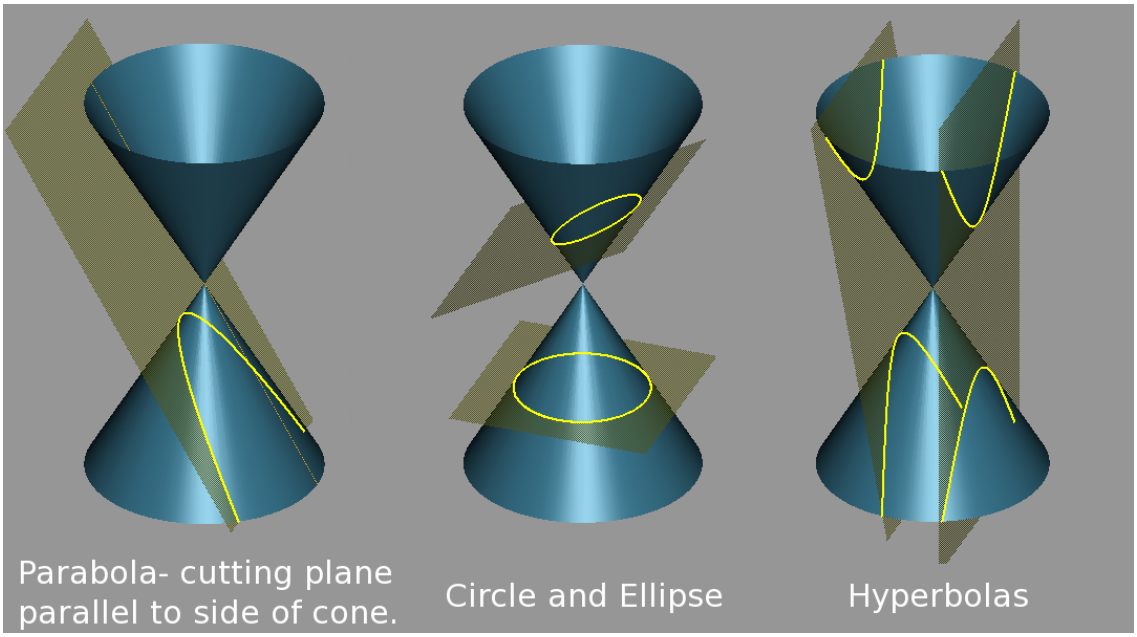
Grade 2 — Term 3

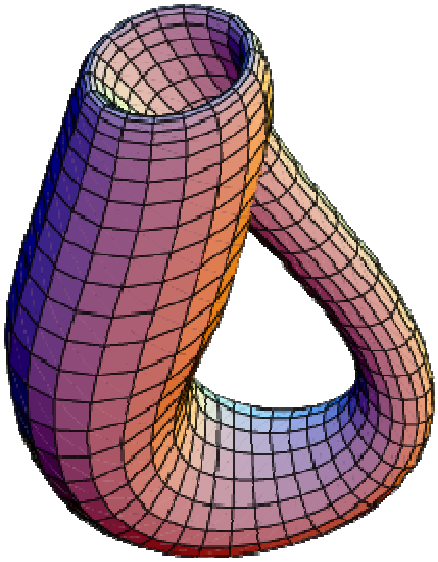
Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Fractions	Problem solving	17. Create and solve problems involving fractions of a whole.	15	2.5 wk
		Unit fractions Comparison of fractions	18. Identify a unit fraction (1/2. 1/3, 1/4, 1/5, 1/8) of a whole.		
			19. Compare unit fractions.		
			20. Represent a unit fraction of a whole.		
		Unit fractions Proper fractions Representation of fractions	21. State and write, in words and numerals, the unit fraction that corresponds to a pictorial or concrete representation of a unit fraction of a whole.		
			22. Identify a fraction of a whole (e.g., 2/3, 3/4, etc).		
			23. Represent a fraction of a whole, using concrete objects or diagrams.		
			24. State and write, in words and numerals, the proper fraction that corresponds to a pictorial or concrete representation of a fraction of a whole.		
			25. Describe real life situations that involve fractions of a whole.		
Computation	Division of whole numbers	Problem solving	21. Create and solve problems involving division.	7	2.0 wk
		Division as repeated subtraction	22. Illustrate division as repeated subtraction, in a variety of ways: using concrete objects, a number line, or numerals.		
		Division-related vocabulary	23. Use appropriate division vocabulary, e.g., number of groups, number of objects in each group, etc.		
			24. Write number sentences to represent division.		
	Addition of factions	Addition of unit fractions	25. Add two or more unit fractions with like denominator, and totals up to 1.	5	
		Problem solving	26. Create and solve problems involving addition of unit fractions.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	Data Interpretation	Reading tables and graphs	12. Read the data presented in simple tables, pictographs, and bar graphs.	9	1.5 wk
		Answering simple questions on the information in the graph	13. Interpret data in simple tables, pictographs, and bar graphs.		
Geometry	Plane Shapes	Drawing shapes Curves and straight lines	12. Sketch two-dimensional shapes according to given descriptions.	11	1.8 wk
			13. Copy drawings of curves and straight lines.		
			14. Draw curves and straight lines.		
			15. Sketch pictures to represent descriptions of the relative positions of two or more objects.		
		Spatial relationships	16. Describe the relative position of objects using phrases such as by, on, in, inside, outside, opposite, beside, etc.		
Measurement	Money	Problem solving	22. Create and solve problems involving money.	13	2.2 wk
		Description of the Eastern Caribbean currency	23. Describe the coins in circulation.		
			24. Represent amounts up to $5.00 using coins in a variety of combinations.		
			25. Describe the $5, $10, and $20 notes.		
		Representing amounts of money	26. Represent values up to $20.00 using $1 coins and notes in a variety of combinations.		
			27. Find the total value of a combination of notes and coins, up to a value of $20.00.		
			28. Read prices of items.		
		Calculations involving money	29. Find the total cost of two or three items, up to a total of $1.00.		
			30. Calculate change from $1.00, using counting on.		

Chapter 5

Grade 3 ≪ Annual Plan ≫





Section 5.1

Grade 3 — Term 1

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	General	Use of appropriate strategies to investigate number concepts	1. Select an appropriate strategy (calculator, pencil and paper, or mental strategy) to investigate number patterns and relationships.	2	3.0 wk
	Counting	Skip counting	2. Count by 2's, 5's, 10's, 20's, and 100's.	4	
		Sequences of numbers	3. Identify the pattern in a sequence of numbers.		
			4. Complete sequences of numbers.		
	Whole Numbers	Problem solving	5. Create and solve problems involving whole number concepts.	15	
		Reading and writing numbers	6. Read numbers up to 999.		
			7. Write numbers up to 999 in words and symbols.		
		Place value	8. Identify the place value and total Value of any digit in two- and three- digit numbers.		
			9. Explain the difference between place value and total value.		
		Expanded notation	10. Write numbers with up to three digits in expanded notation.		
		Ordering numbers	11. Arrange a set of two- and/or three-digit numbers in order of magnitude and give reasons for the arrangement.		
		Rounding-off numbers	12. Round off three-digit numbers to the nearest ten or hundred.		
			13. Round off two-digit numbers to the nearest ten.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Computation	General	Use of computation strategies	1. Decide when it is appropriate to carry out computation mentally, using pencil and paper, or using a calculator.	6	3.0 wk
			2. Explain how to use a calculator to carry out the four basic operations.		
			3. Use the calculator to carry out calculations, when necessary.		
			4. Use mental computation strategies to carry out calculations, when necessary.		
		Estimation	5. Estimate the answer to a computation.		
		Checking answers	6. Determine the reasonableness of answers obtained from any of the four operations of whole numbers, and give reasons for their conclusions.		
	Whole Numbers	Problem solving	7. Create and solve problems involving addition of whole numbers, with totals up to 999.	15	
		Basic facts	8. Recall the basic facts for addition and subtraction.		
		Addition without and with regrouping	9. Explain the regrouping process for addition.		
			10. Add numbers with up to three digits, without regrouping.		
			11. Add numbers with up to three digits, with regrouping in one column/place only.		
			12. Add numbers with up to three digits, with regrouping in two columns/places.		
		Problem solving	13. Create and solve problems involving subtraction of numbers with up to three digits.		
		Subtraction without and with regrouping	14. Recall the basic facts for subtraction.		
			15. Carry out subtraction involving numbers with up to three digits, without regrouping.		
			16. Carry out subtraction involving numbers with up to three digits with regrouping in one places/columns.		
			17. Carry out subtraction involving numbers with up to three digits with regrouping in two places/column.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	General	Use of statistics in real life	1. Identify and describe situations in everyday life that involve data collection and data representation.	2	2.5 wk
			2. State reasons why people collect data.		
	Data Collection	Use of observation and interviewing	3. Describe how to collect data using observation.	8	
			4. Describe how to collect data using interviewing.		
			5. Explain when it is appropriate to use observation and interviews to collect data.		
		Problem solving	6. Create problems that may be answered through data collection, representation and interpretation.		
		Planning for data collection	7. Plan for data collection activities.		
			8. Collect sets of data through observation and interviews to answer questions of interest.		
	Data Representation	Use of tally charts, tables, and graphs	9. Explain the concept of 'tally chart'	7	
			10. Explain how to use tallies to construct a table.		
			11. Use tally charts and tables to organise collected data.		
			12. Describe the characteristics of pictographs in which one picture represents one unit of data.		
			13. Describe the characteristics of pictographs in which one picture represents more than one unit of data.		
Geometry	Three-Dimensional Shapes	Parts of a three-dimensional shape: Faces, edges, and vertices	1. Identify the faces, edges, and vertices of three-dimensional shapes.	14	2.0 wk
			2. Describe three-dimensional shapes in terms of the number of edges and vertices, and the number and type of faces.		
		Concept of a cube, cuboid, cylinder, cone, and sphere	3. Describe the cube, cuboid, cylinder, cone, and sphere in terms of the number and type of faces and the number of edges and vertices.		
			4. Sort examples of the cube, cuboid, cylinder, cone, and sphere.		
			5. Identify and name examples of cube and cuboids, cylinders, cones, and spheres.		
		Comparison of cubes and cuboids; cylinders and cones	6. Identify the similarities and differences between the cube and cuboid.		
			7. Identify similarities and differences between the cylinder and cone.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	General	Selection of instruments and units of measurement Use of instruments	1. Select and use appropriate instruments for measuring lengths, heights, mass, and capacity of objects.	5	2.5 wk
			2. Explain how to use the various instruments for measuring length, mass, and capacity		
			3. Identify the most appropriate unit to measure the length, mass, or capacity of a given object and give reasons for their selection.		
		Problem solving	4. Create and solve problems involving linear measurement and measurement of mass, capacity, or temperature.		
	Linear Measurement	Estimation and measurement of lengths, heights, and distances Use of the metre and centimetre as units of measure	5. Estimate and measure lengths and heights using the metre as the unit of measure.	7	
			6. Estimate and measure lengths and heights using the centimetre as the unit of measure.		
			7. Explain why there is a need for a smaller unit of measure - the centimetre.		
			8. Estimate and measure distances using the metre as the unit of measure.		
		Comparison of linear measures	9. Compare linear measures of two or three objects.		
	Mass	Estimation and measurement of mass using the kilogram and gram	10. Estimate and measure the mass of objects using the kilogram as the unit of measure.	6	
			11. Estimate and measure the mass of objects using the gram as the unit of measure.		
		Comparison of the mass of objects	12. Identify situations in everyday life where the kilogram and gram are used as the unit of measure.		
			13. Compare the mass of two or three objects.		

Section 5.2

Grade 3 — Term 2

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Whole Numbers	Odd and even numbers	14. Explain the concepts of 'even number' and 'odd number'.	10	1.5 wk
			15. Classify numbers as odd or even.		
			16. Describe relationships between odd and even numbers.		
		Ordinal numbers	17. Define and use number-associated vocabulary, e.g., pair, dozen, double, triple, etc.		
			18. Identify the ordinal position of an object in an arranged set.		
		Number-associated vocabulary	19. Identify the object that is in a given ordinal position in an arranged set.		
Computation	Whole Numbers	Problem solving	18. Create and solve problems involving multiplication by one-digit numbers.	18	2.5 wk
		Multiplication by 10 and 100	19. Use several strategies to recall basic facts related to multiplication by 2, 3, 4, 5, and 6.		
			20. Multiply a two-digit number by 2, 3, 4, 5, 6, 10, and 100, without and with regrouping.		
		Problem solving	21. Create and solve problems involving division by one-digit numbers.		
		Division as repeated subtraction	22. Use several strategies to build up the basic facts for division by 2, 3, 4, 5, and 6.		
			23. Use repeated subtraction to divide a two-digit number by a one-digit number, without and with remainders.		
Statistics	Data Representation	Use of tally charts, tables, and graphs	14. Describe the characteristics of bar graphs in which one block represents one unit of data.	12	1.8 wk
			15. Describe the characteristics of bar graphs in which one block represents more than one unit of data.		
		Introduction to scales	16. Explain why it may be necessary to use one picture or block to represent more than one unit of data.		
			17. Select an appropriate method (pictograph or bar graph) and scale to represent a set of collected data.		
		Selecting data representation methods	18. Draw pictographs and bar graphs to represent collected data.		
			19. Explain the advantages of representing data in tables and graphs.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Geometry	Plane Shapes	Concept of a square rectangle, triangle, and circle	8. Identify and name squares, rectangles, triangles, and circles.	16	2.2 wk
			9. Describe squares, rectangles, and triangles in terms of the number and length of their sides.		
		Line segments	10. Draw and label line segments e.g., line segment AB.		
		Curves, types of curves	11. Identify curves and straight line segments.		
			12. Explain the concepts of 'open curve' and 'closed curve'.		
			13. Identify and draw open and closed curves.		
		Concept of angle, right angle	14. Explain the concepts of angle and right angle.		
		Relating angles to the right angle	15. Identify the angles in a diagram.		
			16. Identify angles that are equal to, greater than, and smaller than a right angle.		
Measurement	Capacity	Estimation and measurement of capacity using the litre and centilitre	14. Estimate and measure the capacity of containers using the litre as the unit of measure.	5	2.0 wk
			15. Estimate and measure the capacity of containers using the centilitre as the unit of measure.		
			16. Describe situations in real life where the litre and centilitre are used as unit of measure.		
			17. Explain why there is a need for the centilitre as a unit of measurement of capacity.		
	Temperature	Instruments for measuring temperature	18. Describe real life situations that involve measurement of temperature.	5	
			19. Describe the instruments that are used to measure temperature.		
		Reading measurements of temperature	20. Read recorded temperature.		
		Describing measurements of temperature	21. Describe recorded temperatures using phrases such as 'warm', 'very hot', etc.		
	Perimeter	Introduction to perimeter	22. Explain the concept perimeter	4	
		Calculating perimeter by measurement and addition	23. Use measurement and addition to calculate the perimeter of objects.		

Section 5.3

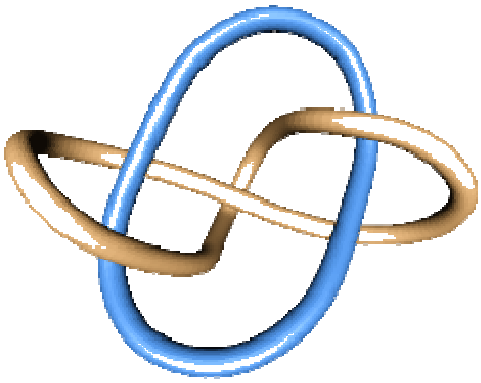
Grade 3 — Term 3

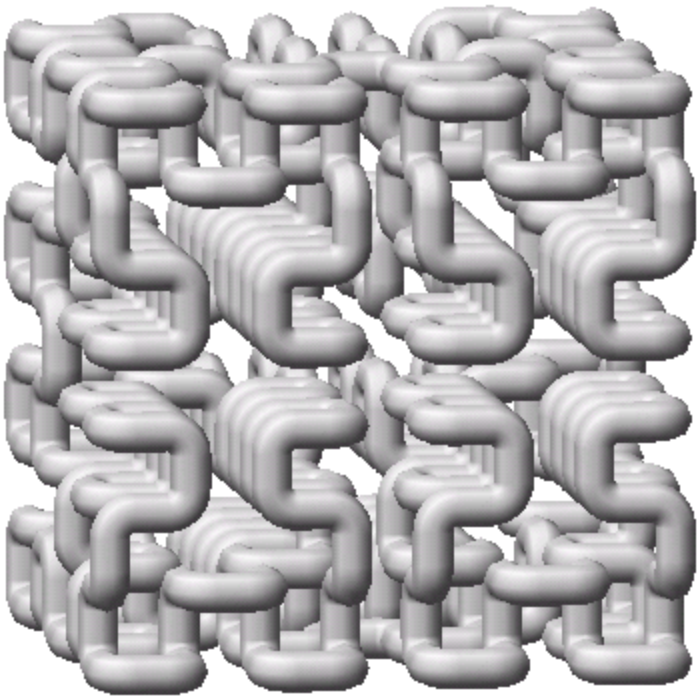
Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Fractions	Representation of unit and proper fractions of a whole and a group	20. Represent fractions of a whole or group, using concrete objects, pictures/diagrams, and numerals.	14	2wk
			21. Identify fractions of a whole or group.		
		Concepts of numerator and denominator	22. Explain the concept of a fraction.		
			23. Explain the concepts of 'numerator' and 'denominator'.		
			24. Identify the numerator and denominator in a fraction.		
		Comparison of fractions	25. Compare unit fractions using the symbols '<' and '>'.		
			26. Compare fractions with like denominator using the symbols '<' and '>'.		
Computation	Fractions	Addition of proper fractions with like denominator	24. Add two proper fractions with like denominator.	14	2wk
			25. Calculate a fraction of a group of objects, using concrete objects or pictures/diagrams.		
		Problem solving	26. Create and solve problems involving addition of fractions and fractions of a group of objects.		
Statistics	Data Interpretation	Reading information presented in tables and graphs	20. Read data presented in tables, pictographs, and bar graphs.	7	1wk
		Answering questions based on information presented	21. Interpret data presented in tables, pictographs, and bar graphs.		
Geometry	Plane Shapes	Drawing two-dimensional shapes	17. Describe two-dimensional shapes in terms of the number and length of their sides and the number and type of angles.	10	1.5 wk
			18. Draw two-dimensional shapes according to specific directions (e.g., a shape that is closed with one right angle).		
		Symmetry	19. Identify objects that are symmetrical.		
			20. Identify and draw the lines of symmetry of a cutout or diagram.		
			21. Explain what is a line of symmetry.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	Time	Time-related vocabulary	24. Use appropriate vocabulary in description of real life situations involving time, e.g., earlier, later, now, noon, next week, in a week's time, in an hour, etc.	13	3.5 wk
		Problem solving	25. Create and solve problems involving time.		
		Use of the calendar	26. State and write dates in a variety of ways.		
		Time on the hour, half-hour, quarter-hour, and five minute intervals	27. State and write time on the hour, half-hour, quarter hour and five-minute intervals in a variety of ways.		
			28. Represent time on the hour, half-hour, quarter hour and five-minute intervals.		
		Relationships between units of time	29. Use a clock or calendar to determine the duration of an event (e.g., a lesson, assembly, school vacation).		
			30. State the relationship between units of time: hour and minute, year and month, week and day.		
	Money	Money-related vocabulary	31. Use appropriate vocabulary to describe situations involving money, e.g., change, total cost, cost per item, etc.	12	
		Problem solving	32. Create and solve problems involving money.		
		Reading and representing amounts of money	33. Read and write amounts of money up to $999.		
		Description of Eastern Caribbean currency	34. Identify the coins in circulation.		
			35. Describe the $5, $10, $20, and $50 notes.		
			36. Represent amounts of money up to $50 using various combinations of notes, $1 coins, and other coins as necessary.		
		Calculations involving money	37. Calculate the cost of a set of similar items given the cost of one item.		
			38. Calculate the total cost of a set of items, with totals up to $20.		
			39. Calculate change from amounts up to $20.		

Chapter 6

Grade 4 ≪ Annual Plan ≫





Section 6.1

Grade 4 — Term 1

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	General	Problem solving	1. Create and solve problems involving place value, factors, multiples, and fractions.	3	3.0 wk
		Investigative strategies	2. Use appropriate strategies (pen and paper computation, mental computation, or a calculator) to investigate number concepts.		
	Counting	Counting forwards and backwards Skip counting Counting on	3. Count in a variety of ways: counting forward, counting backwards, skip counting, counting on.	4	
		Sequences of numbers	4. Identify the pattern in a sequence of numbers		
			5. Complete sequences of numbers.		
			6. Generate number sequences.		
	Whole Numbers	Reading and writing numbers	7. Read numbers, up to 9 999.	14	
			8. Write numbers up to 9 999 in words and numerals.		
		Place value	9. Identify the place value and total value of any digit in numbers up to 9 999.		
			10. Write numbers up to 9 999 in expanded notation.		
			11. Arrange a set of two-, three-, and/or four-digit numbers in order of magnitude.		
		Factors and multiples	12. Explain the meaning of factors and multiples.		
			13. Generate multiples of a given number.		
			14. List the factors of a given number.		
		Primes and composites	15. Explain the concepts of prime number and composite number.		
			16. Identify prime numbers and composite numbers.		
			17. Classify numbers in a variety of ways, e.g., as primes, composite, odd, and/or even.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Computation	General	Computation-related vocabulary	1. Use computation vocabulary (e.g., sum, product, total, etc.) to describe situations that involve any of the four basic operations.	7	2.5 wk
		Relationships among the four basic operations	2. Explain the relationships that exist among the four basic operations.		
		Checking the reasonableness of answers	3. Explain strategies that may be used to determine the reasonableness of answers.		
			4. Determine the reasonableness of an estimated or exact answer to a computation, and justify their conclusion.		
		Computation strategies	5. Explain mental computation strategies that may be used in calculation involving addition, subtraction, multiplication or division.		
			6. Explain pencil and paper computation procedures that may be used in calculations involving addition, subtraction, multiplication, and division.		
			7. Explain how to use a calculator to carry out addition, subtraction, multiplication, or division.		
			8. Select an appropriate computation strategy (mental computation, use of pencil and paper, or use of a calculator) to carry out addition, subtraction, multiplication, or division.		
	Whole Numbers	Problem solving	9. Create and solve problems involving addition, subtraction, multiplication, and /or division.	11	
		Basic facts	10. Recall the basic facts for addition and subtraction.		
			11. Use several strategies to recall the basic facts for multiplication and division.		
		Addition without and with regrouping	12. Add numbers with up to four digits without regrouping.		
			13. Add numbers with up to four digits with regrouping in one place/column only.		
			14. Add numbers with up to four digits with regrouping in two places/columns.		
			15. Add numbers with up to four digits with regrouping in three places/ columns.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	General	Use of statistics in real life	1. Analyse real-life situations that involve data management to identify the questions, data collection methods, and data representation methods that were used.	3	2.0 wk
			2. State reasons why people collect data.		
	Data Collection	Use of observation and interviewing Introduction to questionnaires	3. Describe the characteristics of questionnaires.	11	
			4. Prepare simple questionnaires and interviews.		
			5. Describe procedures for collecting data using observation, interviews, or simple questionnaires.		
			6. Generate questions that may be answered through data collection, representation and interpretation.		
		Planning for data collection	7. Plan data collection activities.		
		Collecting data	8. Collect data through observation, interviews, or simple questionnaires.		
Geometry	Three-Dimensional Shapes	Attributes of cubes, cuboids, cylinders, cones, and spheres	1. Identify the relationship between the number of faces, edges, and vertices of cubes and cuboids.	8	2.0 wk
		Nets of cubes and cuboids	2. Make nets of cubes and cuboids.		
		Making cubes and cuboids	3. Construct cubes and cuboids.		
		Problem solving	4. Create and solve problems based on the attributes of cubes, cuboids, cylinders, cones and spheres.		
	Plane Shapes	Angles	5. Explain the concepts of angle and right angle.	6	
			6. Draw and label angles e.g., angle A.		
			7. Classify angles according to size, e.g., angles less than a right angle, angles larger than a right angle, angles that are right angles.		
			8. Identify right angles in two-dimensional and three-dimensional shapes.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	General	Problem solving	1. Create and solve problems involving measurement.	3	3.5 wk
		Use of measurement instruments	2. Explain how to use various instruments of measurements (ruler, scale, etc).		
		Selection of instruments and units of measurement	3. Select the most appropriate instrument to measure an object.		
			4. Select the most appropriate unit to measure an object.		
		Recording measurements	5. Read and record measurements using appropriate notation.		
	Linear Measurement	Estimation and measurement using the metre, centimetre, and millimetre	6. Estimate and measure lengths and heights of objects using the metre and/or centimetre as the unit of measure.	13	
		Relationships between units	7. Draw a line segment of a given length in centimetres.		
			8. Measure line segments and curves using the centimetre as the unit of measure.		
			9. Justify the need for the millimetres as a unit of measure.		
			10. Estimate and measure lengths of objects using the millimetres as the unit of measure.		
			11. State the relationship between the millimetre and centimetre, and the millimetre and metre.		
			12. Compare the length or height of objects given their measurement in the same or different units.		
		Scale drawing	13. Explain what is a scale drawing and how scale drawings are used in real life.		
			14. Use circle drawings (e.g. maps) to determine distances in kilometres or metres.		
	Mass	Estimation and measurement using the kilogram, gram, and milligram	15. Estimate and measure the mass of objects using kilograms and grams.	8	
			16. Justify the need for milligrams as a unit of mass.		
			17. Describe situations in real life where the milligram is used as a unit of measure.		
			18. Estimate and measure the mass of objects in milligrams.		
		Relationships between units	19. State the relationship between the milligram and gram, kilogram and gram.		
			20. Compare the mass of objects given their measurement of mass in the same or different units.		

Section 6.2

Grade 4 — Term 2

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number concepts	Whole Numbers	Least common multiple	18. Find the least common multiple of two or three whole numbers, by listing multiples.	11	1.5 wk
			19. Find the highest common factor of two or three numbers by listing factors.		
		Rounding off	20. Round off two-, three-, or four-digit numbers to the nearest 10.		
			21. Round off three- or four-digit numbers to the nearest 100.		
		Ordinal numbers	22. Identify the ordinal position of an object in an arrangement.		
			23. Identify the object that corresponds to a given ordinal position in an arrangement.		
Computation	Whole Numbers	Subtraction without and with regrouping	16. Carry out subtractions involving numbers with up to four digits, without regrouping.	21	3.0 wk
			17. Carry out subtraction involving numbers with up to four digits, with regrouping in one place/column only.		
			18. Carry out subtraction involving numbers with up to four digits, with regrouping in two places/columns.		
			19. Carry out subtraction involving numbers with up to four digits, with regrouping in three places/columns.		
		Addition without and with regrouping Subtraction without and with regrouping	20. Explain the regrouping process for addition and subtraction.		
		Multiplication by one- and two-digit numbers	21. Multiply a two-digit number by a one-digit number, with and without regrouping.		
			22. Multiply a two-digit number by a two-digit number.		
		Division by one-digit numbers	23. Divide a two-digit number by one-digit number, with and without remainder.		
			24. Divide a three-digit number by a one-digit number, without and with remainder.		
		Calculations involving brackets	25. Explain the meaning of the remainder in division.		
			26. Carry out calculations involving brackets and several operations.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	Data Representation	Use of tales and graphs	9. Use tally charts and tables to organize collected data.	10	1.5 wk
		Selection of appropriate scales for drawing graphs	10. Select appropriate means (pictograph or bar graph) to represent collected data, and give reasons for their selection.		
			11. Select appropriate scales for constructing pictographs and bar graphs.		
			12. Construct pictograph and bar graphs to represent organised data.		
Geometry	Plane Shapes	Attributes of two-dimensional shapes	9. Describe two-dimensional shapes in terms of number of sides and the number and measure of angles.	10	1.5 wk
		Attributes of triangles, squares, rectangles, and circles	10. Classify triangles according to the measure of their angles.		
			11. Describe the attributes of squares and rectangles.		
			12. Identify the similarities and differences between squares and rectangles.		
			13. Explain how squares and rectangles are related.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	Capacity	Estimation and measurement using the litre, centilitre, and millilitre as units of measure	21. Estimate and measure the capacity of containers in litres or centilitres.	8	2.5 wk
			22. justify the need for the millimetre as a unit of measure of capacity.		
			23. Estimate and measure the capacity of containers using the millilitre as the unit of measure.		
			24. Describe situations in real life where the millilitre is used as a measurement of capacity.		
		Relationships between units	25. State the relationship between the millilitre and centilitre, the millilitre and litre.		
			26. Compare the capacity of containers given their measurement of capacity in the same or different units.		
	Temperature	Recording and reading temperatures	27. Read recorded temperatures.	5	
			28. Identify the scales that are used to measure temperature.		
		Temperatures related to common everyday situations	29. Measure their body temperature and the temperature of liquids.		
			30. Indicate and write temperatures associated with real life situations. (e.g., normal body temperature; freezing and boiling points of water; oven temperature for baking a cake etc.)		
	Perimeter and Area	Calculation of perimeter	31. Calculate the perimeter of a two-dimensional shape.	5	
		Introduction to the concept of area	32. Explain the concept of area.		
		Area by counting squares	33. Find the area of two-dimensional shapes by counting squares.		

Section 6.3

Grade 4 — Term 3

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Fractions	Representing unit and proper fractions	24. Identify unit and proper fractions of a whole or group of objects.	14	2.0 wk
			25. Represent unit and proper fractions of a whole or group of objects.		
		Comparing and sequencing fractions	26. Sequence unit fractions in order of magnitude.		
			27. Compare proper fractions with like denominator.		
			28. Sequence proper fractions with like denominator in order of magnitude.		
			29. Compare fractions with unlike but related denominators.		
			30. Sequence fractions with unlike but related denominators in order of magnitude.		
		Improper fractions and mixed numbers	31. Explain the concepts of improper fractions and mixed numbers.		
			32. Identify improper fractions and mixed numbers.		
			33. Convert improper fractions to mixed numbers and mixed numbers to improper fractions, using concrete objects and pictures/diagrams.		
		Equivalent fractions	34. Generate sets of fractions that are equivalent to a given fraction.		
			35. Explain the meaning of the term ‘equivalent fractions.’		

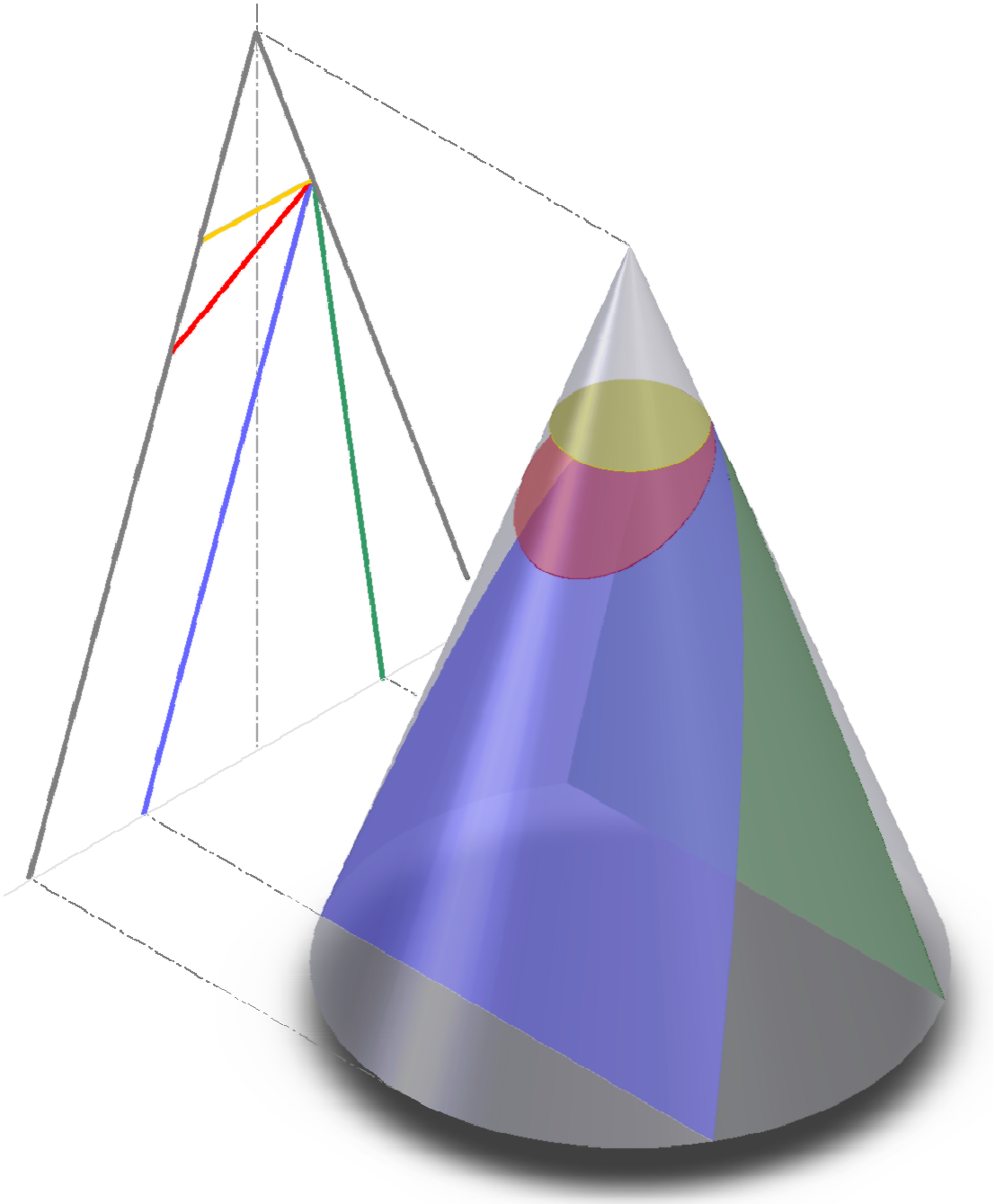
Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Computation	Fractions	Addition of proper fractions	27. Add a fraction to a whole number.	17	2.5 wk
			28. Add two proper fractions with like denominators.		
			29. Add two proper fractions with unlike but related denominators, using concrete objects and pictures/diagrams.		
		Subtraction of proper fractions	30. Carry out subtraction involving two proper fractions with like denominators, no regrouping;		
			31. Carry out subtraction involving two proper fractions with unlike but related denominators, no regrouping, using concrete objects and pictures/diagrams.		
		Multiplication of proper fractions and whole numbers	32. Multiply a fraction by a whole number, using concrete objects and pictures/diagrams.		
			33. Multiply a whole number by a proper fraction, using concrete objects and pictures/diagrams.		
Statistics	Data Interpretation	Reading data presented in tables and graphs	13. Read data represented in tables, pictographs and bar graphs.	7	1.0 wk
		Answering questions based on information presented in tables and graphs	14. Interpret data represented in tables, pictograph, and bar graphs.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Geometry	Plane Shapes	Attributes of triangles, squares, rectangles, and circles	14. Explain the concepts of radius, diameter, and centre of a circle.	14	2.0 wk
			15. Identify the centre of a circle.		
			16. Identify and draw radii and diameters of a circle.		
		Line segments, types of line segments	17. Draw and label line segments (e.g., line segment AB).		
			18. Identify and draw horizontal and vertical line segments.		
			19. Identify and draw intersecting lines.		
		Types of curves	20. Classify curves as simple, open, or closed.		
			21. Draw curves according to given directions, e.g., simple, open, simple and closed, simple and open, etc.		
		Concept of a point	22. Explain the concept of a point.		
			23. Represent points.		
			24. Identify and draw points inside or outside a closed figure.		
		Symmetry	25. Identify and draw lines of symmetry in an object or diagram.		
			26. Complete drawings of diagrams that are symmetrical.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	Time	Telling and representing time	34. Tell and write the time on the hour, half hour, quarter hour, and 5-minute intervals in a variety of ways.	9	2.5 wk
			35. Tell and write time using one-minutes intervals in a variety of ways.		
			36. Represent a given time on an analogue or digital clock.		
			37. State and write dates in a variety of ways.		
		Time-related vocabulary	38. Use time-related vocabulary to describe real life situations: e.g., anniversary, decade, century, millennium, and leap year.		
		Relationships between measures of time	39. State the relationship between measures of time: e.g., week and day, day and year, year and month, hour and minute.		
		Duration between events	40. Estimate and measure the duration of an event and the time between two events.		
		Time between events	41. Calculate the duration of an event, and the time between two events.		
	Money	Description of Eastern Caribbean currency	42. Describe the notes and coins in circulation.	9	
		Representing amounts of money	43. Read and write amounts of money up to $9999.99.		
			44. Represent amounts of money up to $100 using various combinations of notes and coins.		
		Calculations involving money	45. Calculate the total cost of a set of items, given the price per item or the price of a multiple of items.		
			46. Calculate change from amounts up to $50.		
			47. Fill in bank deposit and withdrawal slips.		
		Money-related vocabulary	48. Use vocabulary associated with money and spending: e.g., sale, per, each, for each, discount, $--- off, expensive, cheap etc.		

Chapter 7

Grade 5 ≪ Annual Plan ≫



Section 7.1

Grade 5 — Term 1

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Counting	Counting on Counting backward Skip counting	1. Count in a variety of ways: counting on, counting backwards, skip counting.	3	3.0 wk
		Sequences of numbers	2. Complete sequences of numbers.		
	Whole Numbers	Problem solving	3. Create and solve problems involving factors and multiples of whole numbers.	18	
		Representing numbers	4. Read numbers up to 99999.		
			5. Write numbers up to 99999 in words and numerals.		
		Place value	6. Identify the place and total value of any digit in a number up to five digits.		
		Expanded notation	7. Write numbers up to five digits in expanded notation.		
		Types of numbers	8. Classify numbers using several number concepts: e.g., prime, odd, prime and even, prime and odd, composite and odd, etc.		
			9. Explain how the various types of numbers (prime, composite, odd, etc) are related.		
		Factors and multiples	10. List multiples of a given number.		
			11. List factors of a given number.		
			12. Explain the concept of prime factor.		
			13. Write a number as a product of its prime factors.		
		H.C.F. and L.C.M.	14. Calculate the least common multiple of two or three numbers by listing multiples or using prime factorisation.		
			15. Explain the concept of 'highest common factor'.		
			16. Find the highest common factor of two or three numbers by listing factors or prime factorisation.		
		Rounding off	17. Round off numbers with up to five digits to the nearest ten, hundred, or thousand.		
			18. Round off numbers with up to three digits to the nearest ten, hundred.		
		Ordering numbers	19. Arrange a set of whole numbers in order of magnitude.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Computation	General	Computation-related vocabulary	1. Use computation vocabulary (e.g., sum, product, total, etc.) to describe situations that involve any of the four basic operations.	7	3.0 wk
		Relationships among the four basic operations	2. Explain the relationships that exist among the four basic operations.		
			3. Explain the likely effects of an operation.		
		Checking the reasonableness of answers	4. Estimate the answer to a computation.		
			5. Determine the reasonableness of an estimated or exact answer to a computation, and justify their conclusion.		
		Computation strategies	6. Explain mental computation strategies that may be used in calculations involving addition, subtraction, multiplication and division.		
			7. Explain pencil and paper computation procedures that may be used in calculations involving addition, subtraction, multiplication, and division.		
			8. Explain how to use a calculator to carry out addition, subtraction, multiplication, or division.		
			9. Select an appropriate computation strategy (mental computation, use of pencil and paper, or use of a calculator) to carry out any of the four basic operations.		
	Whole Numbers	Basic facts	10. Recall the basic facts for addition, subtraction, multiplication, and division of whole numbers..	14	
		Problem solving	11. Create and solve problems involving addition, subtraction, multiplication, and/or division of whole numbers.		
		Addition without and with regrouping	12. Add sets of numbers with totals up to 99999, without and with regrouping.		
		Subtraction without and with regrouping	13. Carry out subtraction involving whole numbers with up to five digits, without and with regrouping.		
		Multiplication by one-and two-digit numbers	14. Multiply two and three-digit numbers by one- and two- digit numbers.		
		Division by one- and two-digit numbers	15. Divide whole numbers with up to five digits by one- and two-digit numbers, without and with remainder.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	General	Use of statistics in real life	1. Identify and describe situations where data collection, representation, and interpretation could be used to solve problems.	3	2.0 wk
			2. Create problems whose solutions require data collection, representation and/or interpretation.		
		Problem solving	3. Solve problems involving data collection, representation and/or interpretation.		
	Data Collection	Use of observation, interviews, and questionnaires	4. Describe procedures for collecting data using observation, interview, or simple questionnaires.	11	
			5. Identify similarities and differences between interviews and questionnaires.		
		Selection of appropriate data collection methods	6. Explain when it is appropriate to use interviews and questionnaire to collect data.		
			7. Select the data collection method that is appropriate for a particular problem situation, and give reasons for their selection.		
		Planning data collection activities	8. Plan data collection activities.		
			9. Collect data using observation, interviews, or simple questionnaires.		
Geometry	Three Dimensional Shapes	Attributes of three-dimensional shapes	1. Describe three-dimensional shapes in terms of the number and type of faces and the number of edges and vertices	14	2.0 wk
			2. Generate and test hypothesis for the purposes of identifying three-dimensional shapes that are appropriate for particular functions in real life		
		Use of three-dimensional shapes in real life	3. Use the attributes of a three-dimensional shape to formulate reasons for its uses in everyday life.		
			4. Identify and describe cubes, cuboid, cylinders, cones and spheres.		
		Nets of cubes, cuboids, and cylinders	5. Make nets of cubes, cuboids, and cylinders.		
			6. Identify nets that will form a cube, cuboid, and cylinder.		
		Construction of cubes, cuboids, and cylinders	7. Construct cubes, cuboids, and cylinders.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	General	Selection of instruments and units of measurement	1. Select the most appropriate instrument to estimate and measure a length, the mass, or the capacity of a given object.	4	3.0 wk
			2. Select the most appropriate unit to estimate and measure a length, the mass, or the capacity of a given object.		
		Reading and recording measurement	3. Read and record estimates and measurements using appropriate notation.		
	Linear Measurement	Use of the kilometre, centimetre, and millimetre as units of measure	4. Estimate and measure lengths and heights using the metre, centimetre, and/or millimetre as the units of measure.	7	
			5. Estimate and measure distances using the metre and/or centimetre as the units of measure.		
		Scale drawings	6. Identify and interpret the scale that was used in a scale drawing.		
			7. Use scale drawings to determine actual measurements in metres or kilometres.		
			8. Make simple scale drawings.		
		Problem solving	9. Create and solve problems involving linear measurement.		
	Mass	Use of the kilogram, gram and milligram as units of measure	10. Estimate and measure the mass of objects using kilograms, grams, and/or milligrams as the units of measure.	4	
		Problem solving	11. Create and solve problems involving mass.		
	Capacity	Use of the litre, centilitre, and millilitre as units of measure	12. Estimate and measure the capacity of containers using litres, centilitres, and/or millilitres as the units of measure.	4	
		Problem solving	13. Create and solve problems involving capacity.		
	Temperature	Use of the Celsius scale	14. Estimate and measure temperatures using the Celsius scale.	2	

Section 7.2

Grade 5 — Term 2

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Fractions	Representation of fractions	20. Use diagrams/pictures to represent unit, proper, and improper fractions and mixed numbers.	8	2.5 wk
		Mixed numbers and improper fractions	21. Convert an improper fraction to a mixed number and a mixed number to an improper fraction.		
		Equivalent fractions	22. Explain the concept of 'lowest terms' and its relationship to equivalent fractions.		
			23. Express fractions in their lowest terms.		
			24. Generate fractions that are equivalent to a given fraction.		
		Least common denominator	25. Calculate the least common denominator for fractions with unlike but related denominators.		
		Ordering fractions	26. Arrange a set of fractions in order of magnitude.		
	Decimals	The relationship between decimals and whole numbers	27. Explain how decimal numbers and whole numbers are related.	10	
		Place value and total value	28. Identify the place and total value of the digits in a decimal number with up to two decimal places.		
		Representation of decimals	29. Represent simple decimal numbers with up to two decimal places (e.g., 1.5, 2.21) using diagrams.		
			30. Read and write decimal numbers with up to two decimal places.		
		Ordering decimals	31. Arrange a set of decimal numbers with up to two decimal places in order of magnitude.		
		The relationship between fractions and decimals	32. Explain how fractions and decimals are related.		
		Simple conversions involving decimals and fractions	33. Write a decimal number as a fraction.		
			34. Write a fraction as a decimal number.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Computation	Fractions	Problem solving	16. Create and solve problems involving addition, subtraction, or multiplication of fractions.	14	2.0 wk
		Addition of proper fractions	17. Add proper fractions with like or unlike but related denominators.		
		Addition of proper fractions and whole numbers	18. Add a whole number to a proper fraction.		
		Addition of proper fractions and mixed numbers	19. Add a proper fraction and a mixed number with like denominators.		
			20. Add a proper fraction and a mixed number with unlike but related denominators.		
		Subtraction of proper fractions	21. Carry out subtraction involving proper fractions with like denominators.		
			22. Carry out subtraction involving proper fractions with unlike but related denominators.		
		Subtraction of proper fractions from whole numbers and mixed numbers	23. Subtract a proper fraction from a mixed number with like denominator, without regrouping.		
			24. Subtract a proper fraction from a mixed number with unlike but related denominator, without regrouping.		
			25. Subtract a proper fraction by a whole number.		
		Multiplication of proper fractions and whole numbers	26. Multiply a proper fraction by a whole number.		
			27. Multiply a whole number by a proper fraction.		
			28. Multiply two proper fractions.		
		Division of proper fractions by whole numbers	29. Divide a proper fraction by a whole number.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	Data Representation	Selection of appropriate methods and scales	10. Select appropriate methods to represent data.	10	1.5 wk
			11. Select appropriate scales to represent data graphically.		
			12. Explain why a selected data representation method or scale is appropriate.		
		Use of tables and graphs	13. Use tally charts and tables to organise collected data.		
			14. Represent data using pictographs or bar graphs.		
		Introduction to line graphs	15. Describe the characteristics of line graphs.		
		Comparison of bar graphs and line graphs	16. Identify similarities and differences between bar graphs and line graphs.		
			17. Explain when it is appropriate to use bar graphs and line graphs to represent data.		
Geometry	Plane Shapes	Types of angles	8. Identify angles in three-dimensional and plane shapes.	13	1.8 wk
			9. Draw and label angles (e.g., angle A)		
			10. Explain what is a right angle.		
			11. Classify angles according to size, as equal to, larger than, or smaller than a right angle.		
			12. Describe acute and obtuse angles.		
			13. Identify cute and obtuse angles.		
		Types of line segments	14. Draw and label line segments (e.g., line segment AB).		
			15. Explain the concepts of horizontal, vertical, parallel, and perpendicular lines.		
			16. Identify horizontal and vertical line segments.		
			17. Draw horizontal and vertical line segments.		
			18. Identify parallel and perpendicular lines.		
			19. Draw parallel and perpendicular lines.		
		Attributes of two-dimensional shapes	20. Describe two-dimensional shapes in terms of the number and type of angles and sides.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	Relationships among Metric Units	Relationships among units of measure of the same attribute	15. Explain the relationships that exist among metric units of measure of the same attribute. (E.g., 100 cm = 1m; 1l = 1000 ml, 1 Kg = 1000 g etc.)	4	2.2 wk
		Recording measurements	16. Use the relationships among the metric units to carry out simple conversions involving measurements of the same attribute.		
		Simple conversions	17. Use the relationships among metric units to record measurements. (E.g., a measurement of 2 m 85 cm could be written as 2.85m).		
	Imperial Units	Estimation and measurement using common imperial units	18. Estimate and measure the length, mass, or capacity of objects using common Imperial units, e.g., the yard, pound, quart, pint.	3	
		Use of imperial units in real life	19. Explain why metric and Imperial units are used in real life.		
	Perimeter and Area	Problem solving	20. Create and solve problems involving perimeter or area.	8	
		Perimeters of two-dimensional shapes	21. Calculate the perimeter of a two-dimensional shape.		
		Development of the formula for finding the area of a square or rectangle	22. Identify appropriate units for the measurement of small and large areas.		
			23. Calculate the area of a rectangle or square by using the formula, Area = length x width.		
			24. Calculate the area of irregular figures that are comprised of squares, and/or rectangles.		
			25. Sketch squares, rectangles, or irregular figures with a given area and/or perimeter.		

Section 7.3

Grade 5 — Term 3

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Percents	The concepts of percent	35. Explain the concept of percent.	13	2.5 wk
		The use of percents in everyday life Representation of percents	36. Represent a given percent using pictures/diagrams and symbols.		
			37. Explain the meaning of a given percent (e.g., 10% or 10 percent).		
			38. Describe and analyse situations in real life that involve percents.		
		The relationship between fractions, decimals, and percents	39. Explain the relationship between fractions, decimals, and percents.		
			40. Express a percent as a decimal or fraction.		
			41. Express simple proper fractions and decimals as percents.		
		Problem solving	42. Create, solve, and analyse problems involving fractions, decimals, and percents.		
	Roman Numerals	The use of Roman numerals in real life situations	43. Identify real life situations that involve the use of Roman numerals (e.g., the numbers on clocks and watches, numbering of chapters in a book).	4	
		Representation of Roman numerals	44. State the Roman numerals for 1, 5, 10.		
			45. Explain how the Roman numerals for 1, 5 and 10 should be used to form other Roman numerals between 2 and 12 inclusive.		
			46. Identify and write Roman numerals for numbers from 1 to 12.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Computation	Decimals	Problem solving	30. Create and solve problems involving addition, subtraction, and multiplication of decimal numbers.	9	2.5 wk
		The relationship between computation procedures for whole numbers and decimals	31. Explain how computation procedures for whole numbers can be applied to decimal numbers.		
		Adding without and with regrouping	32. Add decimal numbers with up to two decimal places, without and with regrouping.		
		Subtraction without and with regrouping	33. Carry out subtraction involving decimal numbers with up to two decimal places, without and with regrouping.		
		Multiplication by a one-digit number	34. Multiply a decimal number with up to two decimal places by a one-digit number.		
	Percents	Problem solving	35. Create and solve problems involving percents.	9	
		Calculating percents	36. Calculate a percent of a number.		
			37. Express one number as a percent of another.		
		Profit and loss	38. Calculate profit or loss, given the cost price and selling price of an article.		
			39. Calculate profit or loss as a percent of the cost price of an article.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	Data Interpretation	Identifying information included in tables and graphs Answering questions based on the data represented in tables and graphs	18. Read data presented in tables, pictographs, bar graphs, and line graphs.	7	1.0 wk
			19. Interpret data presented in tables, pictographs, bar graphs, and line graphs.		
			20. Calculate the mean/average of a set of data.		
Geometry	Plane Shapes	Parts of a circle	21. Explain the concept of 'circumference of a circle'.	14	2.0 wk
			22. State the relationship between radii and diameter of circles.		
			23. Draw circles and identify the following parts: circumference, radius, diameter, centre.		
		Congruency	24. Identify two-dimensional shapes that have the same size and shape.		
			25. Explain the concept of 'congruent figures'.		
			26. Classify two-dimensional shapes using a variety of attributes: e.g., open, closed, symmetrical, congruent, the number and type of angles and sides, etc.		
			27. Explain how various groups of persons (e.g., artists, craftpersons, and builders) use geometric concepts such as angles, symmetry, congruency, etc.		
			28. Create and solve problems involving plane shapes.		
		Introduction to co-ordinate systems	29. Describe a simple co-ordinate system with only positive numbers.		
			30. Plot points on a simple co-ordinate system with only positive numbers.		
			31. Identify points on a simple co-ordinate system.		
			32. Create and solve problems involving simple co-ordinate systems.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	Time	Use of the 12-hour and 24-hour clock	26. Tell and write time using the 12-hour and 24-hour clock.	4	2.0 wk
		Use of analog and digital clocks	27. Represent time on an analog or digital clock.		
		Problem solving	28. Create and solve problems involving duration of an event, time between events, starting time, finishing time, and relationships between units of time.		
	Money	Problem solving	29. Create and solve problems involving money.	10	
		Representing amounts of money	30. Read and write amounts of money up to $99999		
			31. Describe situations that involve the use of large amounts (thousands) money.		
			32. Describe the role of cheques in transactions involving money.		
			33. Represent amounts of money in a variety of ways.		
		Calculations involving money	34. Calculate the total cost of a set of items, given the cost of one item and/or the cost of multiples of items.		
			35. Make up bills.		
			36. Calculate change.		
		Introduction to the concepts of cost price, selling price, profit, and loss	37. Explain the concepts of cost price, selling price, profit, loss, and discount.		
			38. Use the concepts of cost price, selling price, profit, loss, and discount in descriptions of situations involving buying and selling.		

Chapter 8

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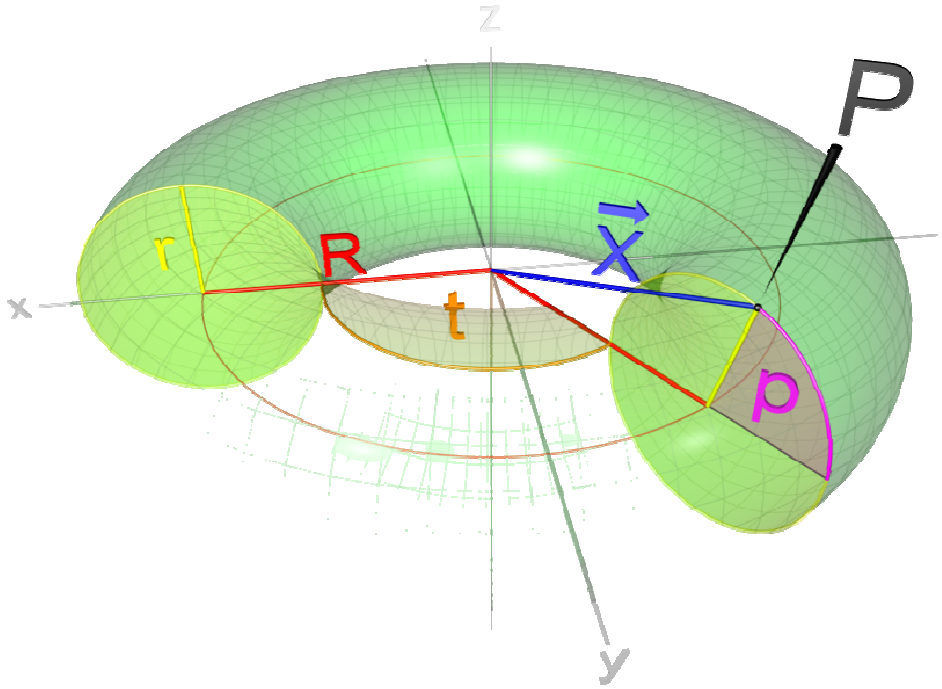

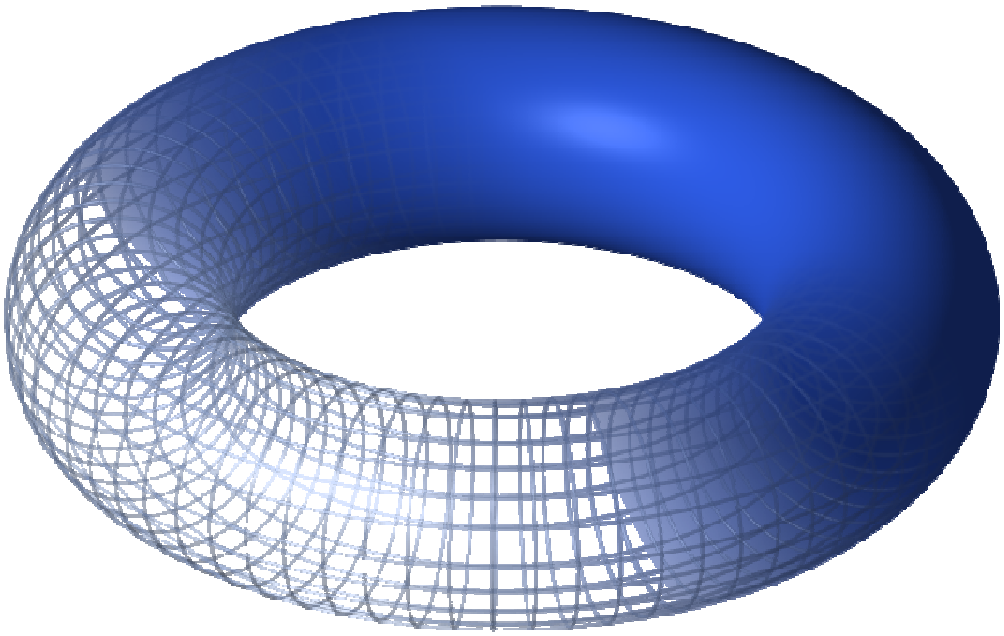

Section 8.1

Grade 6 — Term 1

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts 1	General	Problem solving	1. Create and solve problems involving number concepts.	3	0.8 wk
		Strategies for investigating number concepts	2. Use appropriate strategies (mental computation, pencil and paper, or calculators) to investigate number concepts and solve problems.		
			3. Explain the strategies and procedures they used in carrying out investigations and solving problems involving number concepts.		
	Counting	Use of a variety of counting strategies	4. Count in a variety of ways up to a given number, e.g., counting backward, skip counting, counting on.	3	
		Sequences of numbers	5. Complete sequences of numbers.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts 2	Whole Numbers	Place value Expanded notation Representation of numbers	6. Identify the place value and total value or the digits in whole numbers with up to seven digits.	17	2.5 wk
			7. Read the numerals for whole numbers with up to seven digits.		
			8. Write numbers with up to seven digits in words and numerals.		
			9. Write numbers with up to digits in expanded notation.		
		Ordering numbers	10. Arrange a set of whole numbers in order of magnitude.		
		Rounding off numbers	11. Round off whole numbers to the nearest ten, hundred, or thousand.		
		Number-related vocabulary	12. Describe situations (e.g., government projects) that involve the use of very large (e.g., a million) numbers.		
			13. Compare two numbers using verbal number phrases such as: 'more than', 'less than', 'twice', 'thrice', 'twice more than', 'as much as', etc.		
			14. Explain the meaning of verbal number phrases such as 'more than', 'less than', 'twice', 'thrice', 'twice more than', 'as much as', etc. as used in given situations.		
		Types of numbers Factors, multiples	15. Classify numbers in a variety of ways, using number concepts such as square, prime, composite, odd, even, factors, multiples, etc.		
			16. List the factors of numbers up to 100.		
			17. Prime-factorise composite numbers up to 100.		
			18. Calculate the highest common factor of two or three numbers.		
			19. Generate multiples of whole numbers.		
		H.C.F. and L.C.M	20. Calculate the lowest common multiple of two or three numbers, using listing of multiples or prime factorisation.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Computation	General	Computation-related vocabulary	1. Use computation vocabulary (e.g., sum, product, total, etc.) to describe situations that involve addition, subtraction, multiplication, or division.	6	2.7 wk
		Relationships among the four basic operations	2. Explain the relationships that exist among addition, subtraction, multiplication, or division.		
		Checking answers Computation strategies	3. Analyse computation situations to determine if an estimate or exact answer is required.		
			4. Explain the likely effects of an operation.		
			5. Estimate the answer to a computation.		
			6. Determine the reasonableness of an estimated or exact answer to a computation, and justify their conclusion.		
			7. Explain mental computation strategies that may be used in calculations involving addition, subtraction, multiplication or division.		
			8. Explain pencil and paper computation procedures that may be used in calculations involving addition, subtraction, multiplication or division.		
			9. Explain how to use the calculator to carry out addition, subtraction, multiplication or division.		
			10. Select an appropriate computation strategy (mental computation, use of pencil and paper, or use of a calculator) to carry out addition, subtraction, multiplication, or division.		
	Whole Numbers	Problem solving	11. Create and solve problems involving addition, subtraction, multiplication, and/or division of whole numbers.	13	
		Basic facts	12. Recall the basic facts for addition, subtraction, multiplication, and division of whole numbers.		
		Addition without and with regrouping	13. Add sets of whole numbers, without and with regrouping.		
		Subtraction without and with regrouping	14. Carry out subtraction involving whole numbers, without and with regrouping.		
		Multiplication by one- and two-digit numbers	15. Multiply whole numbers by one- and two-digit numbers.		
		Division by one- and two-digit numbers	16. Divide whole numbers by one- and two-digit numbers, without and with remainder		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	General	Problem solving	1. Create and solve problems whose solutions require data collection, representation, and interpretation.	2	1.5 wk
	Data Collection	Use of observation, interviews, and questionnaires	2. Describe procedures for collecting data through observation, interview, and the use of questionnaires.	8	
		Selection of data collection methods	3. Select appropriate means (observation, interview, questionnaire) of collecting data for a particular problem situation and give reasons for their selection.		
		Planning for data collection	4. Plan data collection activities.		
			5. Collect data through observation, interviews, or the use of questionnaires.		
Geometry	Three Dimensional Shapes	Attributes of three-dimensional shapes	1. Describe three-dimensional shapes in terms of the number and type of faces, and the number of vertices and edges.	14	2.0 wk
			2. Identify cubes, cuboids, cylinders, cones, and spheres by name.		
			3. Classify three-dimensional shapes in a variety of ways, e.g., according to the shape of their faces, the number of edges, etc.		
			4. Select and use their own criteria to classify three-dimensional shapes.		
			5. Explain the criteria they used to classify three-dimensional shapes.		
		Drawing three-dimensional shapes	6. Draw sketches of three-dimensional shapes from different perspectives, e.g., looking down on the shape, looking at it at eye level.		
		Drawing and making nets of cubes, cuboids, cylinders, and cones	7. Draw and make nets of cubes, cuboids, cylinders, and cones.		
			8. Identify the nets that will form cubes, cuboids, cylinders, and cones.		
		Constructing cubes, cuboids, cylinders, cones, and spheres	9. Construct cubes, cuboids, cylinders, cones, and spheres.		
		Use of three-dimensional shapes in real life	10. Identify three-dimensional shapes that would be appropriate for performing given functions in real life, e.g., storing toys.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement 1	General	Selection of units and instruments	1. Select the most appropriate unit to estimate and measure a length, the mass, or the capacity of a given object and give reasons for their choice of unit.	5	2.2 wk
			2. Select the most appropriate instrument to measure a length, the mass, or the capacity of a given object and give reasons for their choice of instrument.		
			3. Explain how to use instruments for measuring length, mass, capacity, and temperature.		
		Recording measurements	4. Record estimates and measurements of length, mass, capacity, and temperature using appropriate notation.		
		Converting from one unit to another	5. Use the relationships among the units to carry out simple conversions involving units of measure of the same attribute.		
	Linear Measurement	Problem solving	6. Create and solve problems involving linear measurement.	6	
		Use of the kilometre, metre, centimetre as units of measure	7. Estimate and measure the lengths and heights of objects using the metre, centimetre, and/or millimetre as the units of measure.		
			8. Estimate and measure distances using the metre and/or centimetre as the units of measure.		
			9. Estimate and describe distances using the kilometre as the unit of measure.		
		Scale drawings	10. Use simple scale drawings to determine actual distances.		
			11. Represent actual distances using scale drawings.		
	Mass	Problem solving	12. Create and solve problems involving measurement of mass.	5	
		Use of the tonne, kilogram, gram, and milligram as units of measure	13. Estimate and measure the mass of objects using the kilogram, gram, and/or, milligram as the units of measure.		
			14. Use the tonne as a unit of measure to describe the mass of large or very heavy objects.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement 2	Capacity	Use of the litre, centilitre, and millilitre as units of measure	15. Estimate and measure the capacity of containers using the litre, centilitre, and/or millilitre as the units of measure.	3	1.3 wk
		Problem solving	16. Create and solve problems involving measurement of capacity.		
	Imperial Unit	Relationships between imperial units and metric units	17. State the relationship between metric units of length, mass, and capacity and common units. (E.g., A metre is a little more than a yard. 1 Kg is approximately 2.2lbs., 1 teaspoon is approximately 5 ml.).	3	
			18. Describe situations where they may be able to use the relationships between Imperial and metric units of measurement.		
	Temperature	Use of the Fahrenheit and Celsius scales	19. Read temperatures using the Fahrenheit and Celsius scales.	3	
			20. Compare temperatures using the Celsius and Fahrenheit scales. (E.g., the freezing point of water is 0 degrees Celsius but 32 degrees Fahrenheit.)		

Section 8.2

Grade 6 — Term 2

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Fractions	Representation of fractions	21. Represent fractions using diagrams/pictures and numerals.	9	2.5 wk
		Equivalent fractions	22. Identify that are equivalent		
			23. Generate fractions that are equivalent to a given fraction.		
			24. Express proper fractions in their lowest terms.		
			25. Convert an improper fraction to a mixed number and a mixed number to an improper fraction.		
		Ordering fractions	26. Arrange a set of fractions with like denominators in order of magnitude.		
			27. Arrange a set of fractions with unlike but related denominates in order of magnitude.		
		Lowest common denominator	28. Calculate the lowest common denominator of two or three fractions.		
	Decimals	Place value	29. Identify the place value and total value of the digits in decimal numbers with up to two decimal places.	9	
		Representation of decimal numbers	30. Write and read decimal numbers with up to two decimal places.		
		Rounding off decimal numbers	31. Round off decimal numbers with up to two decimal places to the nearest whole number, tenth, or to 1 decimal place.		
		Equivalent decimals	32. Identify decimals that represent the same quantity, e.g., 1.6 and 1.60.		
		Use of the relationship between fractions and decimals	33. Write a decimal number as a fraction and a fraction as a decimal number.		
		Ordering decimals	34. Arrange a set of decimals in order of magnitude.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Computation	Fractions	Problem solving	17. Create and solve problems involving addition, subtraction, and/or multiplication of fractions.	12	3.0 wk
		Addition of proper fractions	18. Add proper fractions with like or unlike but related denominators.		
			19. Add a proper fraction to a whole number.		
		Addition of mixed numbers	20. Add a proper fraction to a mixed number.		
			21. Add two mixed numbers.		
		Subtraction of proper fractions Subtraction of mixed numbers	22. Subtract proper fractions with like or unlike but related denominators.		
			23. Subtract a proper fraction from a mixed number with like or unlike but related denominators, without and with regrouping.		
			24. Subtract a mixed number from a mixed number with like or unlike but related denominators, without and with regrouping.		
		Multiplication by whole numbers and proper fractions Multiplication of mixed numbers	25. Multiply proper and mixed fractions by whole numbers.		
			26. Multiply proper fractions.		
			27. Multiply a mixed number by a proper fraction.		
			28. Multiply two mixed numbers.		
		Division by whole numbers	29. Divide a proper fraction by a whole number.		
			30. Divide a mixed number by a whole number.		
	Decimals	Problem solving	31. Create and solve problems involving addition, subtraction, and/or multiplication of decimal numbers.	9	
		Addition without and with regrouping	32. Add decimal numbers with up to two decimal places, without and with regrouping.		
		Subtraction without and with regrouping	33. Subtract decimal numbers with up to two decimal places, without and with regrouping.		
		Multiplication by a one- or two-digit number	34. Multiply a decimal number with up to two decimal places by a one- or two-digit whole number.		
		Division by a one- or two-digit number	35. Divide a decimal number with up to two decimal places by a one- or two- digit whole number.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Statistics	Data Representation	Selection of appropriate methods of data representation	6. Select appropriate methods (table, pictograph, bar graph, or line graph) to represent data, and give reasons for their selection.	7	1.0 wk
		Selection of appropriate scales	7. Select appropriate scales for representing data in pictographs, bar graphs, and line graphs and give reasons for their choice scale.		
		Drawing tables and graphs	8. Represent data using tables, pictographs, bar graphs, or line graphs.		
Geometry	Plane Shapes	Attributes of two-dimensional shapes	11. Describe two-dimensional shapes in terms of the number and type of sides and angles.	10	1.5 wk
		Classification of two-dimensional shapes	12. Classify two-dimensional shapes in a variety of ways using geometric concepts such as symmetry, congruency, closed figures, perpendicular lines, parallel lines, as well as the number and type of sides and angles.		
			13. Select and use their own criteria to classify two-dimensional shapes.		
			14. Explain the criteria that they used to classify two-dimensional shapes.		
		Drawing two-dimensional shapes	15. Draw two-dimensional shapes according to directions that are based on geometric concepts and the properties of the shapes, e.g., symmetry, type of figure (open or closed), the number of sides type of sides (parallel or perpendicular), etc.		
		Attributes of squares, rectangles, triangles, and circles	16. Identify triangles squares, rectangles, and circles.		
			17. Describe the attributes of the following geometric shapes: triangle, square, rectangle, and circle.		
		Classification of triangles	18. Sort and name triangles according to the length of their sides and the size of their angles (e.g., isosceles, equilateral, and acute angled triangles).		
			19. Describe the characteristics of each group/type of triangles.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Measurement	Time	Use of the 12-hour and 24-hour clock	21. Tell time using the 12-hour and 24-hour clock.	6	2.0 wk
		Time notation	22. Record and read measurements of time using a variety of time notations		
		Problem solving	23. Create and solve problems involving time: e.g., intervals of time, duration of events, starting and finishing times of events.		
		Introduction to average speed	24. Explain the concept of average speed.		
			25. Explain the relationships that exist among distance, average speed, and time, e.g., average speed x travel time = the distance travelled.		
		Problem solving	26. Create and solve problems involving distance, speed, and time.		
	Perimeter and Area	Perimeter of two-dimensional shapes Area of right-angled triangles, squares and rectangles Area of irregular shapes	27. Calculate the perimeter of two-dimensional shapes.	8	
			28. Calculate the area of squares and rectangles using appropriate formulae.		
			29. Calculate the area of irregular figures that are comprised of squares, and/or rectangles.		
			30. Calculate the length of a side of a square or rectangle given appropriate information (e.g., the area and/or perimeter, lengths of sides).		
			31. State the relationship between the area of a rectangle and the area of a triangle.		
			32. Calculate the area of right-angled triangles using the formula, Area = 1/2 base x perpendicular height.		
			33. Sketch squares, rectangles, triangles or irregular figures with a given area and/or perimeter.		
		Problem solving	34. Create and solve problems involving perimeter and/or area.		

Section 8.3

Grade 6 — Term 3

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Number Concepts	Percents	The concept of percent	35. Explain the concept of percent.	6	2.5 wk
		Use of percents in real life	36. Explain the meaning of percents, including percents larger than 100%, given a real life situation e.g., profit or increase in bank accounts.		
		Representation of percents as fractions and decimals	37. Represent a percent as a fraction or decimal.		
			38. Represent simple fractions and decimals as percents.		
	Ratio	Vocabulary related to ratio	39. Use appropriate vocabulary in descriptions of situations involving ratios, e.g., per, for each, for every, etc.	7	
		The concept of ratio	40. Explain the concept of ratio.		
		Representation of ratio	41. Represent a ratio using objects, pictures/diagrams, and numerals.		
		The relationship between ratio and fractions, decimals, and percents	42. Explain the relationship that exists among ratio, percents, fractions, and decimals.		
			43. Express a ratio as a fraction.		
	Roman Numerals	Use of Roman numerals in real life	44. Identify real life situations that involve the use of Roman numerals (e.g., the numbers on clocks and watches, numbering of chapters in a book, the information at the end of a movie indicationg the year in which it was made).	4	
		Representation of Roman numerals	45. Identify and write Roman numerals for numbers from 1 to 20.		
			46. State the Roman numeral corresponding to 1000.		
			47. Write the current year in Roman numerals.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Computation	Percents	Problem solving	36. Create and solve problems involving percents, cost price, selling price, profit and loss.	10	2.0 wk
		Calculations of percents	37. Calculate a given percent of a number.		
			38. Express one number as a percent of another.		
		Profit and loss as a percent	39. Calculate the selling price of an article, given the cost price and the profit or loss as an amount of money or as a percent.		
			40. Calculate the cost price of an article given the selling price and the profit or loss as an amount of money only.		
			41. Calculate profit or loss given the cost price and selling price of an article.		
			42. Express profit, loss, and discounts as a percent of the cost price.		
	Ratio	Sharing in a given ratio	43. Share a quantity in a given ratio.	4	
		Problem solving	44. Create and solve problems involving ratio.		
Statistics	Data Interpretation	Reading data presented in tables and graphs	9. Read and interpret data presented in tables, pictographs, bar graphs, and line graphs.	13	1.8 wk
		Calculating the mean/average	10. Explain the concepts of mean and mode.		
			11. Calculate the mean/average of a set of data		
		Identifying the mode	12. Identify the mode of a set of data.		
		Interpreting values of the mean and mode	13. Interpret values of the mean and mode.		
		Answering questions based on the presented data	14. Make inferences from the data presented in tables and graphs.		

Strands	*Topics*	*Sub Topics*	*Learning Outcomes*	*Lessons*	
Geometry	Plane Shapes	Points, line segments	20. Represent and label a point.	12	1.7 wk
		Types of angles	21. Draw and label angles.		
			22. Identify and label angles.		
			23. State the number of degrees associated with a right angle.		
			24. Identify acute angles and obtuse angles.		
			25. Explain the concepts of 'acute angle' and 'obtuse angle'.		
		Simple co-ordinate systems	26. Plot points on a co-ordinate system.		
			27. Identify points on a co-ordinate system.		
			28. Identify and describe examples of geometric ideas that are used in everyday life.		
Measurement	Money	Representation of amounts of money	35. Write and read amounts of money up to the millions.	10	2.0 wk
		Use of money in real life	36. Describe situations that involve large amounts of money.		
		Foreign currency	37. Read and interpret the rates of exchange for common foreign currencies (e.g., US dollar, pound sterling, Barbados dollar).		
			38. Convert foreign currencies to Eastern Caribbean currency.		
			39. Convert Eastern Caribbean currency to foreign currency.		
		Problem solving	40. Create and solve problems involving money, e.g., total cost of items, determining change.		
	Angles	Use of protractor	41. Explain how to use a protractor to measure and draw angles.	4	
		Drawing angles	42. Draw angles of a given size.		
		Estimating and measuring the size of angels	43. Estimate and measure the size of angles.		