Numbers

1 *Comprehension of cardinal numbers.*

1.1 Identify numbers from 10 000 to 99 999.
1.2 Read and write numbers from 10 000 through 99 999.
1.3 Order numbers from 0 to 99 999.
1.4 Group ones into tens, tens into hundreds and hundreds into thousands.
1.5 Determine the number of ten-thousands, thousands, hundreds, tens and ones in a five digit number.
1.6 Write two to five digit numbers in expanded form.
1.7 Compare up to five digit numbers using > or <.

2 *Determining the value of money.*

2.1 Read and write Rufiyaa and Laari in "decimal notation".
2.2 Convert Laari less than 9 999 into Rufiyaa.

Addition

1 *Comprehension of addition.*

- ◈ 1.1 Add 2-4 digit numbers for sums up to 9 999 without renaming.
- ◈ 1.2 Add 2-4 digit numbers for sums up to 9 999 with renaming.
- 1.3 Associate the term "sum" with addition.
- ◈ 1.4 Carry out addition of Rufiyaa and Laari (sums not more than Rf. 99.99 with renaming).
- 1.5 Add 2-6 two digit numbers in 1-5 steps.

2 *Mental addition.*

- 2.1 Add mentally two 1-digit numbers with sums up to 18.

3 *Application of addition.*

- 3.1 Solve one step word problems involving 2-4 digit numbers, with sums up to 9999.
- 3.2 Solve one step word problems in money with sums up to Rf. 99.99 with renaming.

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Subtraction

1 *Comprehension of subtraction.*

- ◈ 1.1 Subtract 2-4 digit numbers for minuends up to 9 999, without renaming.
- ◈ 1.2 Subtract 2-4 digit numbers for minuends up to 9 999, with renaming.
- ◈ 1.3 Carry out subtraction of Rufiyaa and Laari with renaming (minuends up to Rf. 99.99).
- 1.4 Associate the term "difference" with subtraction.

2 *Mental subtraction.*

- 2.1 Subtract mentally 1-digit numbers for minuends upto 18.

3 *Application of subtraction.*

- 3.1 Solve one step word problems involving subtraction of 2-4 digit numbers, with minuends up to 9 999.
- 3.2 Solve one step word problems in money with minuends up to Rf. 99.99 with renaming.

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Multiplication

1 *Comprehension of multiplication.*

1.1 Multiply numbers by 0.
1.2 Multiply 2-3 digit numbers by 1-digit numbers.
1.3 Associate the term "product" with multiplication.

2 *Comprehension of multiples.*

2.1 Give the multiples of 1-digit numbers.
2.2 Find the lowest common multiple of two 1-digit numbers.

3 *Mental multiplication.*

3.1 Multiply mentally, numbers whose product is not greater than 90.

4 *Application of multiplication.*

4.1 Solve one step word problems involving multiplication of whole numbers, including money, with products up to 8991(999×9).

Division

1 *Comprehension of division.*

1.1 Divide 2-digit numbers by 1-digit numbers with or without renaming.

1.2 Divide 3-digit numbers by 1-digit numbers with or without renaming.

1.3 Associate terms "quotient" and "remainder" with division.

2 *Mental division.*

2.1 Divide mentally, whole numbers with dividends through 81, by 1-digit divisors without remainders.

3 *Application of division.*

3.1 Solve one step word problems involving division of whole numbers, including money, with dividends up to 999).

Fractions

1 *Comprehension of fractions.*

1.1 Identify the numerator and denominator of a fraction.

1.2 Form an equivalent fraction to a given fraction (e.g. $\frac{5}{8}$).

1.3 Reduce fractions to its lowest term, where numerator and denominator is less than 25.

1.4 Compare proper fractions with different denominators using diagrams (denominator less than 10).

1.5 Convert improper fractions to mixed numbers (numerator < 25, denominator < 10, e.g. $\frac{24}{9}$).

1.6 Convert mixed numbers to improper fractions (in the resulting improper fraction, numerator < 25, denominator < 10, e.g. $2\frac{6}{9}$).

2 *Addition and subtraction of like frations.*

2.1 Carry out addition on fractions with same denominators (e.g. $\frac{11}{7}+\frac{6}{7}$).

2.2 Carry out subtraction on fractions with same denominators (e.g. $\frac{16}{11}-\frac{10}{11}$).

Geometry

1 *Comprehension of shapes.*

1.1 Recognise and name different types of triangles (equilateral triangle, isosceles triangle, scalene triangle and right-angled triangle).
1.2 Recognise and name different types of quadrilaterals (square, rectangle, parallelogram, trapezium and rhombus).

2 *Comprehension of angles.*

2.1 Estimate and measure angles less than 180 in degrees.

3 *Geometric construction.*

3.1 Draw parallel lines using setsquares and compasses.

Measures

1 *Comprehension of length.*

1.1 Measure lengths in centimetres and millimetres.
1.2 Convert centimetres into mm and millimetres into cm.
1.3 Measure lengths in kilometres (from a scaled drawing).
1.4 Convert kilometres into m and metres in to km and m.

2 *Comprehension of mass.*

2.1 Convert kilograms into g and grams into kg and g

3 *Comprehension of capacity.*

3.1 Convert litres into ml and millilitres into l and ml.

Graph

1 *Comprehension of graphs.*

1.1 Read and interpret data presented in a bar graph, where the scale represents 1 unit for one.

1.2 Construct bar graphs using data given (when the scale is marked).

Perimeter

1 *Comprehension of perimeter.*

1.1 Find the perimeter of rectangles and squares in centimetres and metres.

1.2 Find the perimeter of compound figures made up of rectangles and / or squares and / or triangles.

2 *Application of perimeter.*

2.1 Solve word problems involving perimeters of squares and rectangles.

Area

1 *Comprehension of area.*

1.1 Use the formula to calculate the area of rectangles and squares.
1.2 Find the area of compound figures made up of rectangles and squares.

2 *Application of area.*

2.1 Solve word problems involving area of squares and rectangles.

Volume

1 *Comprehension of volume.*

1.1 Introduce a one-centimetre cube as a unit of measure for volume.
1.2 Measure the volume of solids in cubic centimeters.
1.3 Use formula to calculate the volume of cuboids.

Time

1 *Comprehension of calendar.*

1.1 Tell the time using the twelve hour clock.
1.2 Tell the time using post-meridiem (p.m.) and ante-meridiem (a.m).
1.3 Tell the time using a 24 hour clock.
1.4 Conversion of p.m. and a.m. to 24 hour clock times and vice versa.
1.5 Convert hours to minutes.
1.6 Convert minutes to seconds.