Mathematics schemes of work

Standard Five Term I

**References**

1. New progressive primary mathematics teacher’s guide book 5
2. New progressive primary mathematics pupil’s book 5
3. Primary mathematics pupil’s book 5
4. Primary mathematics teacher’s guide book 5
5. Understanding mathematics teacher’s guide book 5
6. Understanding mathematics PUPIL’S book 5

Mathematic schemes of work for standard ­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_5\_\_\_\_TERM\_\_\_1\_\_\_\_YEAR\_\_\_\_\_\_\_\_

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| WEEK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | LEANING/ TEACHING ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES | REMARKS | |
| 1  2 | 1 | **NUMBERS** | Place value | By the end of the lesson the learner should be able to recognize and **identify the place value of a given numbers up to hundreds of thousands** | -Grouping  - Explanation  -Working out  -demonstration  -Discussion | -Objects like tins, books, pencils, cups, pictures, etc  -place value chart | PM PB5 Pg2  TG 5Pg1  NPM PB5 Pg3  TG b5Pg2 | |  |
| 2 |  | Total value | By the end of the lesson the learner should be able to **identify and recognize the total value of a given number up to hundreds of thousands** | -Grouping objects  - arranging  -Labelling and matching objects according to common features. | place value chart | PM PB5 Pg2  TG 5Pg1  NPM PB5 Pg3  TG b5Pg2 | |  |
| 3 |  | Reading numbers | By the end of the lesson the learner should be able to **read and write numbers in words and in symbols up to 999 999** | -- Explanation  -Working out  -demonstration  -reading | place value chart | PM PB5 Pg2  TG 5Pg1  NPM PB5 Pg3  TG b5Pg2 | |  |
| 4 |  | Writing numbers | By the end of the lesson the learner should be able to **read and write numbers in words and in symbols up to 999999** | -- Explanation  -Working out  -demonstration  -writing | place value chart+ | PM PB7 Pg7  TG 7Pg4  NPM PB7 Pg8  TG b7Pg4 | |  |
| 5 |  | Round of to the nearest ten | By the end of the lesson the learner should be able **to round off numbers to the nearest ten** | - Explanation  -Working out  -demonstration  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | PM PB5 Pg2  TG 5Pg1  NPM PB5 Pg3  TG b5Pg2 | |  |
| 6 |  | Round of to the nearest thousands | By the end of the lesson the learner should be able **to round off numbers to the nearest thousands** | - Explanation  -Working out  -demonstration  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | PM PB5 Pg2  TG 5Pg1  NPM PB5 Pg3  TG b5Pg2 | |  |
| 7 |  | Divisibility test for 3 and 4 | By the end of the lesson the learner should be able to **recognize and identify numbers divisible by 3 and 4** | - Explanation  -Working out  -demonstration  -Discussion | Objects like tins, books, bottles, pictures, of different size | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
|  |
| 3  4 | 1 |  | Divisibility test for 6 | By the end of the lesson the learner should be able to **recognize and identify numbers divisible six** | - Explanation  -Working out  -demonstration  -Divide | Objects like tins, books, bottles, pictures, of different size | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
| 2 |  | Divisibility test for 9 | By the end of the lesson the learner should be able to **recognize and identify numbers divisible nine** | - Explanation  -Working out  -demonstration  -Divide | Objects that have smooth or rough texture like wood,  paper, glass, soil, mirror,  leaves, etc. | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
| 3 |  | Prime numbers | By the end of the lesson the learner should be able to **recognize and identify prime numbers less than one hundred** | - Explanation  -Working out  -recognition  -identification  -Discussion | Prime numbers chart  Multiplication table | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
| 4 |  | Prime Factor | By the end of the lesson the learner should be able to **recognize and identify prime factors** | - Explanation  -Working out  -recognition  -identification  -Discussion | Prime numbers chart  Multiplication table | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
| 5 |  | Common divisor | By the end of the lesson the learner should be able to **recognize and identify common divisor (factors)** | - Explanation  -Working out  -recognition  -identification  -Discussion | Prime numbers chart  Multiplication table | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
| 6 |  | GCD | By the end of the lesson the learner should be able to **recognize and identify the GCD up to three given numbers** | - Explanation  -Working out  -recognition  -identification  -Discussion | Prime numbers chart  Multiplication table | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
| 7 |  | CM | By the end of the lesson the learner should be able to **recognize and identify the Common multiples of up to 3 given numbers** | - Explanation  -Working out  -recognition  -identification  -Discussion | Multiple chart  Multiplication table | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
| 1 |  | LCM | By the end of the lesson the learner should be able to **recognize and identify the LCM of up to 3 given numbers** | - Explanation  -Working out  -recognition  -identification  -Discussion | Multiple chart  Multiplication table | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
| 2 |  | Roman numbers | By the end of the lesson the learner should be able to **recognize and identify and read roman numbers up to 50** | - Explanation  -Working out  -recognition  -identification  -Discussion | Roman number chart  Multiplication table | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
|  |  | Roman numbers | By the end of the lesson the learner should be able to **recognize and write and read roman numbers up to 50** | - Explanation  -Working out  -recognition  -identification  -Discussion | Roman number chart  Multiplication table | PM PB5 Pg7  TG 5Pg6  NPM PB5 Pg8  TG b5Pg6 | |  |
| 3 | **Fractions** | Simplify fractions | By the end of the lesson the learner should be able **to simplify fractions by cancelling** | • Identifying  • Matching  • Comparing- Explanation  -Working out  -demonstration  -Discussion | Objects that have smooth or rough texture like wood,  paper, glass, soil, mirror,  Leaves, etc. | PM PB7 Pg10  TG 7Pg8  NPM PB7 Pg12  TG b7Pg 7 | |  |
| 4 |  | Conversion | By the end of the lesson the learner should be able **convert mixed number into improper fraction** | - Explanation  -Working out  -demonstration  -Discussion | Chart | PM PB7 Pg11  TG 7Pg  NPM PB7 Pg12  TG b7Pg7 | |  |
| 5 |  |  | By the end of the lesson the learner should be able to **convert improper fractions into mixed numbers** | - Explanation  -Working out  -demonstration  -Discussion | Chart | PM PB7 Pg11  TG 7Pg  NPM PB7 Pg12  TG b7Pg8 | |  |
| 6 | **Decimal**s | Place value | By the end of the lesson the learner should be able to **identify place value of digits in decimals** up to thousands | - Explanation  -Working out  -demonstration  -Discussion | place value chart | PM PB7 Pg12  TG 7Pg9  NPM PB7 Pg14  TG b7Pg11 | |  |
| 7 |  | Conversion | By the end of the lesson the learner should be able to **convert decimals into fractions** | - Explanation  -Working out  -demonstration  -Discussion | place value chart | PM PB5 Pg12  TG 5Pg  NPM PB5 16Pg14  TG b75Pg | |  |
| 5  6  8 | 1 |  | Conversion of decimal to fraction | By the end of the lesson the learner should be able to **convert fractions into decimals** | - Explanation  -Working out  -demonstration  -Conversion | place value chart | PM PB57 Pg15  TG 7Pg  NPM PB7 Pg18  TG b7Pg | |  |
| 2 |  |  | By the end of the lesson the learner should be able **to convert fraction to decimal** | - Explanation  -Working out  -demonstration  -Discussion | place value chart | PM PB7 Pg17  TG 7Pg13  NPM PB7 Pg  TG b7Pg20 | |  |
| 3 | OPERATION | **Whole numbers**  **Addition** | By the end of this topic, the  pupils should be able to **add whole numbers by whole numbers up to 6-digit correctly** | - Explanation  -Addition  -demonstration  -Discussion | Multiplication table | PM PB5 Pg42  TG 5Pg32  NPM PB7 Pg46  TG b7Pg36 | |  |
| 4 |  | **subtraction** | By the end of this topic, the  pupils should be able to **subtract 6-digit whole numbers by whole numbers correctly** | - Explanation  -Subtraction  -demonstration  -Discussion | Multiplication table | PM PB7 Pg41  TG 7Pg33  NPM PB7 Pg47  TG b7Pg | |  |
| 5 |  | Multiplication | By the end of this topic, the  pupils should be able to **multiply 2-digit whole number by numbers not exceeding 999999 correctly** | - Explanation  -Multiplication  -demonstration  -Discussion | Multiplication table | PM PB5 Pg41  TG 5Pg  NPM PB5 Pg47  TG b7Pg36 | |  |
| 6 |  | Division | By the end of this topic, the  pupils should be able to **divide whole numbers with not more than 4-digitby up to 2-digit numbers** | - Explanation  -Division  -demonstration  -Discussion | Multiplication table | PM PB7 Pg42  TG 7Pg33  NPM PB7 Pg48  TG b7Pg36 | |  |
| 7 |  | Number pattern | By the end of the lesson the learner should be able to do **recognize and identify number pattern involving odd and even numbers** | - Explanation  -Working out  -demonstration  -Discussion | Multiplication table | PM 5 Pg42  TG 5Pg33  NPM PB5 Pg  TG b7Pg | |  |
| 1 |  | Number sequence | By the end of this topic, the  pupils should be able to **recognize and identify number sequence involving prime numbers** | - Explanation  -addition  -demonstration  -Discussion | Multiplication table | PM PB7 Pg43  TG 7Pg33  NPM PB7 48Pg48  TG b7Pg | |  |
| 2 | **Fraction** | Addition | By the end of this topic, the  pupils should be able to **work out addition of 2 fraction using LCM** | - Explanation  -Working out  -demonstration  -Discussion | Place value table | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 3 |  | Addition | By the end of this topic, the  pupils should be able to **work out addition of mixed number using LCM** | Working out  -demonstration  -Discussion | CHART | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 4 |  | Subtraction | By the end of this topic, the  pupils should be able to **work out subtraction two fraction using LCM** | - Explanation  -Working out  -demonstration  -Discussion | Chalkboard layout | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 5 |  | Subtraction | By the end of this topic, the  pupils should be able to **work out subtraction two mixed numbers using LCM** | Working out  -demonstration  -Discussion | CHART | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 6 |  | Multiplication | By the end of this topic, the  pupils should be able to **work out multiplication of mixed number by a whole number** | - Explanation  -Working out  -Multiplication  -Discussion | Place value table | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 7 |  | Multiplication | By the end of this topic, the  pupils should be able to **work out multiplication of mixed number by a whole number** | - Explanation  -Working out  -demonstration | Chalkboard layout | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 2 |  | Revision | By the end of the lesson the learner should be able to do **a revision exercise on the work covered**. | - Explanation  -Working out  -demonstration  -revision | Place value table | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 3 | **Decimals** | Addition | By the end of the lesson the learner should be able to **work out addition involving decimal and decimals up to 3-decimal places** | - Explanation  -Working out  -demonstration  -Discussion | Place value table | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 4 |  | Subtraction | By the end of the lesson the learner should be able to **work out subtraction involving decimal and decimals up to 3-decimals** | - Explanation  -subtraction  -demonstration  -Discussion | Chalkboard layout | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 5 |  | Multiplication | By the end of the lesson the learner should be able to **work out multiplication involving decimal up to 3d.p by whole numbers** | - Explanation  -multiplication  -demonstration  -Discussion | Place value table | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 6 |  | Multiplication | By the end of the lesson the learner should be able to **work out multiplication involving decimal up to 3d.p by whole numbers** | - Explanation  -dividing  -demonstration  -Discussion | Chalkboard layout | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |
| 7 |  | Revision | By the end of the lesson the learner should be able to **revise the work covered in this topic** | - Explanation  -Working out  -demonstration  -Discussion | Place value table | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 | |  |

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| WEEK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | LEANING/ TEACHING ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES |  |
| 9  10 | 1 | **Measurements** | Metre | By the end of the lesson the learner should be able to **measure length to the nearest metre** | - Explanation  -Working out  -Drawing  -Discussion  -measuring | Coloured Manila cards  (squares, triangles, circles),  books, beads, | PM PB5 Pg32-43  TG 5Pg23  NPM PB5 Pg40  TG b5Pg22 |  |
| 2 |  | Centimetre | By the end of the lesson the learner should be able to **measure length to the nearest and centimetre** | -Identifying Explanation  -Working out  -Drawing  -Discussion  measuring | Coloured Manila cards  (squares, triangles, circles),  books, beads, | PM PB5 Pg46-57 TG 5Pg30  NPM PB5 Pg40-52  TG b5Pg45 |  |
| 3 |  | Kilometre | By the end of the lesson the learner should be able to **recognize and identify kilometre (Km) as a unit of measuring length** | Identifying  Explanation  -Working out  -Drawing  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | PM PB5 Pg46-57 TG 5Pg30  NPM PB5 Pg40-52  TG b5Pg45 |  |
| 4 |  | Converting units of measurement | By the end of the lesson the learner should be able to **convert units of measurement from kilometre to metre** | Explanation  -Working out  -Drawing  -Discussion  measurement | Rectangles, circles, triangles  of different sizes and  colours | PM PB5 Pg46-57 TG 5Pg30  NPM PB5 Pg40-52  TG b5Pg45 |  |
| 5- |  | Converting units of measurement | By the end of the lesson the learner should be able to **convert units of measurement from metre to kilometre** | Explanation  -Working out  -Drawing  -conversion  measurement | Oranges  Chapatti  Charts | PM PB5 Pg46-57 TG 5Pg30  NPM PB5 Pg40-52  TG b5Pg45 |  |
| 6 |  | Addition r | By the end of the lesson the learner should be able to **work out addition involving units of length** | Explanation  -Working out  -Drawing  -Discussion | Oranges  Chapatti  Charts | PM PB5 Pg46-57 TG 5Pg30  NPM PB5 Pg40-52  TG b5Pg45 |  |
| 7 |  | Subtraction | By the end of the lesson the learner should be able to **work out subtraction involving units of length** | Explanation  -Working out  -Drawing  -Discussion | Oranges  Chapatti  Charts | PM PB5 Pg46-57 TG 5Pg30  NPM PB5 Pg40-52  TG b5Pg45 |  |
| 1 |  | Multiplication | By the end of the lesson the learner should be able to **work out multiplication involving units of length** | Explanation  -Working out  -Drawing  -Discussion | Oranges  Chapatti  Charts | PM PB5 Pg46-57 TG 5Pg30  NPM PB5 Pg40-52  TG b5Pg45 |  |
| 2 |  | Division | By the end of the lesson the learner should be able to **work out division involving units of length** | Explanation  -Working out  -Drawing  -Discussion | Oranges  Chapatti  Charts | PM PB5 Pg46-57 TG 5Pg30  NPM PB5 Pg40-52  TG b5Pg45 |  |
| 3-4 |  | Perimeter | By the end of the lesson the learner should be able to **work out perimeter involving circles** | Explanation  -Working out  -Drawing  -Discussion | Objects like tins, books, bottles, pictures, of different size | PM PB7 Pg45  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
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| 11 | 5 |  | Perimeter of square | By the end of the lesson the learner should be able to **work out perimeter involving square in metre , centimetre and kilometre** | Explanation  -Working out  -Drawing  -Discussion | Objects like tins, books, bottles, pictures, of different size | PM PB7 Pg45  TG 7Pg  NPM PB7 Pg44  TG b7Pg |  |
| 6 |  | Perimeter of rectangles | By the end of the lesson the learner should be able to **work out perimeter involving rectangle in metre , centimetre and kilometre** | • Identifying the texture of an Explanation  -Working out  -Drawing  -Discussion • | Objects that have smooth or rough texture like wood,  paper, glass, soil, mirror,  leaves, etc. | PM PB7 Pg47  TG 7Pg  NPM PB7 Pg43  TG b7Pg34 |  |
| 7 |  | Perimeter of square | By the end of the lesson the learner should be able to **work out perimeter involving square and rectangles in metre , centimetre and kilometre** | Explanation  -Working out  -Drawing  -Discussion • | Charts | PM PB5 Pg46-57 TG 5Pg30  NPM PB5 Pg40-52  TG b5Pg45 |  |
| 4 |  | Area | By the end of the lesson the learner should be able to **recognize and identify square metre(M2)** | Explanation  -Working out  -Drawing  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | PM PB7 Pg48  TG 7Pg  NPM PB7 49Pg47  TG b7Pg |  |
| 5 |  | CM2 | By the end of the lesson the learner should be able to **recognize and identify square metre(CM2)** | Explanation  -Working out  -Drawing  -Discussion | Rectangles, circles, triangles | PM PB7 Pg49  TG 7Pg345  NPM PB7 Pg54  TG b7Pg |  |
| 6 |  | Square | By the end of the lesson the learner should be able to **calculate the area of the square using the formulae** | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles | PM PB7 Pg52  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
| 7 |  | Square | By the end of the lesson the learner should be able to **calculate the area of the square using the formulae** | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles | PM PB7 Pg56  TG 7Pg45  NPM PB7 Pg  TG b7Pg |  |
| 12 | 1 |  | Rectangle | By the end of the lesson the learner should be able to **calculate the area of the rectangle using the formulae** | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles | PM PB7 Pg99-110  TG 7Pg67-77  NPM PB7 Pg107-114  TG b7Pg70-75 |  |
| 2 |  | Rectangle | By the end of the lesson the learner should be able to **calculate the area of the rectangle using the formulae** | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles | PM PB7 Pg99-110  TG 7Pg67-77  NPM PB7 Pg107-114  TG b7Pg70-75 |  |
| 3 |  | Area of triangle | By the end of the lesson the learner should be able to **calculate the area of the triangles as a half area of a rectangle practically** | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles | PM PB7 Pg99-110  TG 7Pg67-77  NPM PB7 Pg107-114  TG b7Pg70-75 |  |
| 4 |  | Area of triangle | By the end of the lesson the learner should be able to **calculate the area of the triangles as a half area of a rectangle** | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles | PM PB7 Pg99-110  TG 7Pg67-77  NPM PB7 Pg107-114  TG b7Pg70-75 |  |
| 5 |  | **Revisions** | By the end of the lesson the learner should be able to do a revision exercise on the work covered. | Explanation  -Working out  -Answering  Revision | Rectangles, circles, triangles | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
| 6 |  | **Revisions** | By the end of the lesson the learner should be able to do a revision exercise on the work covered. | Explanation  -Working out  -Answering  Revision | Rectangles, circles, triangles | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
| 7 |  | **Revisions** | By the end of the lesson the learner should be able to do a revision exercise on the work covered. | Explanation  -Working out  -Answering  Revision |  | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
| 13 | 1 | **Revisions** | **Revisions** | By the end of this topic, the  pupils should be able to revise and answer question of the work covered in the term | Explanation  -Working out  -Answering  Revision |  | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
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| 14 | 1 | Examinations |  | By the end of this topic, the  pupils should be able to revise and answer question of the work | Explanation  -Working out  -Answering |  | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
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Mathematics schemes of work

Standard Five Term II

**References**

1. New progressive primary mathematics teacher’s guide book 5
2. New progressive primary mathematics pupil’s book 5
3. Primary mathematics pupil’s book 5
4. Primary mathematics teacher’s guide book 5
5. Understanding mathematics teacher’s guide book 5
6. Understanding mathematics PUPIL’S book 5

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| WEEK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | LEANING/ TEACHING ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES |  |
| 1  2 | 1 | **Volume** | Cm3 | By the end of the lesson the learner should be able to **recognize and identify cm3 as a unit for measuring volume** | Explanation  Explanation  -Working out  -Answering  -calculating  - | -Objects like tins, books, pencils, cups, pictures, etc | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 2 |  | Cm3 | By the end of the lesson the learner should be able to **recognize and identify cm3 as a unit for measuring volume** | -Working out  Explanation  -  -Answering  -calculating  -measuring ring | -Objects like tins, -books, pencils, -cups, pictures, etc | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 3 |  | Volume of cubes | By the end of the lesson the learner should be able to **work out volume of cubes as product of number unit of cubes in a layer by the number of layers** | Explanation  Measuring  Working out | Coloured Manila cards  (squares, triangles, circles),  books, beads, | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 4 |  | Volume of cuboids | By the end of the lesson the learner should be able to **work out volume of cuboids as product of number unit of cubes in a layer by the number of layers** | -Working out | Coloured Manila cards  (squares, triangles, circles),  books, beads, | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 5 |  | Volume of cubes | By the end of the lesson the learner should be able to **work out volume of cubes using the formula** | Explanation  -Working out  -Answering  -calculating  -measuring | Rectangles, triangles  of different sizes and  colours | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 6 |  | Volume of cuboids | By the end of the lesson the learner should be able to **work out volume of cuboids using the formula** | Explanation  -Working out  -Answering  -calculating  -measuring | Rectangles,  of different sizes and  colours | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 7 | Capacity | Ml | By the end of the lesson the learner should be able to **recognize and identify ((ml) as a unit for measuring capacity** | Identifying sizes of objects.  group objects according to size  Matching objects according to size | Objects like tins, books, bottles, pictures, of different size | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
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| 3 | 1 |  | Capacity estimation | By the end of the lesson the learner should be able to **measure and estimate capacity in millilitres** | Explanation  -Working out  -Answering  -calculating  -measuring | Objects like tins, books, bottles, pictures, of different size | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 2 |  | Capacity conversion | By the end of the lesson the learner should be able to **convert millilitres to litre** | Explanation  -Working out  -Answering  -calculating  -measuring | Objects that have smooth or rough texture like wood,  paper, glass, soil, mirror,  leaves, etc. | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 3 |  | Capacity conversion | By the end of the lesson the learner should be able to **convert litre to millilitres** | • Explanation  -Working out  -Answering  -calculating  -measuring | Objects that have smooth or rough texture like wood,  paper, glass, soil, mirror,  Leaves, etc. | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 4 | **Mass** | Gram | By the end of the lesson the learner should be able to **recognize and identify (gram) units for measuring mass** | Explanation  -Working out  -Answering  -calculating  -measuring | Scale | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 5 |  | Mass | By the end of the lesson the learner should be able to **measure and estimate mass to the nearest grams** | Explanation  -Working out  -Answering  -calculating  -measuring | scale | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 6 |  | Mass | By the end of the lesson the learner should be able to **convert grams to kilograms** | Explanation  -Working out  -Answering  -calculating | Scale  Weight | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 7 |  | Mass | By the end of the lesson the learner should be able to **convert kilograms to kilograms** | Explanation  -Working out  -Answering  -calculating | Scale | PM PB7 Pg1102-122  TG 7Pg70-80  NPM PB7 100Pg120  TG b7Pg76-79 |  |
| 4 | 1 |  | Mass addition | By the end of the lesson the learner should be able to **work out addition involving mass in kilograms and grams** | Explanation  -Working out  -Answering  -calculating | Scale | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
| 2 |  | Subtraction | By the end of the lesson the learner should be able to **work out subtraction involving mass in kilograms and grams** | Explanation  -Working out  -Answering  -calculating | Scale | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 3 |  | Multiplication | By the end of the lesson the learner should be able to **work out multiplication involving mass in kilograms and grams** | Explanation  -Working out  -Answering  -calculating | Weight | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 4 |  | Multiplication | By the end of the lesson the learner should be able to **work out multiplication involving mass in kilograms and grams** | Explanation  -Working out  -Answering  -calculating | Multiplication table | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 5 |  | Division | By the end of the lesson the learner should be able to **work out division involving mass in kilograms and grams by whole number** | Explanation  -Working out  -Answering  -calculating | Multiplication table | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 6 |  | Division | By the end of the lesson the learner should be able to **work out division involving mass in kilograms and grams by whole number** | Explanation  -Working out  -Answering  -calculating | Multiplication table | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 7 | Money | bills | By the end of the lesson the learner should be able to **prepare bills from given information** | Explanation  -Working out  -Answering  -calculating | Multiplication table | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 5  6  8 | 1 |  | Bills | By the end of the lesson the learner should be able to **workout problems involving bills in buying and selling** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table  Bill | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 2 | Postal charges | Inland postal charges | By the end of the lesson the learner should be able to **workout problems involving inland postal charges** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table  Postal order | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 3 |  | Inland postal charges | By the end of the lesson the learner should be able to **workout problems involving inland postal charges for letter** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 4 |  | Inland postal charges | By the end of the lesson the learner should be able to **workout problems involving inland postal charges for parcel** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 5 | Time | Time | By the end of the lesson the learner should be able to **estimate time by the length of the shadow** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 6 |  | Reading time | By the end of the lesson the learner should be able to **read, tell and write time in a.m. and p.m.** | -Working out  -Answering  -Discussion  Demonstration |  |  |  |
| 7 |  | Reading time | By the end of the lesson the learner should be able to **read, tell and write time in a.m. and p.m.** | -Working out  -Answering  -Discussion  Demonstration |  |  |  |
| 1 |  | Reading time | By the end of the lesson the learner should be able to **read, tell and write time in a.m. and p.m.** | -Working out  -Answering  -Discussion  Demonstration |  |  |  |
| 2 |  | Second | By the end of the lesson the learner should be able to **recognize and identify second as a unit for measuring time** | -Working out  -Answering  -Discussion  Demonstration |  |  |  |
|  |  | Conversion | By the end of the lesson the learner should be able to **convert seconds to minutes** | -Working out  -Answering  -Discussion  Demonstration |  |  |  |
| 3 |  | Conversion | By the end of the lesson the learner should be able to **convert minutes to seconds** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table  Travel tables | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 4 |  | Addition | By the end of the lesson the learner should be able to **workout addition problems involving hour minutes and seconds** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table  Travel tables | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 5 |  | Subtraction | By the end of the lesson the learner should be able to **workout subtraction problems involving hour minutes and seconds** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table  Travel tables | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 6 |  | multiplication | By the end of the lesson the learner should be able to **workout multiplication problems involving hour minutes and seconds** | Explanation  -Working out  -Answering  -Discussion  conversion | Multiplication table | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 7 | T | Division | By the end of the lesson the learner should be able to **workout division problems involving hour minutes and seconds by a whole number** | Explanation  -Working out  -Answering  -Discussion  conversion | Multiplication table | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 1 | **Geometry** | Angles | By the end of the lesson the learner should be able to **measure angles using the unit angle** | Explanation  -Working out  -Construction  -Discussion  Demonstration | Geometrical set | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |
| 5 |  | Angles | By the end of the lesson the learner should be able to **measure angles using the half disc** | Explanation  -Working out  -Construction  -Discussion  Demonstration | Geometrical set | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45 |  |
| 6 |  | Degree | By the end of the lesson the learner should be able to **recognize and identify degree as a unit of measuring angles** | Explanation  -Working out  -Construction  -Discussion  Demonstration | Geometrical set | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45 |  |
| 7 |  | 180o | By the end of the lesson the learner should be able to **measure the angle of 180o using protractor** | Explanation  -Working out  -Construction  -Discussion  Demonstration | Geometrical set | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45 |  |

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| WEEK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | LEANING/ TEACHING ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES |  |
| 9  10 | 1 |  | Reflex angle | By the end of the lesson the learner should be able to **recognize and identify reflex angle** | - Explanation  -Working out  -Construction  -Discussion  Demonstration | -Objects like tins, books, pencils, cups, pictures, etc | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45 |  |
| 2 |  | Angle in a straight line | By the end of the lesson the learner should be able to **recognize and identify angles in a straight-line** | Explanation  -Working out  -Construction  -Discussion  Demonstration | -Objects like tins, -books, pencils, -cups, pictures, etc | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45 |  |
| 3 |  | Angles in a triangle | By the end of the lesson the learner should be able to **work out problems involving the sum of the angles in a triangles** | -- Explanation  -Working out  -Construction  -Discussion  Demonstration | Coloured Manila cards  (squares, triangles, circles),  books, beads, | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45 |  |
| 4 |  | Angles in a triangle | By the end of the lesson the learner should be able to **work out problems involving the sum of the angles in a triangles** | - Explanation  -Working out  -solving equation  -Discussion  Demonstration | Coloured Manila cards  (squares, triangles, circles),  books, beads, | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45 |  |
| 5 |  | Angle properties | By the end of the lesson the learner should be able to **state the properties of right-angled triangle** | - Explanation  -Working out  -solving equation  -Discussion  Demonstration | Rectangles, circles, triangles  of different sizes and  colours | P PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45 |  |
| 3-6 |  | Angle properties | By the end of the lesson the learner should be able to **state the properties of right-angled triangle** | Identifying shapes of objects  Matching objects according to  shapes | Rectangles, circles, triangles  of different sizes and  colours | PM PB7 Pg46 |  |
| 7 |  | Angle properties | By the end of the lesson the learner should be able to **state the properties of isosceles triangle** | Identifying sizes of objects.  group objects according to size  Matching objects according to size | Objects like tins, books, bottles, pictures, of different size | TG 7Pg38 |  |
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| 11 | 1 |  | Angle properties | By the end of the lesson the learner should be able to **state the properties of equilateral triangle** | Identifying sizes of objects.  group objects according to size  Matching objects according to size | Objects like tins, books, bottles, pictures, of different size | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45 |  |
| 2 |  | Angle properties | By the end of the lesson the learner should be able to **state the properties of equilateral triangle** | • Identifying the texture of an object as rough and smooth  Grouping things  According to texture.  object as rough or smooth  • Matching objects according | Objects that have smooth or rough texture like wood,  paper, glass, soil, mirror,  leaves, etc. | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45Pg  TG b7Pg |  |
| 3 |  | Construction | By the end of the lesson the learner should be able to **draw aright –angle triangle using a protractor and a ruler** | • Identifying the texture of an object as rough and smooth  object as rough or smooth  • Matching objects according  texture  • Comparing the texture of objects. | Objects that have smooth or rough texture like wood,  paper, glass, soil, mirror,  Leaves, etc. | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg 36-45 |  |
| 4 |  | Construction | By the end of the lesson the learner should be able to **draw an equilateral triangle using a ruler and protractor** | Rectangles, circles, triangles  of different sizes and  colours  Explanation  -Working out  -solving equation  -simplifying |  | Pg50-64  TG 7Pg  NPM PB7 Pg42-60  TG b7Pg40-51 |  |
| 5 |  | Construction | By the end of the lesson the learner should be able to **draw an isosceles triangle using a protractor and a ruler** | Explanation  -Working out  -solving equation  -simplifying |  | Pg50-64  TG 7Pg  NPM PB7 Pg42-60  TG b7Pg40-51 |  |
| 6 |  | Parallel lines | By the end of the lesson the learner should be able to **draw parallel line using a set square and a ruler** | Explanation  -Working out  -solving equation  -simplifying |  | Pg50-64  TG 7Pg  NPM PB7 Pg42-60  TG b7Pg40-51 |  |
| 7 |  | Perpendicular line | By the end of the lesson the learner should be able to **draw perpendicular line using a set square and a ruler** | Explanation  -Working out  -solving equation  -simplifying |  | Pg50-64  TG 7Pg49-50  NPM PB7 Pg42-60  TG b7Pg40-51 |  |
| 12 | 1 |  | Properties of square | By the end of the lesson the learner should be able to **state properties of a square** | Explanation  -Working out  -solving equation  -simplifying |  | Pg50-64  TG 7Pg40-50  NPM PB7 Pg42-60  TG b7Pg40-51 |  |
| 2 |  | Properties of rectangle | By the end of the lesson the learner should be able to **state properties of a rectangle** |  |  |  |  |
| 3 |  | Patterns | By the end of the lesson the learner should be able to **make pattern using triangle , rectangles and square** |  |  |  |  |
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| 13 | 1 | **Revisions** |  | By the end of this topic, the  pupils should be able to revise and answer question of the work covered in the term | Explanation  -Working out  -revision |  | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
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| 14 | 1 | Examinations |  | By the end of this topic, the  pupils should be able to revise and answer question of the work | Explanation  -Working out  -answering |  | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
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Mathematics schemes of work

Standard Five Term III

**References**

1. New progressive primary mathematics teacher’s guide book 5
2. New progressive primary mathematics pupil’s book 5
3. Primary mathematics pupil’s book 5
4. Primary mathematics teacher’s guide book 5
5. Understanding mathematics teacher’s guide book 5
6. Understanding mathematics PUPIL’S book 5

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| WEEK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | LEANING/ TEACHING ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES |  |
| 1  2 | 1 | **Algebra** | Simplifying | By the end of the lesson the learner should be able to **simplify an algebraic expression** | -Grouping objects  -Naming objects  - Explanation  -Working out  -solving equation  -simplifying | -Objects like tins, books, pencils, cups, pictures, etc | Pg50-64  TG 7Pg  NPM PB7 Pg42-60  TG b7Pg40-51 |  |
| 2 |  | Simplifying | By the end of the lesson the learner should be able to **simplify an algebraic expression** | -Grouping objects  - arranging  - Explanation  -Working out  -solving equation  -simplifying | -Objects like tins, -books, pencils, -cups, pictures, etc | Pg50-64  TG 7Pg  NPM PB7 Pg42-60  TG b7Pg40-51 |  |
| 3 |  |  | By the end of the lesson the learner should be able to **work out simple equation with one unknown** | - Explanation  -Working out  -solving equation  -simplifying | Coloured Manila cards  (squares, triangles, circles),  books, beads, | Pg50-64  TG 7Pg  NPM PB7 Pg42-60  TG b7Pg40-51 |  |
| 4 |  | Solving | By the end of the lesson the learner should be able to **solve algebraic expression with one unknown** | Explanation  -Working out  -solving equation  -simplifying | Coloured Manila cards  (squares, triangles, circles),  books, beads, | Pg50-64  TG 7Pg  NPM PB7 Pg42-60  TG b7Pg40-51 |  |
| 5 |  |  | By the end of the lesson the learner should be able to **form and solve algebraic expression with one unknown** | Explanation  -Working out  -solving equation  -simplifying | Rectangles, circles, triangles  of different sizes and  colours | Pg50-64  TG 7Pg  NPM PB7 Pg42-60  TG b7Pg40-51 |  |
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| 3 | 1 | **Tables and graphs** | Collect data | By the end of the lesson the learner should be able to **collect data using tally marks** | Identifying linear scale  Explanation  -Working out  -representing data  Drawing graph | Objects like tins, books, bottles, pictures, of different size | Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 2 |  | Collect data | By the end of the lesson the learner should be able to **collect data using tally marks** | • Identifying the texture of an object as rough and smooth  Explanation  -Working out  -representing data  Drawing graph | Objects that have smooth or rough texture like wood,  paper, glass, soil, mirror,  leaves, etc. | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
| 3 |  | Collect data | By the end of the lesson the learner should be able to **collect data using tally marks** | • Explanation  -Working out  -representing data  Drawing graph | Objects that have smooth or rough texture like wood,  paper, glass, soil, mirror,  Leaves, etc. | Pg150-164 |  |
| 4 |  | Record data | By the end of the lesson the learner should be able to **record data using tally marks** | Explanation  -Working out  -representing data  Drawing graph |  | TG 7Pg |  |
| 5 |  | Record data | By the end of the lesson the learner should be able to **record data using tally marks** | Explanation  -drawing  Representing data |  | NPM PB7 Pg142-160 |  |
| 6 |  | Record data | By the end of the lesson the learner should be able to **record data using tally marks** | -Discussion  -interpreting data  -drawing |  | TG b7Pg94-96 |  |
| 7 |  | Bar graph | By the end of the lesson the learner should be able to **represent data on a bar graph** | -Working out  -representing data  Drawing pie chart |  | Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 4 | 1 |  | Bar graph | By the end of the lesson the learner should be able to **represent data on a bar graph** | -Conversion  -Working out  -representing data  Drawing pie chart |  | Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 2 |  | Bar graph | By the end of the lesson the learner should be able to **represent data on a bar graph** | Explanation  -Working out  -representing data  Drawing graph |  | Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 3 |  | Bar graph | By the end of the lesson the learner should be able to **reading data on a bar graph** | - Explanation  -Working out  -representing data  Drawing graph |  | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |
| 4 |  | Bar graph | By the end of the lesson the learner should be able to reading  **data on a bar graph** | - Explanation  -Working out  -representing data  Drawing graph |  | PM PB7 Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 5 |  | Bar graph | By the end of the lesson the learner should be able to **interpreting data on a bar graph** | -Explanation  -demonstration  -Discussion  -Working out |  | PM PB7 Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 6 |  | Bar graph | By the end of the lesson the learner should be able to **interpreting data on a bar graph** | Explanation  -demonstration  -Discussion  -Working out |  | PM PB7 Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 7 |  | Revise | By the end of the lesson the learner should be able to **revise the work covered in the topic tables and graphs** | -Explanation  -demonstration  -Discussion  -Working out  -Conversion |  | PM PB7 Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 5 | 1 |  | Revise | By the end of the lesson the learner should be able to **revise the work covered in the topic tables and graphs** | Explanation  -Discussion  -Working out  -Conversion  -Observation |  | PM PB7 Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 2 | **Scale drawing** | Linear scale in statement form | By the end of this topic, the  pupils should be able **to read and write linear scale in statement form** | -Explanation  -Discussion  -drawing  -Working out  -Conversion |  | PM PB7 Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 3 |  |  | By the end of this topic, the  pupils should be able to **represent scale in statement form** | Explanation  -Discussion  -Demonstration  -Working out  -Conversion |  | PM PB7 Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 4 |  |  | By the end of this topic, the  pupils should be able to **represent scale in statement form** | -Explanation  -Discussion  -Demonstration  -Working out  -Conversion |  | PM PB7 Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 5 |  |  | By the end of this topic, the  pupils should be able to **representing actual lengths with lines** | Explanation  -Discussion  -Working out  -Conversion |  | PM PB7 Pg150-164  TG 7Pg  NPM PB7 Pg142-160  TG b7Pg94-96 |  |
| 6 |  | Conversion | By the end of this topic, the  pupils should be able to **convert scale length to actual length** | -Explanation  -Discussion  -Working out  -Conversion |  | PM PB7 Pg162  TG 7Pg  NPM PB7 Pg142  TG b7Pg |  |
| 7 |  | Conversion | By the end of this topic, the  pupils should be able to **convert actual length to scale length** | Explanation  -Discussion  -Working out  -Conversion  -Observation |  | PM PB7 Pg143  TG 7Pg97  NPM PB7 Pg143  TG b7Pg95 |  |
| 7 | 1 |  | Mixed exercise | By the end of the lesson the learner should be able to do **a revision exercise on the work covered** | Explanation  -Discussion  -Working out  -answering |  | PM PB7 Pg162  TG 7Pg  NPM PB7 Pg162  TG b7Pg97 |  |
| 2 |  | Mixed exercise | By the end of the lesson the learner should be able to do **a revision exercise on the work covered** | Explanation  -Discussion  -Working out  -Conversion |  | PM PB7 Pg163  TG 7Pg98  NPM PB7 Pg161  TG b7Pg99 |  |

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| WEEK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | LEANING/ TEACHING ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES |  |
| 9  10 | 1 |  | Revision | By the end of the lesson the learner should be able to do **a revision exercise on the work covered**. |  |  | PM PB7 Pg  TG 7Pg107  NPM PB7 Pg169  TG b7Pg106 |  |
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| 7 |  | Revision | By the end of the lesson the learner should be able to do **a revision exercise on the work covered**. |  |  | PM PB7 Pg180  TG 7Pg112  NPM PB7 Pg22-170  TG b7Pg2-107 |  |
|  |
| 11 | 1 |  | Revision | By the end of the lesson the learner should be able to do **a revision exercise on the work covered**. |  |  | PM PB7 Pg  TG 7Pg180  NPM PB7 Pg171  TG b7Pg107 |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |
| 12 | 1 |  | Examination | By the end of the lesson the learner should be able to do **a revision exercise on the work covered**. |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |