**Mathematics schemes of work**

**Standard Six Term I**

**References**

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

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| **WEEK** | LESN | TOPIC | SUB-TOPIC | OBJECTIVES | LEANING/ TEACHING ACTIVITIES | LEANING/ TEACHING ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES | ASSESSMENT | | REMARKS |
| **1** | REPORTING AND PREPARATIONS | | | | | | | | | |  |
| **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 millions*** | -Grouping  - Explanation  -Working out  -demonstration  -Discussion | -Grouping  - Explanation  -Working out  -demonstration  -Discussion | -Objects like tins, books, pencils, cups, pictures, etc  -place value chart | PM PB6 Pg2  TG 6Pg2-4  NPM PB6 Pg1-4  TG b6Pg1-3 | |  |  |
| 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 million** | -Grouping objects  - arranging  -Labelling and matching objects according to common features. | -Grouping objects  - arranging  -Labelling and matching objects according to common features. | place value chart | PM PB6 Pg3-5  TG 6Pg5  NPM PB6 Pg6  TG b6Pg 4-6 | |  |  |
| 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 million** | -- Explanation  -Working out  -demonstration  -reading | -- Explanation  -Working out  -demonstration  -reading | place value chart | PM PB6 Pg7-8  TG 6Pg6  NPM PB6 Pg 8  TG b6Pg7 | |  |  |
| 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 million** | -- Explanation  -Working out  -demonstration  -writing | -- Explanation  -Working out  -demonstration  -writing | place value chart | PM PB6 Pg8-9  TG 6Pg7  NPM PB6 Pg 9  TG b6Pg7 | |  |  |
| 5 |  | Round of to the nearest thousand | By the end of the lesson the learner should be able **to round off numbers to the nearest thousands** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 | |  |  |
| 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 | - Explanation  -Working out  -demonstration  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | PM PB6 Pg10  TG 6Pg8  NPM PB6 Pg11  TG b6Pg10 | |  |  |
| 7 |  | Divisibility test for 8 | By the end of the lesson the learner should be able to **recognize and identify numbers divisible by 8** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Objects like tins, books, bottles, pictures, of different size | PM PB6 Pg12  TG 6Pg11  NPM PB6 Pg12  TG b6Pg10 | |  |  |
|  |
| **4** | 1 |  | Divisibility test for 8 | By the end of the lesson the learner should be able to **recognize and identify numbers divisible8** | - Explanation  -Working out  -demonstration  -Divide | - Explanation  -Working out  -demonstration  -Divide | Objects like tins, books, bottles, pictures, of different size | PM PB6 Pg14  TG 6Pg11  NPM PB6 Pg12  TG b6Pg10 | |  |  |
| 2 |  | Square numbers | By the end of the lesson the learner should be able to **work out square of numbers** | - Explanation  -Working out  -demonstration  -Divide | - Explanation  -Working out  -demonstration  -Divide | Objects that have smooth or rough texture like wood, | PM PB6 Pg13  TG 6Pg11  NPM PB6 Pg12  TG b6Pg10 | |  |  |
| 3 |  | Square numbers | By the end of the lesson the learner should be able to **work out square of numbers** | - Explanation  -Working out  -recognition  -identification  -Discussion | - Explanation  -Working out  -recognition  -identification  -Discussion | Prime numbers chart  Multiplication table | PM PB6 Pg13  TG 6Pg12  NPM PB6 Pg14  TG b6Pg10 | |  |  |
| 4 |  | Square root | By the end of the lesson the learner should be able to **work out square root of perfect square up to 3-digit** | - Explanation  -Working out  -recognition  -identification  -Discussion | - Explanation  -Working out  -recognition  -identification  -Discussion | Prime numbers chart  Multiplication table | PM PB6 Pg15  TG 6Pg12  NPM PB6 Pg14  TG b6Pg100 | |  |  |
| 5 |  | Square root | By the end of the lesson the learner should be able to **work out square root of perfect square up to 3-digit** | - Explanation  -Working out  -recognition  -identification  -Discussion | - Explanation  -Working out  -recognition  -identification  -Discussion | Prime numbers chart  Multiplication table | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg10 | |  |  |
| 3 | **Fractions** | Reciprocal | By the end of the lesson the learner should be able **recognize and identify reciprocal of numbers** | • Identifying  • Matching  • Comparing- Explanation  -Working out  -demonstration | • Identifying  • Matching  • Comparing  -Working out  -demonstration  -Discussion | Objects that have smooth or rough texture like wood, | PM PB6 Pg16  TG 6Pg13  NPM PB6 Pg14  TG b6Pg17 | |  |  |
| 4 |  | Reciprocal | By the end of the lesson the learner should be able **recognize and identify reciprocal of numbers** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Chart | PM PB6 Pg16  TG 6Pg13  NPM PB6 Pg14  TG b6Pg10 | |  |  |
| 5 |  | Square of fraction | By the end of the lesson the learner should be able **recognize and identify square involving perfect square** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Chart | PM PB6 Pg17  TG 6Pg14  NPM PB6 Pg12  TG b6Pg10 | |  |  |
| 6 |  | Square root | By the end of the lesson the learner should be able **recognize and identify square root of fraction involving perfect square** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | place value chart | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 | |  |  |
| 7 | **Decimal** | Place value | By the end of the lesson the learner should be able to **identify and recognize place value up to 4 d.p** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | place value chart | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 | |  |  |
| **5** | 1 | **Decimal** | Round off | By the end of the lesson the learner should be able to **round off decimals to a given number of places** | - Explanation  -Working out  -demonstration  -Conversion | - Explanation  -Working out  -demonstration  -Conversion | place value chart | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 | |  |  |
| 2 |  | Conversion | By the end of the lesson the learner should be able **to convert fraction to decimal without recurring decimal** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | place value chart | PM PB7 Pg17  TG 7Pg13  NPM PB7 Pg15  TG b7Pg20 | |  |  |
| 3 | **Percentages** | Percentage as a fraction | By the end of the lesson the learner should be able to **identify and recognize percentage as a fraction** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Percentage chart | PM PB6 Pg  TG 6Pg  NPM PB6 Pg14  TG b6Pg100 | |  |  |
| 4 |  | % sign | By the end of the lesson the learner should be able to **identify and recognize place(%)symbol** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Percentage chart | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 | |  |  |
| 5 |  | Conversion | By the end of the lesson the learner should be able **to convert fraction to percentage** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Percentage chart | PM PB6 Pg17  TG 6Pg17  NPM PB6 Pg142  TG b6Pg15 | |  |  |
| 6 |  | Conversion | By the end of the lesson the learner should be able **to convert decimal to percentage** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Percentage chart | PM PB6 Pg17  TG 6Pg15  NPM PB6 Pg14  TG b6Pg16 | |  |  |
| 7 |  | Conversion | By the end of the lesson the learner should be able **to convert percentage to fraction** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Percentage chart | PM PB6 Pg18  TG 6Pg16  NPM PB6 Pg18  TG b6Pg16 | |  |  |
| **6** | MID TERM EXAMINATION AND BREAK | | | | | | | | | | |
| **7** | 1 |  | Conversion | By the end of the lesson the learner should be able **to convert percentage to decimals** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Percentage chart | PM PB6 Pg17  TG 6Pg16  NPM PB6 Pg14  TG b6Pg19 | |  |  |
| 2 |  | Conversion | By the end of the lesson the learner should be able **to convert percentage to fraction** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Percentage chart | PM PB6 Pg19  TG 6Pg18  NPM PB6 Pg17  TG b6Pg17 | |  |  |
| 3 | OPERATION | **Whole numbers**  **Addition** | By the end of this topic, the  pupils should be able to **add whole numbers by whole numbers correctly** | - Explanation  -Addition  -demonstration  -Discussion | - Explanation  -Addition  -demonstration  -Discussion | Multiplication table | PM PB6 Pg19  TG 6Pg18  NPM PB6 Pg16  TG b6Pg18 | |  |  |
| 4 |  | **subtraction** | By the end of this topic, the  pupils should be able to **subtract whole numbers by whole numbers correctly** | - Explanation  -Subtraction  -demonstration  -Discussion | - Explanation  -Subtraction  -demonstration  -Discussion | Multiplication table | PM PB6 Pg19  TG 6Pg18  NPM PB6 Pg19  TG b6Pg18 | |  |  |
| 5 |  | Multiplication | By the end of this topic, the  pupils should be able to **multiply digit whole number by numbers not exceeding 999999 correctly** | - Explanation  -Multiplication  -demonstration  -Discussion | - Explanation  -Multiplication  -demonstration  -Discussion | Multiplication table | PM PB6 Pg20  TG 6Pg18  NPM PB6 Pg20  TG b6Pg19 | |  |  |
| 6 |  | Division | By the end of this topic, the  pupils should be able to **divide whole numbers with not more than 5-digitby up to 2-digit numbers** | - Explanation  -Division  -demonstration  -Discussion | - Explanation  -Division  -demonstration  -Discussion | Multiplication table | PM PB6 Pg20  TG 6Pg18  NPM PB6 Pg21  TG b6Pg18 | |  |  |
| 7 |  | Number pattern | By the end of the lesson the learner should be able to do **recognize and identify number pattern** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Multiplication table | PM PB6 Pg20  TG 6Pg17  NPM PB6 Pg20  TG b6Pg18 | |  |  |
| **8** | 1 |  | LCM, GCD | By the end of this topic, the  pupils should be able to **work out problem using LCM and GCD** | - Explanation  -addition  -demonstration  -Discussion | - Explanation  -addition  -demonstration  -Discussion | Multiplication table | PM PB6 Pg21  TG 6Pg17  NPM PB6 Pg22  TG b6Pg19 | |  |  |
| 2 | **Fraction** | Addition | By the end of this topic, the  pupils should be able to **work out addition of up to 3 fraction using LCM** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Place value table | PM PB6 Pg23  TG 6Pg  NPM PB6 Pg22  TG b6Pg18 | |  |  |
| 3 |  | Addition | By the end of this topic, the  pupils should be able to **work out addition of mixed number using LCM** | Explanation  -Working out  -demonstration | Explanation  -Working out  -demonstration |  | PM PB6 Pg22  TG 6Pg  NPM PB6 Pg22  TG b6Pg18 | |  |  |
| 4 |  | Subtraction | By the end of this topic, the  pupils should be able to **work out subtraction three fraction using LCM** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Chalkboard layout | PM PB6 Pg26  TG 6Pg10  NPM PB6 Pg22  TG b6Pg18 | |  |  |
| 5 |  | Subtraction | By the end of this topic, the  pupils should be able to **work out subtraction three mixed numbers using LCM** | Explanation  -Working out  -demonstration | Explanation  -Working out  -demonstration |  | PM PB6 Pg27  TG 6Pg20  NPM PB6 Pg26  TG b6Pg19 | |  |  |
| 6 |  | Multiplication | By the end of this topic, the  pupils should be able to **work out multiplication of mixed number by fraction using LCM** | - Explanation  -Working out  -Multiplication  -Discussion | - Explanation  -Working out  -Multiplication  -Discussion | Place value table | PM PB6 Pg27  TG 6Pg21  NPM PB6 Pg26  TG b6Pg19 | |  |  |
| 7 |  | Division | By the end of this topic, the  pupils should be able to **work out division of whole number by a fraction** | - Explanation  -Working out  -demonstration | - Explanation  -Working out  -demonstration | Chalkboard layout | PM PB6 Pg29  TG 6Pg22  NPM PB6 Pg42  TG b6Pg100 | |  |  |
| 1 |  | Division | By the end of this topic, the  pupils should be able to **work out division of fraction by whole number** | Explanation  -Working out  -demonstration | Explanation  -Working out  -demonstration | Paper strips | PM PB6 Pg28  TG 6Pg22  NPM PB6 Pg32  TG b6Pg22 | |  |  |
| 2 |  | Division | By the end of this topic, the  pupils should be able to **work out division of fraction by a mixed number** | - Explanation  -Working out  -demonstration  -revision | - Explanation  -Working out  -demonstration  -revision | Place value table | PM PB6 Pg  TG 6Pg  NPM PB6 Pg42  TG b6Pg34 | |  |  |
| 3 |  | Number sequence | By the end of this topic, the  pupils should be able to **work out number sequence involving fraction** | Explanation  -Working out  -demonstration | Explanation  -Working out  -demonstration |  | PM PB6 Pg43  TG 6Pg23  NPM PB6 Pg142  TG b6Pg32 | |  |  |
| 4 | **Decimals** | Addition | By the end of the lesson the learner should be able to **work out addition involving decimal and decimals up to 4-decimal places** | - Explanation  -Working out  -demonstration  -Discussion | - Explanation  -Working out  -demonstration  -Discussion | Place value table | PM PB6 Pg34  TG 6Pg22  NPM PB6 Pg42  TG b6Pg2 | |  |  |
| 5 |  | Subtraction | By the end of the lesson the learner should be able to **work out subtraction involving decimal and decimals up to 4-decimals** | - Explanation  -subtraction  -demonstration  -Discussion | - Explanation  -subtraction  -demonstration  -Discussion | Chalkboard layout | PM PB6 Pg43  TG 6Pg25  NPM PB6 Pg42  TG b6Pg31 | |  |  |
| 6 |  | Multiplication | By the end of the lesson the learner should be able to **work out multiplication involving decimal up to 4d.p by whole numbers** | - Explanation  -multiplication  -demonstration  -Discussion | - Explanation  -multiplication  -demonstration  -Discussion | Place value table | PM PB6 Pg43  TG 6Pg25  NPM PB6 Pg42  TG b6Pg31 | |  |  |
| 7 |  | Multiplication | By the end of the lesson the learner should be able to **work out multiplication involving decimal up to 4d.p by whole numbers** | - Explanation  -dividing  -demonstration  -Discussion | - Explanation  -dividing  -demonstration  -Discussion | Chalkboard layout | PM PB6 Pg43  TG 6Pg25  NPM PB6 Pg42  TG b6Pg31 | |  |  |
| 1 |  | Division | By the end of the lesson the learner should be able to **work out division involving decimal by whole numbers** | Explanation  -Working out  -demonstration | Explanation  -Working out  -demonstration | Chalkboard layout | PM PB6 Pg43  TG 6Pg25  NPM PB6 Pg42  TG b6Pg31 | |  |  |
| 2 |  | Division | By the end of the lesson the learner should be able to **work out division involving whole number by decimal** | Explanation  -Working out  -demonstration | Explanation  -Working out  -demonstration | Chalkboard layout | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 | |  |  |
| 3 |  | Division | By the end of the lesson the learner should be able to **work out division involving decimal by decimal** | Explanation  -Working out  -demonstration | Explanation  -Working out  -demonstration | Chalkboard layout | M PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 | |  |  |
| 4 |  | 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 | - Explanation  -Working out  -demonstration  -Discussion | Place value table | M PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 | |  |  |
|  |  | Percentage | Qualities | By the end of the lesson the learner should be able to **work out quantities given the percentages** | Explanation  -Working out  -Drawing  -Discussion | Explanation  -Working out  -Drawing  -Discussion | Chalkboard layout | M PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 | |  |  |
|  |  | Percentage | Qualities | By the end of the lesson the learner should be able to **work out percentage given the quantities** | Explanation  -Working out  -Drawing  -Discussion | Explanation  -Working out  -Drawing  -Discussion | Chalkboard layout | M PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 | |  |  |

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| **WEEK** | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | LEANING/ TEACHING ACTIVITIES | LEANING/ TEACHING ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES |  |  |
| **10** | 1 | **Measurements** | Mm | By the end of the lesson the learner should be able to **recognize and identify millimetre (mm) as a unit of measuring length** | - Explanation  -Working out  -Drawing  -Discussion  -measuring | - Explanation  -Working out  -Drawing  -Discussion  -measuring | Coloured Manila cards  (squares, triangles, circles),  books, beads, | M PB6 Pg166-173  TG 6Pg43  NPM PB6 Pg49  TG b6Pg43 |  |  |
| 2 |  | Converting units of measurement | By the end of the lesson the learner should be able to **convert units of measurement from millimetre to centimetre** | -Identifying Explanation  -Working out  -Drawing  -Discussion  measuring | -Identifying Explanation  -Working out  -Drawing  -Discussion  measuring | Coloured Manila cards  (squares, triangles, circles),  books, beads, | M PB6 Pg166  TG 6Pg43  NPM PB6 Pg49  TG b6Pg43 |  |  |
| 3 |  | Converting units of measurement | By the end of the lesson the learner should be able to **convert units of measurement from centimetre to millimetre** | Identifying  Explanation  -Working out  -Drawing  -Discussion | Identifying  Explanation  -Working out  -Drawing  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | M PB6 Pg168  TG 6Pg43  NPM PB6 Pg49  TG b6Pg43 |  |  |
| 4 |  | pi | By the end of the lesson the learner should be able to **recognize and identify pi () as a relationship between circumference and diameter** | Explanation  -Working out  -Drawing  -Discussion  measurement | Explanation  -Working out  -Drawing  -Discussion  measurement | Rectangles, circles, triangles  of different sizes | M PB6 Pg169  TG 6Pg43  NPM PB6 Pg49  TG b6Pg43 |  |  |
| 5- |  | pi | By the end of the lesson the learner should be able to **recognize and identify pi () as a relationship between circumference and diameter** | Explanation  -Working out  -Drawing  -conversion  measurement | Explanation  -Working out  -Drawing  -conversion  measurement | Oranges  Chapatti  Charts | M PB6 Pg169  TG 6Pg43  NPM PB6 Pg149  TG b6Pg43 |  |  |
| 6 |  | pi | By the end of the lesson the learner should be able to **recognize and identify pi () as a relationship between circumference and diameter** | Explanation  -Working out  -Drawing  -Discussion | Explanation  -Working out  -Drawing  -Discussion | Oranges  Chapatti  Charts | PM PB6 Pg178  TG 6Pg49  NPM PB6 Pg42-57  TG b6Pg100 |  |  |
| 7 |  |  | By the end of the lesson the learner should be able to **work out problems involving circumference of a circle** | Explanation  -Working out  -Drawing  -Discussion | Explanation  -Working out  -Drawing  -Discussion | Oranges  Chapatti  Charts | PM PB6 Pg170-173  TG 6Pg49  NPM PB6 Pg42-57  TG b6P56 |  |  |
| 1 |  |  | By the end of the lesson the learner should be able to **work out problems involving circumference of a circle** | Explanation  -Working out  -Drawing  -Discussion | Explanation  -Working out  -Drawing  -Discussion | Oranges  Chapatti  Charts | PM PB6 Pg173  TG 6Pg49  NPM PB6 Pg42-57  TG b6Pg54 |  |  |
| 4 |  | Area | By the end of the lesson the learner should be able to **recognize and identify are(A)**  as unit of measuring area | Explanation  -Working out  -Drawing  -Discussion | Explanation  -Working out  -Drawing  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | PM PB6 Pg58  TG 6Pg49  NPM PB6 Pg42-57  TG b6Pg54 |  |  |
| 5 |  | Area | By the end of the lesson the learner should be able to **recognize and identify are(A)**  as unit of measuring area | Explanation  -Working out  -Drawing  -Discussion | Explanation  -Working out  -Drawing  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | PM PB6 Pg60  TG 6Pg56-75  NPM PB6 Pg63-78  TG b6Pg55 |  |  |
| 6 |  | Area | By the end of the lesson the learner should be able to **recognize and identify hectare(H)**  as unit of measuring area | Explanation  -Working out  -Answering  -Discussion | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | PM PB6 Pg60  TG 6Pg56-75  NPM PB6 Pg63-78  TG b6Pg55 |  |  |
| 7 |  | Area | By the end of the lesson the learner should be able to **recognize and identify hectare(H)**  as unit of measuring area | Explanation  -Working out  -Answering  -Discussion | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles  of different sizes and  colours | PM PB6 Pg60  TG 6Pg56-75  NPM PB6 Pg63-78  TG b6Pg55 |  |  |
| **12** | 1 |  | Triangle | By the end of the lesson the learner should be able to **calculate the area of the triangle using the formulae** | Explanation  -Working out  -Answering  -Discussion | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles | PM PB6 Pg60  TG 6Pg56-75  NPM PB6 Pg63-78  TG b6Pg55 |  |  |
| 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 | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles | PM PB6 Pg60  TG 6Pg56-75  NPM PB6 Pg63-78  TG b6Pg55 |  |  |
| 3 |  | Area square | By the end of the lesson the learner should be able to **calculate the area of the square** | Explanation  -Working out  -Answering  -Discussion | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles  of different sizes | PM PB6 Pg60  TG 6Pg56-75  NPM PB6 Pg63-78  TG b6Pg55 |  |  |
| 4 |  | Area of rectangle | By the end of the lesson the learner should be able to **calculate the area of the rectangle** | Explanation  -Working out  -Answering  -Discussion | Explanation  -Working out  -Answering  -Discussion | Rectangles, circles, triangles  of different sizes | PM PB6Pg93-95  TG 6Pg69  NPM PB6 Pg92  TG b6Pg70 |  |  |
| 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 | Explanation  -Working out  -Answering  Revision | Revision papers | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **13** | REVISION | | | | | | | |  |  |
| **14** | EXAMINATION AND CLOSING THE SCHOOL | | | | | | | |  |  |

**Mathematics schemes of work**

**Standard Six Term II**

**References**

* 1. New progressive primary mathematics teacher’s guide book 6
  2. New progressive primary mathematics pupil’s book 6
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| **WEEK** | LESN | TOPIC | SUB-TOPIC | | OBJECTIVES | LEANING/ TEACHING ACTIVITIES | LEANING/ TEACHING ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES | ASSESSMENT | REMARKS |
| **1** | REPORTING AND PREPARATIONS | | | | | | | | | |  |
| **2** | 1 | **Volume** | Cubic metre(M 3) | | By the end of the lesson the learner should be able to **recognize and identify cubic metre(m3) as a unit for measuring volume** | Explanation  Explanation  -Working out  -Answering  -calculating | Explanation  Explanation  -Working out  -Answering  -calculating | Cubes | PM PB6 Pg169  TG 6Pg52  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 2 |  | Conversion | | By the end of the lesson the learner should be able to **convert cubic metre (m3 ) to cubic centimetre (cm3** | -Working out  Explanation  -Answering  -calculating  -measuring ring | -Working out  Explanation  -Answering  -calculating  -measuring ring | cuboids | PM PB6 Pg169  TG 6Pg52  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 |  | Conversion | | By the end of the lesson the learner should be able to **convert cubic centimetre (Cm3) to cubic metre m3** | Explanation  Measuring  Working out | Explanation  Measuring  Working out | Cubes | PM PB6 Pg170  TG 6Pg53  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 4 |  | Volume of cuboids | | By the end of the lesson the learner should be able to **work out volume of cuboids in cm3** | -Working out | -Working out | cuboids | PM PB6 Pg171  TG 6Pg53  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | Volume of cubes | | By the end of the lesson the learner should be able to **work out volume of cubes in cm3** | Explanation  -Working out  -Answering  -calculating  -measuring | Explanation  -Working out  -Answering  -calculating  -measuring | Cubes | PM PB6 Pg172  TG 6Pg54  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6 |  | Volume of cuboids and cubes | | By the end of the lesson the learner should be able to **work out volume of cuboids in m3** | Explanation  -Working out  -Answering  -calculating  -measuring | Explanation  -Working out  -Answering  -calculating  -measuring | Rectangles,  of different sizes and  colours | PM PB6 Pg173  TG 6Pg54  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 7 | **Capacity** | dl | | By the end of the lesson the learner should be able to **recognize and identify decilitre ((dl) as a unit for measuring capacity** | Matching objects according to size | Identifying sizes of objects.  group | Objects like tins, books, bottles, pictures, of different size | PM PB6 Pg174  TG 6Pg55  NPM PB6 Pg142  TG b6Pg100 |  |  |
|  |
| **3** | 1 |  | Capacity conversion | | By the end of the lesson the learner should be able to **convert millilitres to litre** | Explanation  -Working out  -Answering  -calculating  -measuring | Explanation  -Working out  -Answering  -calculating  -measuring | Objects like tins, books, bottles, pictures, of different size | PM PB6 Pg  TG 6Pg55  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 2 |  | Capacity conversion | | By the end of the lesson the learner should be able to **convert litre to millilitres** | Explanation  -Working out  -Answering  -calculating  -measuring | Explanation  -Working out  -Answering  -calculating  -measuring | Objects like  Cubes  Cuboids | PM PB6 Pg174  TG 6Pg56  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 |  | Capacity conversion | | By the end of the lesson the learner should be able to **convert litre to decilitre** | • Explanation  -Working out  -Answering  -calculating  -measuring | • Explanation  -Working out  -Answering  -calculating  -measuring | Cubes  cuboids  conversion chart | PM PB6 Pg175  TG 6Pg56  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 4 |  | Capacity conversion | | By the end of the lesson the learner should be able to **convert millilitres to decilitres** | Explanation  -Working out  -Answering  -calculating  -measuring | Explanation  -Working out  -Answering  -calculating  -measuring | Cubes  cuboids  conversion chart | PM PB6 Pg175  TG 6Pg57  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | addition | | By the end of the lesson the learner should be able to **work out addition involving capacity in litres, decilitres and millilitres** | Explanation  -Working out  -Answering  -calculating  -measuring | Explanation  -Working out  -Answering  -calculating  -measuring | Cubes  cuboids  conversion chart | PM PB6 Pg176  TG 6Pg57  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6 |  | subtraction | | By the end of the lesson the learner should be able to **work out subtraction involving capacity in litres, decilitres and millilitres** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Cubes  cuboids  conversion chart | PM PB6 Pg177  TG 6Pg57  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 7 |  | Multiplication | | By the end of the lesson the learner should be able to **work out multiplication involving capacity in litres, decilitres and millilitres** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Cubes  cuboids  conversion chart | PM PB6 Pg177  TG 6Pg58  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **4** | 1 |  | Division | | By the end of the lesson the learner should be able to **work out division involving capacity in litres, decilitres and millilitres** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Cubes  cuboids  conversion chart | PM PB6 Pg18  TG 6Pg60  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 2 | **Mass** | Tonne | | By the end of the lesson the learner should be able to **recognize and identify tonne (t) as a unit for measuring mass** | Explanation  -Working out  -Answering  -calculating  -weighing | Explanation  -Working out  -Answering  -calculating  -weighing | Scale  Weight | PM PB6 Pg182  TG 6Pg60  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 |  | Conversion | | By the end of the lesson the learner should be able to **convert mass from tonne to kilogram** | Explanation  -Working out  -Answering  -calculating  -weighing | Explanation  -Working out  -Answering  -calculating  -weighing | Scale  Weight  conversion chart | PM PB6 Pg183  TG 6Pg61  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 4 |  | Conversion | | By the end of the lesson the learner should be able to **convert mass from tonne to grams** | Explanation  -Working out  -Answering  -calculating  -weighing | Explanation  -Working out  -Answering  -calculating  -weighing | Scale  Weight  conversion | PM PB6 Pg184  TG 6Pg62  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | Conversion | | By the end of the lesson the learner should be able to **convert mass from grams to kilogram** | Explanation  -Working out  -Answering  -calculating  -weighing | Explanation  -Working out  -Answering  -calculating  -weighing | Scale  Weight  conversion | PM PB6 Pg185  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6-7 |  | Conversion | | By the end of the lesson the learner should be able to **convert mass from tonne to kilogram, kilogram, to grams and gram to kilograms** | Explanation  -Working out  -Answering  -calculating  -weighing | Explanation  -Working out  -Answering  -calculating  -weighing | Scale  Weight  conversion | PM PB6 Pg186  TG 6Pg66  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 1-2 |  | addition | | By the end of the lesson the learner should be able to **work out addition involving mass in tonne kilograms and grams** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Scale  Conversion chart | PM PB6 Pg187  TG 6Pg66  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 |  | Subtraction | | By the end of the lesson the learner should be able to **work out subtraction involving mass in tonne kilograms and grams** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Weight | PM PB6 Pg188  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 4 |  | Multiplication | | By the end of the lesson the learner should be able to **work out multiplication involving mass in tonne, kilograms and grams** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Multiplication table Scale  Conversion chart | PM PB6 Pg187  TG 6Pg187  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | Division | | By the end of the lesson the learner should be able to **work out division involving mass in tonne, kilograms and grams** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Multiplication table Scale  Conversion chart | PM PB6 Pg189  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6 |  | Division | | By the end of the lesson the learner should be able to **work out division involving mass in kilograms and grams** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Multiplication table Scale  Conversion chart | PM PB6 Pg189  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 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 | Explanation  -Working out  -Answering  -calculating | Multiplication table | PM PB6 Pg190  TG 6Pg67  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **5** | 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 | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table  Bill | PM PB6 Pg189  TG 6Pg67  NPM PB6 Pg146  TG b6Pg100 |  |  |
| 2 |  | Profit | | By the end of the lesson the learner should be able to **workout problems involving profit in buying and selling** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Multiplication table | PM PB6 Pg189  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 |  | loss | | By the end of the lesson the learner should be able to **workout problems involving loss in buying and selling** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Multiplication table | PM PB6 Pg190  TG 6Pg70  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 4 |  | Percentage Profit | | By the end of the lesson the learner should be able to **workout problems involving percentage profit in buying and selling** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Multiplication table | PM PB6 Pg195  TG 6Pg73  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | Loss | | By the end of the lesson the learner should be able to **workout problems involving percentage loss in buying and selling** | Explanation  -Working out  -Answering  -calculating | Explanation  -Working out  -Answering  -calculating | Multiplication table | PM PB6 Pg196  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6 | Postal charges | International postal charges | | By the end of the lesson the learner should be able to **workout problems involving international postal charges** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table  Postal order | PM PB6 Pg199  TG 6Pg74  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 7 |  | Telegram | | By the end of the lesson the learner should be able to **workout problems involving telegram** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table | PM PB6 Pg200  TG 6Pg78  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **7** | MID TERM EXAMINATION/BREAK | | | | | | | | | |  |
| **8** | 1 |  | | Money order | By the end of the lesson the learner should be able to **workout problems involving inland money order** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table | PM PB6 Pg202  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 2 | **Time** | | Conversion | By the end of the lesson the learner should be able to **convert minutes to seconds** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table | PM PB6 Pg202  TG 6Pg78  NPM PB6 78Pg142  TG b6Pg100 |  |  |
| 3 |  | | Conversion | By the end of the lesson the learner should be able to **convert seconds to minutes** | -Working out  -Answering  -Discussion  Demonstration | -Working out  -Answering  -Discussion  Demonstration |  | PM PB6 Pg203  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 4 |  | | Conversion | By the end of the lesson the learner should be able to **convert from 12 hour system to 24hour system** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table  Travel tables | PM PB6 Pg204  TG 6Pg66  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | | Conversion | By the end of the lesson the learner should be able to **convert 24 hour system to 12 hour system** | Explanation  -Working out  -Answering  -Discussion  conversion | Explanation  -Working out  -Answering  -Discussion  conversion | Multiplication table | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6 |  | | Reading time | By the end of the lesson the learner should be able to **read and write air, bus and train time table** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table  Travel tables | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 7 |  | | Reading time | By the end of the lesson the learner should be able to **read and write air, bus and train time table** | Explanation  -Working out  -Answering  -Discussion  Demonstration | Explanation  -Working out  -Answering  -Discussion  Demonstration | Multiplication table  Travel tables | PM PB7 Pg46-65  TG 7Pg38-44  NPM PB7 Pg42-67  TG b7Pg36-45 |  |  |
| **9** | 1 |  | | Speed | By the end of the lesson the learner should be able to **recognize and identify speed as distance covered per unit time** | Explanation  -Working out  -Answering  -Discussion  conversion | Explanation  -Working out  -Answering  -Discussion  conversion | Multiplication table | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 2 | T | | Division | By the end of the lesson the learner should be able to **workout problems involving speed in kilometre/hour and metre/seconds** | Explanation  -Working out  -Answering  -Discussion  conversion | Explanation  -Working out  -Answering  -Discussion  conversion | Multiplication table | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 | **Geometry** | | Angles | By the end of the lesson the learner should be able to **recognize and identify and measure vertically opposite angle** | Explanation  -Working out  -Construction  -Discussion  Demonstration | Explanation  -Working out  -Construction  -Discussion  Demonstration | Geometrical set | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 4 |  | | Angles | By the end of the lesson the learner should be able to **recognize and identify and measure supplementary angle** | Explanation  -Working out  -Construction  -Discussion  Demonstration | Explanation  -Working out  -Construction  -Discussion  Demonstration | Geometrical set | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | | 90o | By the end of the lesson the learner should be able to **measure and construct the angle of 90o using protractor** | Explanation  -Working out  -Construction  -Discussion  Demonstration | Explanation  -Working out  -Construction  -Discussion  Demonstration | Geometrical set | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6-7 |  | | 120o | By the end of the lesson the learner should be able to **measure and construct the angle of 90o using protractor** | Explanation  -Working out  -Construction  -Discussion  Demonstration | Explanation  -Working out  -Construction  -Discussion  Demonstration | Geometrical set | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **10** | 1 |  | | 30o And 60o | By the end of the lesson the learner should be able to **measure and construct the angle of 60o using protractor** | Explanation  -Working out  -Construction  -Discussion | Explanation  -Working out  -Construction  -Discussion | Geometrical set | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
|  | 2 |  | | 15o | By the end of the lesson the learner should be able to **measure and construct the angle of 15o using protractor** | Explanation  -Working out  -Construction  -Discussion | Explanation  -Working out  -Construction  -Discussion | Geometrical set | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
|  | 3 |  | | 45o and75o | By the end of the lesson the learner should be able to **measure and construct the angle of 45o and 75o using protractor** | Explanation  -Working out  -Construction  -Discussion | Explanation  -Working out  -Construction  -Discussion | Geometrical set | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |

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| **WEEK** | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | LEANING/ TEACHING ACTIVITIES | LEANING/ TEACHING ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES |  |  |
| **10** | 4 |  | Triangle | By the end of the lesson the learner should be able to **draw triangle using protractor and a ruler** | - Explanation  -Working out  -Construction  -Discussion  Demonstration | - Explanation  -Working out  -Construction  -Discussion  Demonstration | -Objects like tins, books, pencils, cups, pictures, etc | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | Bisecting angle | By the end of the lesson the learner should be able to **bisect angle** | - Explanation  -Working out  -solving equation  -Discussion  Demonstration | - Explanation  -Working out  -solving equation  -Discussion  Demonstration | Rectangles, circles, triangles  of different sizes and  colours | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6 |  | Triangle | By the end of the lesson the learner should be able to **draw triangle using protractor and a ruler** | Identifying shapes of objects  Matching objects according to  shapes | Identifying shapes of objects  Matching objects according to  shapes | Rectangles, circles, triangles  of different sizes and  colours | PM PB7 Pg4 PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg1006 |  |  |
| 7 |  | Triangle | By the end of the lesson the learner should be able to **draw triangle using protractor and a ruler** | Identifying sizes of objects.  group objects according to size  Matching objects according to size | Identifying sizes of objects.  group objects according to size  Matching objects according to size | Objects like tins, books, bottles, pictures, of different size | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
|  |
| **11** | 1 |  | Angle | 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 | Identifying sizes of objects.  group objects according to size  Matching objects according to size | Objects like tins, books, bottles, pictures, of different size | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 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 | • Identifying the texture of an object as rough and smooth  Grouping things | Objects that have smooth or rough texture like wood,  paper, | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 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 | • Identifying the texture of an object as rough and smooth  object as rough or smooth | Objects that have smooth or rough texture like wood,  paper, glass, soil, | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 |  | Patterns | By the end of the lesson the learner should be able to **make pattern using triangle , rectangles and square** |  |  |  | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **12** | REVISION | | | | | | | | |  |
| **13** | EXAMINATION | | | | | | | | |  |
| **14** | MARKING AND CLOSING THE SCHOOL | | | | | | | | |  |

**Mathematics schemes of work**

**Standard Six Term III**

**References**

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

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| **WEEK** | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | TEACHER’S ACTIVITIES | LEANER’S ACTIVITIES | LEARNING/ TEACHING RESOURCES | REFERENCES | ASSESSMENT | REMARKS |
| **1** | REPORTING AND PREPARATIONS | | | | | | | | |  |
| **2** | 1 | Circles | Construction | By the end of the lesson the learner should be able to **draw circles using a pair of compasses** | - Explanation  -Working out  -construction  -listening | - Explanation  -Working out  -construction  -listening | Circles  Geometrical set | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 2 |  | Construction | By the end of the lesson the learner should be able to **draw circles using a pair of compasses** | - Explanation  -Working out  -construction  -listening | - Explanation  -Working out  -construction  -listening | Circles  Geometrical set | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 |  | Construction | By the end of the lesson the learner should be able to **recognize and identify sector as part of a circle** | - Explanation  -Working out  -construction  -listening | - Explanation  -Working out  -construction  -listening | Circles  Geometrical set | PM PB6 Pg246  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 4 |  | Construction | By the end of the lesson the learner should be able to **recognize and identify centre of a circle** | - Explanation  -Working out  -construction  -listening | - Explanation  -Working out  -construction  -listening | Circles  Geometrical set | PM PB6 Pg248  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | Construction | By the end of the lesson the learner should be able to **recognize and identify diameter of a circle** | - Explanation  -Working out  -construction  -listening | - Explanation  -Working out  -construction  -listening | Circles  Geometrical set | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6 |  | Construction | By the end of the lesson the learner should be able to **recognize and identify radius of a circle** | - Explanation  -Working out  -construction  -listening | - Explanation  -Working out  -construction  -listening | Circles  Geometrical set | PM PB6 Pg149  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
|  | 7 |  | Pattern | By the end of the lesson the learner should be able to **make pattern using circles** | Explanation  -Working out  -construction | Explanation  -Working out  -construction | Cube  Cuboids  Nets | PM PB6 Pg249  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **3** | 1 | Model | Edges | By the end of the lesson the learner should be able to **recognize and identify edges in a cube and cuboids** | - Explanation  -Working out  -construction | - Explanation  -Working out  -construction | Cube  Cuboids  Nets  Models of cube and cuboids | PM PB6 Pg250  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 2 |  | faces | By the end of the lesson the learner should be able to **recognize and identify faces in a cube and cuboids** | - Explanation  -Working out  -construction | - Explanation  -Working out  -construction | Cube  Cuboids  Nets  Models of cube and cuboids | PM PB6 Pg250  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 |  | Vertices | By the end of the lesson the learner should be able to **recognize and identify vertices in a cube and cuboids** | - Explanation  -Working out  -construction | - Explanation  -Working out  -construction | Cube  Cuboids  Nets  Models of cube and cuboids | PM PB6 Pg251  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 4 |  | Net of cube | By the end of the lesson the learner should be able to **recognize and make a net of a cube** | - Explanation  -Working out  -construction | - Explanation  -Working out  -construction | Cube  Cuboids  Nets  Models of cube and cuboids | PM PB6 Pg251  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | Net of cuboids | By the end of the lesson the learner should be able to **recognize and make a net of a cuboids** | - Explanation  -Working out  -construction | - Explanation  -Working out  -construction | Cube  Cuboids  Nets  Models of cube and cuboids | PM PB6 Pg251  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6 |  | Model of cube | By the end of the lesson the learner should be able to **recognize and make a model of a cube** | - Explanation  -Working out  -construction | - Explanation  -Working out  -construction | Cube  Cuboids  Nets  Models of cube and cuboids | PM PB6 Pg252  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 7 |  | Model of cuboids | By the end of the lesson the learner should be able to **recognize and make a model of a cuboids** | - Explanation  -Working out  -construction | - Explanation  -Working out  -construction | Cube  Cuboids  Nets  Models of cube and cuboids | PM PB6 Pg252  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **4** | 1 | **Algebra** | Simplifying | By the end of the lesson the learner should be able to **simplify an algebraic expression** | -Working out  -solving equation  -simplifying | - 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** | -Working out  -solving equation  -simplifying | -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 | - Explanation  -Working out  -solving equation  -simplifying | Coloured Manila cards  ( 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 | 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 | Explanation  -Working out  -solving equation  -simplifying | Rectangles, circles, triangles | Pg50-64  TG 7Pg  NPM PB7 Pg42-60  TG b7Pg40-51 |  |  |
|  | 6 |  | Comparing quantities | By the end of the lesson the learner should be able to **compare quantities using ‘greater than’ and ‘less than’** | Explanation  -Working out  -comparing | Explanation  -Working out  -comparing | Objects like tins, books, bottles, pictures, of different size | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
|  | 7 |  | Comparing quantities | By the end of the lesson the learner should be able to **compare quantities using ‘greater than’ and ‘less than’ and ‘equal to’ using symbols** | Explanation  -Working out  -comparing | Explanation  -Working out  -comparing | Objects like tins, books, bottles, pictures, of different size | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **5** | 1 | **Tables and graphs** | Represent data | By the end of the lesson the learner should be able to **collect and represent data from tables on graph** | -Working out  -representing data  Drawing graph | Explanation  -Working out  -representing data  Drawing graph | Objects like tins, books, bottles, pictures, of different size | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 2 |  | Represent data on table | By the end of the lesson the learner should be able to **collect and represent data from tables on bar graph** | Explanation  -Working out  -representing data  Drawing graph | Explanation  -Working out  -representing data  Drawing | Objects that have smooth or rough texture like wood,  paper, glass, soil, | PM PB7 Pg  TG 7Pg  NPM PB7 Pg  TG b7Pg |  |  |
| 3 |  | Represent data bar graph | By the end of the lesson the learner should be able to **collect and represent data from tables on graph** | • Explanation  -Working out  -representing data  Drawing graph | • Explanation  -Working out  -representing data  Drawing graph | Objects that have smooth or rough texture like wood,  . | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
|  | 4 |  | 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 | -Conversion  -Working out  -representing data  Drawing pie chart | Objects that have smooth or rough texture like wood, | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 |  | 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 | Explanation  -Working out  -representing data  Drawing graph | Objects that have smooth or rough texture like wood, | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6 |  | line graph | By the end of the lesson the learner should be able to **reading data on a line graph** | - Explanation  -Working out  -representing data  Drawing graph | - Explanation  -Working out  -representing data  Drawing graph | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 7 |  | Line r graph | By the end of the lesson the learner should be able to reading  **data on a line graph** | - Explanation  -Working out  -representing data  Drawing graph | - Explanation  -Working out  -representing data  Drawing graph | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **6** | MID TERM EXAMINATION/BREAKING | | | | | | | | |  |
| **7** | 1 |  | Pie chart | By the end of the lesson the learner should be able to **interpreting data on a pie chart** | -Explanation  -demonstration  -Discussion  -Working out | -Explanation  -demonstration  -Discussion  -Working out | Graph book  Charts | P PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 2 |  | Represent data travel graph | By the end of the lesson the learner should be able to **collect and represent data from tables on travel graph** | Explanation  -demonstration  -Discussion  -Working out | Explanation  -demonstration  -Discussion  -Working out | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 |  | 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 | -Explanation  -demonstration  -Discussion  -Working out  -Conversion | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
|  | 4 |  | Mean | By the end of the lesson the learner should be able to **workout the arithmetic mean given a data correctly** | Explanation  -Discussion  -Working out  -Conversion  -Observation | Explanation  -Discussion  -Working out  -Conversion  -Observation | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 5 | **Scale drawing** | Linear scale | By the end of this topic, the  pupils should be able **to read and write linear scale** | -Explanation  -Discussion  -drawing  -Working out  -Conversion | -Explanation  -Discussion  -drawing  -Working out  -Conversion | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 6 |  |  | By the end of this topic, the  pupils should be able to **interpret linear scale** | Explanation  -Discussion  -Demonstration  -Working out  -Conversion | Explanation  -Discussion  -Demonstration  -Working out  -Conversion | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 7 |  |  | By the end of this topic, the  pupils should be able to **represent linear scale in statement form** | -Explanation  -Discussion  -Demonstration  -Working out  -Conversion | -Explanation  -Discussion  Demonstration  -Working out  -Conversion | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| **8** | 1 |  |  | By the end of this topic, the  pupils should be able to **represent linear scale in statement form** | Explanation  -Discussion  -Working out  -Conversion | Explanation  -Discussion  -Working out  -Conversion | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 2 |  | Scale drawing | By the end of this topic, the  pupils should be able to **make a scale drawing** | -Explanation  -Discussion  -Working out  -Conversion | -Explanation  -Discussion  -Working out  -Conversion | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg142  TG b6Pg100 |  |  |
| 3 |  | Scale drawing | By the end of this topic, the  pupils should be able to **make a scale drawing** | Explanation  -Discussion  -Working out  -Conversion  -Observation | Explanation  -Discussion  -Working out  -Conversion  -Observation | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg144  TG b6Pg103 |  |  |
|  | 4 |  | 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 | Explanation  -Discussion  -Working out  -answering | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg148  TG b6Pg104 |  |  |
| 5-7 |  | 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 | Explanation  -Discussion  -Working out  -Conversion | Graph book  Charts | PM PB6 Pg  TG 6Pg  NPM PB6 Pg152  TG b6Pg105 |  |  |
| **10** | REVISION | | | | | | | | |  |
| **11** | EXAMINATIONS | | | | | | | | |  |
| **12** | MARKING AND CLOSING THE SCHOOL | | | | | | | | |  |