



### PRIMARY SIX THIRD TERM MTC SCHEME OF WORK

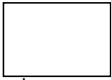
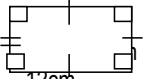
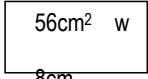
**ELO: The learner appreciates and recognizes the application of length, mass and capacity in daily life experiences.**

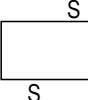
| W<br>K | P<br>D      | THE<br>ME        | TOP<br>IC        | SUB<br>TOPIC | CONTENT                                                                                                                                                                                                                                        | COMPETENCES                                                                  |                                                                                                                                                                           | IND. OF<br>LIFESKILL<br>S &<br>VALUES       | MTHDS/<br>TECHNI<br>QUES         | ACTIVIT<br>Y                                 | IMS                                                               | REF                                                                 | R<br>E<br>M |
|--------|-------------|------------------|------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------|----------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------|-------------|
|        |             |                  |                  |              |                                                                                                                                                                                                                                                | LANGUAGE                                                                     | SUBJECT                                                                                                                                                                   |                                             |                                  |                                              |                                                                   |                                                                     |             |
| 1      | 1<br>&<br>2 | ME<br>AS<br>URES | ME<br>AS<br>URES | Length       | Estimating, measuring and recording length in centimeters and millimeters<br><b>Conversion of units.</b><br><b>Example</b><br>Change 3km to metres.<br>$1\text{km} = 1000\text{m}$<br>$3\text{km} = 3 \times 1000\text{m}$<br>$= 3000\text{m}$ | The learner;<br>- describes the term length<br>- reads statements correctly. | The learner;<br>- measures the lengths of different objects.<br>- records length of different objects.<br>- relates units<br>- converts kilometers to metres & vice-versa | Observation<br><br>Appreciation<br>Accuracy | Explanation<br><br>Demonstration | Estimating<br><br>Measuring<br><br>Recording | Real objects<br><br>Real objects<br><br>Chalk board illustrations | Mk maths book 6 page 313-314<br><br>P.6 curriculum page 175 and 176 |             |
|        | 3           |                  |                  |              | <b>Conversion of units.</b><br><b>Example</b><br>$100\text{cm} = 1\text{m}$<br>$1\text{cm} = \frac{1\text{m}}{100}$<br>$480\text{cm} = \frac{1}{100} \times 480$<br>$= 4.8$                                                                    | The learner;<br>- reads statements correctly.                                | The learner;<br>- relates units<br>- converts metres to centimetres.<br>- converts centimetres to metres.                                                                 | Interpretation<br><br>Problem solving       | Illustration                     | Converting units from one unit to another    | A chart showing metric units. Chalk board                         | Mk maths book 6 page 315-316<br>P.6 curriculum page 175 and 176     |             |

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

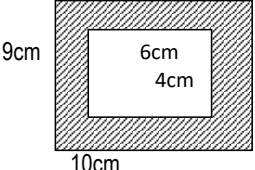
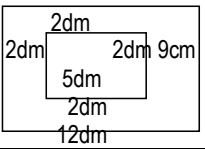
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|--|---|--|--|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------|--|
|  |   |  |  |               | 10<br>= 4.8m                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                       |                                                                                                                                                     | Critical thinking                                                                          |                                                                       |                                                             | illustration                                                         |                                                                          |  |
|  | 4 |  |  | <b>Circle</b> | <b>Parts of a circle</b><br><br>- relating diameter and radius.<br>- diameter is twice the radius.<br>Example<br>1. Find the radius of a circle whose diameter is 14cm.<br>$R = \frac{D}{2}$<br>$= \frac{14\text{cm}}{2} = 7\text{cm}$<br>2. Calculate the diameter of a circle whose radius is $3\frac{1}{2}$ cm.<br>$D = 2r$<br>$= 2 \times r$<br>$= 2 \times 3\frac{1}{2}$<br>$= 2 \times \frac{7}{2} = 7\text{cm}$ | The learner;<br>- describes a circle<br>- reads and spells new terms. | The learner;<br>- names the parts of a circle.<br>- relates diameter and radius<br>- finds diameter and radius                                      | Logical thinking<br><br><br>Critical thinking<br><br>Interpretation<br><br>Problem solving | Demonstration<br><br>Observation<br><br>Explanation<br><br>Discussion | Naming parts of a circle<br><br>Finding radius and diameter | A chart showing parts of a circle<br><br>Finding radius and diameter | Mk maths book 6 page 327<br>P.6 curriculum page 175 and 176              |  |
|  | 5 |  |  |               | Finding pie ( $\pi$ ) using diameter and circumference.<br>- get a circular object and measure its circumference<br>- measure its diameter<br>- divide circumference by diameter to get pie ( $\pi$ )<br>$\pi = \frac{C}{D}$<br>$C = \pi D$                                                                                                                                                                                                                                                             | The learner;<br>- reads statements correctly.                         | The learner;<br>- describes diameter and circumference<br>- identifies the symbol for pie ( $\pi$ )<br>- finds pie using diameter and circumference | Accuracy<br><br>Problem solving                                                            | Demonstration<br><br>Observation                                      | Finding pie                                                 | Circular objects<br><br>Chalk board illustration                     | Mk primary maths book 6 2000 page 326<br>P.6 curriculum page 175 and 176 |  |
|  | 6 |  |  |               | <b>Calculating circumference of a circle.</b><br>Formula used:<br>$C = \pi D$ or                                                                                                                                                                                                                                                                                                                                                                                                                        | The learner;<br>- reads and interprets                                | The learner;<br>- finds circumference                                                                                                               | Interpretation                                                                             | Explanation                                                           | Finding circumference                                       | Chalk board illustration                                             | Mk maths book 6 page 328                                                 |  |

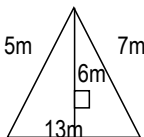
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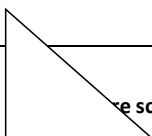
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|---|---|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------|--------------------------------------|--------------------------|----------------------------------------------------------|--|
| 2 | 1 |  |  | <b>Area of shapes</b><br><b>Rectangle:</b> is a quadrilateral with two opposite sides equal. Has all sides equal<br><br>$a = c$ $b = d$<br><b>example</b><br>find the area of the rectangle below<br><br>$A = L \times w$<br>$= 12\text{cm} \times 5\text{cm}$<br>$= 60\text{cm}^2$ | The learner;<br>- reads and spells the term rectangle.<br>- describes a rectangle.<br>- names the sides of a rectangle.<br>- reads and interprets statements. | The learner;<br>- identifies equal sides of a rectangle.<br>- finds the area of a rectangle.<br>- finds the side of a rectangle when given area. | Interpretation<br><br>Critical thinking<br><br>Problem solving | Explanat ion<br><br>Discussi on | Finding the area of a rectangl e     | Chalk board illustration | Mk maths book 6 page 331 P.6 curriculum page 175 and 176 |  |
|   |   |  |  | Finding the side of a rectangle when given area.<br><b>Example</b><br>The area of a rectangle is $56\text{cm}^2$ . Find the width if its length is 8cm<br><br>$A = L \times w$<br>$8\text{cm} \times w = 56\text{cm}^2$<br>$8w = 56$<br>$\frac{8w}{8} = \frac{56}{8}$<br>$w = 7\text{cm}$                                                                            |                                                                                                                                                               |                                                                                                                                                  | Logical thinking                                               | Questio n and area              | Finding missing side of a rectangl e | Chalk board illustration | Mk maths book 6 page 332 P.6 curriculum page 175 and 176 |  |

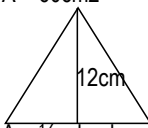
|   |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                       |                                                                                                            |                                             |                                                          |                                                       |                           |                                                                 |  |
|---|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------|-------------------------------------------------------|---------------------------|-----------------------------------------------------------------|--|
| 2 |  |  |  | <b>Perimeter of shapes</b><br>Perimeter: Is the total distance around the figure.<br><b>Example</b><br>Find the perimeter of the figure below.<br><br>5cm<br>$P = \text{add all sides}$<br>$= S + S + S + S$<br>$= 5\text{cm} + 5\text{cm} + 5\text{cm} + 5\text{cm}$<br>$= 10\text{cm} + 10\text{cm}$<br>$= 20\text{cm}$ | The learner;<br>- describes the term perimeter.<br>- reads and interprets statements. | The learner;<br>- finds the perimeter of a square.<br>- finds the length of a square when given perimeter. | Logical thinking<br><br><br>Problem solving | Explanation<br><br>Discussion<br><br>Question and answer | Finding a perimeter of a square                       | Chalk board illustration  | Mk maths book 5 page 157-158<br>P.6 curriculum page 175 and 176 |  |
|   |  |  |  | Finding the side of a square when given perimeter.<br><b>Example</b><br>The perimeter of a square is 40m. Find the length of the side.<br><br>$P = \text{add all sides}$<br>$S + S + S + S = P$<br>$S + S + S + S = 40\text{m}$<br>$4S = 40$<br>$\frac{4S}{4} = \frac{40}{4}$<br>$S = 10\text{m}$                         |                                                                                       |                                                                                                            | Logical thinking<br><br>Interpretation      | Explanation<br><br>Discussion                            | Finding missing side of a square when given perimeter | Chalk board illustration  | Mk maths book page 157-158<br>P.6 curriculum page 175 and 176   |  |
| 3 |  |  |  | <b>Rectangle:</b><br>Finding the missing side of a rectangle when given perimeter.<br><b>Example</b>                                                                                                                                                                                                                                                                                                       | The learner;<br>- reads and interprets statements                                     | The learner;<br>- finds the perimeter of a rectangle.<br>- finds the missing side of a                     | Critical thinking<br><br>Problem solving    | Question and answer                                      | Finding the missing side of a rectangle               | Chalk board illustrations | Mk maths book 6 page 333<br>P.6 curriculum                      |  |

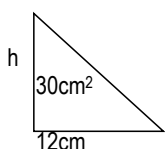
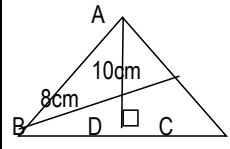
|   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                        |                                 |                                                                                 |                          |                                                              |  |                  |  |
|---|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------|---------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------|--|------------------|--|
|   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                              | <p>The perimeter of a rectangle is 24cm. Find its length if the width is 5cm</p> <div></div> <p>L</p> <p>P = add all sides</p> <p><math>l+w+l+w = P</math></p> <p><math>l+5+l+5 = 24\text{cm}</math></p> <p><math>l+l+5+5 = 24</math></p> <p><math>2l + 10 = 24</math></p> <p><math>2l + 10 - 10 = 24 - 10</math></p> <p><math>2l = 14</math></p> <p><math>\frac{2l}{2} = \frac{14}{2}</math></p> <p><math>l = 7\text{cm}</math></p> |                                        | rectangle when given perimeter. | Interpretation                                                                  |                          |                                                              |  | page 175 and 176 |  |
| 4 |  |  | <p><b>Perimeter and area of a rectangle</b></p> <p>Finding sides, area and perimeter.</p> <p><b>Example</b></p> <p>1) ABCD is a rectangle</p> <p>A (2x-5)cm B</p> <div></div> <p>(x-1)cm</p> <p>D (x+3)cm C</p> <p>a) Find the value of x.</p> <p><math>(2x-5) = (x+3)</math></p> <p><math>2x-5 = x+3</math></p> <p><math>2x-5+5 = x+3+5</math></p> <p><math>2x = x + 8</math></p> <p><math>2x - x = x - x + 8</math></p> <p><math>x = 8</math></p> | <p>The learner;</p> <ul style="list-style-type: none"><li>- identifies equal sides of a rectangle.</li></ul> | <p>The learner;</p> <ul style="list-style-type: none"><li>- finds the unknown by comparing sides.</li><li>- finds the actual length and width.</li><li>- finds the area and perimeter of the rectangle.</li></ul>                                                                                                                                                                                                                                                                                                     | <p>Accuracy</p> <p>Problem solving</p> | question and answer             | <p>Finding the unknown actual length and width</p> <p>Area</p> <p>Perimeter</p> | chalkboard illustrations | mk maths book 6 page 334-335 P.6 curriculum page 175 and 176 |  |                  |  |

|   |  |  |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                      |                                                                                                                                                                  |                  |                  |                                  |                          |                                                          |
|---|--|--|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|----------------------------------|--------------------------|----------------------------------------------------------|
|   |  |  |             | b) Find the:<br>i) length ii) width<br>iii) area iv) perimeter                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                      |                                                                                                                                                                  |                  |                  |                                  |                          |                                                          |
| 5 |  |  | <b>Area</b> | <p>Finding area of shaded parts.<br/><b>Example.</b><br/>1. Study the figure below and find the area of the shaded part.</p>  <p><b>Area of outer (bigger)</b><br/>= L x W<br/>= 10cm x 9cm<br/>= 90cm<sup>2</sup></p> <p><b>Area of inner (smaller)</b><br/>= L x W<br/>= 6cm x 4cm<br/>= 24cm<sup>2</sup></p> <p><b>Area of the shaded part.</b><br/>90cm<sup>2</sup><br/>- 24cm<sup>2</sup><br/><u>66cm<sup>2</sup></u></p> | The learner;<br>- identifies the length and width of the inner and outer rectangles. | The learner;<br>- finds the area of inner and outer shapes.<br>- works out the area of the shaded part.                                                          | logical thinking | explanation      | finding the area of shaded part. | chalkboard illustration  | mk maths book 6 page 337 P.6 curriculum page 175 and 176 |
| 6 |  |  | <b>Area</b> | <p>Finding area of shaded part involving missing measurements.<br/>example<br/>1) Find the area of the shaded part.</p>                                                                                                                                                                                                                                                                                                       | The learner;<br>- reads and interprets statements                                    | The learner;<br>- observes the two rectangles.<br>- identifies the missing measurements.<br>- finds the missing sides.<br>- finds the area of different figures. | interpretation   | guided discovery | finding: missing sides           | chalkboard illustrations | mk maths book 6 page 337 P.6 curriculum page 175 and 176 |

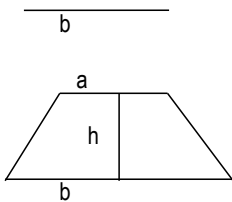
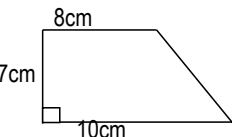
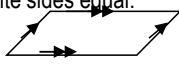
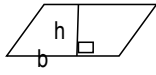
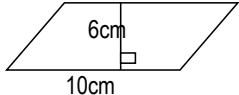
|  |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                          |                     |                          |                                 |                                     |                                                                            |                 |  |  |
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|  |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                           | <p>First find missing sides</p> <p>Length of the outer rectangle.</p> <p>= 8dm+2dm+2dm</p> <p>= 12dm</p> <p>width of the outer rectangle.</p> <p>= 5dm+2dm+2dm</p> <p>= 9dm</p> <p>area of the outer rectangle.</p> <p>= LxW</p> <p>= 12dmx9dm</p> <p>= 108dm<sup>2</sup></p> <p>Area of inner rectangle.</p> <p>= L x W</p> <p>= 8dm x 5dm</p> <p>= 40dm<sup>2</sup></p> <p>Area of the shaded part.</p> <p>= 108dm<sup>2</sup></p> <p><u>- 40dm<sup>2</sup></u></p> <p>68dm<sup>2</sup></p> |                                                                                                          |                     | observati<br>on          | problem<br>solving              | illustrati<br>on                    | question<br>and<br>answer                                                  | shaded<br>parts |  |  |
|  | 7 |  |  | <p>Finding area of a triangle.</p> <p><b>Example.</b></p> <p>Find the area of the triangle below.</p> <div></div> <p>formula used:</p> <p>A = ½ x b x h</p> <p>= ½ x 13mx6m</p> <p>= 1x13mx3m</p> <p>= 39m<sup>2</sup></p> <p>2) </p> | <p>The learner;</p> <ul style="list-style-type: none"><li>- identifies the base and height.</li><li>- reads and interprets statements correctly.</li></ul>                                                                                                                                                                                                                                                                                                                                    | <p>The learner;</p> <ul style="list-style-type: none"><li>- finds the area of given triangles.</li></ul> | logical<br>thinking | explanat<br>ion          | finding<br>area of<br>triangles | chalkb<br>oard<br>illustra<br>tions | mk maths<br>book 6 page<br>338<br>P.6<br>curriculum<br>page 175<br>and 176 |                 |  |  |
|  |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                          | interpreta<br>tion  | guided<br>discussi<br>on |                                 |                                     |                                                                            |                 |  |  |
|  |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                          | observati<br>on     |                          |                                 |                                     |                                                                            |                 |  |  |

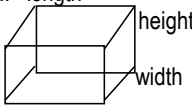
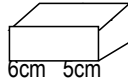
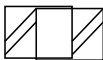


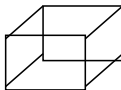
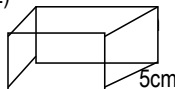
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|   |   |  |  |  | <p>6cm 10cm</p> <p>8cm</p> <p>3)</p> <p>10cm 11cm 9cm</p> <p>B 3cm C 5cm D</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                    |                                                                         | problem solving   | question and answer |                       |                         |                                                             |  |
| 3 | 1 |  |  |  | <p>Finding missing sides in a triangle when given area.</p> <p><b>Example.</b></p> <p>Find the base of a triangle whose area is 60cm<sup>2</sup> and height is 12cm.</p> <p>- need for diagrammatic representation.</p> <p>A = 60cm<sup>2</sup></p>  <p><math>A = \frac{1}{2} \times b \times h</math></p> <p><math>\frac{1}{2} \times b \times h</math></p> <p><math>\frac{1}{2} \times b \times 12\text{cm} = 60\text{cm}^2</math></p> <p><math>6b = 60</math></p> <p><math>\frac{6b}{6} = \frac{60}{6}</math></p> <p><math>b = 10\text{cm}</math></p> <p>2) Find the height of a triangle whose area is 30cm<sup>2</sup> and its base is 12cm.</p> <p>diagram:</p> | The learner;<br>- reads and interprets statements. | The learner;<br>- finds the missing sides of a triangle when given area | critical thinking | explanation         | finding missing sides | chalkboard illustration | mk maths book 6 page 339<br>P.6 curriculum page 175 and 176 |  |
|   |   |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                    |                                                                         | interpretation    |                     |                       |                         |                                                             |  |
|   |   |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                    |                                                                         | logical thinking  | discussion          |                       |                         |                                                             |  |
|   |   |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                    |                                                                         | problem solving   | question and answer |                       |                         |                                                             |  |

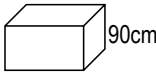
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|  |   |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                    |                                                                                                                                  |                  |             |                                                      |                          |                                                                  |  |
|  | 2 |  |  |  | <p>Finding base or height by comparing area.<br/>Example.<br/>1) ABC is a triangle, AD and BE are heights of the same triangle. Find the length of AC if BD=12cm, AD =10cm and BE = 8cm.</p>  <p><math>A = \frac{1}{2} \times b \times h</math><br/><math>\frac{1}{2} \times b \times h = \frac{1}{2} \times b \times h</math><br/><math>\frac{1}{2} \times AC \times BE = \frac{1}{2} \times BC \times AD</math><br/><math>\frac{1}{2} \times AC \times 8cm = \frac{1}{2} \times 12cm \times 10cm</math><br/><math>4AC = 6 \times 10</math><br/><math>\frac{4AC}{4} = \frac{6 \times 10}{4}</math><br/><math>AC = 3 \times 5</math><br/><math>= 15cm</math></p> | The learner;<br>- reads and interprets statements. | The learner;<br>- identifies the two bases and two heights.<br>- finds the measure for the unknown base or height of a triangle. | logical thinking | explanation | finding measurements of the unknown bases or heights | chalkboard illustrations | mk maths book 6 pages 342-343<br>P.6 curriculum page 175 and 176 |  |
|  | 3 |  |  |  | <p><b>Area of a trapezium.</b><br/><b>Example.</b><br/>Trapeziums are of two types.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The learner;<br>- describes a trapezium            | The learner;<br>- draws different types of trapezium.<br>- identifies the height from other sides.                               | logical thinking | explanation | finding area of a trapezium                          | chalkboard illustration  | mk maths book 6 page 345<br>P.6 curriculum page 175 and 176      |  |

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|  |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                |                                                                                                                                                                                        |                                                                      |                                              |                                 |                         |                                                             |  |
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|  |   |  |  | <p>h</p>  <p>formula is <math>A = \frac{1}{2} h(a+b)</math><br/>find the area of the trapezium below.</p>  <p> <math>A = \frac{1}{2} h (a+b)</math><br/> <math>= \frac{1}{2} \times 7 \text{cm} (8\text{cm}+10\text{cm})</math><br/> <math>= \frac{1}{2} \times 7 \times 18</math><br/> <math>= 7 \times 9</math><br/> <math>= 63\text{cm}^2</math> </p> |                                                                                                                                                |                                                                                                                                                                                        | effective communication<br><br>interpretation<br><br>problem solving | guided discussion<br><br>question and answer |                                 |                         |                                                             |  |
|  | 4 |  |  | <p>Parallelogram: has two sides opposite sides equal.</p>  <p>Area of a parallelogram.<br/>formula =base x height</p>   <p> <math>A = b \times h</math><br/> <math>= 10\text{cm} \times 6\text{cm} = 60\text{cm}^2</math> </p>                                        | <p>The learner;</p> <ul style="list-style-type: none"> <li>- describes a parallelogram.</li> <li>- reads and interprets statements.</li> </ul> | <p>The learner;</p> <ul style="list-style-type: none"> <li>- finds the area of a trapezium.</li> <li>- draws a parallelogram.</li> <li>- finds the area of a parallelogram.</li> </ul> | effective communication<br><br><br>logical thinking                  | explanation<br><br><br>discussion            | finding area of a parallelogram | chalkboard illustration | mk maths book 6 page 351<br>P.6 curriculum page 175 and 176 |  |

|  |   |  |  |  |                                                                                                                                                                                                                                                                                                                 |                                                                                                               |                                                                                                                                                             |                                          |                                             |                                         |                                              |                                                             |  |
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|  |   |  |  |  |                                                                                                                                                                                                                                                                                                                 |                                                                                                               |                                                                                                                                                             |                                          |                                             |                                         |                                              |                                                             |  |
|  | 5 |  |  |  | finding total surface area.<br>cuboid: length<br>width<br>height<br><br>length<br>A cuboid has 6 faces<br>2 faces of length and width<br>2 faces of width and height<br>2 faces of length and height<br>$2(lxw)+2(wxh)+2(lxh)$ | The learner;<br>- describes a cuboid.<br>- names the sides of a cuboid.<br>- reads and interprets statements. | The learner;<br>- draws a cuboid<br>- identifies the different faces of cuboid.<br>- builds the formula to find the T.S.A.<br>- finds the T.S.A of cuboids. | problem solving<br><br>critical thinking | illustration<br><br>question and answer     | Finding total surface area of a cuboid. | real objects<br><br>chalkboard illustrations | mk maths book 6 page 349<br>P.6 curriculum page 175 and 176 |  |
|  |   |  |  |  | Find the total surface area of<br><br>6cm 5cm<br>T/S/A = $2(lxw)+2(wxh)+2(lxh)$<br>$=2(6x5)+2(5x4)+2(6x4)$<br>$=2(30)+2(20)+2(24)$<br>$=2x30+2x20+2x24$<br>$=60+40+48$<br>$=100+48$<br>$=148cm^2$                              |                                                                                                               |                                                                                                                                                             |                                          |                                             |                                         |                                              |                                                             |  |
|  | 6 |  |  |  | Finding total surface area of a cube.<br>A cube has;<br>- all edges equal<br>- all its faces equal<br>- has each face in a square.<br>example.<br>Find the total surface area of:<br><br>Area of one face = $SxS$<br>$= S^2$  | The learner;<br>- describes a cube<br>- reads and interprets statements                                       | The learner;<br>- differentiates between a cube and cuboid.<br>- finds the total surface area of cubes.                                                     | critical thinking<br><br>problem solving | guided discovery<br><br>question and answer | finding total surface area of a cube    | chalkboard illustration                      | mk maths book 6 page 350<br>P.6 curriculum page 175 and 176 |  |

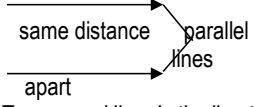
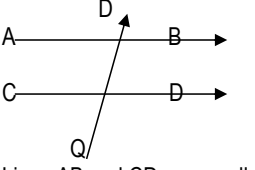
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|  |   |  |  |                            | 6 faces will have = $6 \times S^2$<br>= $6S^2$<br>Find the total surface area of a cube whose side is 4cm.<br>$T/S/A = 6S^2$<br>= $6 \times 4^2$<br>= $6 \times 4 \times 4$<br>= $24 \times 4$<br>= $96\text{cm}^2$                                                                                                                                                                                                                                                                                                                                                                                          |                                              |                                                    |                                                                                                          |                                                                                  |                                      |                          |                                                       |  |
|  |   |  |  | <b>Volume and capacity</b> | volume of cubes and cuboids.<br><br>example.<br><br>Find the volume of the following figures.<br>1)<br><br>$V = l \times w \times h$<br>= $5 \times 5 \times 5$<br>= $5\text{m} \times 5\text{m} \times 5\text{m}$<br>= $25\text{m}^2 \times 5\text{m} = 125\text{m}^3$<br><br>2)<br><br>11cm<br>$V = l \times w \times h$<br>= $11\text{cm} \times 5\text{cm} \times 4\text{cm}$<br>= $11\text{cm} \times 20\text{cm}^2 = 220\text{cm}^3$ |                                              |                                                    | effective communication<br><br><br>logical thinking<br><br><br>interpretation<br><br><br>problem solving | explanation<br><br><br>illustration<br><br><br>observation<br><br><br>discussion | finding volumes of cubes and cuboids | chalkboard illustrations | mk maths book 6<br>P.6<br>curriculum page 175 and 176 |  |
|  | 7 |  |  | <b>Volume and capacity</b> | Finding volume in litres.<br>example.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The learner;<br>- describes the term volume. | The learner;<br>- identifies the cube from cuboid. | critical thinking                                                                                        | question and answer                                                              | finding volume in litres             | chalkboard illustrations | mk maths book 6 page 359                              |  |

|   |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                       |                                                                                                                  |                                                   |                                        |  |                                 |                                                                     |  |
|---|---|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------|--|---------------------------------|---------------------------------------------------------------------|--|
|   |   |  |  | <p>A rectangular tank is 30cm by 60cm by 90cm. Find its volume in litres.<br/>Sketch</p>  <p>60cm 30cm<br/> <math>1\text{l} = 1000\text{cm}^3/\text{cc}</math><br/> <math>V = l \times w \times h</math><br/> <math>= \frac{30\text{cm} \times 60\text{cm} \times 90\text{cm}}{1000\text{cc}}</math><br/> <math>= \frac{30\text{cm} \times 6\text{cm} \times 90\text{cm}}{1000\text{cm} \times \text{cm} \times 9\text{cm}}</math><br/> <math>= 3 \times 6 \times 9</math><br/> <math>= 18 \times 9</math><br/> <math>= 162\text{ litres}</math></p> | <p>- relates litres and cubic centimetres.<br/>- reads and interprets statements.</p> | <p>- identifies units used for volume.<br/>- finds the volume of given figures.<br/>- finds volume in litres</p> | <p>effective communication</p>                    | <p>explanation<br/><br/>discussion</p> |  |                                 | <p>P.6 curriculum page 175 and 176</p>                              |  |
| 4 | 1 |  |  | <p>finding missing sides. examples.<br/>           1) The rectangular prism below has a volume of <math>180\text{cm}^3</math>. Find its height.</p>  <p>9cm<br/> <math>V = l \times w \times h</math><br/> <math>9 \times 4 \times h = 180\text{c.c}</math><br/> <math>36h = 180</math><br/> <math>36h = 180</math><br/> <math>36 \quad 36</math><br/> <math>h = 5\text{cm}</math></p> <p>2) The rectangular tank holds 72 litres of water. Find its width.</p>   | <p>The learner;<br/>- reads and interprets statements correctly.</p>                  | <p>The learner;<br/>- forms equations.<br/>- solves for the unknown.</p>                                         | <p>problem solving<br/><br/>critical thinking</p> | <p>question and answer</p>             |  | <p>chalkboard illustrations</p> | <p>mk maths book 6 page 359<br/>P.6 curriculum page 175 and 176</p> |  |

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|                                                                                                               |   |                 |                 |                     | 80cm                                                                                                                                                                                                                                                                                                                                                             |                                                                               |                                                                                       |                                               |                                      |                                              |                          |                                                             |  |
|                                                                                                               | 2 |                 |                 | <b>Weight /mass</b> | Conversion of units examples.<br>1. Change 9kg to grams.<br>$1\text{kg} = 1000\text{gms}$<br>$9\text{kg} = 9 \times 1000\text{gms} = 9000\text{gms}$<br><br>2. Express 480gms as kg<br>$1000\text{gm} = 1\text{kg}$<br>$1\text{gm} = \frac{1}{1000}\text{kg}$<br>$480\text{gms} = \frac{1}{1000} \times 480\text{kg}$<br>$= \frac{48}{100}$<br>$= 0.48\text{kg}$ | The learner;<br>- describes the term weight.<br>- reads units used in weight. | The learner;<br>- converts kg to grams.<br>- convert grams to kg.                     | interpretation<br><br>effective communication | explanation<br><br>guided discussion | converting of units                          | chalkboard illustrations | mk maths book 6 page 366<br>P.6 curriculum page 175 and 176 |  |
|                                                                                                               | 3 |                 |                 |                     | Addition and subtraction of kilograms and grams.<br>Examples.<br>work out:<br>1) kg gm<br>$\begin{array}{r} 7 \quad 250 \\ + 4 \quad 400 \\ \hline 11 \quad 650 \end{array}$<br><br>2) kg gms<br>$\begin{array}{r} 8 \quad 700 \\ - 4 \quad 200 \\ \hline 4 \quad 500 \end{array}$                                                                               | The learner;<br>- reads and interprets statements correctly.                  | The learner;<br>- solves problems involving addition and subtraction of kg and grams. | logical thinking<br><br>problem solving       | <br><br>question and answer          | adding and subtracting in kilogram and grams | chalkboard illustrations | mk. Maths book 6<br>P.6 curriculum page 175 and 176         |  |
| <b>ELO: The learner recognises and constructs various geometric figures and relates them to other fields.</b> |   |                 |                 |                     |                                                                                                                                                                                                                                                                                                                                                                  |                                                                               |                                                                                       |                                               |                                      |                                              |                          |                                                             |  |
|                                                                                                               | 4 | <b>GEOMETRY</b> | <b>GEOMETRY</b> | <b>Lines</b>        | Types of lines<br>- parallel lines: Are lines which move in the same direction with                                                                                                                                                                                                                                                                              | The learner;<br>- reads and uses the                                          | The learner;<br>- describes parallel lines.                                           | observation                                   | demonstration                        | drawing parallel and                         | chalkboard illustration  | mk maths book 6 page 206                                    |  |

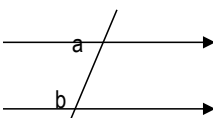
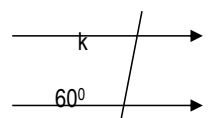
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|--|---|--|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------|-------------------|---------------------------------------------------------------------------|--|
|  |   |  |                              | <p>equal distance from one another.</p>  <p>Transversal line: Is the line that crosses parallel lines as seen below.</p>  <p>Lines AB and CD are parallel where as line PQ is the transversal.</p> <p>When a transversal line crosses parallel lines, angles are formed.</p> | vocabulary correctly.                                                                                                                      | <ul style="list-style-type: none"> <li>- differentiates parallel lines from transversal lines.</li> <li>- draws parallel and transversal lines.</li> </ul>                        | <p>interpretation</p> <p>accuracy</p>         | <p>observation</p> <p>discussion</p> <p>question &amp; answer</p> | transversal lines                                              |                   | Functional primary maths book 6 page 229 P.6 curriculum page 175 and 176  |  |
|  | 5 |  | <b>Construction of lines</b> | <p>constructing parallel lines.</p> <ul style="list-style-type: none"> <li>- constructing parallel lines at marked points.</li> </ul>                                                                                                                                                                                                                                                                                                          | The learner; <ul style="list-style-type: none"> <li>- describes parallel lines</li> <li>- reads and interprets statements.</li> </ul>      | The learner; <ul style="list-style-type: none"> <li>- constructs parallel lines.</li> <li>- constructs parallel lines at marked points.</li> </ul>                                | Accuracy                                      | practical approach                                                | constructing parallel lines                                    | ruler             | mk maths book 6 page 274 P.6 curriculum page 178 and 179                  |  |
|  | 6 |  | <b>Construction</b>          | <p>constructing perpendicular lines to line segment bisecting already drawn angles.</p>                                                                                                                                                                                                                                                                                                                                                        | The learner; <ul style="list-style-type: none"> <li>- describes perpendicular lines.</li> <li>- reads and interprets statements</li> </ul> | The learner; <ul style="list-style-type: none"> <li>- draws perpendicular lines</li> <li>- constructs lines to line segments.</li> <li>- bisects already drawn angles.</li> </ul> | <p>interpretation</p> <p>logical thinking</p> | <p>explanation</p> <p>demonstration</p>                           | <p>constructing perpendicular lines bisecting given angles</p> | pair of compasses | understanding mathematics book 6 page 221 P.6 curriculum page 178 and 179 |  |

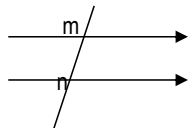
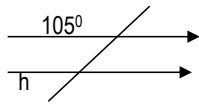
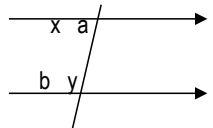
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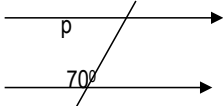
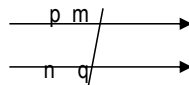
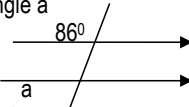
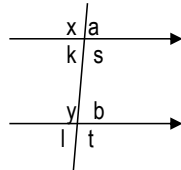
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|   | 7 |  |  |                     | constructing angles of $60^\circ$ and $120^\circ$                                        | The learner;<br>- reads given statements correctly.                                       | The learner;<br>- constructs angles of $60^\circ$ and $120^\circ$ .              |                                         |                                     | constructing angles of $60^\circ$ and $120^\circ$                                            |                             | mk maths book 6 page 277-275 P.6 curriculum page 178 and 179                             |  |
| 5 | 1 |  |  |                     | constructing angles of $15^\circ$ , $30^\circ$ and $150^\circ$                           | The learner;<br>- reads statements correctly.<br>- determines the instruments to be used. | The learner;<br>- constructs angles of $15^\circ$ , $30^\circ$ , and $150^\circ$ | problem solving                         | observation                         |                                                                                              |                             | mk maths book 7 page 223 P.6 curriculum page 178 and 179                                 |  |
|   | 2 |  |  |                     | constructing an angle of $90^\circ$<br>constructing angles of $45^\circ$ and $135^\circ$ | The learner;<br>- reads given statements correctly.                                       | The learner;<br>- constructs angles of $90^\circ$ .                              | practical approach<br><br>demonstration | practical approach<br>demonstration | constructing an angle of $90^\circ$<br><br>constructing angles of $45^\circ$ and $135^\circ$ | rulers<br>pair of compasses | mk maths book 6 page 279<br><br>mk maths book 6 page 223 P.6 curriculum page 178 and 179 |  |
|   | 3 |  |  | <b>Construction</b> | construction of triangles when given side, side, side. (S.S.S)                           | The learner;<br>- describes a triangle<br>- reads and interprets measurement              | The learner;<br>- constructs triangles using side, side, side. (S.S.S)           |                                         |                                     | constructing triangles using side, side, side accurately                                     |                             | mk maths book 6 page 288 P.6 curriculum page 178 and 179                                 |  |
|   | 4 |  |  |                     | constructing triangles when given side, angle, side (S.A.S)                              | The learner;                                                                              | The learner;                                                                     | observation                             | observation                         | constructing                                                                                 |                             | mk maths book 6 page 289                                                                 |  |

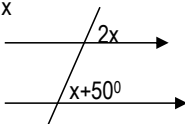
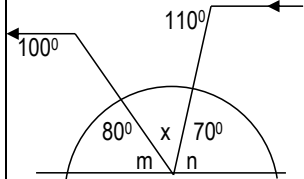
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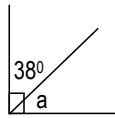
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|  |   |  |  |               |                                                                                                                                                                                                                                                                                                                                                                      | - reads and interprets statements.                                                                                             | - constructs triangles using S.A.S                                                                                            |                                            |                                                             | triangles using side, Angle, side         | protractor                                                                       | P.6 curriculum page 178 and 179                                      |  |
|  | 5 |  |  |               | constructing triangles when given side, Angle, Angle (S.A.A)                                                                                                                                                                                                                                                                                                         | The learner;<br>- reads and interprets statements                                                                              | The learner;<br>- constructs triangles using S.A.A                                                                            | discussion                                 | discussion                                                  | constructing triangles using side, Angle, |                                                                                  | mk maths book 6 page 289<br>P.6 curriculum pg 178 &179               |  |
|  | 6 |  |  |               | construction of regular polygons.<br>polygons, hexagon and octagon.                                                                                                                                                                                                                                                                                                  | The learner;<br>- reads and interprets statements                                                                              | The learner;<br>- constructs regular hexagons and octagons when given length.                                                 | interpretation                             | practical approach                                          | constructing regular polygons             | rulers                                                                           | mk maths book 6 pages 261, 262 and 263<br>P.6 curriculum pg 178 &179 |  |
|  | 7 |  |  | <b>Angles</b> | angles formed on parallel lines and their properties.<br><br>co-interior angles within parallel lines.<br><br>co-interior angles add up to 180°. <b>example</b><br>Find the value of angle k.<br> | The learner;<br>- identifies angles formed within parallel lines.<br>- describes the terms co-interior and co-exterior angles. | The learner;<br>- identifies co-interior angles.<br>- applies the property of co-interior angles to solve for unknown angles. | drawing<br><br>accuracy<br><br>observation | question and answer<br><br>demonstration<br><br>observation | finding the size of the unknown angles    | pencils<br><br>a chart showing angles on parallel lines<br><br>pair of compasses | P.6 curriculum page 178 and 179                                      |  |

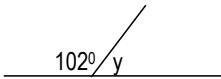
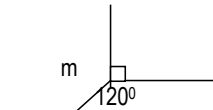
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|   |   |  |  |  | $k + 60^{\circ} = 180^{\circ}$<br>$k + 60^{\circ} - 60^{\circ} = 180^{\circ} - 60^{\circ}$<br>$k = 120^{\circ}$                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                         |                                                                                                                                                                                                                |                                                                  |                                      | chalkboard illustration                        |                                 |                                                                     |  |
| 6 | 1 |  |  |  | <p>Co-exterior angles.<br/>Angles not within the parallel lines.</p>  <p>- co-exterior angles add up to <math>180^{\circ}</math>.<br/><math>\angle m + \angle n = 180^{\circ}</math></p> <p><b>Example</b><br/>Find the value of angle h</p>  <p><math>h + 105^{\circ} = 180^{\circ}</math><br/><math>h + 105^{\circ} - 105^{\circ} = 180^{\circ} - 105^{\circ}</math><br/><math>h = 75^{\circ}</math></p> | <p>The learner;</p> <ul style="list-style-type: none"><li>- describes co-exterior angles</li><li>- reads and interprets statements correctly.</li></ul>                                 | <p>The learner;</p> <ul style="list-style-type: none"><li>- identifies co-exterior angles.</li><li>- uses the co-exterior angle properly to solve for the unknown angles.</li></ul>                            | <p>observation</p> <p>interpretation</p> <p>logical thinking</p> | <p>explanation</p> <p>discussion</p> | <p>finding the size of unknown angles</p>      | <p>chalkboard illustrations</p> | <p>mk maths book 6 page 267<br/>P.6 curriculum page 178 and 179</p> |  |
|   | 2 |  |  |  | <p><b>Alternate interior angles.</b><br/>Alternate interior angles are equal.</p>  <p><math>\angle x = \angle y</math></p>                                                                                                                                                                                                                                                                                                                                                                 | <p>The learner;</p> <ul style="list-style-type: none"><li>- reads the term alternate angles.</li><li>- describes alternate angles.</li><li>- reads and interprets statements.</li></ul> | <p>The learner;</p> <ul style="list-style-type: none"><li>- studies diagrams and identifies alternate interior angles &amp; exterior angles.</li><li>- differentiates alternate interior angles from</li></ul> | <p>observation</p> <p>interpretation</p>                         | <p>explanation</p>                   | <p>finding the value of the unknown angles</p> | <p>chalkboard illustration</p>  | <p>mk maths book 6 pages 270-271</p>                                |  |

|  |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                   |                                                                                                                              |             |             |                                         |                          |                                                                                 |  |
|--|---|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------------------------------------|--------------------------|---------------------------------------------------------------------------------|--|
|  |   |  |  | $\angle a = \angle b$<br><br><b>Example.</b><br>Find angle p<br><br>$\angle p = 70^\circ$ (alt. int. $\angle$ s)<br><br><b>Alternate exterior angles.</b><br>Alternate exterior angles are equal.<br><br>$\angle m = \angle n$<br>$\angle p = \angle q$<br><b>Example.</b><br>Find angle a<br><br>$\angle a = 86^\circ$ | alternate exterior angles.                                                                        |                                                                                                                              | accuracy    | discussion  |                                         |                          | mk maths book 7 page 209-210 P.6 curriculum page 178 and 179                    |  |
|  | 3 |  |  | <b>Corresponding angles.</b><br>- corresponding angles are equal.<br><br>$\angle a = \angle b$<br>$\angle k = \angle l$<br>$\angle x = \angle y$<br>$\angle s = \angle t$                                                                                                                                                                                                                                                                                                                | The learner;<br>- describes corresponding angles.<br>- reads and interprets statements correctly. | The learner;<br>- identifies corresponding angles.<br>- finds the unknown angles using the property of corresponding angles. | observation | explanation | finding the value of the unknown angles | chalkboard illustrations | mk maths book 6 page 269-270<br><br>mk maths book 7 page 211-212 P.6 curriculum |  |

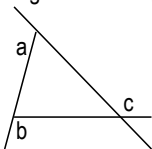
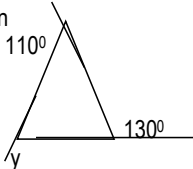
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|  |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Example</b><br/>Find x</p>  <p><math>2x = x+50^{\circ}</math> (corr <math>\angle</math>s)<br/><math>2x-x= x-x + 50^{\circ}</math><br/><math>x = 50^{\circ}</math></p> |                                                                                                                                |                 | demonstration                          | demonstration                              |                          |                                                                                                         | page 178 and 179 |  |
|  | 4 |  |  | <p><b>Application of angle relationships on parallel lines</b></p> <p>relating parallel lines angles.<br/><b>Example</b><br/>Find the value of x</p>  <p><math>m + 100^{\circ} = 180^{\circ}</math><br/><math>m+100^{\circ}-100^{\circ}=180^{\circ}-100^{\circ}</math><br/><math>m = 80^{\circ}</math></p> <p><math>n + 110^{\circ} = 180^{\circ}</math><br/><math>n+110^{\circ}-110^{\circ}=180^{\circ}-110^{\circ}</math><br/><math>n=70^{\circ}</math></p> <p><math>x+80^{\circ}+70^{\circ}=180^{\circ}</math><br/><math>x+150^{\circ}=180^{\circ}</math><br/><math>x+150^{\circ}-150^{\circ}=180^{\circ}-150^{\circ}</math><br/><math>x = 30^{\circ}</math></p> | <p>The learner;<br/>- reads and interprets statements correctly.</p>                                                                                                                                                                                         | <p>The learner;<br/>- studies diagrams and relates parallel lines angles.<br/>- finds the unknown angels in given figures.</p> | problem solving | observation<br><br>question and answer | finding the values of the unknown n angles | chalkboard illustrations | <p>mk maths book 6 page 272-273</p> <p>mk maths book 7 page 213<br/>P.6 curriculum page 178 and 179</p> |                  |  |
|  | 5 |  |  | <p><b>Types of angles</b></p> <ul style="list-style-type: none"><li>- Acute angles</li><li>- Right angle</li><li>- Obtuse angle</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>The learner;<br/>- reads and interprets</p>                                                                                                                                                                                                               | <p>The learner;<br/>- identifies different types of angles.</p>                                                                | observation     | explanation                            | writing notes about                        | chalkboard illustrations | <p>mk maths book 6 page 273 (old edition)</p>                                                           |                  |  |

|  |   |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                  |                                                                                             |                                                                                               |                                               |                                                |                                |                                                                                     |  |
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|  | 6 |  |  |  | <p><b>Complementary angles</b><br/>Angles which add up to <math>90^\circ</math>.<br/>Example<br/>1) Find the complement of <math>40^\circ</math>.<br/>Let the comp be y<br/><math>y + 40^\circ = 90^\circ</math><br/><math>y + 40^\circ - 40^\circ = 90^\circ - 40^\circ</math><br/><math>y = 50^\circ</math><br/>2) Find the value of a in the figure.</p>  <p><math>a + 38^\circ = 90^\circ</math><br/><math>a + 38^\circ - 38^\circ = 90^\circ - 38^\circ</math><br/><math>a = 52^\circ</math></p> | <p>The learner;<br/>- describes complementary angles.<br/>- reads and interprets statements.</p> | <p>The learner;<br/>- solves problems involving finding the complement of angles.</p>       | <p>interpretation</p> <p>logical thinking</p> <p>problem solving</p> <p>critical thinking</p> | <p>observation</p> <p>question and answer</p> | <p>finding complementary angles</p>            | <p>chalkboard illustration</p> | <p>mk maths book 6 page 271-272 old edition<br/>P.6 curriculum page 178 and 179</p> |  |
|  | 7 |  |  |  | <p><b>Supplementary angles.</b><br/>Angles which add up to <math>180^\circ</math>.<br/><b>Examples.</b><br/>1) Which is the supplement of <math>32^\circ</math>?<br/>Let the supp be t<br/><math>t + 32^\circ = 180^\circ</math><br/><math>t = 180^\circ - 32^\circ</math><br/><math>t = 148^\circ</math><br/>2) Calculate the value of y in degrees.</p>                                                                                                                                                                                                                              | <p>The learner;<br/>- describes supplementary angles.<br/>- reads and interprets statements.</p> | <p>The learner;<br/>- solves problems involving finding the supplement of given angles.</p> | <p>logical thinking</p> <p>observation</p>                                                    | <p>explanation</p>                            | <p>finding the supplements of given angles</p> | <p>chalkboard illustration</p> | <p>mk maths book 6 page 266-289<br/>P.6 curriculum page 178 and 179</p>             |  |

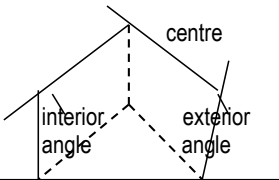
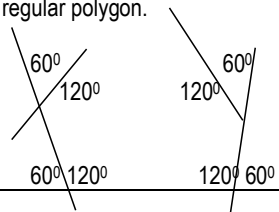
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|   |   |  |  |  |  $y + 102^\circ = 180^\circ$ $y + 102^\circ - 102^\circ = 180^\circ - 102^\circ$ $y = 78^\circ$                                                                                                                                                       |                                                                                     |                                                                                                                                                      | interpretation          | discussion          |                                                                |                                                     |                                                                          |  |
| 7 | 1 |  |  |  | <b>Angles at a point.</b><br>Angles at a point add up to $360^\circ$ .<br><b>Example</b><br>Find angle m.<br> $m + 90^\circ + 120^\circ = 360^\circ$ $m + 210^\circ = 360^\circ$ $m + 210^\circ - 210^\circ = 360^\circ - 210^\circ$ $m = 150^\circ$ | The learner;<br>- describes angles at a point.<br>- reads and interprets questions. | The learner;<br>- calculates missing angles at a point.                                                                                              | problem solving         | question and answer | finding missing angles                                         | chalkboard illustrations                            | mk maths book 6 page 274-277 old edition P.6 curriculum page 178 and 179 |  |
|   | 2 |  |  |  | A triangle is a three sided figure with three angles.<br><b>Types of triangles.</b><br>- Right angled triangle<br>- Equilateral triangle<br>- Scalene triangle<br>- Isosceles triangle                                                                                                                                                | The learner;<br>- describes a triangles.<br>- names different types of triangles.   | The learner;<br>- draws different types of triangles.<br>- shows different properties on each type of triangle.<br>- names given types of triangles. | effective communication | group work          | drawing triangles<br><br>naming triangles<br><br>copying notes | cut outs<br><br>hard papers<br><br>pair of scissors | mk maths book 6 page 353 old edition P.6 curriculum page 178 and 179     |  |
|   | 3 |  |  |  | Angles in a triangle.<br>Example.<br>Find angle d in the figure.<br>                                                                                                                                                                               | The learner;<br>- states the angles sum of a triangles.                             | The learner;<br>- finds the missing angles in a triangle.                                                                                            | creative thinking       | explanation         | finding missing angles                                         | chalkboard illustrations                            | mk maths book 6 page 287                                                 |  |

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|  |   |  |  |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                      |                                                                                                                                          |                                                                                                                    |                                          |                                                                                     |                                                                           |                                                                          |                                                             |  |
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|  |   |  |  |                                                                                                                                                                                                                                                                                                             | <div>d</div> <div><div>70°80°</div></div> <div>d+80°+70°=180°<br/>d+150°=180°<br/>d+150°-150°=180°-150°<br/>d = 30°</div>                                                                            |                                                                                                                                          | - identifies the two equal base angles of an isosceles triangle.<br>- finds missing angles in isosceles triangles. |                                          | discussion                                                                          | in a triangle                                                             |                                                                          | P.6 curriculum page 178 and 179                             |  |
|  |   |  |  |                                                                                                                                                                                                                                                                                                             | Angles of an isosceles triangle.<br><b>Example</b><br>Find w in: <div><div><div>w</div><div>70°70°</div></div></div> <div>w+70°+70°=180°<br/>w+140°=180°<br/>w+140°-140°=180°-140°<br/>w = 40°</div> |                                                                                                                                          |                                                                                                                    | critical thinking<br><br>problem solving | problem solving                                                                     | drawing isosceles triangles finding missing angles in isosceles triangles | chalkboard illustrations                                                 | mk maths book 6 page 288<br>P.6 curriculum page 178 and 179 |  |
|  | 4 |  |  | <b>triangles</b><br>Interior and exterior angles. <div><div><div>a</div><div>b</div><div>c</div></div></div> <div>∠a + ∠b = ∠c</div> <div><b>Example</b><br/>Find the value of angle a in the figure.<div><div><div>a</div><div>70°105°</div></div></div><div>a+70°=105°<br/>a+70°-70°=105°-70°</div></div> | The learner;<br>- describes & interior angles.<br>- reads and interprets statements.                                                                                                                 | The learner;<br>- relates interior and exterior angles.<br>- identifies the interior and exterior angles.<br>- finds the unknown angles. | creative thinking<br><br>critical thinking                                                                         | guided discovery<br><br>explanation      | finding the unknown angles using the using the interior and exterior angle properly | chalkboard illustrations                                                  | mk maths book 6 page 290. Old edition<br>P.6 curriculum page 178 and 179 |                                                             |  |

|  |   |  |  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                       |                                                                                                                                               |                         |             |                                                       |                          |                                                                      |  |
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|  |   |  |  |                 | a = 35°                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                       |                                                                                                                                               |                         |             |                                                       |                          |                                                                      |  |
|  | 5 |  |  |                 | <p>Exterior angles of a triangle</p>  <p><math>\angle a + \angle b + \angle c = 360^\circ</math></p> <p>Example</p> <p>Find y in</p>  <p> <math>y + 110^\circ + 130^\circ = 360^\circ</math><br/> <math>y = 240^\circ = 360^\circ</math><br/> <math>y + 240^\circ - 240^\circ = 360^\circ - 240^\circ</math><br/> <math>y = 120^\circ</math> </p> | The learner;<br>- states the sum of exterior angles of a triangle.                    | The learner;<br>- finds the missing exterior angles of a triangle.                                                                            | effective communication | discussion  | finding the missing angles                            | chalkboard illustrations | mk maths book 6 page 290 old edition P.6 curriculum page 178 and 179 |  |
|  | 6 |  |  | <b>polygons</b> | <p><b>Definition of a polygon.</b><br/>- A polygon is a simple closed figure joined up by more than two line segments.</p> <p><b>Types of polygons</b><br/>Regular polygons. Have sides and angles equal.<br/>Irregular polygons; have neither sides nor angles equal</p>                                                                                                                                                                                                                                           | The learner;<br>- describes a polygon.<br>- describes regular and irregular polygons. | The learner;<br>- differentiates regular and irregular polygons.<br>- draws and names polygons.<br>- finds missing angles in exterior angles. | explanation             | explanation | drawing and naming polygons<br>finding missing angles | chalkboard illustrations | mk maths book 7 page 227 P.6 curriculum page 178 and 179             |  |
|  | 7 |  |  |                 | <p><b>Parts of a polygon.</b><br/>- vertex<br/>- An angle<br/>- An edge<br/>- Centre and centre angles</p>                                                                                                                                                                                                                                                                                                                                                                                                          | The learner;<br>- names parts of a polygon.                                           | The learner;<br>- draws and names the parts of a polygon.                                                                                     |                         |             | answering oral and written                            | A chart showing parts    | mk maths book 7 page 243-246 P.6 curriculum                          |  |

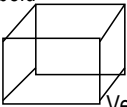
For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

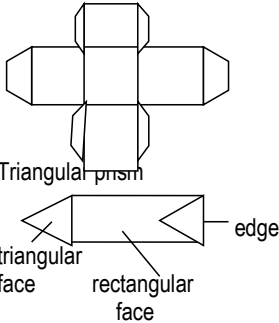
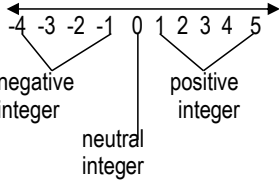
|   |   |  |  |                 |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                         |                                                                                                                                                              |                     |                                |                                                                        |                          |                                                                          |  |
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|   |   |  |  |                 | <ul style="list-style-type: none"> <li>- calculating exterior angles.</li> <li>- finding number of sides.</li> </ul> <p><b>Example</b><br/>Find the number of sides of regular polygon whose exterior angle is <math>72^\circ</math>.<br/>No. of sides = <math>\frac{360^\circ}{\text{ext.}}</math><br/>= <math>\frac{360}{72}</math><br/>= 5 sides</p>                           | - reads and spells the key terms.                                                       | - calculates the size of each exterior angle in a polygon.<br>- finds the number of sides.                                                                   | question and answer | question and answer            | questions                                                              | of a polygon             | page 178 and 179                                                         |  |
| 8 | 1 |  |  | <b>polygons</b> | <p><b>Centre angles</b></p> <ul style="list-style-type: none"> <li>- Angle sum of centre angles is <math>360^\circ</math>.</li> <li>- Finding centre angles of regular polygons when given number of sides.</li> <li>- Finding number of sides when given centre angles.</li> </ul> <p>side</p>  | The learner;<br>- states the angle sum of centre angles.                                | The learner;<br>- finds the centre angles of polygons when given the number of sides.<br>- finds number of sides of given polygons when given centre angles. | interpretation      | explanation<br><br>observation | finding: centre angles<br><br>number of sides when given centre angles | chalkboard illustrations | mk maths book 6 page 348-349 old edition P.6 curriculum page 178 and 179 |  |
|   |   |  |  |                 | <p>Exterior and interior angles of a regular polygon.</p>                                                                                                                                                                                                                                       | - identifies interior angles and exterior angles.<br>- reads and interprets statements. | - differentiates interior angles from exterior angles.<br>- find interior angles when given exterior angles.                                                 | critical thinking   | discussion                     | relating interior and exterior angles.                                 | chalkboard illustrations | mk maths book 6 page 350 P.6 curriculum page 178 and 179                 |  |

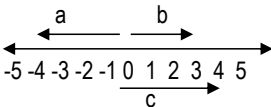
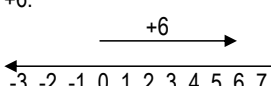
For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

|  |   |  |  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                    |                                                                                               |                                                                                                                 |                                                                                  |                            |                         |                                                              |  |
|--|---|--|--|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------|-------------------------|--------------------------------------------------------------|--|
|  |   |  |  |                 | <p>Finding interior angles.<br/>Example<br/>Find the interior angle of a polygon whose exterior angle is <math>108^\circ</math>.</p> <p>int. <math>\angle</math> + ext. = <math>180^\circ</math><br/> int. + <math>108^\circ = 180^\circ</math><br/> int. + <math>108^\circ - 108^\circ = 180^\circ - 108^\circ</math><br/> int. = <math>72^\circ</math></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                    | - finds exterior angles when given interior angles.                                           | problem solving                                                                                                 | question and answer                                                              | finding missing angles     |                         |                                                              |  |
|  | 2 |  |  | <b>Polygons</b> | <p>Sum of interior angles or interior angle sum of a polygon-using all methods.<br/><b>Example</b><br/>Find the interior angle sum of a polygon with 8 sides<br/><b>Method 1</b><br/>No. of sides = 8<br/>All ext. angles = <math>360^\circ</math><br/>each ext. angle = <math>\frac{360^\circ}{8}</math><br/>= <math>45^\circ</math><br/><br/>Int. angle = <math>180^\circ - 45^\circ</math><br/>= <math>135^\circ</math><br/>Int. angle sum = <math>135^\circ \times 8</math><br/>= <math>1080^\circ</math></p> <p><b>Method II      Method III</b><br/> <math>90^\circ(2n-4)</math> OR <math>180^\circ(n-2)</math><br/> <math>90^\circ(2 \times 8 - 4)</math>    <math>180^\circ(8 - 2)</math><br/> <math>90^\circ(2 \times 8 - 4)</math>    <math>180^\circ(6)</math><br/> <math>90^\circ(16 - 4)</math>    <math>180^\circ \times 6</math><br/> <math>90^\circ(12)</math>    <math>1080^\circ</math><br/> <math>90^\circ \times 12</math><br/> <math>1080^\circ</math></p> | The learner;<br>- reads and interprets statements. | The learner;<br>- applies different methods to find the interior angle sum of given polygons. | interpretation<br><br>observation<br><br>effective communication<br><br>logical thinking<br><br>problem solving | explanation<br><br>Guided discussion<br><br>observation<br><br>question & answer | finding interior angle sum | chalkboard illustration | mk maths book 6 page 351-352 P.6 curriculum page 178 and 179 |  |



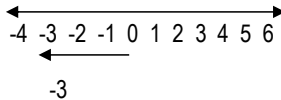
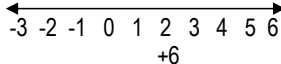
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|  |   |  |                                          | <p style="text-align: center;">12cm<br/>□<br/>S      10cm    Q</p> <p>a) Find the value of x.<br/> <math>(2x+1)\text{cm} = 13\text{cm}</math><br/> <math>2x+1 = 13</math><br/> <math>2x+1-1 = 13-1</math><br/> <math>2x = 12</math><br/> <math>2x = 12</math><br/> <math>2 \quad 2</math><br/> <math>x = 6</math></p> <p>b) Find SQ<br/> <math>a^2 + b^2 = c^2</math><br/> <math>a^2 + 12^2 = 13^2</math><br/> <math>a^2 + 144 = 169</math><br/> <math>a^2 + 144 - 144 = 169 - 144</math><br/> <math>a^2 = 25</math>      <math>\begin{array}{r l} 5 &amp; 25 \\ \hline 5 &amp; 5 \end{array}</math><br/> <math>a = 5\text{cm}</math><br/> <math>SQ = 2 \times 5 \quad (5 \times 5)</math><br/> <math>= 10\text{cm}</math></p> <p>c) Find: i) area<br/> ii) perimeter</p> |  | pythagoras theorem.<br>- calculates the area and perimeter of given triangles. | interpretation | discussion    | isosceles triangles            |              |                                                              |  |
|  | 5 |  | <b>Solid figures and nets of figures</b> | <p>A collective name for solid figures or space figures is POLYHEDRON.</p> <p>1) Cuboid</p> <p>face  Vertex</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                | observation    | demonstration | drawing solid figures and nets | real objects | mk maths book 6 page 301-306 P.6 curriculum page 178 and 179 |  |
|  |   |  |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                | accuracy       | Observation   | Explanat ion                   | chalkboard   |                                                              |  |

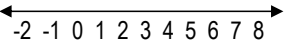
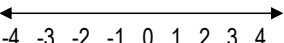
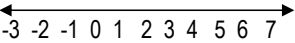
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|                                                                                        |          |          |                           |  <p>Triangular prism</p> <p>triangular face</p> <p>rectangular face</p> <p>edge</p>                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                               |                                                                                                                                                          | effective communication                                                                                                | Discussion                                                                          |                                                                             | illustration                    |                                                                        |  |
|                                                                                        |          |          |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                               |                                                                                                                                                          | problem solving                                                                                                        | question and answer                                                                 |                                                                             |                                 |                                                                        |  |
| <b>ELO: The learner manipulates integers and relates them to real life situations.</b> |          |          |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                               |                                                                                                                                                          |                                                                                                                        |                                                                                     |                                                                             |                                 |                                                                        |  |
| 6                                                                                      | NUMERACY | INTEGERS | Integers on a number line | <p>Integers on a numberline.</p> <p>i) Positive integers</p> <p>ii) Neutral integers</p> <p>iii) Negative integers</p>  <p>2) Opposite/inverse of integers (additive inverse)</p> <p>- The sum of an integer and its inverse is zero (0).</p> <p>Example</p> <p><math>-2 + +2 = 0</math>, so the opposite of -2 is +2.</p> <p>Example</p> <p>What is the additive inverse of +8?</p> <p>Let the inverse be k</p> | <p>The learner;</p> <ul style="list-style-type: none"> <li>- describes integers</li> <li>- reads and describes the term positive, neutral &amp; negative integers.</li> </ul> | <p>The learner;</p> <ul style="list-style-type: none"> <li>- plots integers on a number line.</li> <li>- finds the inverse of given integers.</li> </ul> | <p>observation</p> <p>interpretation</p> <p>logical thinking</p> <p>effective communication</p> <p>problem solving</p> | <p>explanation</p> <p>discussion</p> <p>illustration</p> <p>question and answer</p> | <p>plotting and naming integers on a number line</p> <p>finding inverse</p> | <p>chalkboard illustrations</p> | <p>mk maths book 6 page 195</p> <p>P.6 curriculum page 181 and 182</p> |  |

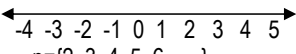
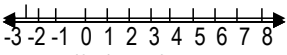
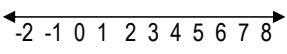
|   |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                         |                                                                                                    |                                               |                                                      |                                                                                                |                          |                                                             |  |  |
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|   |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | $k + +8 = 0$<br>$k + +8 = 0$<br>$k + 8 = 0$<br>$k + 8 - 8 = 0 - 8$<br>$k = -8$<br><br>3) Find the inverse of -5, Let the inverse be a<br>$a + -5 = 0$<br>$a + -5 = 0$<br>$a - 5 = 0$<br>$a - 5 + 5 = 0 + 5$<br>$a = +5$ |                                                                                                    |                                               |                                                      |                                                                                                |                          |                                                             |  |  |
|   | 7 |  |  | <b>Representing integers using arrows</b><br><br>Naming arrows on number lines.<br>Example<br>Which integer is represented by each arrow?<br><br>$a = -4$ $b = 3$ $c = +4$<br><br>Drawing number lines showing integers.<br><b>Example</b><br>Draw a number line and show +6.<br> | The learner;<br>- names arrows on a number line<br>- reads and interprets statements.                                                                                                                                   | The learner;<br>- writes integers on number lines.<br>- draws number lines to show given integers. | drawing<br><br>accuracy<br><br>interpretation | demonstration<br><br>observation<br><br>illustration | naming arrows on given number lines.<br><br>drawing number lines and showing integers on them. | chalkboard illustration  | mk maths book 6 page 196<br>P.6 curriculum page 181 and 182 |  |  |
| 9 | 1 |  |  | <b>Comparing integers</b><br><br>Comparing integers using $>$ , $<$ or $=$ (symbols)<br>Examples<br>Use $<$ , $>$ or to complete correctly.<br>1) $-4 - +4$                                                                                                                                                                                                                                                                                         | The learner;<br>- reads and interprets statements correctly.                                                                                                                                                            | The learner;<br>- draws number lines<br>- plot given integers on number lines.                     | effective communication                       | discussion                                           | comparing given integers                                                                       | chalkboard illustrations | mk maths book 6 page 197<br>P.6 curriculum                  |  |  |

|  |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                       |                                                                      |                                                           |                                     |                          |                                                             |                  |  |
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|  |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>-6 -5 -4 -3 -2 -1 0 1 2 3 4 5</div></div> <p>Note: Any integer on the left of the other is smaller.<br/>so -4 _____ +12<br/>12 = +12</p> |                                                                                                                                                                                                                       | - compares integers using <, > = accurately.                         | problem solving                                           | question and answer                 |                          |                                                             | page 181 and 182 |  |
|  | 2 |  |  | <b>ordering integers.</b> <p>- Integers are also arranged in either ascending or descending order.<br/>- Integers on the right are greater than those on the left.</p> <p><b>Example</b><br/>i) Arrange -2, 3, -3, 2, 0 in ascending order.</p> <div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>-5 -4 -3 -2 -1 0 1 2 3 4 5</div></div> <p>Order: -3, -2, 0, -5 in descending order.</p> <p>2) Arrange 1, -2, 0, -5 in descending order.</p> <div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>-7 -6 -5 -4 -3 -2 -1 0 1 2 3</div></div> <p>order. 2, 1, -2, -5</p> | <p>The learner;<br/>- describes the terms ascending and descending.<br/>- reads and interprets statements.</p>                                                                                                                                                                                                                     | <p>The learner;<br/>- differentiates between ascending and descending.<br/>- identifies given integers on a number line.<br/>- plots given integers on a number line.<br/>- arranges integers in the given order.</p> | <p>interpretation</p> <p>effective communication</p> <p>accuracy</p> | <p>illustration</p> <p>explanation</p> <p>observation</p> | ordering given integers             | chalkboard illustrations | mk maths book 6 page 197<br>P.6 curriculum page 181 and 182 |                  |  |
|  | 3 |  |  | <b>Operation on integers</b> <p>Addition of integers using a number line.<br/><b>Examples.</b><br/>Add:<br/>1) +2 + +3 = +5</p> <div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>+3</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>The learner;<br/>- reads and interprets statements</p>                                                                                                                                                                                                                                                                          | <p>The learner;<br/>- draws number lines.<br/>- uses the number lines to</p>                                                                                                                                          | drawing                                                              | discussion                                                | adding integers using number lines. | chalkboard illustrations | mk maths book 6 page 198<br>P.6 curriculum                  |                  |  |

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|--|---|--|--|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------|-----------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------|--|--|
|  |   |  |  |                               |                                                                                                                                                                              |                                                          |                                                                                                        |                                                |                                       |                                                           |                                     |                                                                                             |  |  |
|  | 6 |  |  | <b>Operation on integers.</b> | <b><u>Subtraction of integers.</u></b><br><b>Examples</b><br>Simplify:<br>i) $7 - 5$ iii) $-7 - +5$<br>$7 - 5$ $-7 - +5 - x +$<br>$= 2$ $-7 - 5$<br>$= -12$<br><br>ii) $+7 - +5$ iv) $4 - -2$<br>$+7 - +5 - x +$ $4 - -2$<br>$+7 - 5$ $4 + 2$<br>$= 2$ $= 6$ | The learner;<br>- reads and<br>interprets<br>statements. | The learner;<br>- relates given<br>signs.<br>- subtracts<br>integers without<br>using number<br>lines. | interpreta<br>tion<br><br>critical<br>thinking | explanat<br>ion<br><br>discussi<br>on | subtracti<br>ng<br>integers<br>without<br>number<br>lines | chalkb<br>oard<br>illustra<br>tions | mk maths<br>book 6 page<br>201<br>P.6<br>curriculum<br>page 181<br>and 182                  |  |  |
|  |   |  |  |                               | Multiplicaton integers on a<br>number line.<br><b>Example</b><br>Work out: $+3x+2=+6$<br>(3 groups of 2)<br><br>$+2 \quad +2 \quad +2$<br>                                  |                                                          |                                                                                                        | effective<br>communi<br>cation                 | discover<br>y                         | multiplyi<br>ng<br>integers<br>using<br>number<br>lines   | chalkb<br>oard<br>illustra<br>tions | mk maths<br>book 6 page<br>112 (old<br>edition)<br>P.6<br>curriculum<br>page 181<br>and 182 |  |  |
|  | 7 |  |  |                               | <b><u>Multiplication of integers.</u></b><br><b>Examples</b><br>Work out:<br>i) $-6 \times +3$ ii) $-6 \times -3$<br>$-6 \times +3$ $-6 \times -3$<br>$= -18$ $= +18$                                                                                        | The learner;<br>- reads and<br>interprets<br>statements. | The learner;<br>- draws a<br>number line.<br>- uses the<br>number line to<br>multiply integers         | problem<br>solving                             | question<br>and<br>answer             | multiplyi<br>ng<br>integers                               | chalkb<br>oard<br>illustra<br>tions | mk. Maths<br>book 6 page<br>112 (old<br>edition)                                            |  |  |
|  |   |  |  | <b>Operation on integers</b>  | <b><u>Division of integers</u></b><br><b>Examples</b><br>Simplify:<br>i) $+10 \div +2 = +\div +$<br>$+10 \div +2 = +$                                                                                                                                        |                                                          | correctly.<br>- relates the<br>signs.                                                                  | observati<br>on                                | explanat<br>ion                       | dividing<br>integers                                      | chalkb<br>oard<br>illustra<br>tions | mk maths<br>book 6 page<br>113 (old<br>edition)                                             |  |  |

|    |   |  |  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                               |                                                                      |                                   |                                      |                                                                 |                          |                                                                             |  |
|----|---|--|--|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------|--------------------------------------|-----------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------|--|
|    |   |  |  |                     | $= +5$<br>ii) $-8 \div +2 - \div +$<br>$-8 \div +2 = -$<br>$= -4$<br>iii) $-48 \div -8 - \div -$<br>$-48 \div -8 = +$<br>$= +6$<br>Emphasis on:<br>$+ \div + = +$ $- \div - = +$<br>$+ \div - = -$ $- \div + = -$                                                                                                                                                                                                                                                                         |                                                               | - multiplies without a number line.<br>- divides integers correctly. | interpretation                    | discussion                           |                                                                 |                          | P.6 curriculum page 181 and 182                                             |  |
| 10 | 1 |  |  | <b>Inequalities</b> | <b>Sets on a number line.</b><br>a) Interpreting sets of integers on number lines.<br>Example.<br>Write the set y shown below.<br><br>Set $y = \{-1, 0, +1, +2, +3, +4, +5, +6\}$<br>b) Representing sets of integers on a number line.<br>Example.<br>Represent $X = \{-2, -1, -1, 0, 1, 2, 3\}$ on a number line.<br> | The learner;<br>- interprets sets of integers on number line. | The learner;<br>- represents sets of integers on number lines.       | effective communication           | discovery<br><br>question and answer | interpreting and representing sets of integers on number lines. | chalkboard illustrations | mk maths book 6 page 114 (old edition)<br>P.6 curriculum page 181 and 182   |  |
|    | 2 |  |  |                     | <b>Finding solution sets for the inequalities.</b><br><b>Examples.</b><br>Give the solution set for:<br>i) $x$ if $x > 2$<br><br>$x = \{3, 4, 5, 6, \dots\}$<br>ii) $p$ if $p \geq 2$                                                                                                                                                                                                                   | The learner;<br>- reads and interprets statements correctly.  | The learner;<br>- draws number lines.<br>- finds the solution set.   | observation<br><br>interpretation | explanation<br><br>discussion        | finding solution sets.                                          | chalkboard illustrations | mk maths book 6 page 115 old edition.<br><br>Mk book 6 page 399 New edition |  |

|  |   |  |  |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                              |                                                                                                                   |                                         |                                                                       |                                                    |                          |                                                                                                                        |  |
|--|---|--|--|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------|--|
|  |   |  |  |                                                       |  <p><math>p=\{2, 3, 4, 5, 6 \dots\}</math></p>                                                                                                                                                                                                                                                                                                                                                     |                                                              |                                                                                                                   | effective communication                 |                                                                       |                                                    |                          | P.6 curriculum page 181 and 182                                                                                        |  |
|  | 3 |  |  |                                                       | <b><u>Solving inequalities and finding solution sets.</u></b><br><b><u>Example.</u></b><br>Solve and find the solution set for<br>$x > +5$<br>a) solve<br>$x+3>5$<br>$x+3-3>5-3$<br>$x>2$<br><br>b) Solution set for x.<br> <p><math>x = \{3, 4, 5 \dots\}</math></p>                                                                                                                             | The learner;<br>- reads and interprets statements.           | The learner;<br>- solves the inequalities.<br>- finds the solution set for the inequalities.                      | logical thinking<br><br>problem solving | discovery<br><br>question and answer                                  | solving inequalities and finding solution sets.    | chalkboard illustrations | mk maths book 6 page 115 old edition.<br><br>Mk. Maths book 6 page 400 New edition.<br>P.6 curriculum page 181 and 182 |  |
|  | 4 |  |  | <b>Solving inequalities and finding solution sets</b> | <b><u>Solving inequalities and finding solution sets.</u></b><br><b><u>Examples</u></b><br>Solve and write the solution set for.<br>i) $2a > 8$<br>$\frac{2a}{2} > \frac{8}{2}$ $a > 4$<br><br>ii) Solution set for a<br> <p><math>a =\{5, 6, 7, 8, 9, 10 \dots\}</math><br/>2) <math>3t +2 &lt; 8</math><br/><math>3t+2-2&lt;8-2</math><br/><math>3t &lt;6</math><br/><math>3t &lt; 6</math></p> | The learner;<br>- reads and interprets statements correctly. | The learner;<br>- identifies the signs.<br>- solves the inequalities<br>- finds solution set for the inequalities |                                         | explanation<br><br>discussion<br><br>illustrations<br><br>observation | solving and finding solution sets for inequalities | chalkboard illustrations | mk maths book 6 page 116 old edition.<br><br>Mk maths book 6page 398 New edition<br>P.6 curriculum page 181 and 182    |  |

|                                                       |   |                     |                     |                                        |                                                                                                                                                                                                                                                                                                                  |                                                    |                                                                                                                                                                         |                                                      |                                   |                                        |                          |                                                             |  |  |
|-------------------------------------------------------|---|---------------------|---------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------|----------------------------------------|--------------------------|-------------------------------------------------------------|--|--|
|                                                       |   |                     |                     |                                        | $\begin{array}{c} 3 \quad 3 \quad t = 2 \\ \text{solution set for } t \\ \leftarrow -5 \quad -4 \quad -3 \quad -2 \quad -1 \quad 0 \quad 1 \quad 2 \quad 3 \quad 4 \rightarrow \\ t = \{1, 0, -1, -2, -3, \dots\} \\ \\ 3) -10 < 2x < 4 \\ \frac{-10}{2} < \frac{2x}{2} < \frac{4}{2} \\ -5 < x < 2 \end{array}$ |                                                    |                                                                                                                                                                         |                                                      | question and answer               |                                        |                          |                                                             |  |  |
| ELO: The learner forms and solves algebraic problems. |   |                     |                     |                                        |                                                                                                                                                                                                                                                                                                                  |                                                    |                                                                                                                                                                         |                                                      |                                   |                                        |                          |                                                             |  |  |
|                                                       | 5 | AL<br>GE<br>BR<br>A | AL<br>GE<br>BR<br>A | Algebraic phrase                       | <u>Writing Algebraic phrases.</u><br><u>Examples</u><br>i) Add b to a<br>b to a = a + b<br><br>ii) Multiply x and y<br>X x y = xy<br><br>Expressing phrases<br>i) 2 more than p<br>= p + 2<br><br>ii) 5 years younger than x.<br>= x – 5<br><br>iii) square y = y x y<br>= y <sup>2</sup>                        | The learner;<br>- reads and interprets statements. | The learner;<br>- identifies the operations to be used.<br>- writes algebraic expressions/phrases.<br>- identifies like terms.<br>- collects and simplifies like terms. | critical thinking<br><br><br>problem solving         | explanation<br><br><br>discussion | forming Algebraic expressions          | chalkboard illustrations | mk maths book 6 page 377<br>P.6 curriculum page 184 and 185 |  |  |
|                                                       |   |                     |                     | Collecting and simplifying like terms. | <u>Collecting like terms.</u><br><u>Examples</u><br>i) x+y+2x+4y<br>x+2x+y+4y<br>3x+5y<br><br>ii) 4p+9r – p- 6r<br>4p-p + 9r-6r<br>3p+3r                                                                                                                                                                         |                                                    |                                                                                                                                                                         | creative thinking<br><br><br>effective communication | <br><br><br>question and answer   | collecting and simplifying like terms. | chalkboard illustrations | mk maths book 6 page 378<br>P.6 curriculum page 184 and 185 |  |  |

|        |   |  |  |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                    |                                                                                                                       |                                                  |                                        |                                                                         |                          |                                                                        |  |
|--------|---|--|--|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------|--|
|        |   |  |  |                           | iii) $4n+3t-m+5n+6m-4t$<br>$4n+5n+3t-4t+6m-m$<br>$9n-t+5m$                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                    |                                                                                                                       |                                                  |                                        |                                                                         |                          |                                                                        |  |
|        | 6 |  |  | <b>Removing brackets.</b> | <b><u>Removing brackets and simplifying.</u></b><br><b><u>Example.</u></b><br>i) $2(2m+3)$<br>$2 \times 2m + 3 \times 2$<br>$4m + 6$<br><br>ii) $4(p+1) - 5(p-3)$<br>$4xp+1 \times 4-5xp-3 \times 5$<br>$4p+4-5p+15$<br>$4p-5p+4+15$<br>$-p+19$<br>$= 19-p$                                                                                                                                                                                                                                                          | The learner;<br>- reads and interprets statements. | The learner;<br>- relates signs<br>- removes brackets and simplifies correctly.                                       | effective communication<br><br>critical thinking | explanation<br><br>discussion          | written activity involving removing brackets and simplifying equations. | chalkboard illustrations | mk. Maths book 6 page 380 and page 382 P.6 curriculum page 184 and 185 |  |
|        | 7 |  |  |                           | <b><u>Removing brackets involving fractions.</u></b><br><b><u>Examples</u></b><br>Remove the brackets and simplify:<br>i) $\frac{1}{2}(8a+4b)$<br>$\frac{1}{2} \times 8a + 4b \times \frac{1}{2}$<br>$1 \times 4a + 2b \times 1$<br>$4a + 2b$<br>ii) $\frac{1}{2}(2x+2y) - \frac{1}{4}(12x-16y)$<br>$\frac{1}{2} \times 2x + 2y \times \frac{1}{2} - \frac{1}{4} \times 12x - 16y \times -\frac{1}{4}$<br>$1x + y - 1 \times 3x - 4y \times -1$<br>$x + y - 3x + 4y$<br>$x - 3x + y + 4y$<br>$-2x + 5y$<br>$5y - 2x$ | The learner;<br>- reads and interprets statements. | The learner;<br>- removes brackets<br>- simplifies fractions using the correct factors.<br>- collects the like terms. | problem solving<br><br>logical thinking          | observation<br><br>question and answer | simplifying brackets involving fractions                                | chalkboard illustrations | mk maths book 6 page 381 P.6 curriculum page 184 and 185               |  |
| 1<br>1 | 1 |  |  | <b>Subtraction</b>        | <b><u>Definition of subtraction.</u></b><br><b><u>To substitute is to replace.</u></b><br><b><u>Examples.</u></b>                                                                                                                                                                                                                                                                                                                                                                                                    | The learner;                                       | The learner;                                                                                                          | effective communication                          | explanation                            | answering oral and                                                      | chalkboard               | mk maths book 6 page 376                                               |  |

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|  |   |  |  |                          |                                                                                                                                                                                                                                                                                                                                                                 |                                                   |                                                                                                                                        |                                               |                                             |                                      |                          |                                                                     |  |
|--|---|--|--|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------|--------------------------------------|--------------------------|---------------------------------------------------------------------|--|
|  |   |  |  |                          | <p>Given that <math>a=2</math> and <math>b=6</math>, evaluate, find the value of work out etc:</p> <p>i) <math>b + a</math><br/> <math>6 + 2</math><br/> <math>= 8</math></p> <p>ii) <math>2a + 3b</math><br/> <math>2 \times a + 3 \times b</math><br/> <math>2 \times 2 + 3 \times 6</math><br/> <math>4 + 18 = 22</math></p>                                 | - describes the term substitution                 | - substitutes letters with figures/numbers.                                                                                            | interpretation                                | discussion                                  | written questions                    | illustrations            | P.6 curriculum page 184 and 185                                     |  |
|  | 2 |  |  | <b>solving equations</b> | <p><b><u>Solving simple equations involving addition and subtraction.</u></b></p> <p><b><u>Examples</u></b></p> <p>Solve these equations</p> <p>i) <math>x + 4 = 12</math><br/> <math>x + 4 - 4 = 12 - 4</math><br/> <math>x = 8</math></p> <p>ii) <math>b - 3 = 8</math><br/> <math>b - 3 + 3 = 8 + 3</math><br/> <math>b = 11</math></p>                      | The learner;<br>- reads and interprets statements | The learner;<br>- identifies the sign in an equation<br>- solves equations correctly.<br>- forms equations and solves them thereafter. | logical thinking<br><br>problem solving       | guided discovery<br><br>question and answer | solving equation in written activity | chalkboard illustrations | mk maths book 6 page 385 and 386<br>P.6 curriculum page 184 and 185 |  |
|  |   |  |  |                          | <p><b><u>Forming and solving equations.</u></b></p> <p><b><u>Examples</u></b></p> <p>i) Amanda had some pineapples, she bought 6 more pineapples and got 11 pineapples altogether. How many pineapples had she before?<br/> Let the pineapples be <math>t</math>.<br/> <math>t + 6 = 11</math><br/> <math>t + 6 - 6 = 11 - 6</math><br/> <math>t = 5</math></p> |                                                   |                                                                                                                                        | interpretation<br><br>effective communication | explanation<br><br>guided discussion        | forming and solving equation         | chalkboard illustrations | mk maths book 6 page 85 and 386<br>P.6 curriculum page 184 and 185  |  |

|  |   |  |  |                   |                                                                                                                                                                                                                                                                                                                          |                                                   |                                                                                                                                                                   |                                                 |                               |                         |                          |                                                             |  |
|--|---|--|--|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------|-------------------------|--------------------------|-------------------------------------------------------------|--|
|  |   |  |  |                   | ii) Salama had some books in her bag. 4 of them were stolen and she remained with 16 books. How many books did she have at first?<br>Let the number of books be y.<br>$y - 4 = 16$<br>$y - 4 + 4 = 16 + 4$<br>$y = 20$                                                                                                   |                                                   |                                                                                                                                                                   | logical thinking                                |                               |                         |                          |                                                             |  |
|  | 3 |  |  |                   | <b><u>Solving equations involving division.</u></b><br><b><u>Examples.</u></b><br>Solve:<br>i) $2y = 8$<br>$\frac{2y}{2} = \frac{8}{2}$ $y = 4$<br><br>ii) $m + 4m = 20$<br>$5m = 20$<br>$\frac{5m}{5} = \frac{20}{5}$ $m = 4$                                                                                           | The learner;<br>- reads and interpret statements. | The learner;<br>- finds the unknown by dividing.<br>- collects like terms<br>- identifies the signs used.<br>- removes brackets.<br>- solves equations correctly. | problem solving                                 | question and answer           | solving for the unknown | chalkboard illustrations | mk maths book 6 page 387<br>P.6 curriculum page 184 and 185 |  |
|  |   |  |  | Solving equations | <b><u>Solving equations</u></b><br><b><u>Examples</u></b><br>Solve these equations<br>i) $2x - 3 = 9$<br>$2x - 3 + 3 = 9 + 3$<br>$2x = 12$<br>$\frac{2x}{2} = \frac{12}{2}$ $x = 6$<br><br>ii) $3(m+1) = 6$<br>$3m + 1 \times 3 = 6$<br>$3m + 3 = 6$<br>$3m + 3 - 3 = 6 - 3$<br>$3m = 3$<br>$\frac{3m}{3} = \frac{3}{3}$ |                                                   |                                                                                                                                                                   | effective communication<br><br>logical thinking | explanation<br><br>discussion | solving equation        | chalkboard illustrations | mk maths book 6 page 383<br>P.6 curriculum page 184 and 185 |  |



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|  |  |  |  |                   | $\frac{1}{4}d + 3 - 3 = 15 - 3$<br>$\frac{1}{4}d = 12$<br>$\frac{1}{4}d = \frac{12}{1}$<br>$4 \times \frac{1}{4}d = 12 \times 4$<br>$d = 48$                                                                                                                                                                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |  |  |  |
|  |  |  |  | Solving equations | <b>Forming and solving fractional equations from word problems.</b><br><b>Example</b><br>i) Find the number of oranges that can be divided among 5 boys so that each boy gets 6 oranges.<br>Let the number of oranges be a<br>$\frac{a}{5} = 6$ $\frac{a}{5} = \frac{6}{1}$<br>$5 \times \frac{a}{5} = 6 \times 5$<br>$a = 30$ |  |  | effective communication<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br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|               |             |              |                |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                         |                           |                  |                                                        |                                       |                                                         |               |            |              |   |     |    |  |                              |                 |  |  |                                          |  |
|---------------|-------------|--------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------|--------------------------------------------------------|---------------------------------------|---------------------------------------------------------|---------------|------------|--------------|---|-----|----|--|------------------------------|-----------------|--|--|------------------------------------------|--|
|               |             |              |                |                                                                                                                                                                                      | <p>i) Anna is twice as old as Annet. Their total age is 18 years. How old is each?</p> <table><tr><td><b>Annet</b></td><td><b>Anna</b></td><td><b>Total</b></td></tr><tr><td>y</td><td>2xy</td><td>18</td></tr></table> <p>y +2y = 18<br/>3y = 18<br/><math>\frac{3y}{3} = \frac{18}{3}</math>    y = 6</p> <p>Annet is y = 6yrs<br/>Anna is 2y = 2xy<br/>                  = 2x6    = 12yrs</p> <p>ii) A boy is 2 years older than his sister. Their total age is 20 years. How old is the sister?</p> <table><tr><td><b>Sister</b></td><td><b>Boy</b></td><td><b>Total</b></td></tr><tr><td>m</td><td>m+2</td><td>20</td></tr></table> <p>m+m+2 = 20<br/>2m +2 = 20<br/>2m+2-2 = 20-2<br/>2m = 18<br/><math>\frac{2m}{2} = \frac{18}{2}</math><br/>m = 9<br/>The sister is m = 9years.</p> | <b>Annet</b>                                                                                                            | <b>Anna</b>               | <b>Total</b>     | y                                                      | 2xy                                   | 18                                                      | <b>Sister</b> | <b>Boy</b> | <b>Total</b> | m | m+2 | 20 |  | effective communi-<br>cation | discussi-<br>on |  |  | P.6<br>curriculum<br>page 184<br>and 185 |  |
| <b>Annet</b>  | <b>Anna</b> | <b>Total</b> |                |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                         |                           |                  |                                                        |                                       |                                                         |               |            |              |   |     |    |  |                              |                 |  |  |                                          |  |
| y             | 2xy         | 18           |                |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                         |                           |                  |                                                        |                                       |                                                         |               |            |              |   |     |    |  |                              |                 |  |  |                                          |  |
| <b>Sister</b> | <b>Boy</b>  | <b>Total</b> |                |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                         |                           |                  |                                                        |                                       |                                                         |               |            |              |   |     |    |  |                              |                 |  |  |                                          |  |
| m             | m+2         | 20           |                |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                         |                           |                  |                                                        |                                       |                                                         |               |            |              |   |     |    |  |                              |                 |  |  |                                          |  |
|               |             |              |                |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | logical<br>thinking                                                                                                     | guided<br>discover-<br>y  |                  |                                                        |                                       |                                                         |               |            |              |   |     |    |  |                              |                 |  |  |                                          |  |
|               |             |              |                |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | problem<br>solving                                                                                                      | question<br>and<br>answer |                  |                                                        |                                       |                                                         |               |            |              |   |     |    |  |                              |                 |  |  |                                          |  |
|               | 7           |              | <b>Indices</b> | <b>Products of powers with the same base.</b><br><b>Example</b><br>Simplify:<br>i) $m^2 \times m^2 = m \times m \times m \times m = m^4$<br><b>OR:</b><br>$m^2 \times m^3 = m^{2+3}$ | The learner;<br>- describes the term indices<br>- reads and interprets statements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The learner;<br>- applies the index rule to find products of powers with the same base.<br>- divides powers of the same | interpreta-<br>tion       | explanat-<br>ion | multiply-<br>ing<br>powers<br>with the<br>same<br>base | chalkb-<br>oard<br>illustra-<br>tions | mk maths<br>book 6 page<br>383<br><br>P.6<br>curriculum |               |            |              |   |     |    |  |                              |                 |  |  |                                          |  |

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