**P.6 MATHEMATICS SCHEME TERM II**

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| **WK** | **PD** | **THEME** | **TOPIC** | **SUB TOPIC** | **COMPETENCES** | | **CONTENT** | **METHOD** | **ACTIVITIES** | **SKILLS** | **T/A** | **REF** |
| **Subject** | **Language** |
| **1** | **1** | Numeracy | Fractions | multiplication of whole by fractions and vice versa | The learner;  multiplies fractions and whole correctly | The learner;  Reads, uses the key words | **Example 1**  Multiply : 6 x  4  x  = 1 = **4 answer**  **Example 2**  Calculate  of 12  **9**  x  = 1 =  **9 answer** | * Guided discovery * Brain storming | * Multiplying fractions by wholes | * Effective communication * Problem solving | * Counters , fruits | * New MK primary maths book 6 page 46 * Fountain book 6 page 60 – 61 |
| **2** | **2** | Numeracy | Fractions | Multiplication of a fraction by a fraction | The learner; multiplies fractions correctly | The learner;  Reads, spells, uses words like  product,  -numerator  -denominator | **Example 1**  Simplify :  x  =  =  **answer**  **Example 2 3**  What is  of  =  =  **= answer**  10  **Example 3** 2  Workout 2 x 1 = x  = =  **= 1 ans 1** | * Guided discussion * Guided discovery | * Multiplying fractions by fractions | * Critical thinking * Effective communication | * Charts showing working and chalkboard illustration | * New MK primary MTC book 6 page 47 * Fountain MTC book 6 page 61 |
| **1** | **3** | Numeracy | Fractions | Finding reciprocal | The learner;  Finds the reciprocal of fractions | The learner;  Reads, spells, pronounces and writes the words  -multiplicative  - inverse,  -reciprocal | **Example 1**  What is the reciprocal of 4  Let it be K  4 x k = 1 4k = 1  =  = K = **answer**  **Example 2**  Find the reciprocal of  x t = 1 5 x  = 1 x5  =  t =  = **1answer**  **Examples 3**  What number must be multiplied by 0.7 to give 1?  Let the number be P  0.7 x P = 1  x P = 1 10 x  = 1 x 10  =  =  P = **1 answer** | * Inquiry * Brain storming * Problem solving | * Finding the reciprocals of numbers | * Effective communication * Creative thinking | * Charts and text books | * MK Primary <TC book 6 page 48 |
| **1** | **4** | Numeracy | Fractions | Division of wholes by fraction and vice versa | The learner; divides fractions | The learner;  Reads, spells, pronounces and used the words  -Quotient  -Divided  -Divisor | **Example 1**  Divide 2 by  1  2 ÷ = x  =  =  = **3 answer**  1  **Example 2**  If 4 is divided, 36 is the divisor. Find their quotient  1  4 ÷ 36 =  ÷  = x =  = **answer**  4 | * Guided discovery * Brain storming | * Dividing numbers | * Effective communication * Problem solving | * Chalkboard illustration | * MK. Primary MTC book 6 page 49 * Fountain MTC book 6 page 62. |
| **1** | **5** | Numeracy | Fractions | Division of fraction by fraction | The learner;  Divides fractions by fraction | The learner;  Reads, spells, pronounces and writes the key words | **Example 1**  Divide :  ÷  ÷ = x = **answer**  **Example 2**  Divide 2 ÷1  ÷ =  x =  =1**answer**    **Method 2**  4 ÷1 = ÷  = x  =  =  = 3  **Example 3**  Simplify: 4 ÷ 1  ÷  =  x 6 ÷ x 6  = 9 x 3 ÷ 4 x 2  = 27 ÷ 8  =  **= 3answer** | * Inquiry * Brain storming * Guided discovery | * Dividing fractions | * Critical thinking * Effective communication | * Chalkboard illustration and Charts showing worked example | * MK primary maths book 6 page 50 * Fountain mtc book 6 pg 62-64 * Fountain nook 6 page 65 |
|  |  |  |  |  |  |  | **Example 4**  **Workout**  **+**  **2**  **+**  **1**      **6 answer** |  |  |  |  |  |
| **1** | **6** | Numeracy | Fractions |  | The learner;  Adds, subtracts, multiplies and divides fractions  Applies BODMAS |  | **Example 1**  Divide  of (15÷ 3)  BODMAS  of (15 ÷ 3) =  of 5 =  x  =  = 2**answer**  **Example 2**  Workout :  of  -  +  BODMAS  1 1  of  -  +   x  -  +  1 2  1 1  = ( x ) - +  1 2  **Method 2**  +  -  LCM = 6  +  -  =    4 2  6    = +  -    = LCD ÷ 6  = ( x 6) + ( x 6) – ( x 6)  6  =  2  =  = **answer**  3  **Example 3**  Evaluate  1- 2 + 1  BODMAS  1 + 1 -2  +  -  LCD (12)  (x12) + X12) – (x 12)  12        **Example 4**  Simplify: 1 x  +  ÷1 -  =  x  +  ÷ -  =  x  +  x- -  1  =  x  +  ÷ -  2  1  =  x+  -  1  =  +  -  LCD = 60  x 60 +  x 60 –  x 60    = **answer** | * Guided discussion * Guided discovery * Brain storming | * Applying the knowledge of BODMAS | * Problem solving * Effective communication | * Chalk board illustration | * MK Primary MTC book 6 page 51 * Fountain MTC book 6 page 65 |
| **1** | **7** | Numeracy | Fractions | Addition of decimals | The learners  add decimals correctly | The learner  Reads, spells, pronounces and uses the key word  -point  -decimal places  -sum | **Example s**  Add: 4.8 + 6.75 + 15. 579  4.800  6.750  + 15.579  **27.129 answer**  **Example 2**  A rope is 8.36m long . Another rope is 6.78m long. What is the total length of the two ropes?  8.36m  + 6.78m  **15.14m answer** | * Guided discovery * Whole class discussion | * Adding decimals | * Critical thinking * Effective communication | * Chalk board illustration and cahrts | * MK Primary MTC book 6 page 55 * Fountain MTC book 6 page 70 - 71 |
| **2** | **1** | Numeracy | Fractions | Subtraction of decimal | The learner;  Subtracts decimals | The learner;  Reads, spells, pronounces and writes the words difference and take away | **Example 1**  Subtract 6.506 from 9.23  9. 2 3 0  -6 . 5 0 4  **2. 7 2 6 answer**  **Example 2**  Alex lost 1.8 points out of 9.6. How many points did he score  Out of 9 . 6  Lost 1 . 8  Scored **7 . 8 answer** | * Inquiry * Brain storming | * Subtracting decimals | * Problem solving * Effective communication | * Chalkboard illustration and charts | * MK Primary MTC book 6 page 56 |
| **2** | **2** | Numeracy | Fractions | Addition and subtraction of decimals | The learner;  Identifies the operation symbols  Rearranges correctly | The learner;  Reads, spells and pronounces the words | **Example 1**  Workout: 7.1 – 0.8 + 1.4  (7.1 + 1.4) – 0.8  7 . 1 8 . 5  + 1 . 4 - 0 . 8  8 . 5 7 . 7 points  **Example 2**  Our football team scored 6.5 points, lost 8.2 and later gained 2.7. What was the total score?  (6.5+2.7) – 8.2  6 . 5 9 . 2  + 2 . 7 - 8 . 2  9 . 2 1 . 0 points  Therefore the total score was 1.0 points | * Guided discovery * Problem solving | * Adding and subtracting | * Creative thinking | * Charts | * MK Primary MTC book 6 page 57 |
| **2** | **3** | Numeracy | Fractions | Multiplication of decimals | The learner;  Multiplies decimals correctly | The learner;  Reads, spells, pronounces and uses the key words  -product  -times | **Example 1**  Multiply : 3 . 75 x 18 Or  3 . 75 375 x 18 675  x 18 100 1 10  3 0 0 0  + 3 7 5 0 6750 67.5  6 7. 5 0 100  **Example 2**  Find the product of 0.17 and 0.5  x  Or 0 . 17 D.Ps = 3  x 0 5  0 8 5  + 0 0 0­­\_\_  0. 0 8 5  **= 0.085 answer** | * Guided discovery * Whole class discussion | * Multiplying decimals | * Creative thinking * Effective communication * Problem solving |  | * MK Primary MTC book 6 page 58-60 |
| **2** | **4** | Numeracy | Fractions | Division of decimals | The learner;  Divides decimals | The learner;  Reads, spells, Pronounces and used the key words  -share  -divide  -quotient  -division | **Example 1**  Divide : 24 ÷ 0.03 8  24 ÷ =  x  = 8 x 100 = **800**  1  **Example 2**  Simplify : 20 .4 ÷ 0.2  102  ÷  =  x  =  =  = **102**  1 | * Guided discussion * Guided discovery | * Dividing decimals | * Effective communication * Critical thinking | * Charts showing worked examples | * MK Primary MTC book 6 page 61 – 63 |
| **2** | **5** | Numeracy | Fractions | Multiplication and division of decimals | The learner;  Multiplies decimals  Divides decimals | The learner;  Reads, spells, pronounces and uses key words  -product  -share | **Example 1**  Divide : 24 ÷ 0.03  24 ÷ =  x  = 8 x 100 = **800**  **Example 2**  Workout: (0.12 + 0.2 )÷ 0.8  0 . 12  + 0 . 2  0 . 32  0.32 ÷ 0.8  4  ÷  =  x  =  =  = **0.4**  1   1. Workout:      1. Workout: | * Inquiry * Brain storming | * Multiplication * Multiplying and * Dividing decimals | * Problem solving * Effective communication * Creative thinking | * Chalkboard illustration | * MK Primary MTC book 6 page 64 – 65 |
| **2** | **6** | Numeracy | Fractions | Expressing ratios as fractions and vice versa | The learner;  Describes a ratio  Expresses ratios as fractions | The learner,  Reads, spells, pronounces and uses the words | **Example 1**  Nankinga served of her birthday cake. Express the part served as a ratio  = 3:5  **Example 2**  The ratio of boys to girls in a class is 3:4. Express this as a fraction  3:4 = | * Guided discovery * Inquiry | * Changing fractions as ratios | * Effective communication |  | * MK Primary MTC book 6 page 66 – 67 |
| **2** | **7** | Numeracy | Fractions | Expressing quantinties as ratios | The learner  Identifies quantities  Expresses quantities to ratios | The learner;  Reads, spells, pronounces and writes key words  -ratio  -quantities | **Example 1**  James has 12 books and Jacob has 20 books. What is the ratio of James’ books to Jacob’s Jacob.  12 : 20  3 5  :  Ratio =  3    5  = 3:5  1 1  3: 5  **Example 2**  Express 20minutes as a ratio of 1 hr  (1hr = 60 mins)  20mins : 1 hour  20 mins : 60mins  :  1 3  :   1. 1   1 ÷ 3    **1.3**  **Example 3**  Express 30cm as a ratio of 5m  (1m = 100cn)    =3:50  5m = 5 x 100cm = 500cm  30cm : 500cm  :  3 : 50 | * Guided discussion * Guided discovery | * Expressing quantities as ratios | * Problem solving * Effective communication * Creative thinking |  | * MK primary MTC book 6 page 128 |
| **2** | **7** | Numeracy | Fractions | Recurring of decimals | The learner’  Divides common fractions  Finds recurring decimals | The learner;  Reads, spells and pronounces new words .  Recurring | Express  as a decimal  = 5 ÷ 9  0.55…  9 50  0  50  -45  50  - 45  5  Therefore;  = 0.5  **Example 2**  Change  to a decimal  = 3 ÷ 11  0.2727  1 30  22  80  -77  30  - 22  80  - 77  3  Therefore;  = 0.2727… | * Demonstration * Guided discovery | * Dividing fraction using long division | * Problem solving | * Chalkboard illustration | * Teacher’s own collection |
| **2** | **8** | Numeracy | Fractions | Finding fractions for the recurring decimals | Forms an algebraic equations  Solves algebraic equations  Finds common fractions | The learner;  Reads, spells and pronounces new words  Recurring | Express 0.44 … as a common fraction in its lowest form .  Let the fraction be p.  P = 0.44…  10p = 4.44…  10p – p = 4.44  - 0.44  P= 4.00  1  =  Therefore; P =  1 |  |  |  |  |  |
| **3** | **1** | Numeracy | Fractions | Word application involvinging ratios | The learner;  Solves problems involving ratios | The learner;  Reads, spells and pronounces the key words | **Example 1**  Mary and Joan have oranges in the ratio of 2:3 respectively. If many has 10 oranges, how many oranges does Joan have?   |  |  | | --- | --- | | Mary | Joan | | 2x | 3x | | 10 oranges | ? |   2x = 10  1 5  =  1 1  x = 5  3x = 3 x 5  3x = 15 oranges  **Therefore Joan has 15 oranges**  **Or**  Total ratio = 2 + 3 = 5  Total number of oranges be k  of k = 10  5 x k = 10 x 5  2k = 50  25  =  1 1  K = 25  Joan’s share  x 25  3x5 = **15 oranges** | * Guided discovery * Inquiry * Brain storming | * Solving problems involving ratios | * Critical thinking * Problem solving * Effective communication | * Chalk board illustration | * MK MTC book 6 page 129 |
| **3** | **2** | Numeracy | Fractions | Increasing quantities in a given ratio | The learner;  Identifies quantities is a given ratio  Increases quantities in a given ratio | The learner;  Identifies quantities in a given ratio  Increases quantities in a given ratio | **Example 1**  Increase sh. 200 in the ratio of 5:4  New : Odd = New : old  5 : 4 = y :200  =  = LCD = 200  50  (200 x ) = () = (50 x5) = y 250 = y **y = 250/=**  **1**  **OR**  of sh. 200 = x sh. 200 = 5 x sh. 50 = **sh. 250**  **OR**  New : old  5 : 4  ? : 200  4 parts = sh. 200  50  1 part = sh.  1  5 parts = sh. 50 x 5  **5 parts = sh. 250** | * Guided discovery * Brain storming | * Increasing quantities | * Critical thinking * Effective communication |  | * MK primary MTC book 6 page 130 * Fountain MTC book 6 page 79 |
| **3** | **3** | Numeracy | Fractions | Finding the ratio of increase | The learner;  Identifies the ratio of increase  Finds the ratio of increase | The learner;  Reads, spells, pronounces and uses the words  -ratio  -increase  -add | **Example 1**  A man’s salary was sh. 10,000. It has been increased to sh. 12,000. In what ratio has it increased?  Ratio = = =  =  **= 6.5**  **Examples 2**  The class has 35 pupils. The number has now increased by 5 pupils. In what ratio has the number increased?  Old = 35 pupils  New = (35 + 5) pupils = 40 pupils  Ratio =  =  =  =  = **8.7** | * Guided discussion * Inquiry * Brain storming | * Finding the ratio of increase | * Critical thinking * Effective communication | * Chalkboard illustration | * MK Primary mTC book 6 page 131 |
| **3** | **4** | Numeracy | Fractions | Decreasing quantities in a given ration | The learner  Decreases quantities in a given ratio correctly | The learner;  Reads, spells, pronounces and uses the words decrease, reduce, ratio | **Example 1**  Decrease 40o in a ratio of 3:4  New : Old  3 : 4  ? : 400  100  1 part =  1  100  3 parts =  x 3  1  3 parts = 100 x 3  3 parts = 300  **OR**  of 400  x 400  3 x 100  **300 answer**  4 parts = 400  100  1 part =  1  1 part = 100  3 parts = 3 x 100  Therefore 3 parts = 300 answer | * Whole class discussion * Guided discovery | * Decreasing quantities in a given ratio | * Effective communication * Problem solving | * Charts | * MK Primary MTC book 6 page 132 |
| **3** | **5** | Numeracy | Fractions | Finding the ratio of decrease | The learner;  Finds the ratio of decrease | The learner;  Reads, spells, pronounces and use the vocabulary words  -ratio  -decrease  -reduce | **Example 1**  The number of pupils in the class has decreased from 40 to 35. In what ratio has the number decreased?  New salary = (500,000 – 100,000) = 400,000  Old salary = 500,000  Ration  Ratio =  Ratio =  **Ratio = 4:5** | * Brain storming * Guided discovery | * Finding the ratio of decrease | * Creative thinking * Effective communication |  | * MK Primary MTC book 6 page 133 |
| **3** | **6** | Numeracy | Fractions | Sharing quantities using ratios | The learner;  Shares quantities using ratio | The learner;  Reads, Spells, pronounces and uses the words  -share  -ratio  -divide | **Examples 1**  Share sh. 120 in a ratio of 1:4  Total ratio = 1 + 4 = 5  24  1st share =  x sh. 120 = 24  1  24  2ns share =  x sh 120 = 4 x sh. 24 = **sh.96**  1  **Example 2**  In a village council meeting there were 280 people. The ratio of children to women to men was 2:3:5 respectively.   1. How many children were in the meeting   Total ratio = 2 + 3 + 5 = 10  Children =  x 280 = 2 x 20 = **56 children**   1. How many more men than women were there?   5 – 3 = 2  x 280 = 2 x 28 = **56 more men.**  **OR**   |  |  |  | | --- | --- | --- | | Men | Women | More men | | x 280  =140 | x 280  =84 | 3  140  - 84  56\_ | | * Brain storming * Guided discovery | * Sharing quantities using ratios | * Critical thinking * Effective communication | * Money , chalkboard illustration and charts | * MK primary MTC book 6 page 134 – 135 * Fountain MTC book 6 page 80 – 81 |
| **3** | **7** | Numeracy | Fractions | Finding the number shared in a given ratio | The learner;  Finds the number shared in a given ratio | The learner;  Reads, spells, pronounces and uses the words  -ratio  -share  -divide | **Example 1**  The ratio of male to female in a club is 2:3. If there are 20 males, how many people are in the club?  Total ratio = (2 + 3) = 5  Let the total number be x  of x = 20  5 x  = 20 x 5  x **x** = 20  2x = 100  =  **x = 50 people**  **Example 2**  The ratio of green to yellow fruits in a basket is 3:4. If there are 8 more yellow fruits than green, how many fruits are in the basket?  Total ratio = (3 + 4) = 7  Let the total number of fruits be P  4 – 3 = 1  of P = 8  = 8  7 x = = 8 x 7  P = 56  **The basket has 56 fruits** | * Guided discovery * Problem solving * Guided discussion | * Finding the number shared | * Problem solving * Creative thinking |  | * MK Primary MTC book 6 page 136 |
| **4** | **1** | Numeracy | Fractions | Direct proportion (ratio, rates) | The learner;  Applies the idea of direct proportion in ratios and rates | The learner;  Reads, spells, pronounces and uses the words  -direct  -proportion  -rates  -ratio | **Example1**  4 pens cost sh 2,000. What is the cost of 7 such pens?  4 pens =  7 pens =  x 7  **= 3500**  **Example 2**  One book costs sh. 1500. Find the cost of 13 similar books  1 book = 1500  13 books = (13 x 1500)  13 books = 19,500  1500  x 13  4500  + 1500  **19500** | * Guided discovery * Group work * Brain storming | * Multiplying members * Dividing numbers | * Critical thinking * Problem solving |  | * MK MTC book 6 page 137 – 138 |
| **4** | **2** | Numeracy | Fractions | Inverse (Indirect) proportion | The learner  Applies inverse proportion to salve problems | The learner;  Reads, spells and uses the vocabulary  -inverse  -proportion | **Example 1**  8 men can do a piece of work in 6 days. How long will 4 men take to do the same piece of work?  3 men = 6 days  1 man = ( 8 x 16) days  2  4 men =  days  1  **4 men = 2 x 16**  **= 32 days**  **Example 2**  20 people can dig a piece of land in 5 days. How many more people are needed to do the same piece of work in only 2 days?  5 days = 20 people  1 day = (5 x 20) people  56  2 days =  people  1  20 days = 50 people  Difference  (50 – 20) people = **30 peoples** | * Whole class discussion * Guided discovery | * Dividing numbers * Multiplying numbers | * Effective communication * Problem solving * Critical thinking | * Charts | * MK primary MTC book 6 page 139 - 140 |
| **4** | **3** | Numeracy | Fractions | Expressing percentage as fractions | The learner  Describes percentage  Converts percentage to fractions | The learner;  Reads, spells and uses the vocabulary words –percentage  -fractions | **Percentage**  means every hundred (symbol = %)  **Example 1**  Write 25% as a fraction to its lowest term  1  25% =  =  4  **Example 2**  Change 33% as a fraction  33% =  =  =  ÷(x)= | * Discussion * Inquiry * Guided discovery | * Converting percentage to fractions | * Problem solving * Effective communication | * Chalkboard illustration | * A new MK primary MTC book 6 page 143 |
| **4** | **4** | Numeracy | Fractions | Changing fractions to percentages | The learner;  Converts fractions to percentages | the learner;  Reads, spells, pronounces the key words  -percentage | **Example 1**  Convert  as a percentage  20  of 100% =  x 100% = ( 4 x 20)% = 80%  1  **Example 2**  Express  as a percentage  x 100% = % = 66 % | * Guided discovery * Discussion * Brain storming | * Changing fractions to percentages | * Problem solving * Critical thinking * Effective communication | * Chalkboard illustration | * MK primary MTC book 6 page 144 |
| **4** | **5** | Numeracy | Fractions | Changing decimals to percentages | The learner;  Coverts decimals to percentage to decimals | The learner;  Reads, spells and uses the vocabulary decimal fraction point | **Example 1**  Change 0.6 as a percentage  0.6 of 100%  x 100% = (6 x 10)% =60%  Or = 1  = 1 %  0.04  x 100% = % = 1.4%  **Example 2**  Convert 2.8 as a percentage  x 100% = (28 x 10)% = 280% | * Guided discovery * Discussion * Brain storming | * Changing fractions to percentages | * Problem solving * Critical thinking * Effective communication |  | * MK Primary MTC book 6 page 144 |
| **4** | **6** | Numeracy | Fractions | Changing percentages to decimals | The learner;  changes percentages to decimals | The learner;  Reads and uses the vocabulary  -decimals  -percentage  -point | **Example 1**  Express 20% as a decimal  20% =  =  = 0.2  **Example 2**  Convert 1.5 % as a decimal  1.5% =  ÷  =  x  = = 0.015  **Example 3**  Change 12 ½ % as a decimal  12 ½ % ÷  x=  =x  =  =  **= 0. 125**  0. 125  8 1. 0 0 0  0x 8 = 0  1 0  1x 8 = 8  20  2x8 = 16  40  =0.125 | * Guided discovery * Discussion * Brain storming | * Changing percentage to decimal | * Critical thinking * Effective communication | * Chalkboard illustration | * MK primary book 6 page 145 |
| **4** | **7** | Numeracy | Fractions | Expressing ratios as percentages | The learner  Identifies the ratio  Expresses the ratio to percentage | The learner  Reads, spells , pronounces the key words  -ratio  -percentage | **Example 1**  Express 2:3 as a percentage 2:3 =  x 100% = % = 66%  **Example 2**  Convert 7:8 to percentage  25  7:8 =  of 100% =  x 100% =% = 87% or 87.5%  2 | * Guided discovery * Brain storming | * Expressing ratios as percentages | * Critical thinking * Effective communication |  | * MK primary MTC book 6 page 146 |
| **5** | **1** | Numeracy | Fractions | Changing percentages to ratios | The learner;  Identifies the percentages  Changes the percentage to ratios | The learner;  Reads and uses the correctly given words  -ratio  -percentage | **Example 1**  Express 60% as a ratio  3  60% =  =  =  = = 3:5  5  **Example 2**  Change 37 % as a ratio  3  37% =  ÷ =  x  =  =  = 3:8  4 | * Inquiry * Brain storming * Guided discussion | * Expressing ratios as percentages * Expressing percentages as ratios | * Problem solving * Effective communication | * Charts | * MK primary MTC book 6 page 146 |
| **5** | **2** | Numeracy | Fractions | Finding parts of percentage | The learner;  Identifies the percentage points  Finds the parts of percentage | The learner  Reads, spells, pronounces and uses the words  -percentage | **Example 1**  If 80% of the class are boys, what percentage are girls?  Boys = 80%  Girls = 100% - 80%  Girls = 20%  **Example 2**  Musisi covered 30% of his journey by car and 55% by Bus. What percentage of the journey was left?  Entire journey = 100%  Journey covered = (30% + 55%) = 85%  Percentage left = 100% - 85% = 15% | * Brain storming * Inquiry * Whole class discussion | * Finding parts of a percentage | * Problem solving * Effective communication | * Chalkboard illustration | * MK Primary MTC book 6 page 147 |
| **5** | **3** | Numeracy | Fractions | Comparing quantities using percentage | The learner;  Compares quantities using percentage | The learner;  Reads and uses the vocabulary quantities, percentage  compare | **Example 1**  There are 20% more boys than girls in the class (a) What is the percentage of boys?  Let the girl’s percentage be x.   |  |  |  | | --- | --- | --- | | G | B | T | | X | X+20% | 100% |   (X) + (X +20%) = 100%  x+ x + 20% = 100  2x + 20% - 20% = 100% - 20%  2x = 80  1 40  = % = 40%  1 1  Boys = (x + 20%) =(40% + 20%) = 60%  b) Find the girls’ percentage.  (100% - 60%) = 40% | * Guided discovery * Brain storming * Guided discussion | * Comparing quantities using percentages | * Problem solving * Creative thinking * Effective communication |  | * MK Primary MTC book 6 page 148 |
| **5** | **4** | Numeracy | Fractions | Expressing quantities as percentages | The learner;  expresses quantities as percentages | The learner;  reads and uses the vocabulary words  -quantities  -percentage | **Example**  Henry had 40 goats. He sold 15 of them. What percentage of the goats was sold?  x 100% = % = 37 %  Not sold?  (40 – 15) = 25  x 100% =  % = 62 %  **Or**  100 – 37 ½  **62 ½ %** | * Guided discovery * Discussion * Brain storming | * Expressing quantities as a percentage | * Critical thinking * Effective communication | * Chalkboard illustration | * MK primary MTC book 6 page 149 – 150 |
| **5** | **5** | Numeracy | Fractions | Finding quantities equivalent to percentages | The learner;  Finds quantities  Equivalent to percentage | The learner;  Reads and uses the words  -quantities  -percentage | **Example 1**  What is 20% of 2500?  20% of 2500 =  x 2 = 500 = 20 x 25 = 500  **Example 2**  What is 25% of 3 dozens of books?  1 dozen = 12 books 1  3 dozens = (3 x 12) books = 36 books =  x 9 books = 9 books  4 | * Inquiry * Whole class discussion * Brain storming | * Finding quantities equivalent to percentage | * Effective communication * Critical thinking * Problem solving |  | * MK Primary MTC book 6 page 151 |
| **5** | **6** | Numeracy | Fractions | Sharing quantities using percentages | The learner;  Finds quantities  Equivalent to percentage | The learner;  Reads and uses the words  -quantities  -percentage | **Example 1**  In a school of 400 pupils, 30% are boys   1. How many boys are in the school?   No. of boys = 30% of 400 =  x 400 = 30 x 4 = 120 boys   1. What percentage are girls?   (100% - 30%) = 70%   1. How many girls are in this school?   (400 – 120) = 280 girls. | * Guided discovery * Rain storming | * Sharing quantities using percentage | * Effective communication * Problem solving |  | * MK Primary MTC book 6 page 152 |
| **5** | **7** | Numeracy | Fractions | Forming and solving equation involving percentages | The learner;  Forms equation  Solves equation | The learner  Reads, spells and used the correct vocabulary words  Percentage | **Example 1**  If 10% of a number is 40 what is the number?  Let the number be K 10% of K = 40  x K = 40 = 100 x  = 40 x 100 = k =  K =400  **Example 2**  20% of the pupils in a school are girls. There are 35 girls in the school. How many pupils are there in the school?  Let the total number of pupils be x  20% of x = 35  1  x x = 35 = 5 x  = 35 x 5 = x = **175 pupils**  5 | * Guided discovery * Whole class discussion | * Find the unknown number * Forming equations * Solving equations | * Critical thinking * Effective communication |  | * MK primary MTC book 6 page 153 |
| **6** | **1** | Numeracy | Fractions | Increasing quantities in percentage | The learner  Increases quantities by percentage | The learner;  Reads and uses the words  Increase quantities  percentage | **Example 1**  Increase 200 by 25%  (100% + 25%) of 200  125% of 200  x 200 = 250  **Example 2**  Increase sh. 4800 by 10% and then by 20%  100% + 10% = 110%  x sh. 4800 = 110 x sh. 48 = sh. 5280  (100% + 20%) = 120%  120% of shs = 5280 =  x sh. 5280 = sh. 6336  **Method 2**  New % = 100 % + 10% = 110%  New% = 100% + 20% = 120%  New amount  110% of 120% of sh. 4800  x  = shs. 4800  11x12 x sh. 48  132 x sh.48  Sh. 6336 | * Brain storming * Guided discovery | * Increasing quantities by percentage | * Effective communication * Problem solving |  | * A new MK MTC book 6 page 154 – 155 |
| **6** | **2** | Numeracy | Fractions | Decreasing quantities by percentage | The learner;  Decreases quantities by percentage | The learner  Uses the vocabulary words  Reduce  decrease  quantities | **Example 1**  Decrease 300 cows by 30% ( 100% - 30% ) -= 70%  x 300cows = (70 x3 ) cows = 210cows  **Example 2**  A man’s salary is $ 800. How much will his salary be if it’s cut by  12%?  1  (÷) = (x) = (-) of $ 800  4  =  100  x $ 800 = $ 700  1 | * Discussion * Guided discovery * Brain storming | * Decreasing quantity percentage | * Effective thinking * Critical thinking |  | * MK MTC book 6 page 156 – 157 |
| **6** | **3** | Numeracy | Fractions | Finding percentage profit or loss | The learner;  Defines the terms  Solves problems involving loss and profit | The learner;  Reads, spells and uses the key words  -profit, loss | **Example 1**  A trader bought a dress at sh.1600 and sold it at sh.2000   1. Find his profit   Profit = sp – cp  profit = 2000 – 1600  profit – 400  Percentage profit =  x 100%  25  x 100 = 25%  1  **Example 2**  Mulema bought a goat at sh. 3500 and sold it at sh. 32,000   1. Find the loss   Loss = C. P 5P  Loss = CP – SP  Loss (Sh. 3500 = sh 3200)  Loss = sh. 3000   1. Calculate the Mulema’s percentage   Loss =  % loss = Loss x 100%  C.P  Sh. 3000 x 100%  sh. 35000  60 %  7  **8%** | * Discussion * Guided discovery | * Defining profit or loss | * Critical thinking * Effective communication * Problem solving | * Chalkboard illustration | * MK Primary MTC book 6 page 158 |
| **6** | **4** | Numeracy | Fractions | Finding simple interest | The learner;  Describes various terms  Solves problems involving interest  States the formulae for finding interest | The learner;  Read, spells and writes the words  Interest, rate, time, principal percentage | **Example 1**  A farmer deposited shs. 10,000 in a bank that offers an interest rate of 10% per year. How much will the farmer get in 2 ½ years?  SI = P x R x T  = Shs. 120,000 x  x 2  6000  = shs. 120,000 x  x  = Sh. (6000x 5) = **Sh. 30,000** | * Inquiry * Brain storming | * Finding simple interest | * Problem solving * Effective communication * creative thinking |  | * MK primary MTC book 6 page 159-160 |
| **6** | **5** | Interpretation of graphs and data | Data handling | Drawing bar graphs | The learner;  Presents and interprets tables  Draws bar graphs correctly | The learner  Reads, spells and uses the words  scale  graph  data | **Example**  Mbabazi sold 30 litres of milk on Monday, 40% on Tuesday, 25% on Wednesday, 45 on Thursday, 50% on Friday and 35% on Saturday.  Tabulate to simplify the information   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Days** | **MON** | **TUE** | **WED** | **THUR** | **FRI** | **SAT** | | **litres** | 30 | 40 | 25 | 45 | 50 | 35 |   A bar graph showing No. of litres of milk sold in a week.  50  40  30  20  10  0  Mon Tue Wed Thur Fri Sat  (**Days of the week)** | * Guided discovery * Discussion * Group work | * Drawing bar graphs * Tabulating data | * Critical thinking * Problem solving | * Charts | * MK Primary MTC book 6 page 164 – 167 |
| **6** | **6** | Interpretation of graphs and data | Data handling | Line graphs | The learner  Interprets the data using a line graph | The learner;  Reads and uses the vocabulary words graph line | **Example**  The graph below shows the cost of ground nuts in kg. Study the graph and answer questions that follow.  10000  8000  6000  4000  2000  0 1 2 3 4 5 6 7 8 9 10 11 12 13   1. What is the cost of 1kg of G nuts? 2. What is the cost of 7kg of G. nuts? 3. How many Kg can I buy with sh. 9000? 4. How much would 1 pay if I bought 3kg? | * Guided discovery * Discussion * Brain storming | * Calculating simple statistics | * Critical thinking * Effective communication * Problem solving | * Chalkboard illustration | * MK primary MTC book 6 page 170 - 172 |
| **6** | **7** | Interpretation of graphs and data | Data handling | Simple statistic (mode, media, range, mean) | The learner;  works out simple statistics | The learner  Reads, spells and pronounces key words  Mode,  Median  Range  Mean  Frequency | **Example**  Given a list of numbers 2, 4, 6, 7, 8, 3   1. Find the range   R = H – L  R = 8 – 2  R = 6   1. Work out the mean of the numbers   Mean = sum of items  No. of items  2+4 + 6 + 7 + 8 + 3  6  30  6  Mean = 5   1. Median = 2, 3, 4, 6, 7, 8,   4 \_ 6 = 10 = 5  2 2   1. Mode = 2, 4, 6, 7, 8 and 3 | * Guided discovery * Discussion * Brain storming | * Calculating simple statistics | * Critical thinking * Effective communication * Problem solving | * Chalkboard illustration | * MK primary MTC book 6 page 170 – 172 |
| **7** | **1** | Interpretation of graphs and data | Data handling | Word application on mean / average | The learner;  applies the idea of mean to solve problems | The learner;  Reads, spells and uses key words  Mean  Average | **Example 1**  The average of 3 numbers is 12. What is the sum of the 3 members  Average = sum of items  No. of items  3 x 12 = Sum of items x 3  3  36 = sum of items  **Therefore sum of the three numbers is 36**  **Example 2**  The average mark of 4 pupils is 6 and the average mark of 4 other pupils is 8. What is the average mark of all the 8 pupils?  Average of 8 = sum of items  number of items  = (4x 6) + (4 x8  4 + 4  = 24 + 32 = 56 = 7  8 8  **Example 3**  The average age of 8 workers is 15 years. If 2 workers whose age is. 10 years and 14 years leave the group, what is the average age of the remaining pupils?  Average age = ( 8 x 15) – (10- + 14)  8 - 2  = 120 – 24 96 = **16years**  6 6 | * Guided discovery * Whole class discussion | * Calculating simple statistics | * Critical thinking * Effective communication * Brain storming | * Chalkboard illustration | * MK primary MTC book 6 page 173 – 174 |
| **7** | **2** | Interpretation of graphs and data | Data handling | Interpreting and drawing graphs from tables | The learner;  interprets the data  Draws bar graphs | The learner  Reads and uses the key words  data  information  graph | **Example**  The total below shows John’s working hours for a week.  Tabulate to simplify the information   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Days** | **MON** | **TUE** | **WED** | **THUR** | **FRI** | **SAT** | | **Hrs work** | 30 | 40 | 25 | 45 | 50 | 35 |   A bar graph showing No. of litres of milk sold in a week.  50  40  30  20  10  0  Mon Tue Wed Thur Fri Sat  (**Days of the week)** | * Guided discovery * inquiry * Brain storming | * Drawing bar graphs * Finding range, mean, median. mode | * Critical thinking * Effective communication | * Chalkboard illustration | * MK Primary MTC book 6 page 175 - 176 |
| **7** | **3** | Interpretation of graphs and data | Data handling | Collecting and organizing data | The learner;  Collects data  Organizes Tabulates data | The learner;  Uses the key words  Data  Tabulate  Organize | **Collect and record age of 40 classmates as shown**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 10 | 11 | 12 | 11 | 12 | 12 | 11 | 10 | 12 | 11 | | 12 | 11 | 12 | 13 | 12 | 13 | 12 | 11 | 14 | 11 | | 12 | 14 | 14 | 11 | 12 | 11 | 13 | 11 | 13 | 11 | | 12 | 11 | 12 | 11 | 15 | 12 | 11 | 14 | 11 | 12 |  |  |  |  | | --- | --- | --- | | Age | Tally | Frequency | | 10 years | // | 2 | | 11 years | ///// ///// ///// | 15 | | 12 years | ///// ///// //// | 14 | | 13 years | //// | 4 | | 14 years | //// | 4 | | 15 years | 1 | 1 |   Table   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Age in years | 10 | 11 | 12 | 13 | 14 | 15 | | No. of pupils (Freq) | 2 | 15 | 14 | 4 | 4 | 1 |   **Questions**  Find;   1. Modal age 2. Range 3. Modal frequency 4. Median 5. Mean | * Discussion * Guided discovery | * Collecting and organizing data | * Effective communication * Critical thinking * Friendship formation | * Charts | * MK Primary MTC book 6 page 177-178 |
| **7** | **4** | Interpretation of graphs and data | Data handling | Using pie-charts | The learner;  Interprets and represent on pie charts | The learners;  Reads, spells and uses the words,  Pie  Chart  Chicks | **Example 1**  A man spends his monthly salary as follow.  Food , Rent , Fees , Saving  **Represent on a pie chart**  Note: Degrees can be represented on a pie chart  Savings  Food  Fees  Rent    Food =  x 3600 = 1440  Rent =x 3600 = 1080  Savings =x 3600 = 360  Fees =  x 360  = 720  **Example 2**  The pie chart represents how a man spends sh. 120, 000 in a months.  Food , Rent , Fees , Saving  **Represent on a pie chart**  Note: Degrees can be represented on a pie chart  Savings  360  Food  1440    Fees Rent  720 1080   1. How much does he spend on Rent?   1880 x sh. 12000 = (3 x 12000) = sh. 36,000/=  3600   1. What fraction represents fees?   Fees = 720 = 2 = 1  3600  10 n 5   1. How much more does he spend on food than Rent? | * Whole discussion * Guided discovery * Inquiry | * Interpreting and drawing pie charts | * Creative thinking * Effective communication | * Chalkboard illustration | * MK Primary MTC book 6 page 179 – 182 |
| **7** | **5** | Interpretation of graphs and data | Data handling | Pie-charts involving percentage | The learner;  Represents and interprets data on a pie chart | The learner;  Reads and explains information on a pie chart | The teacher’s earning is sh. 300,000, spends as shown    Savings  20% Food  35%    Others 5% Rent    Fees15%25%   1. How much is spent on Rent? 2. Which fraction represents Food? 3. How much does he spend on others? 4. How much more does he spend on Food than Fees? | * Inquiry * Discussion * Guided discovery | * Interpreting data | * Problem solving * Effective communication | * Chalkboard illustration | * MK primary MTC book 6 page 183 – 184 |
| **7** | **6** | Interpretation of graphs and data | Data handling | Constructing pie-charts from fractions | The learner;  constructs accurate pie charts  Converts fractions to degrees | The learner ;  Reads and uses the words  Fractions  Construct | **Example**  A man spends his money as follow on food,  one rent and  on others   1. Draw a pie-chart using the data   Food =  x 3600 = 900  Rent =  x 3600 = 1200  Others =  x 3600 = 1500  Others Food  1500 900  1200  Rent | * Guided discovery * Discussion | * Constructing pie-charts | * Effective communication * Critical thinking | * Chalkboard illustration | * MK primary MTC book 6 page 185 – 186 |
| **7** | **7** | Interpretation of graphs and data | Data handling | Constructing pie-charts from percentages |  |  | **Example**  In a village 25% of the farmers grow bananas, 20% grow maize, 15% grow beans, 10% grow cotton and 30% grow coffee.   1. Draw a pie chart showing the above information   5 18  Banana = 1 x 3600 = 900  3  Maize =  x 3600 = 720  2  Beans =  x 3600 = 540  Cotton =  x 3600 = 360  Coffee =  x 3600 = 1080  Cotton  Bean 860 Coffee  540 1080    720 900  maize Bananas | * Guided discovery * Inquiry * Discussion | * Changing percentage to degrees * Constructing pie charts | * Effective communication * Critical thinking * Creative thinking | * Chart showing pre charts | * MK Primary MTCD book 6 page 186 – 187 |
| **8** | **1** | Interpretation of graphs and data | Data handling | Constructing a pie chart using given data | The learner’  Draws pie charts  Converts data to degrees | The learners  Read, spells and used the words  data  degrees | There are 4 English books, 3 social studies books, 4 mathematics books and 6 science books. use the information and draw a pie chart.  Total = (6 + 5 + 3 + 4) = 18 books  English =  x 3600 = 800 , SST =  x 3600 = 620    MTC =  x 3600 = 1000 , Science =  x 3600 = 1200    English  Science 800 SST  1200 600    1000  MTC | * Guided discovery * Inquiry | * Drawing pie-charts | * Critical thinking * Friendship formation |  | * MK Primary book 6 page 187 – 188 |
| **8** | **2** | Interpretation of graphs and data | Data handling | Constructing pie- charts using data in tables | The learner;  Constructs pie charts | The learner’  Reads and uses the key words correctly | The table shows the marks scored by Peter in 4 subjects. Represent Peter’s performance on a pie – chart.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Subject | Eng | MTC | Sci | SST | | % mark | 60 | 90 | 70 | 80 |   Total = (60 + 90 + 70 + 80) = 300  English =  x 3600 = 720 , SST =  x 3600 = 960  MTC =  x 3600 = 1080 , Science =  x 3600 = 1200    English  Science 720 1080  840 MTC    960  SST | * Guided discovery * Discussion * Whole class discussion | * Constructing pie-charts | * Effective communication * Critical thinking |  | * MK Primary MTC book 6 page 189 |
| **8** | **3** | Measurements | Money | Buying and selling (shopping bills) | The learner;  Identifies the money denomination  Completes bills | The learner;  Reads, spells, pronounces and uses the words  bills  quality  unit cost  amount | **Example**  Study the table below and complete   |  |  |  |  | | --- | --- | --- | --- | | Item | Quantity | Unit cost | Total cost | | Sugar | 4kg | sh.1200 | sh.4,800 | | Soap | 2bars | sh. 700 | sh. 1,400 | | Oil | 3 litres | sh. 1,500 | sh., 4500 | | **Total expenditure** | | | **sh. 10, 700** |   **Sugar**  A = Q x U = 4 x 1,200 = Sh. 4 800  **Soap**  U =  =  = sh. 700  **Oil**  Q =  =  = 3  **Expenditure**  Sh. 4 8 0 0  Sh. 1 4 0 0  + Sh 4 5 0 0  Sh. 10 7 0 0 | * Guided discovery * Whole class discussion * Inquiry | * Finding the missing | * Critical thinking * Problem solving | * Real money | * MK Primary MTC book 6 page 214 – 217 |
| **8** | **4** | Measurements | Money | Uganda currency | The learner;  Identifies the number correctly  Counts and includes the first note | The learner reads and uses the key words  notes  currency  bank | **Example**  If bank notes are numbered consecutively from  003782 to 003881. How many notes are there?  = 003881  = 003782  99 + 1  100 notes  **Example 2**  Amos has bank notes numbered from AT00 4300 to AT 004399   1. How many bank notes does he have?   AT004399  -AT004300  99+1 = 100 notes   1. If each note is worth sh. 10,000 in value, how much money does he have?   1 note = sh. 10,000  100 notes = 100 x sh.10,000  =sh. 1,000,000 | * Guided discovery * Discussion * Brain storming | * Finding the number of notes * Finding amount | * Effective communication * Problem solving | * Real money | * MK Primary MTC book 6 page 218-219 |
| **8** | **5** | Measurements | Money | Exchange rates | The learner’  Identifies the currency for each country  Converts the given currency to another | the learner;  reads, spells and pronounces the key words  Currency  Rates | **Study the exchange rates below**   |  |  |  | | --- | --- | --- | | Currency | Buying | Selling | | 1 US $ | 2400 | 2450 | | 1 pound sterling | 3500 | 3550 | | 1 Kenya shilling (Ksh) | 29 | 30 | | 1TZ (TS sh) | 2 | 3 | | 1 Rwanda Fran\*RF) | 3.5 | 4 |   **Examples**  Convert 245,000 Ug.sh to Us $  Us and 1 = UG.Sh 2450  Ug.Sh,2450 = US $1  Ug. Sh.1 =  Ug. Sh.245000 =  x 245000 = US$ 100  b) Bayiga has to send her son’s tuition to Britain. She has sh. 2307,500 to exchange . Find the amount of pound sterling she will get?  Ug. Sh. 3359 = £.1  Ug. Sh. 1 = £  Ug. Sh. 2,307,500 = £ .  x 2307500 = £. 650  c)Change Ksh. 4000 to Ug. Shillings  Ksh.1 = Ug. 29  Ksh 4000 = Ug.sh. (29 x 4000)  Ug sh. – 116,000 | * Guided discovery * Brain storming | * Converting the given currencies | * Critical thinking * Effective communication | * Real money , chalk board illustration | * MK Primary MTC book 6 page 107 – 111 |
| **8** | **6** | Measurements | Money | Finding distance when given sped and time | The learner  Identifies the different measures  Finds distance | The learner;  Reads, spells and writes the words | **Example**  John took 4 hrs to cover a distance at a speed of 30kmk/hr. what distance did he cover?  D = S x T  D = 30km /hr x 4hrs  D = x 4 hrs  D = 120 Km  Find the distance covered at a speed of 120km /hr in 45 minutes  D = S x T  D =  =- hr  D = 2 x 45  D = 90km | * Brain storming * Inquiry * Discussion | * Finding distance | * Critical thinking * Effective communication | * Chalkboard illustration | * MK primary MTC book 6 page 112 |
| **8** | **7** | Measurements | Money | Calculating speed | The learner  Identifies distance and time  Finds speed | The learner;  reads, spells and uses the key words  speed  distance  time | **Example**  Nakato took 2 hours to cover a distance of 36km on his bicycle. At what speed was she riding?  S =  = S  = S = 18km/hr | * Guided discovery * Brain storming | * Finding speed | * Effective communication * Problem solving | * Chalk board | * MK primary MTC book 6 page 113 |
| **9** | **1** | Measurements | Money | Finding time | The learner;  Identifies distance and speed  Finds time correctly | The learner  Reads, spells, pronounces and uses the vocabulary words  time  speed  distance | If a bus moves at 30km/hr and covers a distance of 240km, how long does it take to cover the journey?  Time =  =  = hrs - **Time = 8 hours** | * Brain storming * Inquiry * Whole class discussion | * Finding time | * Critical thinking * Problem solving |  | * MK primary MTC book 6 page 114 |
| **9** | **2** | Measurements | Money | Changing m/sec to km/hr | The learner;  Identifies distance and speed  Finds time correctly | The learner  Reads, spells, pronounces and uses the vocabulary words  time  speed  distance | **Example**  Change 5m/sec to km/hr  1000m = 1 km  1m = km = 5m = x 5km = km = 3600sec=1hr  Speed = 1m =  = (÷ ) km/hr  = (x )km/hr = 18km/hr | * Discussion * Guided discovery | * Effective communication * Problem solving | * Clock face |  | * MK Primary MTC book 6 page 115 |
| **9** | **3** | Measurements | Money | Expressing km/hr to m/sec | The learner  States number of metres in 1km  Tells how many seconds are in 1 hour | The learner  Reads and uses the key words | **Examples**  Express 72km/hr as m/sec  1km = 1000m  1 hr = 3600 sec  72km/hr = 72 x 1000m = (7x x 10) m/sec  1 x 3600sec36  **= 20m/sec =20m/sec**  A bus covered a distance of 180km in 2 hours. Express its speed in m/sec.  1km = 1000m  1hr = 3600sec  9km/hr = 90 x 1000m  1 x 3600sec  **= (5 x 5) m/sec**  **= 25m/sec**  S = D  T  S = 180  2hr  = 90km/hr | * Guided discovery * Inquiry |  | * Creative thinking * Effective communication * Problem solving | * Clock face | * MK primary MTC book1 6 page 116 |
| **9** | **4** | Measurements | Money | Finding average speed | The learner;  Finds the average speed | The learner;  Read and interprets questions (statements properly) | **Example**  A car takes 3 hours to cover a certain journey at 60km/hr but it takes only 2 hours to return through the same distance   1. Find the total time taken to cover the whole journey.   Total time = 3hrs + 2hrs  Total time = 5 hours   1. Calculate the total distance covered   1st journey = D = S x T / D = 60km /hr x 3hr = 180km  2nd journey = D = S x T = D = 180km (same distance)   1. Calculate the car’s average speed   Average speed = T.D.C  T.T.T  = 180km + 180k  3hrs + 2hrs  = 360km  5hrs  = 72km/hr | * Discussion * Guided discovery | * Calculating average speed | * Problem solving * Critical thinking |  | * MK primary MTC book 6 page 239 |
| **9** | **5** | Measurements | Money | Interpreting distance, time and speed on a travel graph | The learner  Interprets travel graphs correctly | The learner;  reads and uses the key words  distance  time  speed  travel | **The graph shows two people travelled from town A to town B using different means**  120 B  100  80  60  40  20  0 A  6am 7am 8am 9am  **Tim in hours**   1. At what time did the two people start their journey? 2. At what speed was the cyclist moving? 3. how long did the cyclist rest? 4. calculate the cyclists’ average speed for the whole of his journey. | * Guided discovery * Brain storming | * Interpreting travel graphs | * Problem solving * Effective communication |  | * MK book 6 page 118 – 120 |