MATTUGGA HILLS SECONDARY SCHOOL

SCHEME OF WORK

Teacher’s name: BAINOMUGISHA FREDRICK SUBJECT: MATHEMATICS

CLASS: senior one. Term: Three Year 2024 Number of students:

**YPR**

Y= **Y**ES I TOUGHT THE LESSON

P= **P**ARTIALLY TAUGHT THE LESSON e.g. I didn’t get through all the content

R= I TOUGHT THE LESSON, BUT I THINK STUDENTS WOULD BENEFIT FROM A **R**EVIEW

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week/  topics | Learning outcome | methodology | Teaching/learning resources | Y  P  R |
| **Theme:** Geometry measures/ bearing  **Competency:** A learner should be able to understand and use compass points, bearings and scale drawings | | | | |
| 1.1  Compass direction | Draw and label the compass direction | Define bearing and review the compass direction with all its points shown  Learners are asked to discuss and draw a labeled compass direction and measure its angles in their excise books | Geometrical instruments for construction  Graph books  Baroque lower secondary curriculum learners book 1pg 77-79  Baroque lower secondary curriculum teachers guide pg 72 |  |
| 1.2  Describing the direction and bearing of a place from one given point to another | Describe the direction of a place from a given point to another using a compass  Describing the bearing of a place from a given point | Teacher tells learners that with directions we use cardinal points to of a compass and illustrate to them how it is done  Describe to learners how bearings are obtained using angles and that they must be in three digits eg 0450,  Asks learners to discuss the directions of different buildings in the school | Baroque lower secondary curriculum book 1pg 79-81  Baroque lower secondary curriculum teachers guide pg 73 |  |
| 2.1  Sketches and scale drawing | Draw a sketch diagram choose a suitable scale for drawing accurate diagram | Demonstrate to the learners how to draw a sketch  Explain to the learners about the sketch and its components  Solve problems involving application of real life problems | Mathematical set  Baroque lower secondary curriculum learners book one pg 80-81 |  |
| 2.2  AOI |  | The teacher communicates the expectations of the learners from the AOI |  |  |
| **Theme:** Geometry and measures  **Topic:** general and angle properties of geometric figures  **Competency:** the learner uses the angle properties of lines and shapes to solve problems | | | | |
| 3.1  Different angle types | * Define angles * Identify different types of angles | The teacher draws angles on a straight line and explain what is meant by adjacent angle  The teacher explains alternate angles, corresponding, vertically opposite | Hands for determining a space between two given lines  ICT integration showing different polygons and angles  Oxford active mathematics book one pg 138- 139 |  |
| 3.2  Angle properties of polygons  ( interior and exterior angles and interior angle sum) | Use angle properties of polygons to solve problems | The teacher describes interior angle using polygons  The teacher emphasizes how the interior angle sum can be calculated  Illustrates different problems involving finding the number of sides, exterior angle, interior angle and exterior angle and interior angle sum | Oxford active mathematics book 1 pg 143- 143  Shapes drawn on charts including mathematical shapes |  |
| 3.3  AOI |  | Teacher communicates the expectations of AOI |  |  |
| **Theme:** Data and probability  **Topic:** Data collection and presentation  **Competency:** the learner collects and presents different types of data | | | | |
| 4.1  Types of data and data collection | Define data, chart, pie chart, qualitative and quantitative  Distinguish types of data | Introduce the lesson by explaining key words like data, pictograms, etc  Teacher explains to learners how to collect data, organize it and interpret it | Heights of students  Ages of students  Charts/ manila  Record books  Ruler  Baroque book 1pg 97 |  |
| 4.2  Data collection | Draw and represent simple data from environment using bar charts, pie charts tally and line graphs | Demonstrate how pie charts are drawn, bar charts and line graphs | A set  Baroque bk 1pg 98-99 |  |
| 4.3  AOI |  |  |  |  |
| **Theme:** reflection  **Competency:** the learner reflects shapes in range of context and identify lines of symmetry | | | | |
| 5.1  symmetry | Identifying the lines of symmetry for different figures | Teacher gives learners a number of figures | Leaves  Alphabetical letters  Shapes  Baroque bk one pg 97 |  |
| 5.2  Reflection in the plane mirror | Identifying the nature of reflection of objects in the plane mirror.  Apply reflection in the Cartesian plane | Asks learners to hold a mirror  The teacher emphasizes that horizontal line is x- axis  The teacher explains line y=x, y=-x, y=0 and x=0 | Graphical board  Oxford active mathematics bk 1pg 184-185 |  |
| **Theme:** equation of the line  **Competency**: the learner understands and uses linear equations and their graphs | | | | |
| 6.1  Equations of a line | Forming linear equations with given points | Using an example the teacher models how an equation of a line can be formed | Oxford active mathematicsbk1 pg 184-185 |  |
| 6.2  Drawing graphs of lines given the eqn | Draw the graph of the line given the equation | Demonstrate by reviewing the previous lesson and emphasizing on the procedures to be followed and also explains that when joining points on a graph, they should use free hands | Graph books  Baroque bk one pg 116-117 |  |
| **Theme:** Algebra1  **Competency:** the learner forms and uses simple algebraic expressions | | | | |
| 7  Algebraic expressions | Use letters to represent algebraic expressions  Generating algebraic expressions  Write statements in algebraic form and use it to solve problems  Manipulation of simple algebraic expressions | Demonstrate how to solve algebraic expressions  The teacher explains with examples how an equation can be formed | Baroque bk one pg 125 |  |
| **Theme: business** arithmetic  **Competency:** the learner understands and applies business arithmetic | | | | |
| 8.1  Describing and calculating profit and loss and discount | Describe and calculate profit and loss and discount  Express profit and loss as a percentage | Brainstorms learners on the formula for finding profit loss and discount  Learners discuss the task given by teacher and present | calculator |  |
| 8.2  Finding simple interest and commission | Solve simple interest problems  Describe and calculate commission | Explain and demonstrate the formula for SI  Demonstrates how to calculate commission | Baroque book one pg 115 |  |
| 8.3  AOI |  |  |  |  |
| **Theme:** geometry and measures/ time and time table  **Competency:** The learner understands and uses time | | | | |
| 9.1  Units of time | Identify and uses units of time | The teacher help learners identify different units of time | Baroque bk one pg 138 |  |
| 9.2  Time and time tables | The learner applies the understanding of units of time | Learners identify the importance of time tables in everyday life | Baroque new lower secondary curriculum book one pg 139 |  |
| 9.3  Activity of integration |  |  |  |  |
| 10.1  Revision begin | The learners discusses the tasks given by teacher | Applies the learnt knowledge |  |  |