PRESIDENT'S OFFICE, REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT, SECONDARY SCHOOL.

**TEACHER NAME; SCHEME OF WORK OF MATHEMATICS FORM ONE YEAR OF 2024**

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| Competen  ce | Specific  Objectives | Month | Week | Main Topic | Sub Topic | Perio  ds | Teaching Activities | Learning Activities | Learning Aids | Assessment | References | Remarks |
| -- | -- | -- | -- | -- | -- | -- | FORMONEORIENTATIONCOURSE  (08/01/2024- 23/02/2024) | -- | -- | -- | -- | -- |
| Thestudentshouldhaveability to:Usenumbertosolveproblemsofsimplearithmeticin real life | The studentshould be able to:   1. identifytheplacevalueineach digit in baseten numeration. 2. read numbersinbasetennumeration 3. writenumbersinbaseten numeration   up to one billion | Feb | Week4 | NUMBERS | Base TenNumiration | 6 | 1. Toleadstudentstoidentifybasetennumeration with the ten digits 2. toleadstudentstowritenumbersuptoone billion in numerals | 1. Studentsinpairstowritethe place value of each digitin any given number. 2. Studentsinpairstopracticeonwritingnumeralof numbers up to one billionsgiven in words | i) Number cards,ii)Numbercharts  , iii)Abacus , iv)Clock faces , v)DigitalAdditiontemplatesvi)Base ten mat | Is the student abletoidentifytheplacevalueofanumber written inbase ten? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Studenttoshowuseofnumbersin dailylife | The studentshould be able to:   1. distinguishbetweennaturaland wholenumbers. 2. identifyeven,oddandprime numbers | March | Week1 | NUMBERS | NaturalandWholeNumber | 6 | 1. Toleadstudentstodiscusstheroleofnumbers in daily life. 2. Todemonstratenaturalandwholenumbers using the number line, | i)Students to highlightcommon applications ofnumbers in a daily lifeii)Studentstoperformaroleplay on numbers | 1. Isthestudentabletoapplynumbers in dailylife? 2. Isthestudentable to   distinguishbetweennaturaland wholenumbers?   1. Is the studentable to   distinguishbetween even,odd and prime  numbers? | 1. Isthestudentabletoapplynumbersindailylife? 2. Isthestudentable to distinguishbetweennatural   and wholenumbers?   1. Is the studentable to distinguishbetween even, oddand prime   numbers? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Performsimplecalculations | The studentshould be able to:   1. addwholenumbers 2. subtractwhole numbers. 3. multiplywhole numbers. 4. divide wholenumbers. 5. use the fouroperationsinsolvingwordproblems | March | Week2 | NUMBERS | OperationswithWholeNumber&apos;s | 6 | 1. To lead students to perform addition inhorizontal and vertical arrangements. 2. Toleadstudentstoperformsubtraction in horizontal and vertical. 3. Toexplainthemeaningofmultiplication in relation to addition. 4. To explain the meaning of divisioninrelationtosubtractionandmultiplication. 5. Touserelevantexamplestoleadstudentstodiscusshowtousebasicoperations to solve world problems. 6. Touserelevantexamplestoleadstudentstodiscusshowtousebasicoperations to solve word problems | 1. Student&apos;sindividuallytoperformadditioninhorizontalandvertical arrangements. 2. Students individually tosubtract whole numbers. 3. Student&apos;s in pairsto multiply twonumber&apos;shorizontallyandverticallytoobtainaproductnotexceedingonebillion. 4. Students in groups to usebasicoperationstotranslateworldproblemsintoequation   and solve them. | Multiplicationtables,Abacus | 1. Isthestudentante to add wholenumbers'? 2. Isthestudentabletosubtractwhole numbers? 3. Isthestudentabletomultiplywhole numbers. 4. Isthestudentabletodividewhole number's? 5. Isthestudentable to use the fouroperationstosolve   world problems? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:UseGCFandLCMto solvereallylifesituation | The studentshould be able to:   1. findfactorsof a number. 2. findmultiplesofanumber. 3. use factors tofindthegreatestcommonfactor(GCF) of | March | Week3 | NUMBERS | Factors andMultiples ofNumbers | 6 | 1. Todemonstratehowtofindallfactors/divisors of a given number. 2. Toshowstudentshowtofindtheprimefactorsofgivennumbersbyafactor tree. 3. To use questions and answers to leadstudents in listing multiples of numbers. 4. To guide students to identify commonfactors of two or more numbers. 5. To lead students to discuss how to findthegreatestcommonfactoroftwoor | 1. Studentsinpairstolistallfactors of given numbers. 2. Studentsindividuallytofindthefactorsofgivennumbers using a factor.iii)Studentsindividuallytofindthemultiplesofanumber.   iv)Students in pairs to findGCF of two or more numbersusingasetfactor/divisorsor | Factor tree,Factor chart andNumber cards | 1. Isthestudentable to find factorsof a number? 2. Isthestudentabletofindmultiplesofanumber? 3. Isthestudentable to use factorsto find GCF? 4. Isstudentable | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |

. SCHEME OF WORK OF MATHEMATICS FORM ONE 2024

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|  | numbers.  (d) use factors ormultiples to findthe lowestcommon multiple(LCM) |  |  |  |  |  | more numbers.  vi) To lead a discussion on how to findthe lowest common multiples (LCM) oftwo or more numbers. | prime factors.   1. studentstoidentifycommon multiples of two ormore numbers. 2. Students in groups to findtheLCMofnumbersusing   multiples and prime factors. |  | tousefactorsormultiplestofindLCM? |  |  |
| Thestudentshouldhaveability to:Performintegeroperations | The studentsshould be able to:   1. identifyintegers. 2. add integers. 3. subtractintegers. 4. multiplyintegers. 5. divideintegers.   (f))performmixed operationson integers | March | Week4 | NUMBERS | Integers | 6 | 1. Toguidediscussiononreallifeexamples which portray the concepts ofpositiveandnegativenumberssuchasdebts and credits, above and below sealevel and temperatures above and belowzero. 2. To demonstrate to the students how torepresent integers on the number line. 3. Todemonstrateontheuseofthenumberlinetoperformadditionofintegers. 4. The teacher to lead students to use thenumberlinetoperformsubtractionofinteger. 5. Toleadstudentstoperformthemultiplication of integers. 6. To lead a discussion on the divisionof integers. | 1. Studentsindividuallytopractice on the representationof integers on a number line. 2. Studentsingroupstoperform addition of integersusing a number line. 3. Studentsinpairstoperformsubtractionofintegers using a number line. 4. Studentsindividuallytomultiplyintegersusinganumber line. 5. Studentsinpairstoperform division of integers. 6. Students individually toperformmultiplicationanddivisionofintegerswithdifferent sign | Manila paper,  Marker pens,  Abacus andNumber line | 1. Isthestudentable identifyintegers? 2. Isthestudentabletoaddintegers? 3. Isthestudentabletosubtractintegers? 4. Isthestudentabletomultiplyintegers. 5. Isthestudentabletodivideintegers? 6. Isthestudentabletoperformmixedoperations   on integers? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| -- | -- | -- | -- | -- | -- | -- | MID TERM  EXAM-22/03/2024-27/03/2024 MID  TERM BREAK-28/03/2024-07/04/2024 | -- | -- | -- | -- | -- |
| Thestudentshouldhaveability to:Applyfractionsinreallife | The studentshould be able to:   1. describeafraction. 2. distinguishproper,improperfractionsandmixed numbers | April | Week3 | FRACTIONS | Proper,ImproperandMixedNumbers | 3 | 1. Tousefamiliarexamplestodemonstrate fractions. 2. To lead the students to compare andcontrastnumeratoranddenominator,differentfractions,soastodistinguishbetween proper and improper fractions. | 1. Thestudentstodiscussotherfamiliarexamplesoffractions. 2. Studentsinpairstogeneratemixednumbersfrom improper fractions. | Pairofscissors,Manila paper andRazor blade | 1. Isthestudentable to describe afraction? 2. Isthestudentable to distinguishbetweenproper,improperandmixed numbers? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm One  By BN | . |
| Thestudentshouldhaveability to:Applyfractionsinreallife | The studentshould be able to:   1. simplifyafractiontoitslowest terms. 2. identifyequivalentfractions. 3. arrangefractions in orderof size | April | Week3 | FRACTIONS | Comparisonof Fractions | 3 | i)Todemonstratetostudentshowtosimplify fractions to lowest terms. ii) Todemonstrate how to generate equivalentfractions by multiplying or dividing thenumerator and denominator by the samenumber.  iii)ToleaddiscussiononhowtouseLCM to compare different fractions | 1. Studentsindividuallytosimplifyfractionstothelowest terms. 2. Studentsinpairstodemonstrate equivalentfractions. 3. Students in groups to useLCM to compare fractions | Numberofline,Manilapaper,Oranges, etc | 1. Isthestudentabletosimplifyfractions to lowestterms? 2. Isthestudentsabletoidentifyequivalentfrictions? 3. Is the studentabletoarrangefractionsinorder   of size? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Performfractionoperations | The studentshould be able to:   1. add fractions.    1. subtractfractions. | April | Week4 | FRACTIONS | OperationsonFractions | 6 | 1. Toleadstudentstoperformadditionoffractions using real objects. 2. Toleadstudentstoperformsubtraction of fractions using real objects. | i)Studentsingroupstoperformadditionofii)Students in pairs to ,performsubtraction of fractions usingreal fractions. | Oranges, Manila,Marker pens andReal objects | 1. Isthestudentabletoaddfractions? 2. Is the studentabletodividefractions? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm One  By BN | . |
| Thestudentshouldhave | 1. multiplyfractions. 2. dividefractions. | May | Week1 | FRACTIONS | OperationsonFractions | 6 | 1. Toguidestudentstoconductmultiplicationoffractionsusingillustration. 2. To demonstrate the division of | 1. Studentsingroupstoconductmultiplicationoffractions using illustration. 2. Students in groups to | Oranges, Manila,Marker pens andReal objects | 1. Isthestudentabletomultiplyfractions? 2. Isthestudent | SecondaryBasicMathematicsBook One | . |

. SCHEME OF WORK OF MATHEMATICS FORM ONE 2024

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| ability to:Performfractionoperations | 1. performmixed operationson fractions. 2. solvewordproblemsinvolvingfractions. |  |  |  |  |  | fractions.  v)Toguidestudentstosolvemixedoperations on fractions. vi) To formulatepracticalproblemsinvolvingfractionsandleadstudentsinsolvingthemsystematically. | perform division of fractionsusing real objects.   1. Studentsinpairstoperform mixed operations onfractions. 2. Studentsingroupstotranslate word problems intoequationsandsolvethemsystematically. |  | abletodividefractions?   1. Is the studentabletoperformmixedoperationsof fractions? 2. Isthestudentabletosolvewordproblemsinvolving,   fractions? | By TIE,  OlevelMathematicsForm OneBy BN |  |
| Thestudentshouldhaveability to:Performdecimaloperationsandapplyin real life | The studentshould be able to:   1. explaintheconcept ofdecimals. 2. convert   fractions toterminatingandrepeatingdecimals and  vice versa. | May | Week2 | DECIMALS ANDPERCENTAGES | Decimals | 6 | 1. To lead students to explain the conceptof decimals by brainstorming. 2. Todemonstratetheconversionoffractionstoterminatingandrepeatingdecimals and vice versa | 1. Studentsindividuallytorelate decimals and fractionswithdenominatorequalto10. 2. Studentsinpairstodemonstratetheconversionoffractionstoterminatingandrepeatingdecimalsandvice versa | Shillings andCents | 1. Isthestudentable to explain theconcept ofdecimal? 2. Isthestudentabletoconvertfractions to   terminatingandrepeatingdecimaland vice versa? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Performdecimaloperationsandapplyin real life | The studentshould be able to:   1. add decimals. 2. subtractdecimals. 3. multiplydecimals. 4. dividedecimals. 5. performmixed operationswith decimals. 6. solvewordproblemsinvolvingdecimals | May | Week3 | DECIMALS ANDPERCENTAGES | OperationsonDecimals | 6 | 1. To lead a discussion on the relationshipbetween decimals and other numbers. 2. Todemonstratetheplottingofthedecimals on the number line. 3. Toleadstudentstodiscussthemultiplicationofdecimalshorizontallyand vertically. 4. Theteachertoleadstudentstodiscuss the division of decimals. 5. Todemonstratethesubtractionofdecimals vertically and horizontally. 6. Toformulatepracticalproblemsinvolving fractions and lead students insolving them systematically | 1. Students in groups to solveproblemsinvolvingadditionof decimals. 2. Studentsinpairstopracticetheplottingofdecimals on the number line. 3. Students individually tosubtract decimals. 4. Studentsingroupstomultiply decimals. 5. Students individually todemonstratethedivisionofdecimals. 6. Studentsinpairstoperformmixedoperationswith fractions. 7. Studentsingroupstoformulateequationsfromgivenwordproblemsandsolve them. | Shillings andCents | 1. Isthestudentabletoadddecimals? 2. Is the studentabletosubtractdecimals? 3. Is the studentabletomultiplydecimals? 4. Is the studentabletodividedecimals? 5. Is the studentabletoperformmixedoperationswith decimals? 6. Isthestudentabletosolvewordproblemsinvolving   decimals? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Applypercentagein real life | The studentshould be able to:   1. expressaquantityasapercentages. 2. convertafractionintopercentageandvice versa. 3. convertadecimalintopercentageandvice versa. 4. applypercentagesindaily life | May | Week4 | DECIMALS ANDPERCENTAGES | Percentages | 6 | 1. To discuss with students how to expressa quantity as a percentage. 2. Todemonstratetheconversionoffractions into percentages by multiplyingby 100%. 3. To lead students to discuss how toconvertpercentagesintofractionsbydividing by 100%. 4. To lead a discussion with studentshow to convert decimals into percentages. 5. Toguidestudentstoconvertpercentages into decimals. 6. To guide students to discuss how tosolvedailylifeproblemsinvolvingpercentages. | 1. Studentsingroupstoconvert given quantities intopercentages. 2. Studentsinpairstodoexercisesonconvertingfractionsintopercentagesand vice versa. 3. Studentsingroupstoconvertdecimalsintopercentages and vice. 4. Students individually tocalculatepercentagesofdifferentquantitiesindailylife | Shillings,Cents,PiechartsandResearch reports | 1. Isthestudentabletoexpressquantities aspercentages? 2. Isthestudentabletoconvertfractions intopercentages? 3. Is the studentabletoconvertadecimal into   percentage and  percentageintodecimal?   1. Is the studentabletoapplypercentagesin   daily life? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudent | The studentshouldbeableto: | June | Week1 | UNITS | Units ofLength | 6 | The teacher to demonstrate thecomputationandconversionofoneunit | Studentsingroupstodocomputationsonmetricunits | Meterruler&Charts | Isthestudentableto compute | SecondaryBasic | . |

. SCHEME OF WORK OF MATHEMATICS FORM ONE 2024

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| shouldhaveability to:Useunitsoflengthin real life | 1. convertoneunit of length toanother. 2. performcomputationsonmetricunitsof   length. |  |  |  |  |  | into the other. | oflengthusingthebasicoperations. |  | calculationsinvolving metricunit of lengths? | MathematicsBook One  By TIE,  OlevelMathematicsForm One  By BN |  |
| -- | -- | -- | -- | -- | -- | -- | TERMINAL EXAM-  20/05/2024-30/05/2024ENDOFTERMONE HOLIDAY  BREAK-31/05/2024-01/07/2024 | -- | -- | -- | -- | -- |
| Thestudentshouldhaveability to:Calculatemass of  bodiesinreal life | The studentshouldbeableto:  (a)convertoneunitofmasstoanother (b)performcomputation onmetricunitsofmass | July | Week3 | UNITS | Units ofMass | 3 | 1. Toguidestudentstodiscussthemetricsystem of mass and their prefixes. 2. Todemonstratetheconversionofoneunit to the other. 3. Todemonstratethecomputationsonmetric unit of mass. | 1. Studentsingroupstoestimateandmeasuredifferentweightsintheirsurrounding. Discussconversion from one unit toanother. 2. Students in groups to docomputations on metric unitsofmassusingbasic   operations | Weighingscale,SpringbalanceandStandardweights charts ofunits of mass | 1. Isthestudentable to convert oneunitofmasstoanother? 2. Isthestudentabletocomputecalculationinvolving metricunits of mass.? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Useunitsoftimeinreal life | The studentshould be able to:   1. convert oneunitoftimetoanother. 2. readandconvert Unit timeof 12 hour clockto24hourclock   and vice versa | July | Week3 | UNITS | Units oftime | 3 | 1. To lead students to discuss how to readand write time using a 12 hour clock. 2. To demonstrate the conversion of oneunit of time to another. 3. To lead student to discuss how toread and write time using a 24 hour clock. 4. To guide students discuss on how toconverttimefrom12hourclocktoa24-hour clock and vice versa. | 1. Studentsingroupstodoexercisesonconversionofone unit of time to the other. 2. The students in groups todo exercises on how to readtimeusingthe24hoursclock. 3. The students in groups toconverttimesof12hour   clock to 24-hour clock. | Clockfaces,Timetables,24hourclockand12 hour clock | 1. Isthestudentable to convert oneunitoftimetoanother? 2. Is the studentsabletoconverttime in 12 hours to24 hours clock? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Useunitsofcapacityin  daily life | Student shouldbe able to:   1. statethestandardunitofmeasuringcapacity. 2. usethelitrein daily life. | July | Week4 | UNITS | Units ofCapacity | 3 | 1. Todescribethemeaningofcapacityand relate it with volume of quantities. 2. To lead a discussion on how a litre isrelated to other units of volume. 3. Theteachertoleadstudentstobrainstorm on various daily life situationsinwhichalitreisappliedtomeasurecapacity. | 1. Studentsindividuallytostate the unit of capacity andconvert a litre into other unitsof volumes and vice versa. 2. Studentsingroupstosolve problems related to unitof capacity. | Litrecontainers,Bottles | 1. Isthestudentabletostatethestandardunitofmeasuringcapacity? 2. How accuratelycanthestudentmeasure in litres? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm One  By BN | . |
| Thestudentshouldhaveability to:Roundnumberstonearestwhole  numbers | Thestudentsshould be able to:   1. roundoffwholenumberstogivenplacevalues. 2. roundoffdecimalstoagivennumberof   decimal places. | July | Week4 | APPROXIMATIONS | RoundingoffNumbers | 3 | 1. Toshowstudentshowtoround-offnumbers when the digit to he right is lessthan 5 and when the digit to the right isgreater than or equal to 5. 2. To lead students to round off decimalstothegivennumberofdecimalplaceswhenthedigittotherightare<5andwhen the digits to the right are >5. | 1. Students in pairs to roundoff whole numbers when thedigit to the rights is less than5 and when it is greater thanor equal to 5. 2. Studentsingroupstoround off number of decimalplaces. | Number patterns,Charts,Manilapaper andMarker pens | 1. Isthestudentabletoroundoffnumberstogivenplace value? 2. Is the studentable to round off anumber to a givennumber of decimalplaces? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Approximatevaluesin real life | The studentshould be able towrite a number toagivennumberofsignificantfigures | August | Week1 | APPROXIMATIONS | SignificantFigures | 3 | Theteachertoleadadiscussiononhowtowritenumberswithdecimalsintosignificant figures. | Studentsinpairstowritedown the difference betweendecimalplacesandsignificant figures | Manila paper andMarker pens | Is the student abletowritenumbersto a given numberof significantfigures? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm One  By BN | . |
| Thestudentshouldhave | The studentshouldbeabletoperformapproximationall | August | Week1 | APPROXIMATIONS | Approximations in  Calculations | 3 | To guide students to do approximations tothenumbersincalculationsusingknowledge of round off numbers. | Studentsingroupstobrainstormondailylifecircumstancesinwhichapproximationsofnumbers | Numbercharts,Manila paper andMarket pens | Is the student ableto performapproximationofnumbers in | SecondaryBasicMathematicsBook One | . |

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| ability to:Approximatevaluesin real life | numbers incalculation. |  |  |  |  |  |  | are applied |  | calculation? | By TIE,  OlevelMathematicsForm One  By BN |  |
| Thestudentshouldhaveability to:Draw linesconnecting points | The studentshould be able to:   1. explaintheconceptofapoint. 2. extendtheconceptofapointtodrawaline. 3. distinguishbetween a line, alinesegmentand   a ray. | August | Week2 | GEOMETRY | PointsandLines | 3 | 1. Toleadstudentstodiscusstheconceptof a point by using examples. 2. To demonstratehowtheidea ofpointscan be extended to get a straight line. 3. Toshowthestudentshowtodrawaline, a line segment and a ray. | 1. Studentsinpairstolistvarioussituationsinwhichtheconceptofapointisused. 2. Students individually topracticeindrawingandlabeling straight line. 3. Studentsingroupstoname a line, line segment anda ray. | MathematicalSet,ChalkBoardruler, Manilapaper&Markerpen | 1. Isthestudentable to explain theconcept of a point? 2. Is the studentable to draw a lineconnectinggivenpoints? 3. Is the studentable to distinguishbetweenaline,aline segment and aray? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Drawangles | The studentshould be able to:   1. draw angles 2. measure   angles of  different sizesusing a  protractor.   1. drawanglesusingaprotractor | August | Week2 | GEOMETRY | Angles | 3 | 1. Todemonstratedrawingofanangleusing two rays starting at a point. 2. To show the students how to nameand angle. 3. To lead students to draw and namedifferenttypesofangles.Forexamplestraightline,rightangle,acute,obtuse,and reflex. 4. Toguidestudentstoobserveaprotractorandmeasuringanglesusingprotractor.   (v) The teacher to demonstrate how todraw an angle using a protractor.  vi)Todemonstratehowtodrawanangle  using using protractor | 1. Students in pairs to drawangles of different sizes andname them. 2. Studentstopracticemeasuringdifferentanglesusing a protractor. 3. Studentsingroupstodiscuss how to draw differentangles using protractor | Manila paper,Mathematicalinstruments,Chalkboardruler,Protractorand Protractorruler | 1. Isthestudentabletodrawagiven angle? 2. Isthestudentabletomeasureangles of differentsizesusingaprotractor? 3. Is the studentabletodrawanglesusingaprotractor? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Makeperpendicularbisectors | The studentshould be able to:   1. constructaperpendicularbisectortoalinesegment. 2. construct anangleof60degreesusingapair of   compasses.   1. bisect a givenangle. 2. copyagivenangle by   construction.   1. constructparallel lines. 2. identifydifferent types ofangles formed byparallel lines anda transversal | August | Week3 | GEOMETRY | Constructions | 3 | 1. Todemonstratetostudentshowtoconstruct perpendicular bisector to a linesegment using compasses. 2. To demonstrate to the students how toconstruct an angle of 60 degrees by usingcompasses. 3. To illustrate to the students how tobisect a angle by using compasses. 4. To lead students to construct anglesof 30, 45, 150, 120 and 135 degree bycombining constructions. 5. To show the students how to copy agiven angle by construction. 6. To demonstrate to the students how toconstruct parallel lines. 7. To lead students to discuss differenttypes of angles formed by parallel linesandatransversal,includingcorrespondingangles,alternateinteriorangles,alternateexteriorangles,vertically opposite angles,complementary angles and su | 1. Studentsingroupstopracticehowtoconstructperpendicular bisectors to .alinesegmentbyusingcompasses. 2. Students individually toconstructanglesof60degrees by using compasses. 3. Students individually tobisectanglesusingcompasses. 4. Students individually tocopydifferentanglesbyconstruction. 5. The students in pairs toconstructdifferentparallellines. 6. Students in pairs to findthe sizes of different anglesformed by parallel lines and atransversal | MathematicalinstrumentsandRuler | 1. Isthestudentabletoconstructaperpendicularbisectortoalinesegment? 2. Isthestudentabletoconstructanangleof60degreeusingapairofcompasses?iii)Isthestudentabletobisectagiven angle?   iv)Isthestudentabletocopyagiven angle byconstruction?v)Isthestudentabletoconstructparallellines usingcompassesandsetsquares?vi)Isthestudent able toidentifyrelationships ofanglesformedbyparallellinesanda  transversal? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudent | The studentshould be able to: | August | Week3 | GEOMETRY | Polygonsand | 3 | i)Toguidethestudentstodrawapolygonanditsproperties(sides,vertices, | i)Thestudentsingrouptodiscussdifferentpolygons | Mathematicalinstruments, | a)Isthestudentabletodescribea | SecondaryBasic | . |

. SCHEME OF WORK OF MATHEMATICS FORM ONE 2024

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| shouldhaveability to:Calculatethesizeofanglesofpolygon | 1. describeapolygonandaregion. 2. constructdifferenttypeoftriangles. 3. constructdifferentquadrilaterals. |  |  |  | Regions |  | angles).   1. Toshowhowtodrawandnametriangles and lead students to discuss onthe sides, vertices and angles. 2. To lead students to discuss differenttypes of triangles and their properties. 3. To guide students to draw trianglesusingmathematicalsets(giventhreesides, one side and two angles, two sidesand the included angle). 4. The teacher to lead students to discusshowtoconstructrectangles,parallelograms,square,rhombusand   trapezium. | and its properties.   1. Studentsingroupstodrawtrianglesodifferentgiven sizes and describe thetypesoftrianglesandtheircorresponding properties. 2. Studentsingroupstopracticedrawingdifferenttypesoftrianglesgivendifferent measurements. 3. Studentsinpairstoconstruct rectangles,   parallelograms, squares,  rhombus and trapezium. | Ruler,Geoboardand Rubberbands | polygonandaregion?   1. Is the studentabletoconstructdifferenttypesoftriangles? 2. Is the studentabletoconstructdifferenttypesofquadrilaterals? | MathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN |  |
| Thestudentshouldhaveability to:Draw acircle | The studentshould be able to:   1. draw a circle. 2. describedifferentpartsofa circle. | August | Week4 | GEOMETRY | Circle | 3 | 1. Toleadstudentstoidentifycircularobjects in the surrounding. 2. Todemonstratehowtodrawacircleusing compasses. 3. Toguidestudentstodrawcirclesofdifferent sizes using compasses. 4. Toleadstudentstodiscussthefollowing terms: centre, diameter, radius,chord,circumference,arc,segment,   sector. | Studentsindividuallytodrawa circle and label its parts. | Geometricalinstruments,Manila paper,Ropes,Circularobjects andMathematicalinstruments | 1. Isthestudentabletodrawacirclewhengivenradius or   diameters?   1. Isthestudentabletodescribeparts of a circle? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Usesymbols tomakeequationsto solvelifeproblems | The studentshould be able to:   1. use symbolsto form algebraicexpressions. 2. simplifyalgebraicexpressions. | August | Week4 | ALGEBRA | AlgebraicOperations | 3 | 1. To use daily life examples to show howletters are used to represent objects. 2. To demonstrate to the students howletters can be used to represent numbers. 3. Toshowstudentshowtoformalgebraic expressions using letters. 4. To guide students to discuss how toadd and subtract like terms. 5. Toleadstudentstodiscussonthemultiplicationanddivisionoflikeandunlike terms. 6. Toleadstudentsdiscusshowtosimplifyexpressionsinvolvingbrackets   and fractions. | 1. Students in pairs to formdifferent algebraicexpressions. 2. Students in pairs to addand subtract given algebraicexpressions. 3. Students individually toperformmultiplicationanddivisionoflikeandunliketermsoflikeandunlikeofalgebraic expressions. 4. Students in pairs to usetheruleofBODMASto   simplify algebraic expression | Colored chalkManila Cards | 1. Isthestudentable to usesymbolstoformalgebraicexpressions? 2. Isthestudentabletosimplifyalgebraicexpressions? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| -- | -- | -- | -- | -- | -- | -- | MID TERM  EXAM-23/08/2024-29/08/2024-MID  TERM BREAK-30/08/2024-16/09/2024 | -- | -- | -- | -- | -- |
| Thestudentshouldhaveability to:Usealgebratosolvereallife  problems | The studentshould be able to:   1. solveanequationinoneunknown. 2. formandsolve an equationfrom worldproblems | Sept | Week4 | ALGEBRA | EquationswithOneUnknown | 3 | 1. To demonstrate to the students how tosolve equation of one unknown. 2. Toleadthestudentstoformulateequationsinvolvingoneunknownfromwork problems | 1. The Students in groups tosolveequationofoneunknown. 2. Studentsingroupstoformulateequationsfromworldproblemsinvolvingoneunknownandsolvethem. | Beambalance,Coloredchalk,)Manila paper andMarker pen | 1. Isthestudentabletsolveanequationofoneunknown? 2. Is the studentabletoformandsolveanequationfrom wordproblems? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Studentisable tosolvelinearequationswithtwounknowns | The studentshould be able to:   1. solvesimultaneouslinear equations. 2. formlinearsimultaneousequations frompracticalsituations. 3. solvelinearsimultaneous | Sept | Week4 | ALGEBRA | Equationsin TwoUnknowns | 3 | 1. To lead students to generate possiblesolutions (ordered pairs) of an equation intwo unknowns. 2. To demonstrate how to solve linearsimultaneousequationsbyeliminationmethod. 3. To demonstrate how to solve linearsimultaneousequationsbythesubstitution method. 4. Toleadstudentstoformlinearsimultaneousequationsfromwordproblems | 1. Students in pairs to solvedifferent linear simultaneousequationsbyeliminationmethod. 2. Students individually tosolvedifferentlinearsimultaneousequationsbythe substitution method. 3. Students to solve linearsimultaneous equations fromword problems 4. Studentsindividuallyto | Graph papersManila paperMarker pensWorksheets | Canthestudentabletosolvelinearsimultaneousequations by  elimination andsubstitutionmethodaccurately? Canthestudentabletoform linearsimultaneousequations from | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |

. SCHEME OF WORK OF MATHEMATICS FORM ONE 2024

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| usingeliminationmethodandsubstitution method | equations frompracticalsituations |  |  |  |  |  | v) To lead a discussion with students onvarious situations in daily life in whichlinearsimultaneousequationsareapplied. | solvelinearsimultaneousequations derived from dailylife practices |  | practicalsituationsaccurately? Canthestudentsolvesimultaneousequations frompractical  situations? |  |  |
| Thestudentshouldhaveability to:Studenttoformandsolvelinearinequalities frompracticalsituations | The studentshould be able to:   1. solvelinearinequalitiesinone unknown. 2. formlinearinequalitiesfrompracticalsituations. 3. solvelinearinequalitiesfrompracticalsituations | October | Week1 | ALGEBRA | Inequalities | 3 | 1. To lead the students on how to use thesymbols >, >=, <, and =< in mathematicalstatements. 2. To demonstrate to the students how tosolve inequalities involving one unknownwithout changing the sign. 3. Todemonstratetothestudentstosolve inequalities involving changing thesing. 4. To lead students group discussion onhow to form linear inequalities from wordproblems. 5. Toguidestudentstosolvelinearinequalities involving word problems | 1. Studentstosolvelinearinequalitieswhichdonotinvolve changing of the sign. 2. Studentsingroupstosolvelinearinequalitieswhichinvolvechangingthesign. 3. Studentstoformulatelinearinequalitiesfrompractical situations. 4. Students to solve linearinequalities formulated frompractical situations | Manila paperMarket pensWorksheet | Can a student abletoknowhowtosolve linearinequalities in oneunknown?  Canastudentableto form linearinequalities frompracticalproblems?  Canastudentableto solve linearinequalitiesinvolving word  problems? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Toperformthebasicoperationson rationalnumbers | The studentshould be able to:   1. definearational number. 2. Performthebasicoperationson rationalnumbers | October | Week1 | NUMBERS | RationalNumbers | 3 | 1. Toleadstudentstodiscussrationalnumbers. 2. To demonstrate to students on how toperform the basic operations with rationalnumbers. 3. To lead students to make conclusionson the presented work. 4. Todemonstratemultiplicationanddivision of rational numbers | 1. Studentstoformgroupsanddiscussonhowtoperformadditionandsubtraction with numbers. 2. Studentsingroupstoperform basic operations onrational numbers. | Number lineManila paperWorksheets | Canthestudentable to define wellarationalnumber?  Canthestudentabletoperformadditional and  subtraction onrational numbers?Canthestudentabletoperformmultiplicationanddivision on  rational numbers? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Todefineirrationalnumbers | Thestudentsshould be able todefineirrationalnumbers | October | Week2 | NUMBERS | IrrationalNumbers | 3 | 1. To demonstrate to students on how toperform the basic operations with rationalnumbers. 2. To lead students to make conclusionson the presented work. 3. Todemonstratemultiplicationanddivision of rational numbers | Studentsindividuallytooutlinethedifferencesbetweenrationalandirrational numbers. | Charts | Canthestudentdefineairrationalnumber? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm One  By BN | . |
| Thestudentshouldhaveability to:Todemonstrate realnumbers | The studentsshouldbeableto:   1. definerealnumbers. 2. find absolutevalueofrealnumbers. 3. solverelatedpracticalproblems | October | Week2 | NUMBERS | RealNumbers | 3 | 1. To use the number line to illustrate tireconcept of real numbers. 2. To explain to students the concept ofabsolutevalueofrealnumbersusingpractical examples. 3. To demonstrate the absolute value ofa number. 4. To lead students to explore variousactivitiesinwhichabsolutevalueofnumbers is practiced. | 1. Students in groups to solvepractical problems related toabsolutevalueofarealnumber. 2. Students individually tofindtheabsolutevalueofnumbers. 3. Students in pairs to solveproblems related to absolutevalue of numbers. | Manila paperMarker penGraph papersWorksheets | Canthestudentable to define realnumbers?  Canthestudentabletosolveproblemsrelatedto practicalproblemsonrealnumbers?  Canthestudentfindabsolutevalueof real numbers?How accuratelycanthestudentsolve problems | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |

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|  |  |  |  |  |  |  |  |  |  | related to real  numbers? |  |  |
| Thestudentshouldhaveability to:studentisable to  divide agivenquantityintoproportion  al parts | The studentshould be able to:   1. express a ratioinitssimplestform. 2. divide a givenquantityintoproportionalparts | October | Week3 | RATIO,PROFITANDLOSS | Ratio | 3 | 1. Toleadstudentstodiscusstherelationship between ratio and fraction. 2. Toguidestudentstomakecorrectconclusions. 3. To lead students to discuss on how todivideagivenquantityintoitsproportional parts. | 1. Studentsingroupstodiscuss on how to express aratio in simplest form. 2. Studentsingroupstosolvereallifeproblemsrelated to ratios. | Money  Real objectivesPhysical Items | Canthestudentabletoexpressaratiointhesimplest form?  Canthestudentable divide a givenquantity intoproportional parts? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Studentisable tocalculateprofit,loss,percentageProfitandpercentage  loss | The studentshould be able to:   1. find profit orloss 2. calculatepercentageprofitandpercentageloss | October | Week3 | RATIO,PROFITANDLOSS | ProfitsandLoss | 3 | 1. Toleadstudentstodiscussonthemeaning of profit and loss. 2. Todemonstratehowtocalculatepercentage profit or percentage loss. | 1. Studentsinpairstodetermine profit or loss. 2. Studentstosolveproblemsrelatedtopercentage and loss. | Money  Real objectivesPhysical Items | Canthestudentable to find profitand loss?  CanthestudentcalculatepercentageProfitand percentageloss? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Todemonstratesimple  interest | The studentshouldbeableto:   1. calculatesimple interest 2. solve real lifeproblemsrelatedto simple interest | October | Week4 | RATIO,PROFITANDLOSS | SimpleInterest | 3 | 1. Toleadstudentstodiscussontheformula I=PRT/100 for calculating simpleinterest. 2. Toleadstudentstosolvereallifeproblems related to simple interest. | 1. Studentsindividuallytouse the formula I = PRT/100to calculate simple interest. 2. Studentsingroupstosolveproblemsonsimpleinterest | Money BankBank StatementsWorksheet | Canthestudentcalculatesimpleinterest?  Canthestudentabletosolveproblemsrelatedto simple interest? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm One  By BN | . |
| Thestudentshouldhaveability to:Tolocateapointonthecoordinateplane | The studentshouldbeableto:   1. readthecoordinatesofapoint. 2. Plotapointgiven its   coordinates.   1. Locate a pointon the coordinateplane. | November | Week1 | COORDINATEGEOMETRY | Coordinatesof a Point | 3 | 1. To lead students to discuss how to drawand label the coordinate axes. 2. Toleadstudentstoplotapointinthexy plane. 3. Toleadstudentsinplottingpointsofgiven coordinates. 4. To demonstrate the location of a pointon the xy plane. | 1. Studentsindividuallytoread the coordinates of givenpoints. 2. Students in groups to plotpointsofthegivencoordinates. 3. Students to locate pointsonthecoordinateplanedrawn on the chalkboard | GeoboardManila paperGraph paperRubber band | Canthestudentabletoreadthecoordinatesofapoint?  Can a student plotaccuratelypointgiven its  coordinates?  Canthestudentread tire  coordinates of a  given point? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Tocalculatethegradient ofa line  givenany  two points | The studentshould be able tocalculatethegradient of a linegiven two points | November | Week1 | COORDINATEGEOMETRY | Gradient(Slope)ofaLine | 3 | 1. Toleadstudentstodiscussthemeaningof gradient (slope) of a line. 2. Toguidestudentstodeterminethegradient of a line given two points. | Studentsindividuallytocalculate the slope of a linegiven two points. | GeoboardManila paperGraph paperRubber band | Howaccuratelycanthestudentcalculate thegradientofalinegivenanytwopoints? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |

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| Thestudentshouldhaveability to:Studentable to  find theequationofalinegiventwo  points | The studentshould be able tofind the equationofalinegiventhecoordinatesoftwopointsona line. | November | Week2 | COORDINATEGEOMETRY | Equationofa Line | 3 | To lead students to use the definition ofgradient to determine the equation of alineintheformy=mx+c,wherem=gradient and c=y-intercept. | Students to form an equationof a straight line in the formof y=mx+c using two givenpoints or one point and thegradient | Manila paperRubber bandGraph paper | Canthestudentabletofindtheequation of a linegiven two points? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Studentisable todrawgraphsofLinear  equations | The studentshouldbeableto:   1. form the tableof values. 2. drawthegraph of a linearequation | November | Week2 | COORDINATEGEOMETRY | Graphs ofLinearequations | 3 | i) To lead the students to form a table ofvaluesandinterceptsofagivenlinearequation. ii) To demonstrate on how todraw the graph of linear equations using atable of values. | 1. Studentsindividuallytofindthetableofvaluesoflinear equations. 2. Students individually tousethetableofvaluestodrawthegraphoflinearequations | Graph paperGraphboard | Canthestudentsabletodrawthegraphofalinearequation?  Canthestudentabletodrawthegraphofalinearequation? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:studenttosolvelinearsimultaneousequationgraphicall  y | The studentshouldbeabletosolve linearsimultaneousequationsgraphically. | November | Week3 | COORDINATEGEOMETRY | SimultaneousEquations | 3 | 1. To guide students to plot the graph ofthelinearequationsonthesamecoordinate plane. 2. Toleadstudentstodeterminethepoint of in Students individually to readthesolutionoflinearsimultaneousequations from the point of intersection. | 1. Studentindividuallytoreadthesolutionoflinearsimultaneous equations fromthe point of intersection. 2. Students in pairs to solvelinear simultaneous equationsgraphically. | Graph paper | Canastudentableto solve linearsimultaneousequationgraphically? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Tocalculateperimetersoftrianglesandquadrilater  als | The studentshould be able tofind the  perimeters of  trianglesandquadrilaterals | November | Week3 | PERIMETERSANDAREAS | Perimetersof TrianglesandQuadrilaterals | 3 | 1. To lead students to discuss the meaningof perimeters. 2. To lead students to discuss how todetermineperimetersoftrianglesandquadrilaterals. 3. To lead students to make conclusionson the group work presentations. | Studenttoperformagroupworkoncalculationofperimetersoftrianglesandquadrilaterals available in thesurroundings and present in aclass. | TrianglesQuadrilateralsRope  Tape measureRule | Canthestudentabletofindtheperimetersofatriangles andquadrilaterals? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Tocalculatethecircumferenceofthecircle byusing  formula | The studentshould be able to:   1. estimatethevalue of pie. 2. calculate thecircumferenceofa circle. | November | Week4 | PERIMETERSANDAREAS | Circumference of aCircle | 3 | 1. Toleadstudentstomeasurethecircumference and diameter of differenceand diameter of different circular objectspractically. 2. To lead students to find the ratio ofcircumference,usingtheobtainedmeasurement of diameter. 3. Toleadstudentstocomparetheirresults to reduce the value of pie. 4. Todemonstratethecalculationofcircumference of a circle | Thestudentsingroupstocalculatethecircumferenceof the circle by using formula | Circular objectsRope  ThreadRulerWorksheet | Canthestudentable to know howtoestimatethevalue of pie?  Canthestudentabletocalculatethecircumferenceof a circle? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| The | The student | Nove | Week | PERIMETE | Areas of | 3 | i)Toleadstudentstodiscussonhowto | i) Students in pairs to |  |  | Secondary | . |

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| studentshouldhaveability to:studenttocalculatearea ofrectangleand  triangle | shouldbeableto:   1. calculate theareaofarectangle 2. calculate thearea of a triangle | mber | 4 | RS ANDAREAS | rectanglesandtriangles |  | obtaintheformulafortheareaofrectangle.  ii) To guide students to discuss on how toreduce the area of a triangle from the areaof a rectangle. | calculatetheareaofrectangles.  ii) Students individually tocalculatetheareaofatriangle | Manila paperMarker penGeo-board | Is the student abletocalculatetheareaofarectangle?  Canthestudentabletocalculatetheareaofatriangle? | BasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN |  |
| Thestudentshouldhaveability to:studenttocalculatearea ofrectangleand  triangle | The studentshouldbeableto:   1. calculate theareaofarectangle 2. calculate thearea of a triangle | December | Week1 | PERIMETERSANDAREAS | Areas ofrectanglesandtriangles | 2 | 1. To lead students to discuss on how toobtaintheformulafortheareaofrectangle. 2. To guide students to discuss on how toreduce the area of a triangle from the areaof a rectangle. | 1. Studentsinpairstocalculatetheareaofrectangles. 2. Students individually tocalculatetheareaofatriangle | Manila paperMarker penGeo-board | Is the student abletocalculatetheareaofarectangle?  Canthestudentabletocalculatetheareaofatriangle? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Studenttocalculateareas oftrapeziumandparallelogr  am | The studentshould be able to:   1. calculateareof a   parallelogram   1. calculate theareaofatrapezium | December | Week1 | PERIMETERSANDAREAS | Areas oftrapeziumandparallelogram | 2 | 1. Toleadstudentstofindtheformulatocalculating the area of parallelogram. 2. Toleadstudentstoobtaintheformulafor calculating the area of a trapezium. | 1. Studentsindividuallytocalculatetheareaofparallelogram. 2. Students individually tocalculatetheareaofatrapezium using the formula | ManilaMarker penGeoboard | Canthestudentabletocalculatetheareaofaquadrilateral?  Canthestudentabletocalculatetheareaofaparallelogram? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm OneBy BN | . |
| Thestudentshouldhaveability to:Studenttocalculatearea of  circle | calculateareasofcircles | December | Week1 | PERIMETERSANDAREAS | AreaofaCircle | 2 | To guide a students on how to perform apracticalexerciseonhowtodeterminethe formula for finding the area ofa circle | Students in groups tocalculated the area of a circle | Worksheets | Canthestudentabletocalculatetheareaofacircle? | SecondaryBasicMathematicsBook One  By TIE,  OlevelMathematicsForm One  By BN | . |
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