SHEPHERD DESTINY PRIMARY SCHOOL

PRIMARY SIX MATHEMATICS SCHEME OF WORK TERM III 2017

WK	PD	**UNIT**	**TOPIC**	SUBTOPIC	**COMPETENCES**		**CONTENT**	**METHOD**	LIFE SKILLS	ACTIVITIES	**L/T AIDS**	REF	**REM**
					SUBJECT	**LANGUAGE**							
1	1 & 2 & 3	MEASUREMENT	**LENGTH, MASS AND CAPACITY**	**Conversion of metric units**	The learner: 1.Identifies the different metric units 2. Changes from one unit to another. 3. Changes from square unit to another.	The learner: reads and uses the words such as metric, conversion, units	Example 1. Change 5dm to centimeters. 2. Convert 8.5m to millimeters. 3. Express 25Km to metres. 4.Convert 4m² to cm²	Brainstorming Guided discovery Problemsolving	Appreciation of oneself and others, Problem solving and assertiveness	Drawing the table showing the different metric units. Doing the class exercise.	A chart showing the conversion of the metric units	Understanding mtcs bk 6 page Mk mtcs bk 6 page 313 Fountain mtcs bk 6 pg	
	4 & 5			**Finding area when given the perimeter**	The learner 1. Calculates the perimeter of the rectangle and square.	The learner explains the meaning of words such as length,	**Example** 1. The area of a square is 81cm. Calculate its perimeter.	Guided discovery Class discussion	Expressing one's point of view, Effective	Answering the oral questions Attempting the given	Chalkboard illustration	Functional mtcs bk 6 page	

					2. Finds the missing side. 3. Calculate the area when given the perimeter.	width, perimeter and area.	2. The area of a rectangle is 45dm and the width is 5dm.Find the perimeter of the same rectangle.	Brainstorming	decision making and respecting others.	evaluation exercise.		Mk mtcs bk 6 page333	
	6 $ 1	**MEASUREMENT**	**LENGTH, MASS AND CAPACITY**	**Finding the sides, area and perimeter**	The learner 1. Finds the value of the unknowns. 2. Calculates the area of the rectangle. 3. Finds its perimeter.	The learner explains the meaning of words such as length, width, perimeter and area.	**Example** 1. ABCD is a rectangle. Use it to answer the questions that follow 1)Find the value of x 2) Find the actual length and width of the rectangle. 3) Find its area and perimeter.	Guided discovery Problem solving Class discussion	Assertiveness, Problem solving and audibility	Attempting the trial numbers given by the teacher. Doing the evaluation exercise	Chalkboard illustration	Mk mtcs book 6 page334	
2	2 &		**LENGTH, MASS**	**Area of shaded parts of rectangles**	The learner 1.Finds the length and width of the rectangles 2. Calculates	The learner explains the meaning of words such as length, width,	**Example** 1.Use the figure below to answer the questions that follow	Brainstorming Class discussion	Appreciation of oneself and others,	Answering the oral	Chalkboa	Mk	

	3		**AND CAPACITY**		the area of the shaded rectangles.	perimeter and area.	a) Find the length and width of the outer rectangle. b) Calculate the area of the shaded part.	Problem solving	Problem solving and assertiveness	questions Doing the evaluation exercise	rd illustration	mtcs bk 6 page336 Functional mtcs book 6 page	
	4 $ 5	**MEASUREMENT**		**Finding the unknowns by comparing areas of triangles**.	The learner 1. Finds the base of the triangle. 2. Finds the height of the triangle.	The learner explains the meaning of words such as bases, height and comparing areas of triangles.	**Example** 1.ABD is a triangle, AC and BE are heights of the same triangle. BD=12cm, AC=10cm and BE=8cm as shown below. Find the length of AD	Guided discovery Problemsolving Class discussion	Assertiveness, Problem solving and audibility	Answering the given oral questions Doing the class exercise	Chalkboard illustration	Mk mtcs bk 6 page341	
			LENGT	**Area of a**	The learner	The learner	**Example**		Appreciati	Answering			

2	6 $ 1		**H, MASS AND CAPACITY**	**trapezium**	1. Finds the area of a trapezium. 2. Calculates the missing side of the trapezium. 3.Finds the perimeter of the trapezium	pronounces the word trapezium and also identifies the two parallel sides.	1.Use the trapezium below to answer the questions that follow a) Calculate the area of the figure above. b) Find its perimeter.	Class discussion Problemsolving Guided discovery	on of oneself and others, Problem solving and assertiveness	the oral questions. Attempting the given evaluation exercise	Chalkboard illustration	Mk mtcs bk 6 page 344 Understanding mtcs bk 6 page	
3	2 $ 3			**Area of a parallelogram and a rhombus**	The learner 1. Finds the perimeter of the rhombus. 2. Calculates the area of the rhombus.	The learner reads and draws the parallelogram and the rhombus**.**	**Example** 1.The figure below is a rhombus, use it to answer the questions that follow:- a)Find it's area b)Find it's perimeter	Guided discovery Problemsolving Class discussion	Assertiveness, Problem solving and audibility	Doing the given class exercise	A chart showing the area and perimeter of a rhombus Chalkboard illustration	Mk mtcs bk 7 page Functional mtcs bk page	
	4	**MEASUREMENT**		**Area of a kite**	The learner 1. Draws a kite and shows the lines of symmetry. 2. Finds the area of the kite.	The learner reads and uses the words such as kites, lines of symmetry**.**	**Example** 1.Use the kite below to answer the questions that follow: a) Find the area of the figure above. b) Work out	Class discussion Problemsolving Guided discovery	Creative thinking, Fluency and problem solving	Answering the oral questions Doing the evaluation exercise.	Chalkboard illustration Chalkboard illustration	Mk mtcs bk 7 page Mk mtcs bk 7 page	

							its perimeter.						
	5 & 6			**Volume and total surface area of a cube**	The learner: finds total surface area and volume of a cube. Finds the side given volume or total surface area of a cube.	The learner: explains the difference between a cube and a cuboid.	**A cube has one side 10cm. Find its volume and total surface area**	. Class discussion Guided discovery Brain storming.	Critical thinking. Problem solving Fluency	Answering oral questions Attempting given work Sharing with others views.	Realia Tables Chalkboard illustration.	Mk book six page	
4	1 & 2		**LENGTH, MASS AND CAPACITY**	**Finding the volume of a cuboid in litres**	The learner 1. Finds the volume of a cuboid in cubic centimeters. 2.Converts the cubic centimeters to litres	The learner describes volume, area and total surface area.	**Example** 1. The figure below is cuboid. Find the volume of the figure above in litres.	Brainstorming Class discussion Guided discovery	Appreciation of oneself and others, Problem solving and assertiveness	Doing the given class exercise	Chalkboard illustration	Mk mtcs bk 6 page359 Functional mtcs bk 6 page	
	3			**Packing**	The learner	The learner:	**Example.**	Guided	Self	Packing	Real	Mtc	

	& 4			**cubes and cuboids in cartons**	finds : 1 .number of layers required along the height. 2. finds total number of cubes and cuboids to be packed. 3. Calculates volume of space wasted.	describes process of finding the number of cubes in a carton.	**How many cubes of length 5cm can be packed in a box of length16cm, width 13cm and height of 20cm?**	discovery Class discussion Brain storming.	respect Problem solving Creative thinking.	cubes and counting number of cubes Attempting oral and written work.	boxes Transparent glass cuboids	bk 7 page	
	5 $ 6			**Circumference of a circle**	The learner 1. Finds the circumference of a circle. 2. Finds the circumference and perimeter of a semicircle.	The learner explains what a circle, semicircle and circumference are	**Example** 1. Calculate the circumference of a circle whose diameter is 14cm. 2.find the circumference of a circle whose radius is 20dm.	Guided discovery Problemsolving Class discussion	Creative thinking, Fluency and problem solving	Answering the oral questions Doing the given evaluation exercise	Chalkboard illustration	Mk mtcs bk 6 page327	
5	1 $ 2		**LENGTH, MASS AND CAPACITY**	**Area of a circle**	The learner 1. Finds the area of a circle when given the radius or the diameter.	The learner explain what a circle, semicircle and circumference are	**Example** 1. Given that the radius of a circular compound is 7m, calculate its area.	Problem solving Guided discovery Class	Effective communication, Listening to others	Answering the given class exercise	Chalkboard illustration	Mk mtcs bk 7 page Functional	

					2. Finds the radius when given the area.		2.The area of a circle is 616cm. Find it's radius	discussion	Responding confidently to questions asked			mtcs bk 7 page	
	3 & 4 & 5	**NUMERACY**	**INTEGERS**	**Review of the work on addition and subtraction of integers**	The learner 1. Uses the number line to add integers. 2. Uses the number line to subtract integers.	The learner explains the difference between positive and negative integers**.**	**Example** Use number lines to work out the following a) +3 + -7 b) +8 + -2 c) -5 – 8	Guided discovery Problemsolving	Creative thinking, Fluency and problem solving	Doing the class exercise Practical activity involving number lines	Chalkboard illustration	Mkmtcs bk6 page 199 Understanding mtcs bk 6 page	
	6 And 1			**Multiplication and division of integers**	The learner 1 .Uses number line to multiply integers.	The learner describes the use of a number line.	**Examples** Using a number line, multiply the following integers: a)+3 x +6 b)-6 x -3 c)+3 x -4	Demonstration method Guided discovery Problemsolving	Effective communication, Listening to others Responding confidently to	Practical activity involving number lines Doing the class exercise	A chart showing the multiplication of integers	Mk mtcs bk 6 page 205	

									questions asked				
6	2 & 3	**N U M E R A C Y**	**INTEGERS**	**Application of integers**	The learner 1. Applies the knowledge of integers to work out different mathematical problems.	The learner explains the difference between positive and negative integers**.** The learner also describes the use of a number line.	**Example** 1. A frog jumped 3 steps four times before diving into the swimming pool. Calculate the distance moved by the frog.	Demonstration Problem solving Class discussion	Creative thinking, Fluency and problem solving	Attempting the given evaluation exercise	Chalkboard illustration	Mk mtcs bk6 page 206	
6	4 & 5 & 6			**Application of finite system**	The learner: solves problems that require use of finite seven and twelve respectively.	**The learner explains when to use finite seven or twelve.**	Example. Today is Tuesday what day of the week will it be 25 days from today?	Guided discovery. Problem solving Demonstration.	Critical thinking Analyzing Respecting others views.	Sharing experiences Asking questions Attempting given activities.	Calendars wall clocks.	Mk bk 6 page	