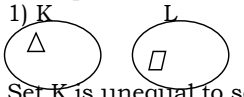



**MATHEMATICS SCHEME OF WORK FOR PRIMARY SIX TERM ONE**

**E.L.O: The learner demonstrates the knowledge of sets to solve problems in real life situations.**

| WK | PD | THEME | TOPIC | SUBTOPIC | CONTENT | COMPETENCES | | INDICATORS OF LIFE SKILLS AND VALUES | METHODS | ACTIVITY | INSTRUCTIONAL INSTURMENTS | REF | REM |
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| | | | | | | LANG COMP | SUB COMP | | | | | | |
| 1 | 1 | SET | SET CONCEPT | -definition of a set<br>-Types of sets.<br>a)equal sets<br>b)equivalent sets<br>c)Unequal sets | -A set is a collection of well defined elements.<br>Equal sets. Have the same type of members and number of elements.<br>Example.<br>A={a,b,c} B={c,a,b}<br>Set A is equal to set B.<br>A = B<br>-Equivalent sets. Have the same number of elements but may be of different members.<br>Example | The learner<br>-describes equal sets, equivalent and un equal sets | The learner<br>-defines a set<br>-identifies the set symbols for each type<br>-forms given sets | Creative thinking<br><br>Effective communication<br><br>Problem solving | Explanation<br><br>Discussion<br><br>Question and answer | Collecting items<br><br>Sorting items according to colour, size, shape e.t.c | Real objects like stones, pens, pencils, books e.t.c<br><br>-chalkboard | Mk Maths book 6 pg<br><br>P.6 Curr page 150 | |

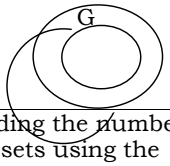
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| | | | | | X={1,2,3,4} Y={4,5,6,7} set X is equivalent to set Y. X ↔ Y<br>-Unequal sets. May have different members but the same type or have the same number but different type.<br>Examples<br>1) K L <br>Set K is unequal to set L. K = L<br><br>2. M={x, x, x, x}<br>N ={x, x, x, x, x}<br>Set M is unequal to set N. M = N | | | | | Describing sets | illustrations | | |
| | 2 | SETS | | Types of sets<br>-Union sets<br><br>-Intersection of sets<br><br>-Empty | (U)<br>-Union sets: A set of all elements that are contained in two or more sets without repeating a member.<br>Example<br>A ={1, 2,3} B={3,4,5}<br>A U B = {1,2,3,4,5}<br>-Intersection of sets (∩)<br>A set of common members from in two or more sets. | -reads statements correctly.<br><br>-describes union sets, intersection sets and empty sets | -forms sets<br>-names examples of empty sets<br><br>-solves problems involving empty, intersection and | Critical thinking<br><br>Problem solving<br><br>Effective communication | Discussion<br><br>Explanation<br><br>Question and answer | Forming sets<br><br>Working out numbers involving union sets, intersection of | Chalkboard illustrations | Mk Maths book 6 pages 2 – 5<br><br>Understanding Math | |

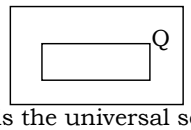
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| | | | | | Example<br>D={a, b, c}<br>F = {a, b,c, d,e}<br>D ∩ F= {a, b, c}<br>({}, Ø)<br>-Empty set:: An empty set is a set without members. Another name for empty set is null set.<br>Examples<br>1) M= {A set of boys with breasts}<br>2) Given that P={Grace, Sam, Peter}<br>Q={box, boy. Bag}<br>Find P ∩ Q<br>P ∩ Q= { } or Ø | | union sets | | Think and pair | sets and empty sets. | | emati cs bk.6 pgs 2-5<br><br>P.6 Curr page 150 | |
| | 3<br>&<br>4 | | | Types of sets<br>-complement of sets<br>-difference of sets | Complement of sets<br>Is a set of members outside the given set.<br>Example:<br>Set S={1,2,4}<br>Set T={2, 4, 5,6, 7}<br>Find the complement of set B (members not in B)<br>B □ = {1}<br>Difference of sets: A set of elements in a set which are not in the other set.<br>Example<br>P={1, 2, 3,4}<br>Q = {3, 5, 6} Find:<br>i) P – Q (ii) Q – P | -reads given statements<br>-describes the term complement of sets and difference of sets | -defines complemen t of sets<br><br>-defines complemen t of sets and differences of sets<br>-find the complemen t of sets and differences of sets | Effective commun ication<br><br>Creative thinking<br><br>Problem solving | Explanati on<br><br>Discussio n<br><br>Question and answer | Finding: comple ment of sets<br><br>Differen ce of sets | Chalkb oard illustrat ions | Mk book 6 pages 8-17<br><br>Unde rstan ding Math emati cs book 6 pg 7. | |

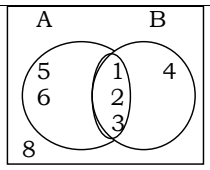
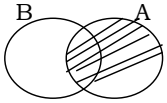
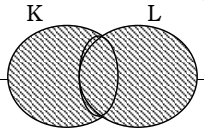
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| | | | | | {1,2,4} {5,6} | | | | | | | |
| | 5 | | | Types of sets<br><br>Subsets using listing | C<br>Subset :Is a set formed from any given set<br>Example<br>Given set P ={4,5,6} List the sub sets from set P.<br>{4} {5} {6} {4,5} {4,6} {5,6} {4,5,6}, { }<br><br>-Drawing venn diagrams to show subsets<br>Example<br>Draw a venn diagram to show that all grils are females. F<br><br> | -reads statement s<br>-describes subsets | -defines a subset<br>-lists subsets from given sets<br>-draws venn diagrams to show subsets<br>-finds the number of subsets | Creative thinking<br><br>Effective communication<br><br>Problem solving | Guided discussion<br><br>Explanation<br><br>Demonstration<br><br>Question and answer | Listing subsets<br><br>-drawing of venn diagrams | Chalkboard illustrations | Mk maths bk.6 pg 16-18<br><br>P.6 Curr page 150 | |
| | 6 | | | Subsets using the formula<br><br>-finding number of proper subsets | Finding the number of subsets using the formula.<br>Number of subsets = $2^n$ where n represents number of elements in a set.<br>Example.<br>If K={4, 5,6} find the number of subsets in K.<br>Set K has 3 members<br>$2^n = 2^3$<br>= 2 x 2 x 2 | -reads statements correctly | -calculates the number of elements when given the number of subsets | Creative thinking<br><br>Effective communication<br><br>Problem solving | Guided discussion<br><br>Explanation<br><br>Demonstration | Finding number of subsets<br><br>Finding number of proper subsets | Chalkboard illustrations | Mk Maths bk.6 page 18 | |

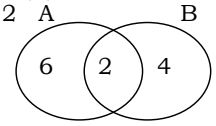
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| | | | | = 4 x 2<br>= 8 subsets | | | | Question and answer | | | | |
| | 6 | | | Subsets | Finding number of elements when given the number of subsets<br>Example<br>Find the number of elements in a set that has 32 subsets<br><br>$2^n = 32$ 2 \| 32<br>2 \| 16<br>=2x2x2x2 2 \| 8<br>$= 2^5$ 2 \| 4<br>$2^n = 2^5$ 2 \| 2<br>n= 5 \| 1<br>= 5 members. | The learner:<br>-reads statements<br>-calculates the number of elements when given the number of subsets | | Critical thinking<br><br>Creative thinking<br><br>Effective communication<br><br>Problem solving | Explanation<br><br>Guided discovery | Finding number of elements when subsets are given | Chalkboard illustration | Mk Bk 6 Old edition<br><br>P.6 Curr page 150 | |
| | 7 | | | Universal sets | Universal set: Is the biggest set from which other smaller sets can be got<br>Examples. P<br>1) <br>P is the universal set<br>Q is the smaller set got from P.<br>2) C | -reads and spells the word " universal"<br>-describes the term universal. | -studies the given sets<br>-differentiates between union sets from universal set<br>-forms given sets | Critical thinking<br><br>Problem solving<br><br>Effective communication | Explanation<br><br>Guided discovery | Forming /naming given sets | Chalkboard illustrations<br><br>A drawn chart in relation to sets | MK Maths book 6 pg 20<br><br>Understanding Math | |

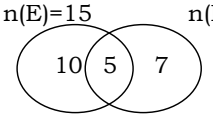
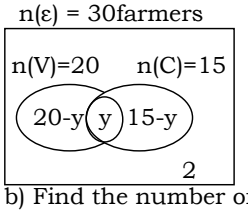
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| | | | | | <br>Find the members in:<br>a)A ={ 1,2,3,5,6}<br>b) A only, (A – B), B□ {5, 6}<br>c) B = {1,2,3,4}<br>d) B only, (B – A), A□ {4}<br>e) A U B= {1, 2, 3, 5, 4, 6}<br>f) C={1, 2,3,4,5, 6, 7, 8}<br>Set C is the universal set | | -identifies universal sets from union sets | Creative thinking | Question and answer | | | ematics bk.6 pg 12<br><br>P.6 Curr page 150 | |
| 2 | 1 | | | Shading given regions on venn diagrams<br><br>-Describing shaded regions | Shading regions<br>Example<br>Shade A – B in the venn diagram<br><br>Describing shaded regions<br>Example<br>Name the shaded part<br> | -reads and interprets the given statements | -draws venn diagrams<br>-shades the required regions<br>-describes the shaded region | Effective communication<br><br>Problem solving<br><br>Creative thinking | Explanation<br><br>Illustration<br><br>Discussion | Draining venn diagrams<br><br>Shading regions on venn diagrams<br><br>Describing | Chalkboard regions | Mk Maths 2000 bk 7 pge 7<br><br>P.6 Curr page 150 | |

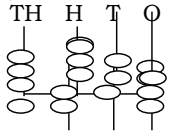
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| | | | | | | | Critical thinking | Question and answer | shaded regions | | | |
| | 2 | | | Finding number of member in a set | Number of members in a set<br>Example<br>1)Set Y ={1, 2, 3}, find n(Y)<br>n(Y) = 3<br>2 A B<br><br><br>n(A)<br>6 + 2 = 8<br>n(B)<br>2 + 4 = 6 | -reads statements<br><br>-interprets information on the venn diagram | -finds the number of members in the given set | Creative thinking<br><br>Effective communication<br><br>Problem solving<br><br>Interpersonal relationship | Guided discussion<br><br>Explanation<br><br>Question and answer | Finding number of members in given sets | Chalkboard illustrations | Primary Mathematics bk. 6 pg 8<br><br>MK Maths bk.6 pg 29<br><br>P.6 Curr page 150 | |
| | 3 | | ``` | Word problems in a set | Word problems in a set<br>Example<br>In a class, 12 pupils like Maths, 15 like English and 5 like both subjects.<br><br>a)Show the above information on a venn diagram<br>$\varepsilon$= | -reads and interprets the given information | -represents the given information on the venn diagram<br><br>-solves problems | Creative thinking<br><br>Effective communication<br><br>Problem solving | Guided discussion<br><br>Explanation<br><br>Question and answer | Representing information on venn diagrams | Chalkboard illustrations | MK Maths bk.6 page 29<br><br>P.6 Curr page 150 | |

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| | | | | | n(E)=15 n(M) = 12<br><br><br>15-5=10 12-5 = 7 | | involving venn diagrams | Interpersonal relationship | | | | | |
| | 4 | | | Application of sets in word problem | Example<br>In a village of 30 farmers, 20 farmers plant vanilla(V), 15 grow coffee(c), Y grow both crops and 2 grow neither of the two crops.<br>a) Show the above data on the venn diagram.<br>n(ε) = 30farmers<br><br><br>b) Find the number of farmers that grow both crops<br>2+20-y+y+15-y=30<br>22+15+y-y-y = 30<br>37 - y = 30<br>37 - y + y =30 + y<br>37 = 30 + y<br>37-30 =30-30+y | -reads and interprets the given information | -writes the statements<br>-<br>represents the given information on Venn diagrams<br>-solves problems involving venn diagrams | Critical thinking<br><br>Problem solving<br><br>Effective communication<br><br>Creative thinking | Guided discovery<br><br>Explanation<br><br>Question and answer | Solving for the unknown on venn diagrams | Chalkboard illustrations<br><br>A drawn chart in relation to sets. | Maths Revision Handbook 6 pg 12<br><br>MkMaths book 6 pg 20<br><br>Understanding Mathematics book 6 pg 12 | |

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| | | | | | 7 = y<br>Y = 7<br>7 farmers<br>c) How many farmers grow vanilla only?<br>20-y<br>20-7 = 13 farmers | | | | | | | P.6 Curr page 150 | |
| ***E.L.O: The learner appreciates the need of counting in everyday life and works with whole numbers up to 9.999,999*** | | | | | | | | | | | | | |
| | 5 | NUMERACY | NUMERATION<br><br>SYSTEM AND<br><br>PLACE<br><br>VALUES | Review of place values using an abacus | Writing place values and showing numbers on the abacus.<br>Example<br>1)Given<br>TH H T O<br><br>What number is shown on the abacus? | -reads the given numbers correctly | -writes the place values of given numbers on the abacus<br>-shows numbers on the abacus | Critical thinking<br><br>Effective communication<br><br>Creative thinking | Discussion<br><br>Explanation<br><br>Question and answer | -Writing place values using the abacus<br>-showing numbers on the abacus | Chalkboard illustrations<br><br>Abacus | A New MK Primary Mathematics book 6 pg 21<br><br>P.6 Curr page 153 | |
| | | | | Forming numeral from digits | <u>Number</u>: A number is an idea of quantity<br><u>Formation of numbers</u><br><u>Examples</u><br>Using 6,2,5, and 3, form the:<br>a)smallest number.<br>6,2,5,3=2,356 | -reads and writes statements | -defines a number<br>-uses given digits to solve given problems | Critical thinking<br><br>Effective communication | Discussion<br><br>Explanation | Forms numbers from given digits | Chalkboard illustrations | Mk Maths book 6 page 34-35 | |

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| | | | | | b)Largest/biggest number.<br>6,2,5,3 =6,532<br>c) Find the sum of the two numbers formed.<br>6 5 3 2<br>+ 2 3 5 6<br>8 8 8 8<br>d)Work out the difference between the biggest and the smallest numbers. | | | Creative thinking | Question and answer | | | P.6 Curr page 153 | |
| | 6 | | NUMERATION<br><br>SYSTEM AND<br><br>PLACE<br><br>VALUES | Place values of whole number | Place value:<br>Place value tells the position of a digit in a particular number.<br>Example<br>1.Give the place value of each digit in 4378<br><br>4 3 7 8<br>Ones<br>Tens<br>Hundreds<br>Thousands | -describes the term place values and values<br>-reads statements correctly | -identifies place values of digits in given numbers<br>-finds the values of digits in given numbers | Critical thinking<br><br>Effective communication<br><br>Creative thinking | Explanation<br><br>Discussion<br><br>Question and answer | Finding place values | Chalkboard illustrations | Mk Maths book 6 pg 35<br><br>P.6 Curr page 153 | |
| | | | | Values | Value:<br>Value is how big a number value is the product of a number and its place value.<br>Example. | -reads statements correctly | -identifies place values<br>-reads and writes | Critical thinking | Explanation | Finding values of given digits | Chalkboard illustrations | MK Maths book 6 pg | |

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| | | | | | 1.Find the value of 8 in 4 8 2 1.<br>4 8 2 1<br>└Hundreds(100)<br>= 8 x 100<br>= 800 | | numbers in words | Effective communication<br><br>Creative thinking | Discussion<br><br>Question and answer | | | 24-25<br><br>P.6 Curr page 153 | |
| | 7 | | NUMERATION<br><br>SYSTEM AND<br><br>PLACE<br><br>VALUES | Reading and writing number in words up to a million | <u>Writing numbers in words</u><br><u>Examples</u><br><u>Write in words</u><br>1)34, 782<br>M \| Thousands \| units<br>\| 34 \| 782<br><br>Thirty four thousand seven hundred eighty two.<br><br>2) 4,004,004<br>M \| Thousands \| units<br>4 \| 004 \| 004<br>Four million, four thousand , four | -reads statements correctly | -identifies place values<br>-reads and writes numbers in words | Critical thinking<br><br>Effective communication<br><br>Creative thinking | Explanation<br><br>Discussion<br><br>Question and answer | Writing numbers in words | Chalkboard illustrations | Mk Maths book 6 pg 47<br><br>P.6 Curr page 153 | |
| 3 | 1 | | NUMERATION | Reading and writing number | <u>Writing numbers in figures:</u><br><u>Example</u> | -reads statements correctly | -writes statements correctly | Critical thinking | Explanation | Writing words in figures | Chalkboard illustrations | Mk Maths book | |

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| | | | SYSTEM AND PLACE VALUES | words in figures | Write in figures: Thirty thousand eight hundred forty five.<br>Solution:<br>Thirty thousand=<br>Eight hundred=<br>Forty five<br>30,000<br>800<br>+ 45<br>30,845 | | -writes numbers in figures | Effective communication<br>Creative thinking | Discussion<br>Question and answer | | | 6 pg 46.<br>Understanding Mathematics book 6<br>P.6 Curr page 153 | |
| | 2 | | | Writing number in expanded form | Expanding using:<br>-place values<br>-values<br>Examples<br>1)Expand 2145 using place values<br>=2145<br>Ones (1)<br>Tens (10<br>Hundreds (100)<br>Thousands (1000)<br>(2x1000)+(1x100)+(4x10)+(5x1)<br>2) Expand 2145 using values | -read the statement correctly | -identifies the place values for given digits in numbers<br>-writes numbers in expanded form using place values and values | Creative thinking<br>Effective communication<br>Critical thinking | Explanation<br>Discussion<br>Question and answer | Writing numbers in expanded form using place values and values | Chalkboard illustrations | MK Maths book t pg 37<br>P.6 Curr page 153 | |

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| | | | | | 2145<br>└5x1=5<br>└ 4x10=40<br>└──1x100= 100<br>└──2x1000=2000<br>2000+100+40+5 | | -expands numbers using exponents. | | | | | | |
| | | | NUMERATION<br><br>SYSTEM AND<br><br>PLACE<br><br>VALUES | | Expanding using powers of ten or exponents.<br>Example<br>Expand 6854 using powers of ten.<br>$6854 = 6^{10^3}8^{10^2}5^{10^1}4^{10^0}$<br>$(6x10^3)+(8x10^2)+(5x10^1)+(4x10^0)$ | The learner writes numbers in expanded form using powers of ten or exponents | | Creative thinking<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Discussion<br><br>Question and answer | Expanding numbers using powers of ten | Chalkboard illustrations | Mk Maths book 6 pg 37<br><br>P.6 Curr page 153 | |
| | 3 | | | Writing number from expanded notation | Writing expanded numbers in short form (single numbers)<br><u>Example</u><br>Write 8000+660 + 700+ 4 as a single number<br>8000+60+700+4<br>= 8 0 0 0<br>7 0 0<br>6 0<br>+ 4<br>8 7 6 4 | -reads given statements | -writes expanded in short form or as a single number | Creative thinking<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Discussion | Writing numbers from expanded form to single numbers | Chalkboard illustrations | Mk Maths book 6 pg 38<br><br>P.6 Curr page 153 | |

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| | | | | | | | | Question and answer | | | | | |
| | 4 | | | Standard form scientific notation of whole number | Standard or scientific notation is the writing of a given number such that it lies between 0 and 10.<br>Example<br>Write 4639 in scientific notation method I<br>4639= 4639 ÷ 10<br>=463.9<br>463.9 ÷ 10<br>46.39<br>46.39 ÷ 10<br>4.639<br>=4.639 x $10^3$<br><br>Method II<br>4639 = 4.639<br>= 4.639x $10^3$ | -describes scientific or standard notation | -writes whole numbers in scientific notation | Creative thinking<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Discussion<br><br>Question and answer | Writing whole numbers in standard notation | Chalkboard illustrations | Mk Maths book 7<br><br>P.6 Curr page 153 | |
| | 5 | | NUMERATION<br><br>SYSTEM AND<br><br>PLACE | Rounding off whole number | Rounding off whole numbers<br>Examples<br>Round off:<br>1)677 to the nearest tens<br>677 = 6 7 7<br>+ 1<br>6 8 0<br><br>2) 1234 to the nearest hundreds.<br>1234 = 1 2 3 4 | -reads and interprets statements | -names digts used to change a number before them by adding 0 or 1 to it.<br>-identifies place values of digits in | Creative thinking<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Discussion | Rounding off whole numbers | Chalkboard illustrations | Mk Maths book 6 page 38<br><br>P.6 Curr page 153 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | VALUES | | + 0<br>1 2 0 0 | | given numbers - rounds off whole numbers correctly | | Question and answer | | | | |
| | 6 | | | Decimal number | Place values of decimals<br>Tenths \| Hundredths \| Thousandt<br>1/10 \| 1/100 \| 1/1000<br>$10^{-1}$ \| $10^{-2}$ \| $10^{-3}$<br><br>Writing place values of digits<br>Example<br>Write the place value of each digit in 19.47<br>19.47<br>Hundredths<br>Tenths<br>Ones<br>Tens | -reads place values of decimals -spells and pronounces place values of decimals correctly | -identifies and writes place values of each digit -finds the value of decimal numbers | Creative thinking<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Discussion<br><br>Question and answer | Writing place values of digits in given numbers | Chalkboard illustrations<br><br>A chart showing place values of decimals | Mk Maths book 6 page 43-44<br><br>P.6 Curr page 153 | |
| | | | NUMERATION<br><br>SYSTEM AND<br><br>PLACE | Decimal number | Values of decimal numbers<br>Example<br>What is the value of each digit in 4.6?<br><br>4.6 = 4.6<br>Tenths=6<br>Ones=4x1<br>6 =0.6 4x1 =4 | -reads place values of decimals -spells and pronounces place values of decimals correctly | -identifies and writes place values of each digit -finds the value of decimal numbers | Creative thinking<br><br>Effective communication | Explanation<br><br>Discussion | Finding values of decimal numbers | Chalkboard illustrations | MK Maths book 6 page 45<br><br>P.6 Curr | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 10 | | | Critical thinking | | | | page 153 | |
| | 7 | | VALUES | | Reading and writing decimal numbers in words<br>Example.<br>Write 0.125 in words.<br>0.125= 125/1000<br>One hundred twenty five thousandths | -reads place values of decimals<br>-spells and pronounces place values of decimals correctly | -identifies and writes place values of each digit<br>-finds the value of decimal numbers | | Question and answer | Writing decimal numbers in words | Chalkboard illustrations | Mk Maths book 6 page 46<br><br>Understanding Maths book 6<br><br>P.6 Curr page 153 | |
| 4 | 1 | | | | Writing decimal numbers from words to figures.<br>Example<br>Write twenty four and six tenths in figures.<br>Twenty four= 24<br>Six tenths 6/10 = +0.6<br>24.6 | -reads and solves problems involved in decimals | -changes decimals to fractions<br><br>-writes decimal numbers in words<br>-writes decimal | Creative thinking<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Discussion | Writing decimals in figures | Chalkboard illustrations | Mk Maths book 6 pg 45<br><br>P.6 Curr page 153 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | numbers in figures | | Question and answer | | | | |
| | 2 | | NUMERATION<br><br>SYSTEM AND<br><br>PLACE<br><br><br>VALUES | Decimal number | Writing decimal numbers in expanded form<br>Examples<br>1)Write 3.54 in expanded form using place values.<br>3.54<br>Hundredths $\frac{1}{100}$<br>Tenths $\frac{1}{10}$<br>Ones (1)<br>Solution:<br>$(3x1)+(5x^1/_{10})+(4x^1/_{100})$<br>2) Expand 3.54 using values<br>3.54<br>$\frac{1}{100} = 4x\frac{1}{100} = \frac{4}{100}$<br>$= 0.04$<br>$\frac{1}{10} = 5 \times \frac{1}{10} = \frac{5}{10} = 0.5$<br>3x1=3<br>Solution<br>3+0.5+0.04 | -reads and interprets problems involved in expanding decimals | -writes decimal numbers in expanded notation | Creative thinking<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Discussion<br><br>Demonstration<br><br>Question and answer | Writing decimal numbers in expanded form using place values and values | Chalkboard illustration | MK Maths book 6 2000 of 59<br><br>P.6 Curr page 153 | |
| | 3 | | NUMERATION | Decimal number | Expanding decimal numbers using powers of ten.<br>Example | -reads and interprets problems involved in | -writes decimal numbers in | Creative thinking | Explanation | Writing decimal numbers in | Chalkboard illustrations | Mk Maths book | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | SYSTEM AND PLACE VALUES | | Expand 3.54 using powers of ten.<br>$3.54=3^{100}.5^{10-1}4^{10-2}$<br>$(3x10^{0})+(5x10^{-1})+(4x10^{-2})$ | expanding decimals | expanded notation | Effective communication<br>Critical thinking | Discussion<br>Demonstration<br>Question and answer | expanded form using powers of ten | | 6 old edition pg 59<br>P.6 Curr page 153 | |
| | 4 | | | Decimals | Writing expanded decimal number in short form or as single numerals.<br>Write as single numerals<br>1) 4+0.6+0.02<br>4.00<br>0.60<br>+0.02<br>4.62<br>2) 3+0.03+0.003<br>3.000<br>0.030<br>+0.003<br>3.033<br>3) $(4x10^{2})+(6x10^{0})+(1x10^{-1})$<br>4x10x10+6x1+1x1/10<br>4x100+6+1/10 \| 400.0<br>6.0 | -reads and interprets the statements correctly | -writes expanded decimal numbers in short form | Creative thinking<br>Effective communication<br>Critical thinking | Explanation<br>Discussion<br>Question and answer | Writing expanded decimal numbers in short forms | Chalkboard illustrations | MK Maths book 6 Old edition pg 59<br>P.6 Curr page 153 | |

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| | | | | | 400+6+0.1 + 0.1<br>=406.1 406.1 | | | | | | | |
| | 5 | | NUMERATION<br><br>SYSTEM AND<br><br>PLACE | Decimals | Writing decimal numbers in scientific notation<br>Example<br>Write 0.4 in standard form<br>0.4<br>=4 x tenths<br>= 4 x $\frac{1}{10}$<br>=4 x $10^{-1}$<br>= 4.0 x $10^{-1}$ | -reads and solves problems involved in decimals | -writes decimal numbers in scientific notation | Creative thinking<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Discussion<br><br>Question and answer | Writing decimal numbers in scientific form | Chalkboard illustrations | MK Maths book 6 old edition pg 60<br><br>P.6 Curr page 153 | |
| | 6 | | VALUES | | Rounding off decimal numbers.<br>Example<br>1)Round off 0.625 to the nearest tenths(One decimal place, first decimal place)<br>0 hundredths<br>0.625-Thousandths<br>+ 0<br>0.6 | -mentions place values of decimal numbers<br>-reads and interprets given statements | -identifies the digits in the required place values<br>-rounds off as required correctly | | | Rounding off decimal numbers | Chalkboard illustration | Mk Maths book 6 Old Edition pg 61<br>P.6 Curr page 153 | |

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| | | 7 | | Roman numeral | Relationship of Roman and Hindu Arabic numerals.<br>Example<br>Hindu \| 1 \| 5 \| 10 \| 50<br>Roman \| I \| V \| X \| L<br><br>100 \| 500 \| 1000 \| 5000<br>C \| D \| M \| V<br><br><br><br>Reading and writing of Roman numerals.<br>Examples<br>2 is read as II<br>20 is read as XX<br>200 is read as CC | Reads abd relates roman numerals in Hindu Arabic numerals | -identifies the basic roman numerals.<br>- expresses Hindu Arabic as Roman numerals | Creative thinking<br><br>Effective communication<br><br>Critical thinking | Guided discussion<br><br>Explanation<br><br>Question and answer | Relating Roman numerals and Hindu Arabic numerals<br><br>Reading and writing Roman numerals | A chart showing relationship of Roman numerals and Hindu Arabic numerals<br><br>Chalkboard illustrations | Mk Maths book 6 page 32-33.<br><br>P.6 Curr page 153 | |
| 5 | 1 | | NUMERATION<br><br>SYSTEM AND<br><br>PLACE | Roman numeral | Expressing Hindu Arabic numerals as Roman numerals<br>Example<br>Express 29 as a Roman numeral.<br>29= 20 + 9<br>= xx + ix<br>= xxix | Reads and relates roman numerals in Hindu Arabic numerals | -identifies the basic roman numerals.<br>- expresses Hindu Arabic as Roman numerals | Creative thinking<br><br>Effective communication | Discussion<br><br>Explanation | Writing Hindu Arabic numerals as Roman numerals | Chalkboard illustrations | Mk Maths book 6 pg 32-33<br><br>P.6 Curr | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Critical thinking | Question and answer | | | | page 153 | |
| | 2 | | VALUES | | Writing Roman numerals as Hindu Arabic numerals<br>Examples<br>i)Express xiii as Hindu Arabid numerals.<br>Xiii = x + iii<br>= 10+ 3<br>=13<br>ii)Change Lxxv to Hindu Arabic numerals<br>Lxxv = L+xx+v<br>=50+20+5<br>= 70 + 5<br>= 75 | -reads and interprets statements correctly | -expresses roman numerals as Hindu Arabic numerals | Creative thinking<br><br>Effective communication<br><br>Critical thinking | Discussion<br><br>Explanation<br><br>Question and answer | Discussion<br><br>Explanation<br><br>Question and answer | Writing Roman numerals as Hindu Arabic numerals | Chalkboard illustrations | MK Maths book 6 pg 33<br><br>P.6 Curr page 153 | |

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| | 3 | | | | Application of Roman numerals in real life situations<br>-Reading time in Roman numerals on clock faces<br>-reading bank notes in Roman numerals | -reads and solves problems involving Roman numerals | -Writes roman numerals<br>-solves problems involving roman numerals | | | Reading -time in Roman numerals<br>-bank notes in Roman numerals | Clock faces<br><br>Bank notes | Functional Primary Mathematics book 7 page 22<br><br>Teacher's collection | |

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| | 4 | | | Bases<br><br>(REVISION) | *Base names up to base twelve<br>Base two –Binary<br>Base three-Ternary<br>Base four –Quartenary<br>Base five quinary e.t.c.<br>*Place values of bases<br>Examples<br>Write the place and values of each digit in $432_{five}$<br>$4\ 3\ 2_{five}$<br>└Ones<br>└Fives<br>└Five fives (twenty fives) | -reads base names up to 12<br>-reads place values of different bases | Writes base names up to 12<br>-writes place values of different bases | | | Reading and writing bases | A chart showing base names and digits for each base<br><br>Chalkboard illustrations | Mk Maths book 6<br><br>P.6 Curr page 153 | |
| | 5 | | NUMERATION<br><br>SYSTEM AND<br><br>PLACE<br><br><br>VALUES | Bases | Expanding numbers in bases<br>Example<br>Expand<br>i)$23_{five}$= $23_{five}$<br>2 fives + 3 ones<br>(2x5) + (3 x 1)<br>$(2 \times 5^1)+(3 \times 5^0)$<br>ii)$102_{three}$ =$102_{three}$<br>1three threes + 0threes +2 ones $(1 \times 3 \times 3)+(0 \times 3)+(2 \times 1)$<br>$(1x3^2)+(0x3^1)+(2x3^0)$ | -reads numbers in their respective bases<br><br>- | -expands numbers in their respective bases | creative thinking<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Discussion<br><br>Question and answer | Expanding numbers in bases | Chalkboard illustrations | Mk Maths book 5 page 71<br><br>P.6 Curr page 153 | |

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| | 6 | | | | <u>Conversion of bases</u><br>Changing from non-decimal bases to decimal base.<br><u>Example</u><br>Change $23_{five}$ to base ten<br>$23_{five} = 2^{5}1\,3^{5}0_{five}$<br>$(2x5^{1})+(3x5^{0})$<br>2x5 + 3x1<br>10 + 3<br>= 13ten | -reads and interprets given problems | -identifies place value of each digit in a given number<br>-changes from any non decimal base to decimal base<br>-convert from decimal base to non decimal base | | | Changing from non-decimal bases to decimal base | Chalkboard illustrations | Mk Maths book 6 Old Edition pg 39<br><br>P.6 Curr page 153 | |
| | 7 | | | | <u>Conversion of bases</u><br>Changing from decimal base to non decimal base.<br><u>Example</u><br>Change $38_{ten}$ to base five.<br>B \| N R<br>5 \| 38<br>5 \| 7 \| 3<br>5 \| 1 \| 2<br>0 \| 1<br>= $123_{five}$ | -reads and interprets given problems | -identifies place value of each digit in a given number<br>-changes from any non decimal base to decimal base | creative thinking<br><br>Effective communication | Explanation<br><br>Discussion | Changing from decimal base to non-decimal base. | Chalkboard illustrations | Mk Maths book 6 Old Edition page 39<br><br>P.6 Curr | |

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| | | | | | | -convert from decimal base to non decimal base | Critical thinking | Question and answer | | | page 153 | | |
| | 6 | 1 | NUMERATION<br><br>SYSTEM AND<br><br>PLACE<br><br><br>VALUES | Bases | Changing from non – decimal base to non-decimal base<br>Example<br>Change 123five to base six.<br>-Change to decimal base(base ten)first<br>$123_{five}=1^{52}2^{51}3^{50}$<br>$(1x5^2)+(2x5^1)+(3x5^0)$<br>1x5x5+2x5+3x1<br>25+10+3<br>25 + 13<br>$38_{ten}$<br>B \| N \| R<br>6 \| 38 \|<br>6 \| 6 \| 2<br>6 \| 1 \| 0<br>\| 0 \| 1<br><br>$= 102_{six}$<br>$123_{five}=102_{six}$ | -reads and interprets problems correctly | -converts from non decimal base to non decimal base | | | Changing non-decimal to non-decimal base | Chalkboard illustrations | Mk Maths book 6 Old Edition page 40 | |
| | | 2 | NUMERATION | Bases | Solving for the unknown base | Reads and interprets | -solves the | creative thinking | Explanation | Solving for the | Chalkboard | Mk Math | |

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| | | | SYSTEM AND PLACE VALUES | | Example<br>Solve for P in<br>$34_p = 19_{ten}$<br>$3^p1 4^p0_p = 19ten$<br>$(3xp^1)+(4xp^0) = 19$<br>3xp + 4x1 = 19<br>3p + 4 =19<br>3p+4-4 =19-4<br>$\frac{3p}{3} = \frac{15}{3}5$<br>P = 5(base five) | given problems correctly | unknown bases | Problem solving<br>Effective communication | Discussion<br>Question and answer | unknown base | illustrations | s book 6 page 49 | |
| | | | | | Operation on bases.<br>-Addition of bases<br>Example<br>Simplify<br>$23_{five} + 14_{five}$<br>$23_{five}$ (0,1,2,3,4)<br>$+14_{five}$ 7÷5=1r2<br>$42_{five}$ | -reads and writes statements. | -adds numbers in given bases<br>-subtracts numbers in given bases | Critical thinking | | Adding numbers in different bases | Chalkboard illustrations | Mk Maths book 6 pg 41 | |
| | | | | | Operation on bases<br>-subtraction in bases<br>Example<br>Simplify $101_{two}- 11_{two}$<br>$101_{two}$<br>$- 11_{two}$<br>$10_{two}$ | -reads and writes statements. | -adds numbers in given bases<br>-subtracts numbers in given bases | creative thinking<br>Problem solving<br>Co-operation | Explanation<br>Guided discussion | Subtracting numbers in different bases | Chalkboard illustrations | Mk Maths book 6 page 42 | |

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| | | | | | | | Effective communication<br><br>Critical thinking | Question and answer | | | | | |
| ***E.L.O: The learner solves mathematical problems with competence and confidence using the four operations*** | | | | | | | | | | | | | |
| | | 3 | NUMERATION<br><br>SYSTEM AND<br><br>PLACE | Addition of whole number | Addition of large numbers.<br>Example<br>Work out:<br>2 3 3 0 4 6<br>+4 1 3 7 2 1<br>6 4 6 7 6 7 | -reads and interprets statements involving addition of large numbers | -adds large numbers with or without regrouping<br>-solves word problems involving addition | creative thinking<br><br>Problem solving<br><br>Co-operation<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Guided discussion<br><br>Question and answer | Adding large numbers | Chalkboard illustrations | Mk Maths book 6 page 54<br><br>P.6 Curr page 156 | |
| | | | VALUES | Addition of whole Numbers in word problems | Word problems involving addition.<br>Example<br>1.There were 246240 books in the library and the headmistress 167645 more books to the same library. How many books are in the library altogether?<br>246240books<br>+167645books<br>413885books | -reads and interprets statements involving addition of large numbers | -adds large numbers with or without regrouping<br>-solves word problems involving addition | | | Adding large numbers in word problems | Chalkboard illustrations | Mk Maths book 6 page 55<br><br>P.6 Curr page 156 | |

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| | | 4 | OPERATION<br><br>ON<br><br>WHOLE<br><br>NUMBERS | Subtraction of whole number | Subtraction of large whole numbers<br>Example<br>Work out:<br>1. 946786<br>- 423252<br>523534 | -reads and complehends statements involving subtraction | -subtracts large numbers with out or with regrouping<br>-<br>determines other terms used in subtraction<br>-solves word problems involving subtraction | | | Subtracting large numbers in word problems | Chalkboard illustrations | Mk Maths book 6 page 57.<br><br>P.6 Curr page 156 | |
| | | | OPERATION<br><br>ON<br><br>WHOLE | Subtraction of whole number in word problem | Word problems involving subtraction<br>Example<br>A diary processed 6500650 litres of milk and sold 5650945 litres. How many litres were left? | -reads and complehends statements involving subtraction | -subtracts large numbers with out or with regrouping | creative thinking<br><br>Problem solving | Explanation | Subtracting large numbers in word problems | Chalkboard illustrations | Mk Maths book 6 page 57 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | NUMBERS | | 6500650-5650945<br>= 849705<br><br>6500650<br>- 5650945<br>849705 | | - determines other terms used in subtraction<br>-solves word problems involving subtraction | Co-operation<br><br>Effective communication<br><br>Critical thinking | Guided discussion<br><br>Question and answer<br><br>Think and pair | | | P.6 Curr page 156 | |
| | | 5 | | Multiplication of large number | Multiplication of large numbers<br>Example<br>Multiply 1432 x 132<br>1432<br>X 132<br>2864<br>42960<br>+ 143200<br>189024 | -reads mathematical statements of multiplication<br>-reads and complehends problems involving multiplication | - multiplies whole numbers<br>-solves word problems involving multiplication | | | Answering oral questions<br><br>Multiplying whole numbers | Chalkboard<br><br>Illustrations | Mk Maths book 6 page 58<br><br>Understanding Mathematics book 6 page 47-48. | |

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| | 6 | | Word problem involving multiplication | Word problems in multiplication<br>Example<br>A farmer has 45 cows. Each cow produces 13 litres of milk in a day. How many litres of milk does the farmer get in a week?<br>In a day<br>1 cow gives 13 litres<br>45 cows give 45x13<br>=585litres<br>In a week(7days)<br>5 8 5 4 5<br>X 7 x1 3<br>4095 135<br>+450<br>585 | -reads mathematical statements of multiplication<br>-reads and complihends problems involving multiplication | -multiplies whole numbers<br>-solves word problems involving multiplication | | | Working out word problems involving multiplication | Chalkboard illustrations | Mk Math book 6 page 61<br><br>P.6 Curr page 156 | |
| | 7 | OPERATION<br><br>ON<br><br>WHOLE<br><br>NUMBERS | Addition and multiplication of number | Addition and multiplication of whole numbers.<br>Example<br>Simplify: 5 + 4 x 3<br>5+4 x 3=5+(4 x 3)<br>= 5 + 12<br>= 17 | -reads given mathematical statements | -identifies the operation in given statements<br>-solves problems involving addition and multiplication | creative thinking<br><br>Problem solving<br><br>Co-operation<br><br>Effective communication | Explanation<br><br>Group work<br><br>Guided discussion<br><br>Demonstration | Solving numbers involving addition and multiplication | Chalkboard illustrations | Mk Maths book 6 page 59<br><br>P.6 Curr page 156 | |

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| | | | | | | | | Critical thinking | Question and answer | | | | |
| 7 | 1 | | | Division of large number | Division of large numbers.<br>Example<br>Work out 6360÷120<br>6360÷120 =<br><br>53<br>120/ 6360<br>600<br>360<br>- 360<br>---<br>= 53 | -reads and complehends problems involving division | -carries out division of large numbers<br>-mentions the terms used in division<br>-solves word problems involving division | | | Working out division of large numbers | Chalkboard illustrations | Mk Maths book 6 page 60<br><br>P.6 Curr page 157 | |
| | | | OPERATION<br><br>ON<br><br>WHOLE<br><br>NUMBERS | Word problem involving division | Word problems in division<br><u>Example</u><br>A petrol station manager bought 22000litres of motor oil. If she put equal amount of oil in 440 drums, how many litres of oil were in each drum? | -reads and complehends problems involving division | -carries out division of large numbers<br>-mentions the terms used in division<br>-solves word problems | creative thinking<br><br>Problem solving<br><br>Co-operation | Explanation<br><br>Group work<br><br>Guided discussion | Working out word problems involving division | Chalkboard illustrations | Mk Maths book 6 page 61<br><br>P.6 Curr page 157 | |

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| | | | | | | involving division | Effective communication<br><br>Critical thinking | Demonstration<br><br>Question and answer | | | | | |
| | 2 | | | All operations together (Use of BODMAS) | Use of BODMAS<br>Brackets<br>Of<br>Division<br>Multiplication<br>Addition<br>Subtraction<br><br>Example<br>Simplify:<br>18-(4x3)+6<br>BODMAS<br>1 2 3<br>18-12 + 6<br>18+6-12<br>24-12<br>12 | -reads and interprets BODMAS | -applies BODMAS to solve problems involving all operation | | | Group work<br>Writing an activity involving BODMAS | Chalkboard illustrations | MkMaths book 6 page 62<br><br>Understanding Mathematics book 6 page 54<br><br>P.6 Curr page 157 | |
| | 3 | | OPERATION<br><br>ON<br><br>WHOLE | Properties of number | Properties of numbers<br>Commitative property<br>a +b = b + a<br>4+ 5= 5 + 4<br>9 9<br><br>6 x 3 = 3 x 6<br>18 = 18<br>Associative property | -describe the properties of numbers | -proves that the order of numbers doesnot affect the results in addition and | creative thinking<br><br>Problem solving<br><br>Co-operation | Explanation<br><br>discussion | Copying notes.<br><br>Working out numbers using properties of | Chalkboard illustrations | Mk Maths book 6 Old Edition page | |

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| | | | NUMBERS | | 3+(8+9)=(3+8)+9<br>3+17 = 11+9<br>20 20<br>(3x7)x2= 3x(7x2)<br>21x2 = 3 x 14<br>42 = 42 | | multiplication<br>-applies distributive property to solve problems | Effective communication<br><br>Critical thinking | Demonstration<br><br>Question and answer | numbers | | 54-55<br><br>P.6 Curr page 157 | |
| | | | | | Distributive property<br>Examples<br>Simplify using distributive property only.<br>1)4 x 5+ 4 x 6<br>4(5+6)<br>4(11)<br>4 x 11<br>44<br><br>2) (33x10)-(22x10)<br>10(33-22)<br>10(11)<br>10 x 11<br>= 110 | -describe the properties of numbers | -proves that the order of numbers does not affect the results in addition and multiplication<br>-applies distributive property to solve problems | | | Working out numbers using distributive property only | Chalkboard illustration | Mk Maths Book 6 Old Edition page 55.<br><br>P.6 Curr page 157 | |
| | 4 | | NUMBER PATTERNS AND SEQUENCE | Divisibility | Divisibility tests by 2, 3, 4, 5, 8,9,10.<br>1)A number is divisible by 2 if the last digit of a given number is an even number. 0, 2, 4, 6, 8.<br>2)A number is divisible by 3 when the sum of the digits is a multiple of 3. | -reads statements correctly | -copies motes about divisibility tests<br>-tests numbers for divisibility by 2, 3,4 | creative thinking<br><br>Problem solving<br><br>Co-operation | Explanation<br><br>Guided discovery<br><br>discussion | Writing notes<br><br>Identifying correct numbers for learnt | Chalkboard illustrations | Mk Maths book 6 page 142<br><br>P.6 Curr | |

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| | | | | | 3) A number is divisible by 4 when the last two digits of the given number are divisible by 4.<br>4) A number is divisible by 5 when the last digit is 0 ro 5.<br>5)A number divisible by 6 when it si divisible by 2 and3 e.t.c. | | 5, 8, 9 and 10<br>-identifies numbers divisible by any given numbers | Effective communication<br><br>Critical thinking | Question and answer | divisibility tests | | page 159 |
| E.L.O: - the learner forms various forms of patterns and sequences<br>-relates and applies simple computation skills in real life situations | | | | | | | | | | | | |
| | 5 | | | Developing number patterns | Types of numbers<br>1)<u>Whole numbers</u><br>Whole numbers begin with 0. {0,1,2, 3,....}<br>2) <u>counting numbers</u><br>Counting numbers begin from 1. {1,2,3,.....}<br>Another name for counting numbers is <u>natural</u>.<br>3)<u>Even numbers</u><br>These are exactly divisible by 2. {0,2, 4,6,....}The first number is 0.<br>4) <u>Odd numbers</u><br>These numbers are not exactly divisible by 2. {1,3,5,7,....} | -reads and describes types of numbers | -identifies types of numbers<br>-lists sets of given types of numbers in a given range | creative thinking<br><br>Problem solving<br><br>Effective communication<br><br>Critical thinking | Guided discussion | Naming numbers<br><br>Listing numbers | Chalkboard illustrations | Mk Maths book 6 Old Edition pg 112<br><br>Understanding Maths book 6 page 66 |

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| | | | | | | | | | | | P.6 Curr page 159 | |
| | | NUMBER PATTERNS AND SEQUENCE | Developing number patterns | Types of numbers<br>Prime numbers:<br>These are numbers with only 2 factors 1 and itself. {2,3,5,7,11…….}. 2 is the only/even prime number<br>Composite numbers<br>These are numbers with more than 2 factors.{4,6,8,9,10,12,….} | -describes the types of numbers | -identifies and writes types of numbers<br>-lists and names types of numbers<br>-finds triangular numbers using a formular | creative thinking<br><br>Problem solving<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Guided discovery<br><br>discussion<br><br>Question and answer | Naming different types of numbers<br><br>Listing different types of numbers | Chalkboard illustrations | Mk Maths book 6 Old Edition page 112<br><br>Understanding Mathematics book 6 page 66<br><br>P.6 Curr page 159 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 7 | | | | Types of numbers<br>Triangular numbers<br>When you add consecutive natural numbers beginning with 1, you get a triangular number<br>1 = 1<br>1+2 = 3<br>1+2+3 = 6<br>1+2+3+4 = 10<br>1+2+3+4+5 = 15<br>1+2+3+4+5+6 = 21<br>1+2+3+4+5+6+7=28<br>{1,3,6,10,15,21,28,..}<br>Finding triangular numbers<br>Example<br>Find the fifth triangular number. Formular used:<br>$\frac{n(n+1)}{2}$<br>n representing the number<br>$\frac{5(5+1)}{2}$<br>$\frac{5(6)}{2}$<br>5x3 = 15 | -describes the types of numbers | -identifies and writes types of numbers<br>-lists and names types of numbers<br>-finds triangular numbers using a formular | creative thinking<br><br>Problem solving<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Guided discovery<br><br>discussion<br><br>Question and answer | | | | |
| | 7 | | NUMBER PATTE | Developing number patterns | Types of numbers<br>Square number: | -describes square numbers | -reads and writes | creative thinking | Explanation | Finding square | Chalkboard | Mk Maths | |

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| | | | RNS AND SEQUENCE | | A square is a product of a number by itself<br>Examples<br>1x1, 2x2, 3x3, 4x4,<br>1, 4, 9, 16,<br>5x5<br>25<br>Find the square of 16.<br>$16 = 16^2$<br>$= 16x16$<br>$= 256$ | | square numbers<br>-finds square numbers of whole numbers<br>-finds the square of fractions and decimals | Problem solving<br><br>Effective communication<br><br>Critical thinking | Guided discovery<br><br>discussion<br><br>Question and answer | number s | illustrations | book 6 page 95<br><br>P.6 Curr page 159 | |
| 8 | 1 | | NUMBER PATTERNS AND SEQUENCE | Square number | Square numbers of fractions.<br>Examples<br>Find the square of:<br>1) ½ = ( ½ )²<br>= ½ x ½<br>= ¼<br><br>2)0.6 = (0.6)²<br>= 0.6x 0.6<br>= $\frac{6}{10} \times \frac{6}{10}$<br>= $\frac{36}{100}$<br>= 0.36 | -describes square numbers | -reads and writes square numbers<br>-finds square numbers of whole numbers<br>-finds the square of fractions and decimals | creative thinking<br><br>Problem solving<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Guided discovery<br><br>discussion<br><br>Question and answer | Finding squares of fractions | Chalkboard illustrations | Mk Maths book 6 page 95<br><br>P.6 Curr page 159 | |
| | 2 | | | Square roots | Finding square roots of whole numbers<br>Example<br>Find the square root of 36.<br>Method: Prime factorize | -reads and complehends mathematical problems | -identifies the symbol for the square root | | | Finding square roots of whole numbers | Chalkboard illustration | Mk Maths book 6 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2 \| 36<br>2 \| 18<br>3 \| 9<br>3 \| 3<br>1<br>(2x2)x(3x3)<br>2x3<br>= 6 OR<br>$\sqrt{2x2x3x3}$<br>$\sqrt{2^2 \times 3^2}$<br>2 x 3<br>6 | | -finds the square root of whole numbers | | | | | page 96<br><br>P.6 Curr page 159 | |
| | 3 | | NUMBER PATTERNS AND SEQUENCE | Square roots | Square roots of fractions<br>Examples<br>Find the square root of:<br>1) $\frac{4}{9} = \sqrt{\frac{4}{9}}$<br>2 \| 4 and 3 \| 9<br>2 \| 2 and 3 \| 3<br>1 and 1<br>(2x2) (3x3)<br>2 3<br>$\sqrt{\frac{4}{9}} = \frac{2}{3}$ | -reads and interprets given statements | -changes mixed fractions to improper fraction<br><br>-finds the square root of fractions | creative thinking<br><br>Effective communication<br><br>Critical thinking | Explanation<br><br>Guided discussion<br><br>Question and answer | Finding square roots of fractions | Chalkboard illustrations | MK Maths book 6 pg 99-100<br><br>P.6 Curr page 159 | |
| | | 3 | | | $2\overline{)2\ ¼} = \sqrt{\frac{4 \times 2 + 1}{4}}$<br>$= \sqrt{\frac{9}{4}}$<br>3 \| 9 2 4<br>3 \| 3 2 \| 2 | | | | | | | | |

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| | 4 | NUMBER PATTERNS AND SEQUENCE | Square roots | Square roots of decimals<br>Example<br>Find the square root of 0.36.<br>$0.36 = \frac{\sqrt{36}}{100}$<br>2 \| 36 — 2 \| 100<br>2 \| 18 — 2 \| 50<br>2 \| 9 — 5 \| 25<br>3 \| 3 — 5 \| 5<br>1 — 1<br>(2X2)X(3X3)(2X2)X(5X5)<br>2X3 = 6 — 2X5 = 10<br>$\frac{\sqrt{36}}{100} = \frac{6}{10}$<br>$\sqrt{0.36} = 0.6$ | -reads and comprehend statements | -converts decimals to common fractions<br>-finds the square root of decimal fractions | Critical thinking<br>Effective communication<br>Problem solving<br>Creative thinking | Explanation<br>Guided discussion<br>Question and answer | Finding square roots of decimals | Chalkboard illustrations | Mk Maths book 6 page 100<br>P.6 Curr page 159 | |
| | 4 | NUMBER PATTERNS AND SEQUENCE | Application of square roots in word problem | Square root in word problems<br>Example<br>1a) Find the side of a square whose area is 16cm².<br>Need for diagramatic ilustration.<br>16cm² | -reads and comprehend statements<br>-reads and comprehend statements | -writes given statements<br>-applies square root knowledge to solve word problems | Critical thinking<br>Effective communication<br>Problem solving | Explanation<br>Guided discovery<br>discussion | Finding square roots in word problems<br>Finding square roots in word | Chalkboard illustrations | P.6 Curr page 159<br>Mk Maths book 6 page 100 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | □ \| □<br>A =sxs 2 \|16<br>$S^2$= 16 2 \| 8<br>$\sqrt{S^2}$= $\sqrt{16}$ 2 \| 4<br>2 \| 2<br>S = 4cm (2x2)(2x2)<br>2x2<br>=4<br>b) Calculate its perimeter<br>P=add all sides<br>= S+S+S+S<br>=4cm+4cm+4cm+4cm<br>= 8 + 8<br>= 16cm | | -writes given statements<br>-applies square root knowledge to solve word problems | Creative thinking | Question and answer | problems | | P.6 Curr page 159 | |
| | 5 | | NUMBER PATTERNS AND SEQUENCE | | <u>Cubic number</u><br>A cubic number is obtained when a given number is multiplied by itself three times.<br>Example<br>Find the cube of 5.<br>5 = $5^3$<br>= 5 x 5 x 5<br>= 25 x 5<br>= 125 | -describes cubic numbers | -finds cubic numbers<br>-find the next number in a given sequence | | | Finding cubic numbers | Chalkboard illustrations | Mk Maths book 6 Old Edition<br><br>P.6 Curr page 159 | |
| | | | | Finding missing number | Finding missing numbers in a given pattern<br>Examples<br>Find the next number in the sequence. | -describes cubic numbers | -finds cubic numbers<br>-find the next | Critical thinking | Explanation | Completing number sequences | Chalkboard illustrations | Mk Maths book 5 Old | |

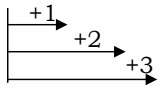
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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 1)1, 3, 6, 10, 15, 21, 28<br>+2+3+4+5+6+7<br>2) 25, 24, 21, 16, 9<br>25 24 21 16 9<br>-1 -3 -5 -7 | | number in a given sequence | Effective communication<br><br>Problem solving<br><br>Creative thinking | Guided discovery<br><br>discussion<br><br>Question and answer | | | Edition pg 113<br><br>P.6 Curr page 159 | |
| | 6 | | | Finding consecutive even number | Finding consecutive even numbers. Pattern to follow.<br>0,1,2,3,4,5,6,7,8,<br><br>+2<br>+4<br>+6<br>Example<br>The sum of three consecutive even numbers is 18. Find the numbers<br>Let the 1st number be n.<br>n, n+ 2, n+4<br>n+n+2+n+4 = 18<br>n+n+n+2+4 = 18<br>3n + 6 = 18<br>3n + 6-6 = 18-6<br>$\frac{3n}{3} = \frac{12}{3}$<br>n =4 | -describes even numbers<br><br>-reads and comprehend statements | -mentions even numbers<br>-analyses the pattern for finding even numbers<br><br>-finds the consecutive even numbers | | | Practicing the pattern<br><br>Finding consecutive even numbers | Chalkboard illustrations | MK Maths book 6 pg<br><br>P.6 Curr page 159 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | n, n+ 2, n+ 4<br>4, 4+2, 4+4<br>4, 6, 8<br>The numbers are 4, 6 and 8 | | | | | | | | |
| | | | NUMBER PATTERNS AND SEQUENCE | Finding consecutive odd number | Finding consecutive odd numbers. Pattern to follow<br>1,2,3,4,5,6,7,8<br>+2<br>+5<br>+5<br>Example<br>The sum of three consecutive numbers is 15. Find the numbers.<br>Let the 1st number be y.<br>Y, y+2, y+4<br>y+y+2+y+4 = 15<br>y+y+y+2 + 4 = 15<br>3y + 6 = 15<br>3y + 6-6 =15 – 6<br>3y = 9<br>3 3<br>y = 3<br>y, y+ 2, y+4<br>3, 3+2, 3+4<br>3 5 7<br>The numbers are 3, 5 and 7 | -describes odd numbers<br>-reads and comprehend statements | -mentions odd numbers<br>–analyses the pattern for finding odd numbers<br>-finds consecutive odd numbers | Critical thinking<br>Effective communication<br>Problem solving<br>Creative thinking | Explanation<br>Guided discovery<br>discussion<br>Question and answer | Finding consecutive odd numbers | Chalkboard illustrations | Mk Maths book 6 pg<br>P.6 Curr page 159 | |
| | 7 | | NUMBER PATTE | Finding consecutive | Finding natural numbers. Pattern to follow | -describes natural numbers | -mentions natural numbers | Critical thinking | Explanation | Finding consecutive | Chalkboard | Mk Maths | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | RNS AND SEQUENCE | natural number | 1,2, 3, 4,5,6,7,8,...<br><br><br>Example<br>The sum of three consecutive numbers is 15. Find the numbers.<br>Pattern to follow<br>Let the 1st number be k.<br>K, k+1, k+2<br>K+K+1+k+2 =15<br>K+k+k+1+2 = 15<br>3k + 3 = 15<br>3k+ 3-3 = 15-3<br>$\frac{3k}{3} = \frac{12}{3}$<br>K = 4<br>K, k+1, k+2<br>4, 4+1, 4+2<br>4, 5, 6<br>The numbers are 4,5 and 6 | | -analyses the pattern for finding counting numbers<br>-finds consecutive natural numbers | Effective communication<br><br>Problem solving<br><br>Creative thinking | Guided discovery<br><br>discussion<br><br>Question and answer | natural/ counting numbers | illustrations | book 6 page<br><br>P.6 Curr page 159 | |
| 9 | 1 | | NUMBER PATTERNS AND SEQUENCE | Multiples | Multiple: Is the product of a given number and any other whole number greater than zero.<br>Listing common multiples<br>Examples<br>List the multiples of 4 between 10 and 20<br>1x4, 4x2, 4x3, 4x4 | -describes a multiple<br>-mentions multiples | -finds multiples of whole numbers<br>-finds the lowest common Multiples | Critical thinking<br><br>Effective communication | Explanation<br><br>Guided discovery | Listing multiples<br><br>Finding lowest common multiples(LCM) | Chalkboard illustrations | MK Maths book 6 page 76 | |

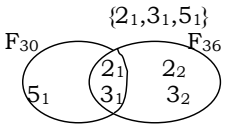
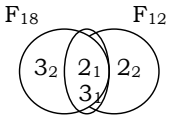
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| | | | | | 4, 8, 12, 16<br>4x5<br>20<br>{12, 16}<br>$M_4$ between 10 an 20 = {12, 16}<br>Lowest common multiple (LCM)<br>Example<br>Find the LCM of 4 and 6.<br>$M_4$={4,8,12,16,20, 24,28…}<br>$M_6$={6,12,18,24,30,36,…}<br>Common multiples {12, 24} LCM ={12} | | of given numbers | Problem solving<br><br>Creative thinking | discussion<br><br>Question and answer | | | P.6 Curr page 159 | |
| | 2 | | | Factors | Factors<br>Listing factors<br>Example<br>List all factors of 12.<br>1x12<br>2x9<br>3x6<br>$F_{12}$={1,2,3,6,9,12}<br>Common factors, lowest common factor (LCF) and Highest Common factors(HCF)<br>Examples<br>Find the highest common factor of 15 and 12.<br>$F_{15}$ =1x15 $F_{12}$=1x2<br>3x5 2x6<br>$F_{15}$={1,3,5,15} | -describes the term factors<br>-reads given statements | -finds factors of given numbers<br><br>Finds the HCF and LCF<br>-lists factors of numbers | Critical thinking<br><br>Effective communication<br><br>Problem solving<br><br>Creative thinking | Explanation<br><br>Guided discovery<br><br>discussion<br><br>Question and answer | Copying notes about factors.<br><br>Finding LCF, HCF and common factors of given numbers. | Chalkboard illustrations | Mk Maths book 5 Old Edition page 101<br><br>Mk Maths book 6 page 81 | |

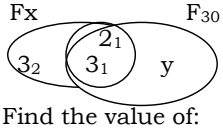
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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | $F_{12}$={1,2,3,4,6,12}<br>a) Common factors{1,3}<br>b) HCF of 12 and 15={3}<br>c) LCF of 12 and 15 ={1} | | | | | | P.6 Curr page 159 | |
| | 3 | | NUMBER PATTERNS AND SEQUENCE | Prime factorisation | Prime factorization: is to find factors of a multiple using prime numbers.<br>Example<br>Prime factorise 24<br>**Ladder Method**<br>2 \| 24<br>1 \| 12<br>2 \| 6<br>3 \| 3<br>1<br>**Factor Tree**<br>24<br>2 12<br>2 6<br>2 3<br>The answer is written in<br>1)Multiplication 2x2x2x 3<br>2)powers or exponents $2^3$ x 3<br>3)subscripts or set form $2_1,2_2,2_3,3_1$ | -describes the term prime factorization | -mentions different methods of prime factorization<br>-prime factorizes given numbers<br>-represents prime factors on a venn diagram<br>-finds the LCM and GCF using prime factors | Critical thinking<br>Effective communication<br>Problem solving<br>Creative thinking<br>Co-operation | Explanation<br>Guided discovery<br>discussion<br>Question and answer | Finding prime numbers | Chalkboard illustrations | Mk Maths book 6 pg 82<br>P.6 Curr page 159 | |
| | 4 | | NUMBER PATTERNS AND | | Representing prime factors on a venn diagram.<br>Example | -describes the term prime factorization | -mentions different methods of prime factorization | Critical thinking | Explanation<br>Guided discovery | Identifying common factors | A chart showing prime factors on Venn- | Mk maths bk page 86. | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | SEQUENCE | | Represent prime factors of 30 and 36 on a venn diagram.<br>2 \| 36 — 2 \| 18 — 3 \| 9 — 3 \| 3<br>2 \| 30 — 3 \| 15 — 5 \| 5 — 1<br>$\{2_1,2_2,3_1,3_2\}$<br><br> | | -prime factorizes given numbers<br>- represents prime factors on a venn diagram<br>-finds the LCM and GCF using prime factors | Effective communication<br><br>Problem solving<br><br>Creative thinking<br><br>Co-operation | discussion<br><br>Question and answer | Representing prime factors on Venn-diagrams. | diagrams<br><br>Chalkboard illustrations | P.6 Curr page 159 | |
| | 4 | | NUMBER PATTERNS AND SEQUENCE | Prime factorization. | Finding the lowest common multiple and greatest common factor on a venn diagram.<br>Example;<br>Using the given venn diagram, find the LCM and HCF of 18 and 12.<br><br><br><br>LCM is the unon set; | -describes the term prime factorization | -mentions different methods of prime factorization<br>-prime factorizes given numbers<br>- represents prime factors on a venn diagram | Creative thinking<br><br>Effective communication<br><br>Critical thinking<br><br>Problem solving | Explanation<br><br>Illustration<br><br>Guided discovery<br><br>Problem solving | Finding LCM and HCF using a Venn diagram | A chart showing prime factors on a Venn diagram<br><br>Chalk board illustrations | Mk maths book 6 page 87<br><br>P.6 Curr page 159 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | $F_{18}$ U $F_{12}$=$\{3_2,2_1, 3_1,2_2\}$<br>=3X2X3X2<br>=6X6<br>=36<br>LCM = 36<br><br>HCF is the intersection set<br>$F_{18}$ n $F_{12}$=$\{2^1,3_1\}$<br>=2X3<br>=6<br>GCF = 6 | | -finds the LCM and GCF using prime factors | | | | | | |
| | 5 | | NUMBER PATTERNS AND SEQUENCE | Prime factorization | Finding the unknown on venn diagrams<br>Example<br>Study the venn diagram and answer questions that follow<br><br><br>Find the value of:<br>1) x<br>Fx =$\{3_2,3_1, 2_1\}$<br>= 3 x 3 x 2<br>= 9 x 2<br>= 18<br><u>X = 18</u><br><br>2) y<br>Fy =$\{2, 3, y\}$ = 30<br><u>2x 3 x y</u> = <u>30</u> | -reads and interprets given information. | -draws venn diagrams<br>-studies information on venn diagrams<br>-uses venn diagrams to find the unknown | Creative thinking<br><br>Effective communication<br><br>Critical thinking<br><br>Problem solving | Explanation<br><br>Illustration<br><br>Guided discovery<br><br>Problem solving | Finding unknown values on a venn diagram | Chalkboard illustration | Mk Maths book 6 page 88-89<br><br>P.6 Curr page 159 | |

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| | | | | | 2 x 3 2 x 3<br>Y = 5 | | | | | | | | |
| | 6 | | NUMBER PATTERNS AND SEQUENCE | Prime factorization | Finding prime factorised numbers.<br>Examples<br>1)Find the number that has been prime factorised<br>$\{2_1, 2_2, 2_3, 3_1\}$<br>= 2 x 2 2 x 3<br>= 4 x 6<br>= 24<br>(2) If 2 x 3 x y = 30, find y.<br>2 x 3 x y = 30<br>$\frac{6y}{6} = \frac{30}{6}$<br>y = 5<br>3) $2^{2x}$ x 2 = 32, find x.<br>Method: Prime factorize 32, then solve<br>2 \| 32<br>2 \| 16<br>2 \| 8<br>2 \| 4<br>2 \| 2<br>\| 1<br>$2^{2x}$ x $2^1$ = 32<br>$2^{2x}$ x $2^1$ = $2^5$<br>2x + 1 = 5<br>2x + 1 – 1= 5 – 1<br>$\frac{2x}{2} = \frac{4}{2}$ | -reads and comprehend statements . | -finds the value of the unknown -solves for the prime factorized multiple | Creative thinking<br>Effective communication<br>Critical thinking<br>Problem solving | Explanation<br>Illustration<br>Guided discovery<br>Problem solving | Finding missing numbers | Chalkboard illustrations | MK Maths book 6 page 83<br>P.6 Curr page 159 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | X = 2 | | | | | | | |
| | 7 | | NUMBER PATTERNS AND SEQUENCE | Application of lowest Common Multiple (LCM) in word problem. | Application of lowest common multiple(LCM) in word problems with or without remainders.<br>Example<br>Find the smallest number which when divided by 4 of 9 or 12 leaves 3 as a remainder.<br>2 \| 4 \| 9 \| 12 + 3<br>2 \| 2 \| 9 \| 6<br>3 \| 1 \| 9 \| 3<br>3 \| 1 \| 3 \| 1<br>\| 1 \| 1 \| 1<br><br>2 x 2 x3 x 3 + 3<br>4 x 9 + 3<br>36 + 3<br>= 39 | -reads, comprehends and interprets statements | -applies the LCM knowledge to solve word problems | Creative thinking<br><br>Effective communication<br><br>Critical thinking<br><br>Problem solving<br><br>Interpretation | Explanation<br><br>Illustration<br><br>Guided discovery<br><br>Problem solving | Solving word problems involving lowest common multiple (LCM) | Chalkboard illustrations | Understanding Mathematics book 6<br><br>P.6 Curr page 159 | |
| 10 | 1 | | | Application of lowest Common Multiple(LCM) and Greatest Common Factor (GCF) in word problem | Word problems involving GCF, LCM and given numbers.<br>Example<br>The lowest common Multiple(LCM) of two numbers is 144, their greatest common factor (GCF) is 12 and one of the numbers is 48. Find the other number.<br>Let the other number be t | -reads and comprehend word problems | -solves word problems involving GCF and LCM to find missing numbers | | | Solving word problems involving greatest common factor and lowest common multiple | Chalkboard illustrations | Mk Maths book 6<br><br>P.6 Curr page 159 | |

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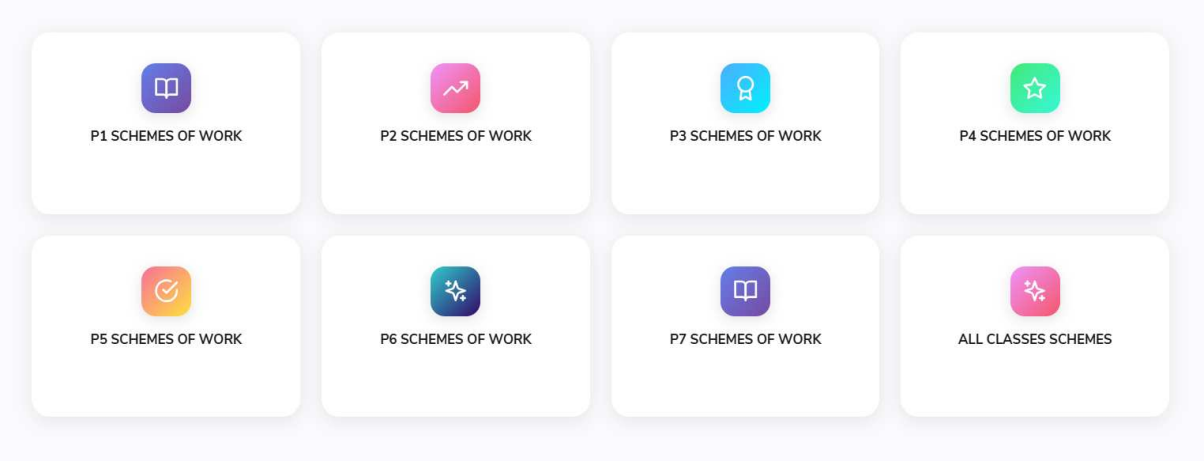
| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | $1^{st}$ no.x $2^{nd}$ no.= LCM x HCF<br>48 x t =144x 12<br>$\frac{48t}{48} = \frac{144x12}{48}$<br>t = 36<br>The other number is 36. | | | | | | | | |
| | 2 | | NUMBER PATTERNS AND SEQUENCE | Values of powers of number | Finding values of powers of numbers<br>Examples<br>1)Find the value of $2^4$<br>$2^4$ = 2x2 x2x2<br>= 4 x 4<br>= 16<br>2) What is the value of $7^3$?<br>$7^3$ = 7 x7 x 7 49<br>= 49 x 7 x 7<br>= 343 343 | -reads given mathematical statements | - interprets mathematical statements<br>-finds values of powers<br>- multiplies numbers | Creative thinking<br>Effective communication<br>Critical thinking<br>Problem solving<br>Interpretation | Explanation<br>Illustration<br>Guided discovery<br>Problem solving | Finding values of powers | Chalkboard illustrations | Mk Maths book 6 page 84<br>P.6 Curr page 159 | |
| | 3 | | | Expressing a number as a product of another number | Writing numbers as powers of given multiples<br>Examples<br>1)Write 32 in powers of 2.<br>2 \| 32<br>2 \| 16<br>2 \| 8<br>2 \| 4<br>2 \| 2<br>\| 1<br>2 x 2 x2 x 2 x 2<br>32 = $2^5$ | -reads and interprets given statements | -writes given numbers in power form<br>-prime factorize given numbers in power form | Creative thinking<br>Effective communication<br>Critical thinking<br>Problem solving | Explanation<br>Illustration<br>Guided discovery<br>Problem solving | Writing given numbers in power form | Chalkboard illustrations | MkMaths book 6 page 84<br>P.6 Curr page 159 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2) Write 64 in powers of 4.<br>4 \| 64<br>4 \| 16<br>4 \| 4<br>\| 1<br>4 x 4 x 4<br>64 = $4^3$ | | | | | | | | | |

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