



# DOYEN PUBLISHERS

## SCHEMES OF WORK TERM II 2025

### GRADE 6 MATHEMATICS

Week	Lesson	Strand /Theme	Sub-strand	Specific-Learning outcomes	Key Inquiry Question(S)	Learning/ Teaching Experience	Learning Resources	Assessment Methods	Reflection
1	1	Measurement	Relationship between circumference and diameter	By the end of the lesson, the learner should be able to: a) State the relationship between circumference and diameter. b) Work out practice exercise 11 on page 103 c) Appreciate the relationship between circumference and diameter.	<ul style="list-style-type: none"> <li>Learners are guided to state the relationship between circumference and diameter.</li> <li>Learners are guided to work out practice exercise 11 on page 103</li> </ul>	What do you notice when you divide the circumference of each object with its diameter?	Mentor Mathematics Learner's Book Grade 6 pg. 23-24  Ruler Circular objects Strings Digital devices	<ul style="list-style-type: none"> <li>Oral questions Oral Report Observation</li> <li>Written exercise</li> </ul>	
	2	Measurement	Area; Area of triangles	By the end of the lesson, the learner should be able to: a) State the formula of working out area of triangles.	<ul style="list-style-type: none"> <li>In groups, pairs or as individual's learners are guided to state the formula of working out area of triangles</li> <li>Learners are guided to work</li> </ul>	What is the formula of working out area of triangles?	Mentor Mathematics Learner's Book Grade 6 pg. 105-107  Ruler Multiplication tables	<ul style="list-style-type: none"> <li>Oral questions Oral Report Observation</li> <li>Written exercise</li> </ul>	



				b) Work out the area of different parts of triangles. c) Appreciate the formula of working out area of triangles and rectangles.	out the area of different parts of triangles		Digital devices		
	3	Measurement	Area of combined shapes	By the end of the lesson, the learner should be able to: a) Trace and cut out the figures as shown in the learner's book. b) Combine the cut-outs and find the area of the combined shape. c) Appreciate the areas of combined shapes.	<ul style="list-style-type: none"> <li>Learners are guided to trace and cut out the figures as shown in the learner's book</li> <li>Learners are guided to combine the cut-outs and find the area of the combined shape</li> <li>Learners to find the area of different combined shapes.</li> </ul>	How do you calculate the area of combined shapes?	Mentor Mathematics Learner's Book Grade 6 pg. 108-109  Multiplication tables Ruler Digital devices	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	



	4	Measurement	Area of combined shapes	By the end of the lesson, the learner should be able to: draw combined shapes of rectangles, squares and triangles. determine the area of the figures they have drawn enjoy of calculating area of combined shapes.	<ul style="list-style-type: none"> <li>Learners are guided to draw combined shapes of rectangles, squares and triangles</li> <li>Learners are guided to determine the area of the figures they have drawn</li> </ul>	How do you calculate the area of combined shapes?	Mentor Mathematics Learner's Book Grade 6 pg. 108-109 Multiplication tables Ruler Digital devices	<ul style="list-style-type: none"> <li>Oral questions Oral Report Observation</li> <li>Written exercise</li> </ul>	
	5	Measurement	Capacity; Relationship between millimetres and litres	By the end of the lesson, the learner should be able to: a) State the relationship between millimetre and litres. b) Do an experiment that will show the relationship between millimetres into litres. c) Appreciate the relationship between millimetres and litres.	<ul style="list-style-type: none"> <li>Learners are guided to state the relationship between millimetre and litres.</li> <li>In groups, learners to do an experiment that will show the relationship between millimetres into litres.</li> </ul>	Where are litres and millimetre used in day-to-day life?	Mentor Mathematics Learner's Book Grade 6 pg. 112-113  Ruler Digital devices	<ul style="list-style-type: none"> <li></li> </ul>	
2	1	Measurement	Relationship between cubic centimetres and litres	By the end of the lesson, the learner should be able to: a) State the relationship	<ul style="list-style-type: none"> <li>In pairs, learners are state the relationship between cubic</li> </ul>	What is the relationship between cubic	Mentor Mathematics Learner's Book Grade 6 pg. 113	<ul style="list-style-type: none"> <li>Oral questions Oral Report Observation</li> </ul>	



				<p>between cubic centimetres and litres.</p> <p>b) Do an experiment that will show the relationship between cubic centimetres and litres.</p> <p>c) Appreciate the relationship between millimetres and litres.</p>	<p>centimetres and litres.</p> <ul style="list-style-type: none"> <li>In groups, learners to do an experiment that will show the relationship between cubic centimetres and litres.</li> </ul>	centimetres and litres?	Ruler Digital devices	<ul style="list-style-type: none"> <li>Written exercise</li> </ul>	
	2	Measurement	Relationship between cubic centimetres into millilitres.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Fill small containers with water and measure the capacity in millimetres using a container graduated in millimetres.</p> <p>b) Watch a video on measuring capacity in millimetres.</p> <p>c) Appreciate the relationship between cubic centimetres into millilitres.</p>	<ul style="list-style-type: none"> <li>In groups, learners are guided to fill small containers with water and measure the capacity in millimetres using a container graduated in millimetres.</li> <li>Learners are guided to watch a video on measuring capacity in millimetres.</li> </ul>	What is the relationship between cubic centimetres into millilitres?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 113-114</p> <p>Ruler Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	



3	Measurement	Convert litres into millilitres	By the end of the lesson, the learner should be able to: a) Identify the formula of converting litres into millilitres b) Convert litres into millilitres. c) Have fun and enjoy converting millimetres into centimetres.	<ul style="list-style-type: none"> <li>Individually, learners to identify the formula of converting litres into millilitres</li> <li>In groups, learners are guided to convert litres into millilitres.</li> <li>Learners are guided to use digital device, search for a game involving capacity and play the game.</li> </ul>	How do you convert litres into millilitres?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 114-115</p> <p>Ruler Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions Oral Report Observation</li> <li>Written exercise</li> </ul>	
4	Measurement	Converting millilitres into litres	By the end of the lesson, the learner should be able to: a) Identify the formula of converting millilitres into litres. b) Convert millilitres into litres. c) Have fun and enjoy converting millimetres into centimetres.	<ul style="list-style-type: none"> <li>Individually, learners to identify the formula of converting millilitres into litres.</li> <li>In groups, learners are guided to convert millilitres into litres</li> <li>Individually, learners are guided to do practice exercise 3 on page 116</li> </ul>	How do you convert millilitres into litres?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 115-116</p> <p>Ruler Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions Oral Report Observation</li> <li>Written exercise</li> </ul>	



	5	Measurement	Converting litres into cubic centimetres	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify the formula of converting litres into cubic centimetres.</li> <li>b) Convert litres into cubic centimetres.</li> <li>c) Have fun and enjoy converting litres into cubic centimetres.</li> </ul>	<ul style="list-style-type: none"> <li>Individually, learners to identify the formula of converting litres into cubic centimetres</li> <li>In groups, learners are guided to convert litres into cubic centimetres</li> <li>Individually, learners are guided to do practice exercise 4 on page 117</li> </ul>	How do you convert litres into cubic centimetres?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 117</p> <p>Ruler Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions Oral Report Observation</li> <li>Written exercise</li> </ul>	
3	1	Measurement	Converting cubic centimetres into litres.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify the formula of converting cubic centimetres into litres.</li> <li>b) Convert cubic centimetres into litres.</li> <li>c) Have fun and enjoy converting cubic centimetres into litres.</li> </ul>	<ul style="list-style-type: none"> <li>Individually, learners to identify the formula of converting cubic centimetres into litres</li> <li>In groups, learners are guided to convert cubic centimetres into litres.</li> <li>Individually, learners are guided to do</li> </ul>	How do you convert cubic centimetres into litres?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 118</p> <p>Ruler Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions Oral Report Observation</li> <li>Written exercise</li> </ul>	



					practice exercise 5 on page 118				
	2	Measurement	Converting millilitres into cubic centimetres	By the end of the lesson, the learner should be able to: a) Identify the formula of converting millilitres into cubic centimetres b) Convert millilitres into cubic centimetres. c) Have fun and enjoy converting millilitres into cubic centimetres.	<ul style="list-style-type: none"> <li>Individually, learners to identify the formula of converting millilitres into cubic centimetres.</li> <li>In groups, learners are guided to convert millilitres into cubic centimetres</li> <li>Individually, learners are guided to do practice exercise 6 on page 119</li> </ul>	How do you convert millilitres into cubic centimetres?	Mentor Mathematics Learner's Book Grade 6 pg. 119  Ruler Digital devices	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	
	3	Measurement	Converting cubic centimetres into millilitres	By the end of the lesson, the learner should be able to: a) Identify the formula of converting cubic centimetres into millilitres. b) Convert cubic centimetres into millilitres. c) Have fun and enjoy converting cubic centimetres into millilitres.	<ul style="list-style-type: none"> <li>Individually, learners to identify the formula of converting cubic centimetres into millilitres.</li> <li>In groups, learners are guided to convert cubic centimetres into millilitres</li> <li>Individually, learners are</li> </ul>	How do you convert cubic centimetres into millilitres?	Mentor Mathematics Learner's Book Grade 6 pg. 120  Ruler Digital devices	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	



					guided to do practice exercise 7 on page 120				
	4	Measurement	Mass; Tonne as a unit of measuring mass	By the end of the lesson, the learner should be able to: a) State the figure on page 121 about John's truck. b) Share their opinion with other people. c) Appreciate and respect each other opinion.	<ul style="list-style-type: none"> <li>Learners are guided to state the figure on page 121 about John's truck.</li> <li>In groups or pairs, learners to share their opinion with other people.</li> </ul>	Which unit of measurement is used to measure large amounts of masses?	Mentor Mathematics Learner's Book Grade 6 pg. 121  Ruler Digital devices	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	
	5	Measurement	Items measured in tonnes	By the end of the lesson, the learner should be able to: a) Talk about the pictures on page 121. b) Identify the items whose mass can be measured in tonnes. c) Work out exercise 1 on page 122. d) Appreciate and respect each other opinion.	<ul style="list-style-type: none"> <li>Learners are guided to talk about the pictures on page 121</li> <li>Learners are guided to identify the items whose mass can be measured in tonnes.</li> <li>Individually, learners to work out exercise 1 on page 122</li> </ul>	What is the importance of measuring mass?	Mentor Mathematics Learner's Book Grade 6 pg. 121-122  Ruler Digital devices	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	





4	1	Measurement	Relationship between the kilogram and the tonne	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>State the relationship between kilogram and the tonne.</li> <li>Demonstrate the formula that you will use to determine the relationship between kilogram and the tonne.</li> <li>Appreciate the relationship between kilogram and the tonne.</li> </ol>	<ul style="list-style-type: none"> <li>In pairs, learners are guided to state the relationship between kilogram and the tonne.</li> <li>In groups, learners are guided to demonstrate the formula that you will use to determine the relationship between kilogram and the tonne.</li> </ul>	What is the relationship between kilogram and tonne?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 122</p> <p>Ruler Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	
	2	Measurement	Estimating mass in tonnes	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Fill in the in the learner's book by estimating the mass of items in tonnes.</li> <li>Match the items with their estimate masses on page 123</li> <li>Appreciate and respect each other opinion.</li> </ol>	<ul style="list-style-type: none"> <li>In groups, learners are guided to fill in the in the learner's book by estimating the mass of items in tonnes.</li> <li>Individually, learners to match the items with their estimate masses on page 123</li> </ul>	How you estimate mass in tonnes?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 123</p> <p>Ruler Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	



3	Measurement	Converting kilograms to tonnes	By the end of the lesson, the learner should be able to: a) Identify the formula of converting kilograms to tonnes b) Convert kilograms to tonnes. c) Have fun and enjoy converting kilograms to tonnes.	<ul style="list-style-type: none"> <li>Individually, learners to identify the formula of converting kilograms to tonnes.</li> <li>In groups, learners are guided to convert kilograms to tonnes.</li> <li>Learners to use digital devices, search for a video clip on converting kilograms to tonnes.</li> </ul>	How do you convert kilograms to tonnes?	Mentor Mathematics Learner's Book Grade 6 pg. 123-124  Ruler Digital devices	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	
4	Measurement	Converting tonnes to kilograms	By the end of the lesson, the learner should be able to: a) Identify the formula of converting tonnes to kilograms. b) Convert tonnes to kilograms. c) Have fun and enjoy converting tonnes to kilograms.	<ul style="list-style-type: none"> <li>Individually, learners to identify the formula of converting tonnes to kilograms.</li> <li>In groups, learners are guided to convert tonnes to kilograms.</li> <li>Individually, learners are guided to do practice exercise 4 on page 125</li> </ul>	How do you convert tonnes to kilograms?	Mentor Mathematics Learner's Book Grade 6 pg. 124-125  Ruler Digital devices	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	



	5	Measurement	Addition of mass in tonnes and kilograms.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Work out addition involving mass in tonnes and kilograms.</p> <p>b) Determine the mass of items in tonnes and kilograms using addition.</p> <p>c) Have fun and enjoy working out mass of items in tonnes and kilograms using addition.</p>	<ul style="list-style-type: none"> <li>Learners are guided to work out addition involving mass in tonnes and kilograms.</li> <li>Learners are guided to determine the mass of items in tonnes and kilograms using addition</li> <li>Individually, learners to do practice Exercise 5 on page 126</li> </ul>	How do you add mass in tonnes and kilograms?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 125-126</p> <p>Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	
5	1	Measurement	Subtraction of mass in tonnes and kilograms	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Work out subtraction involving mass in tonnes and kilograms.</p> <p>b) Determine the mass of items in tonnes and kilograms using subtraction.</p> <p>c) Have fun and enjoy working out mass of items in</p>	<ul style="list-style-type: none"> <li>Learners are guided to work out addition involving mass in tonnes and kilograms.</li> <li>Learners are guided to determine the mass of items in tonnes and kilograms using addition</li> <li>Individually, learners to do practice Exercise 6 on page 127</li> </ul>	How do you subtract mass in tonnes and kilograms?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 127-128</p> <p>Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	



				tonnes and kilograms using subtraction.					
	2	Measurement	Multiplication of mass in tonnes and kilograms	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Work out multiplication involving mass in tonnes and kilograms.</p> <p>b) Determine the mass of items in tonnes and kilograms using subtraction.</p> <p>c) Have fun and enjoy working out mass of items in tonnes and kilograms using subtraction.</p>	<ul style="list-style-type: none"> <li>Learners are guided to work out multiplication involving mass in tonnes and kilograms.</li> <li>Learners are guided to determine the mass of items in tonnes and kilograms using multiplication</li> <li>Individually, learners to do practice Exercise 7 on page 129</li> </ul>	How do you multiply mass in tonnes and kilograms?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 128-129</p> <p>Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	
	3	Measurement	Division of mass in tonnes and kilograms	<p>By the end of the lesson, the learner should be able to:</p> <p>Work out division involving mass in tonnes and kilograms.</p> <p>Determine the mass of items in tonnes and kilograms using division.</p> <p>Have fun and enjoy working out mass of items in tonnes</p>	<ul style="list-style-type: none"> <li>Learners are guided to work out division involving mass in tonnes and kilograms.</li> <li>Learners are guided to determine the mass of items in tonnes and</li> </ul>	How do you divide mass in tonnes and kilograms?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 129-130</p> <p>Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	



				and kilograms using division.	kilograms using division. <ul style="list-style-type: none"> <li>Individually, learners to do practice Exercise 8 on page 130</li> </ul>				
	4	Measurement	Time; Identifying time in a.m and p.m	By the end of the lesson, the learner should be able to: a) Look at the pictures in learner's book and read the time in each clock face. b) Study and discuss the a.m and p.m time chart on page 131 c) Have fun identifying time in a.m and p.m	<ul style="list-style-type: none"> <li>In groups, learners are guided to look at the pictures in learner's book and read the time in each clock face.</li> <li>In groups, learners to study and discuss the a.m and p.m time chart on page 131</li> </ul>	What time of the day do you eat your lunch?	Mentor Mathematics Learner's Book Grade 6 pg. 131-132  Digital devices	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	
	5	Measurement	Writing time in a.m and p.m	By the end of the lesson, the learner should be able to: a) Write time in a.m and p.m b) Discuss their school daily routine. c) Enjoy writing time in a.m and p.m	<ul style="list-style-type: none"> <li>Learners to write time in a.m and p.m</li> <li>In groups, learners are guided to discuss their school daily routine.</li> <li>Learners to use digital devices, search for a video clip on telling time in A.M and P.M. Watch the video clip</li> </ul>	What time do you go to bed?	Mentor Mathematics Learner's Book Grade 6 pg.133  Digital devices	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	



6	1	Measurement	24-hour clock system	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Study and discuss the 24-hour clock system chart on page 134</li> <li>Practice writing time in 24-hour clock system.</li> <li>Enjoy writing and reading time in 24-hour clock system.</li> </ol>	<ul style="list-style-type: none"> <li>In groups, learners are guided to study and discuss the 24-hour clock system chart on page 134</li> <li>Learners are guided to practice writing time in 24-hour clock system.</li> </ul>	What do you notice about the time in a.m and p.m when read in 24- hours clock system?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 134-135</p> <p>Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	
	2	Measurement	Converting time from 12-hour clock system to 24-hour clock system	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify how to convert time from 12-hour clock system to 24-hour clock system.</li> <li>Convert time from 12-hour clock system to 24-hour clock system.</li> <li>Have fun and enjoy converting time from 12-hour clock system to</li> </ol>	<ul style="list-style-type: none"> <li>Learners are guided to</li> <li>identify how to convert time from 12-hour clock system to 24-hour clock system.</li> <li>In pairs, learners are guided to convert time from 12-hour clock system to 24-hour clock system.</li> <li>Individually, learners are guided to do practice exercise 4 on page 136</li> </ul>	How do you convert time from 12-hour clock system to 24-hour clock system?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 135-136</p> <p>Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	



				24-hour clock system.					
	3	Measurement	Converting time from 24-hour clock system to 12-hour clock system	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify how to convert time from 24-hour clock system to 12-hour clock system.</p> <p>b) Convert time from 24-hour clock system to 12-hour clock system.</p> <p>c) Have fun and enjoy converting time from 24-hour clock system to 12-hour clock system.</p>	<ul style="list-style-type: none"> <li>Learners are guided to</li> <li>identify how to convert time from 24-hour clock system to 12-hour clock system.</li> <li>In pairs, learners are guided to convert time from 24-hour clock system to 12-hour clock system.</li> <li>Individually, learners are guided to do practice exercise 5 on page 137</li> </ul>	How do you convert time from 24-hour clock system to 12-hour clock system?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 136-137</p> <p>Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	
	4	Measurement	Travel Timetables	<p>By the end of the lesson, the learner should be able to:</p> <p>a) State the meaning of</p>	<ul style="list-style-type: none"> <li>Learners are guided to state the meaning of departure and arrival time.</li> </ul>	What is meaning of departure time?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 138-129</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	



				<p>departure and arrival time.</p> <p>b) Do group activity in learner's book 6 page 138</p> <p>c) Appreciate the use of departure and arrival time during traveling.</p>	<ul style="list-style-type: none"> <li>In groups, learners are guided to do group activity in learner's book 6 page 138</li> </ul>	What is the meaning of arrival time?	Digital devices		
	5	Measurement	Travel Timetables	<p>By the end of the lesson, the learner should be able to:</p> <p>Record the time they carry out different activities at school.</p> <p>Write the time in 12 or 24-hour clock system</p> <p>Appreciate the importance of keeping time in day to day activities.</p>	<ul style="list-style-type: none"> <li>In pairs, groups or individual's learners are guided to record the time they carry out different activities at school.</li> <li>In groups, learners are guided to write the time in 12 or 24-hour clock system.</li> </ul>	How do you calculate the time taken by a bus, train or plane from the departure time to arrival time?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 140-141</p> <p>Digital devices</p>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report</li> <li>Observation</li> <li>Written exercise</li> </ul>	





7	1	<b>Money</b>	Price list	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify and make a pricelist</li> <li>Use it devices to learn about price list,</li> <li>Appreciate the importance of price list in real life situations.</li> </ol>	<ul style="list-style-type: none"> <li>Learners in pairs/groups oras individuals to prepare price lists.</li> <li>Learners in pairs/groups touse IT devices to play digitalgames.</li> </ul>	What is the importance of a price list in business?	<p>Price list, classroom shop, electronic money tariff charts Mentor Maths Grd6 TG Pg. 111</p> <p>Mentor Maths Grd 6 Learners Book Pg.142-143</p>	Written Quizzes	
	2		Budget	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Prepare a simple budget,</li> <li>Use it devices to learn about budget, Appreciate the importance of budget in real life situations.</li> </ol>	<ul style="list-style-type: none"> <li>Learners in pairs/ groups oras individuals to discuss factors to consider when preparing a simple budget</li> <li>Learners in pairs/groups touse IT devices to play digitalgames.</li> <li>Learners in pairs/groups oras individuals to prepare a budget.</li> </ul>	How can we prepare a budget?	<p>Price list, classroom shop, electronic money tariff charts Mentor Maths Grd 6 TG Pg. 112-113 Mentor Maths Grd6 Learners Book Pg.143-145</p>	Written Quizzes	



3		Profit	By the end of the lesson, the learner should be able to: a) Work out profit in real life situations, b) Use it devices to learn about profit, c) Appreciate profit in real life situations.	How can we make a profit in a business?	<ul style="list-style-type: none"> <li>Learners in pairs/groups or as individuals to discuss the meaning of profit and loss in real life situations and share with other groups.</li> <li>Learners in pairs/groups or as individuals work out questions involving profit and loss</li> </ul>	Price list, classroom shop, electronic money tariff charts Mentor Maths Grd6 TG Pg. 114  Mentor Maths Grd6 Learners Book Pg.146-147	Written Quizzes	
4			By the end of the lesson, the learner should be able to: a) Work out profit in real life situations, b) Use it devices to learn about profit, c) Appreciate profit in real life situations.	How can we make a profit in a business?	<ul style="list-style-type: none"> <li>Learners in pairs/groups or as individuals to discuss the meaning of profit and loss in real life situations and share with other groups.</li> <li>Learners in pairs/groups or as individuals work out questions involving profit and loss</li> </ul>	Price list, classroom shop, electronic money tariff charts Mentor Maths Grd6 TG Pg. 114  Mentor Maths Grd6 Learners Book Pg.146-147	Written Quizzes	
5		Loss	By the end of the lesson, the learner should be able to: a) Work out loss in real life situations, b) Use it devices to learn about loss, c) Appreciate loss in real life situations.	When do we make a loss?	<ul style="list-style-type: none"> <li>Learners in pairs/groups or as individuals to discuss the meaning of profit and loss in real life situations and share with other groups.</li> <li>Learners in pairs/groups or as individuals work out questions involving</li> </ul>	Price list, classroom shop, electronic money tariff charts Mentor Maths Grd6 TG Pg. 115-116 Mentor Maths Grd	Written Quizzes	



						profit and loss	6 Learners Book Pg.148-149		
8	Half term break								
9	1			By the end of the lesson, the learner should be able to:	When do we make a loss?	<ul style="list-style-type: none"> <li>Learners in pairs/groups oras individuals to discuss the meaning of profit and loss in</li> </ul>	Price list, classroom shop,	Written Quizzes	
				a) Work out loss in real life situations, b) Use it devices to learnabout loss, c) Appreciate loss in real lifesituations.		real life situations and sharewith other groups. <ul style="list-style-type: none"> <li>Learners in pairs/groups oras individuals work out questions involving profit and loss</li> </ul>	electronic money tariff charts Mentor Maths Grd6 TG Pg. 115-116  Mentor Maths Grd6 Learners Book Pg.148-149		
	2		Types of taxes: income tax	By the end of the lesson, the learner should be able to: a) Identify income tax as atype of tax in real life situations, b) Use it devices to learnabout tax, c) Appreciate importance oftaxes in real life situations.	Why do we pay taxes to the government?	<ul style="list-style-type: none"> <li>Learners in pairs/groups oras individuals to discuss income and value added tax (VAT) as types of taxes.</li> </ul>	Price list, classroom shop, electronic money tariff charts Mentor Maths Grd6 TG Pg. 117  Mentor Maths Grd6 Learners Book Pg.149-151	Written Quizzes	



	3		Value Added Tax	By the end of the lesson, the learner should be able to: a) Identify value added tax as a type of tax in real life situations, b) Use it devices to learn about tax, c) Appreciate importance of taxes in real life situations.	Why do we pay taxes to the government?	<ul style="list-style-type: none"> <li>Learners in pairs/groups or as individuals to discuss income and value added tax (VAT) as types of taxes.</li> </ul>	Price list, classroom shop, electronic money tariff charts Mentor Maths Grd6 TG Pg. 118-119  Mentor Maths Grd6 Learners Book Pg.151-153	Written Quizzes	
	4	<b>GEOMETRY</b>	Lines	By the end of the lesson, the learner should be able to: a) Construct parallel lines in different situations, b) identify parallel lines in the immediate environment c) Appreciate use of lines in daily life.	How can we construct parallel lines?	<ul style="list-style-type: none"> <li>Learners in pairs/ groups or as individuals to construct parallel lines using geometrical instruments.</li> </ul>	Chalk board ruler, 30cm ruler, straight edges  Mentor Maths Grd6 TG Pg. 120-121  Mentor Maths Grd 6 Learners Book Pg.154-155	Written Quizzes	
	5			By the end of the lesson, the learner should be able to: a) Construct parallel lines in different situations, b) identify parallel lines in the immediate environment c) Appreciate use of lines in daily life.	How can we construct parallel lines?	<ul style="list-style-type: none"> <li>Learners in pairs/ groups or as individuals to construct parallel lines using geometrical instruments.</li> </ul>	Chalk board ruler, 30cm ruler, straight edges  Mentor Maths Grd6 TG Pg. 120-121  Mentor Maths Grd 6 Learners Book Pg.154-	Written Quizzes	



							155		
10	1		Bisecting a line	By the end of the lesson, the learner should be able to: a) Bisect lines through construction, b) give reasons why we bisect lines c) Appreciate use of lines in daily life.	Why do we bisect a line?	<ul style="list-style-type: none"> <li>Learners in pairs/groups or as individuals to bisect lines using geometrical instruments.</li> </ul>	Chalk board ruler, 30cm ruler, straight edges  Mentor Maths Grd6 TG Pg. 121-122 Mentor Maths Grd6 Learners Book Pg.156-158	Written Quizzes	
	2			By the end of the lesson, the learner should be able to: a) Bisect lines through construction, b) give reasons why we bisect lines c) Appreciate use of lines in daily life.	Why do we bisect a line?	<ul style="list-style-type: none"> <li>Learners in pairs/groups or as individuals to bisect lines using geometrical instruments.</li> </ul>	Chalk board ruler, 30cm ruler, straight edges Mentor Maths Grd6 TG Pg. 121-122 Mentor Maths Grd6 Learners Book Pg.156-158	Written Quizzes	



	3		Constructing perpendicular lines	By the end of the lesson, the learner should be able to: a) identify perpendicular lines in different situations, b) Use it devices for more learning on lines and leisure c) Appreciate use of lines in daily life.	Why do we need to construct perpendicular lines?	<ul style="list-style-type: none"> <li>Leaners in pairs/groups or as individuals to construct perpendicular lines using geometrical instruments.</li> <li>Learners in pairs/groups or as individuals to play digital games.</li> </ul>	Chalk board ruler, 30cm ruler, straight edges  Mentor Maths Grd6 TG Pg. 123-124  Mentor Maths Grd6 Learners Book Pg. 158-160	Written Quizzes	
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	4			By the end of the lesson, the learner should be able to: a) Construct perpendicular lines in different situations, b) Use it devices for more learning on lines and leisure c) Appreciate use of lines in daily life.	Why do we need to construct perpendicular lines?	<ul style="list-style-type: none"> <li>• Learners in pairs/groups or as individuals to construct perpendicular lines using geometrical instruments.</li> <li>• Learners in pairs/groups or as individuals to play digital games.</li> </ul>	Chalk board ruler, 30cm ruler, straight edges  Mentor Maths Grd6 TG Pg. 123-124  Mentor Maths Grd 6 Learners Book Pg. 158-160	Written Quizzes	
	5	<b>Angles</b>	Identifying angles on a straight line	By the end of the lesson, the learner should be able to: a) identify angles on a straight line in different situations, b) use IT devices for learning more on angles and for enjoyment, c) Appreciate use of angles in real life.	Where can we use angles in real life?	<ul style="list-style-type: none"> <li>• Learners in pairs/groups or as individuals to identify angles on a straight line practically.</li> </ul>	Unit angles, protractors, rulers  Mentor Maths Grd6 TG Pg. 124-125  Mentor Maths Grd6 Learners Book Pg. 161-162	Written Quizzes	
11	1			By the end of the lesson, the learner should be able to: a) identify angles on a straight line in different situations, b) use IT devices for learning more on angles and for enjoyment, c) Appreciate use	Where can we use angles in real life?	<ul style="list-style-type: none"> <li>• Learners in pairs/groups or as individuals to identify angles on a straight line practically.</li> <li>• Learners in pairs/groups or as individuals to play digital games involving</li> </ul>	Unit angles, protractors, rulers  Mentor Maths Grd6 TG Pg. 124-125  Mentor Maths Grd6 Learners Book Pg. 161-	Written Quizzes	



				of angles in real life.		angles.	162		
	2		Measuring angles on a straight line	By the end of the lesson, the learner should be able to: a) identify angles on a straight line in different situations, b) use IT devices for learning more on angles and for	How can we measure angles on a straight line?	<ul style="list-style-type: none"> <li>Learners in pairs/groups or as individuals to measure angles on a straight line in degrees</li> <li>Learners in pairs/groups or as individuals to play digital games involving angles.</li> </ul>	Unit angles, protractors, rulers  Mentor Maths Grd6 TG Pg. 126	Written Quizzes	
				enjoyment, c) Appreciate use of angles in real life.			Mentor Maths Grd6 Learners Book Pg.163-165		
	3			By the end of the lesson, the learner should be able to: a) measure angles on a straight line in different situations, b) use IT devices for learning more on angles and for enjoyment, c) Appreciate use of angles in real life.	How can we measure angles on a straight line?	<ul style="list-style-type: none"> <li>Learners in pairs/groups or as individuals to measure angles on a straight line in degrees</li> <li>Learners in pairs/groups or as individuals to play digital games involving angles.</li> </ul>	Unit angles, protractors, rulers  Mentor Maths Grd6 TG Pg. 126 Mentor Maths Grd6 Learners Book Pg.163-165	Written Quizzes	





	4		Angles in a triangle	By the end of the lesson, the learner should be able to: a) determine the sum of angles in a triangle practically, b) use IT devices for learning more on angles and for enjoyment, c) Appreciate use of angles in real life.	What is the sum of angles in a triangle?	<ul style="list-style-type: none"> <li>Learners in pairs/groups or as individuals to practically establish that the sum of angles in a triangle is equal to two (2) right angles.</li> <li>Learners in pairs/groups or as individuals to play digital games involving angles.</li> </ul>	Unit angles, protractors, rulers  Mentor Maths Grd6 TG Pg. 127-128  Mentor Maths Grd6 Learners Book Pg.165-167	Written Quizzes	
	5			By the end of the lesson, the learner should be able to: a) determine the sum of angles in a triangle practically, b) use IT devices for learning more on angles and for enjoyment, c) Appreciate use of angles in real life.	What is the sum of angles in a triangle?	<ul style="list-style-type: none"> <li>Learners in pairs/groups or as individuals to practically establish that the sum of angles in a triangle is equal to two (2) right angles.</li> <li>Learners in pairs/groups or as individuals to play digital games involving angles.</li> </ul>	Unit angles, protractors, rulers  Mentor Maths Grd6 TG Pg. 127-128  Mentor Maths Grd6 Learners Book Pg.165-167	Written Quizzes	
12-13 14	Revision and end term assessment								