## Success Mathematics Schemes Of Work

## Standard Eight Term One

Year $\qquad$

| $\begin{aligned} & \hline \mathbf{W} \\ & \mathbf{E} \\ & \mathbf{E} \\ & \mathbf{K} \\ & \hline \end{aligned}$ | $\begin{aligned} & \mathrm{L} \\ & \mathbf{E} \\ & \mathbf{S} \\ & \mathbf{N} \end{aligned}$ | TOPIC | Sub-topic | OBJECTIVES | TEACHER'S ACTIVITIES | LEARNER'S ACTIVITIES | LEARNING/ TEACHING RESOURCES | REF | $\begin{aligned} & \hline \text { ASSESS } \\ & \text { MENT } \end{aligned}$ | $\underset{\mathbf{K}}{\mathrm{RM}}$ |
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| 1 |  |  |  | REVISION OF STD 7 WORK |  |  |  |  |  |  |
| 2 | 1 | NUMBE RS | Place value | By the end of the lesson the learner should be able to <br> a. identify the place value of a given numbers <br> b. Work out examples involving place value | -Grouping <br> - Explanation <br> -Working out <br> -demonstration <br> -Discussion | -Grouping <br> - Explanation <br> -Working out <br> -demonstration <br> -Discussion | -Objects like tins, books, cups etc. -place value chart | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 8-12 | Written exercise |  |


|  | 2 | Total value | By the end of the lesson the learner should be able to <br> a. identify total value of a given number <br> b. Match objects according to common value | -Grouping objects - arranging -Labelling and matching objects | -Grouping objects <br> - arranging <br> -Labelling and matching numbers | place value chart | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 8-12 | Filling in the table |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $3$ | Squares of numbers | By the end of the lesson the learner should be able to work out squares of perfect square numbers | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out -demonstration -Discussion | Rectangles, circles, triangles of different sizes and colours | Success <br> Mathematics <br> Pupils Bk 8 Pg13 | Written exercise |  |
|  | $4$ | Squares of numbers | By the end of the lesson the learner should be able to work out squares of perfect square numbers | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out -demonstration -Discussion | Rectangles, circles, triangles of different sizes and colours | Success <br> Mathematics <br> Pupils Bk 8 Pg13 | Written exercise |  |
|  | $5$ | Square roots of numbers | By the end of the lesson the learner should be able to work out the square root of perfect square numbers | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out -demonstration -Discussion | Rectangles, circles, triangles of different sizes and colours | Success <br> Mathematics <br> Pupils Bk 8 Pg 13 | Filling in the table |  |
|  | $6$ | The last digit of a | By the end of the lesson the learner should be able | - Explanation <br> -Working out | - Explanation <br> -Working out | Rectangles, circles, | Success <br> Mathematics | Filling <br> in the |  |



|  |  |  |  |  | -Working out -demonstration -Discussion | -Working out -demonstration -Discussion | wood, paper, glass, soil, mirror, Leaves, etc. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 4 |  | Conversion of fraction to decimals | By the end of the lesson the learner should be able to fraction to decimals and vice versa | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | Chart | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 20$ | Written exercise |  |
|  | 5 |  | Conversion Of decimals to fractions | By the end of the lesson the learner should be able to decimals to fractions | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | Chart | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 21$ | Written exercise |  |
|  | 6 |  | Conversion of fractions to percentages and percentages to fractions | By the end of the lesson the learner should be able to convert percentage into fraction | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | place value chart | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 23$ | Written exercise |  |
|  | 7 |  | Conversion of decimals to percentages and percentages to fractions | By the end of the lesson the learner should be able to convert percentage into fraction | - Explanation <br> -Working out -demonstration -Discussion | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | place value chart | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 26 | Working out a problem |  |
| 4 | 1 | $\begin{aligned} & \text { OPERA } \\ & \text { TION } \end{aligned}$ | Addition | By the end of this topic, the | - Explanation <br> -Addition | - Explanation <br> -Addition | Multiplication table | Success Mathematics | Written exercise |  |


|  | ON <br> WHOLE NUMBE RS |  | pupils should be able to add whole numbers by whole numbers correctly | -demonstration <br> -Discussion | -demonstration <br> -Discussion |  | $\begin{aligned} & \text { Pupils Bk } 8 \\ & \text { Pg } 29 \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 |  | Subtraction | By the end of this topic, the pupils should be able to subtract whole numbers by whole numbers correctly | - Explanation -Subtraction -demonstration -Discussion | - Explanation -Subtraction -demonstration -Discussion | Multiplication table | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 36 | Filling in the table |  |
| 3 |  | Multiplicati on | By the end of this topic, the pupils should be able to multiply whole number by whole numbers correctly | - Explanation -Multiplication -demonstration -Discussion | - Explanation -Multiplication -demonstration -Discussion | Multiplication table | Success <br> Mathematics <br> Pupils Bk 8 Pg 38 | Working out a problem |  |
| 1 |  | Division | By the end of this topic, the pupils should be able to divide whole numbers by up to 3-digit numbers | - Explanation -Division -demonstration -Discussion | - Explanation -Division -demonstration -Discussion | Multiplication table | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 39$ | Written exercise |  |
| 2 |  | Combined operation | By the end of this topic, the pupils should be able to work out problems involving combined operation in whole | - Explanation <br> -Working out -demonstration -Discussion | - Explanation <br> -Working out -demonstration -Discussion | Multiplication table | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 41 | Filling in the table |  |


|  |  | numbers |  |  |  |  |  |  |
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| 3 | Operation on decimals | By the end of this topic, the pupils should be able to work out problems involving decimals | - Explanation <br> -Working out -demonstration -Discussion | - Explanation <br> -Working out -demonstration -Discussion | Multiplication table | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 43 | Filling in the table |  |
| 4 | Addition and subtraction | By the end of this topic, the pupils should be able to work out addition and subtraction of whole numbers | - Explanation -addition -demonstration -Discussion | - Explanation -addition -demonstration -Discussion | Multiplication table | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 43 | Working out a problem |  |
| 5 | Combined operation on decimals | By the end of this topic, the pupils should be able to work out problems involving combined operation in decimals | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | Multiplication table | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 45$ | Filling in the table |  |
| 6 | Percentage Increase and decrease | By the end of this topic, the pupils should be able to work out percentage increase and decrease | - Explanation <br> -Division <br> -demonstration <br> -Discussion | - Explanation <br> -Division <br> -demonstration <br> -Discussion | Multiplication table | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 48 | Written exercise |  |
| 7 | Number | By the end of this topic, | - Explanation | - Explanation | Multiplication | Success | Working |  |


|  |  |  | sequence | the pupils should be able to recognize and identify number sequence involving whole numbers | -addition <br> -demonstration <br> -Discussion | -addition <br> -demonstration <br> -Discussion | table | Mathematics Pupils Bk 8 Pg 51 | out a problem |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 | 1 | $\begin{aligned} & \text { MEASU } \\ & \text { REMEN } \\ & \mathrm{T} \end{aligned}$ | Length | By the end of this topic, the pupils should be able to work out problems involving units of length | - Explanation <br> -Working out -demonstration -Discussion | - Explanation <br> -Working out -demonstration -Discussion | Metre rule | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 53 |  |
|  | 2 |  | Length | By the end of this topic, the pupils should be able to work out problems involving units of length | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | Metre rule | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 53 | Working out a problem |
|  | 3 |  | Perimeter | By the end of this topic, the pupils should be able to work out perimeter of various figures | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | Metre rule | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 59$ | Written exercise |
|  | 4 |  | Perimeter | By the end of this topic, the pupils should be able to work out perimeter of various figures | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | Metre rule Mathematical set | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 59$ | Written exercise |


|  | 5 |  | Circumferen ce | By the end of this topic, the <br> pupils should be able to work out circumference of given figures | - Explanation <br> -Working out <br> -Multiplication <br> -Discussion | - Explanation <br> -Working out <br> -Multiplication <br> -Discussion | Metre rule Mathematical set | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 59 | Written exercise |  |
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|  | 6 |  | Circumferen ce | By the end of this topic, the pupils should be able to work out circumference of given figures | - Explanation <br> -Working out <br> -Multiplication <br> -Discussion | - Explanation <br> -Working out <br> -Multiplication <br> -Discussion | Metre rule Mathematical set | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 59$ | Written exercise |  |
|  |  | $\begin{aligned} & \text { MEASU } \\ & \text { REMEN } \\ & \text { T } \end{aligned}$ | Area of triangles | By the end of this topic, the pupils should be able to work out area of various triangles | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | - Explanation <br> -Working out <br> -demonstration <br> -Discussion | Metre rule Mathematical set | Success <br> Mathematics <br> Pupils Bk 8 Pg 67 | Written exercise |  |
| 6 | 1 |  | Area of triangles | By the end of this topic, the pupils should be able to work out area of various triangles | - Explanation <br> -Working out -demonstration -Discussion | - Explanation <br> -Working out -demonstration -Discussion | Metre rule Mathematical set | Success <br> Mathematics <br> Pupils Bk 8 Pg 67 | Written exercise |  |
|  | 2 |  | The area of combined shapes | By the end of the lesson the learner should be able to work out area of | - Explanation <br> -Working out -demonstration | - Explanation <br> -Working out -demonstration | Metre rule Mathematical set | Success Mathematics Pupils Bk 8 | Working out a problem |  |



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| 9 | 1 | $\begin{aligned} & \text { ME } \\ & \text { AS } \\ & \text { UR } \\ & \text { EM } \\ & \text { EN } \\ & \text { T } \\ & \hline \end{aligned}$ | Volume (cubes) | By the end of the lesson the learner should be able to work out volume of cubes | - Explanation -subtraction <br> -demonstration <br> -Discussion | - Explanation -subtraction <br> -demonstration <br> -Discussion | Metre rule Mathematical set cubes cuboids cylinders | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 91$ | Written exercise |  |
|  | 2 |  | Volume(cub oids) | By the end of the lesson the learner should be able to work out volume of cuboids | - Explanation -subtraction -demonstration -Discussion | - Explanation -subtraction -demonstration -Discussion | Metre rule Mathematical set cubes cuboids cylinders | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 91$ | Written exercise |  |
|  | 3 |  | Volume (cylinders) | By the end of the lesson the learner should be able to work out volume of cylinders | - Explanation -subtraction -demonstration -Discussion | - Explanation -subtraction -demonstration -Discussion | Metre rule <br> Mathematical set cubes cuboids cylinders | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 91$ | Written exercise |  |
|  | 4 |  | Volume (cylinders) | By the end of the lesson the learner should be able to work out volume of cylinders | - Explanation -subtraction -demonstration -Discussion | - Explanation -subtraction -demonstration -Discussion | Metre rule Mathematical set cubes cuboids cylinders | Success <br> Mathematics Pupils Bk 8 Pg 91 | Written exercise |  |
|  | 5 |  | Volume (triangular prisms) | By the end of the lesson the learner should be able to work out volume of triangular prisms | - Explanation -subtraction -demonstration -Discussion | - Explanation -subtraction -demonstration -Discussion | Metre rule Mathematical set cubes | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 92 | Written exercise |  |


|  |  |  |  |  |  |  | cuboids cylinders |  |  |  |
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|  | 6 |  | Volume (triangular prisms) | By the end of the lesson the learner should be able to work out volume of triangular prisms | - Explanation -subtraction -demonstration -Discussion | - Explanation -subtraction -demonstration -Discussion | Metre rule Mathematical set cubes cuboids cylinders | Success <br> Mathematics <br> Pupils Bk 8 <br> Pg 92 | Written exercise |  |
|  | 7 | ME AS UR EM EN T | Capacity (cubes) | By the end of the lesson the learner should be able to work out capacity of cubes | - Explanation -subtraction -demonstration -Discussion | - Explanation -subtraction -demonstration -Discussion | Metre rule <br> Mathematical set cubes cuboids cylinders | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 96$ | Written exercise |  |
| $\begin{array}{\|l\|} \hline \mathbf{1} \\ \mathbf{0} \end{array}$ | 1 |  | Capacity (cubes) | By the end of the lesson the learner should be able to work out capacity of cubes | - Explanation -subtraction <br> -demonstration <br> -Discussion | - Explanation -subtraction <br> -demonstration -Discussion | Metre rule Mathematical set cubes cuboids cylinders | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 96$ | Written exercise |  |
|  | 2 |  | Capacity (cuboids) | By the end of the lesson the learner should be able to work out capacity of cuboids | - Explanation -subtraction <br> -demonstration <br> -Discussion | - Explanation -subtraction -demonstration -Discussion | Metre rule Mathematical set cubes cuboids cylinders | Success <br> Mathematics <br> Pupils Bk 8 $\operatorname{Pg} 96$ | Written exercise |  |
|  | 3 |  | Capacity (cuboids) | By the end of the lesson the learner should be able to work out capacity of | - Explanation -subtraction -demonstration | - Explanation -subtraction -demonstration | Metre rule Mathematical set | Success Mathematics Pupils Bk 8 | Written exercise |  |




