**GRADE 6 OXFORD LET’S DO MATHEMATICS**

**SCHEME OF WORK TERM 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SCHOOL | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **GRADE 6** | **MATHEMATICS** | **1** | **2022** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Week*** | ***Lesson*** | ***Strand***  ***/Theme*** | ***Sub-strand*** | ***Specific-Learning outcomes*** | ***Key Inquiry Question(S)*** | ***Learning/ Teaching Experience*** | ***Learning***  ***Resources*** | ***Assessment Methods*** | ***Reflection*** |
| **1** | **1** | ***Numbers*** | Whole numbers;  Place value of digits in a number | By the end of the sub-strand, the learner should be able to:   1. Identify place value of digits up to hundreds of thousands. 2. Use digital devices for learning more on place values. 3. Appreciate the use of place value in real life situations. | Where is the ordering of numbers used in real life? | Learners are guided to identify place value of digits up to hundreds of thousands.  In groups, learners are guided to use digital devices for learning more on place values.  In groups, learners are guided to use a place value chart to find the place value of each digit. | Place value apparatus  Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 1-3*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | ***Numbers*** | Whole numbers;  Place value of digits in a number | By the end of the sub-strand, the learner should be able to:   1. Identify place value of digits up to millions. 2. Play digital games involving numbers. 3. Appreciate the use of whole numbers in real life situations. | How do you use place value of digits up to a million? | Learners are guided to identify place value of digits up to millions.  In groups, learners are guided to play digital games involving numbers. | Place value apparatus  Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 3-5*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | ***Numbers*** | Whole numbers;  Total value of digits in a number | By the end of the sub-strand, the learner should be able to:   1. Identify total value of digits up to hundreds of thousands. 2. Use digital devices for learning more on total value. 3. Appreciate the use of total value in real life situations. | How do you calculate the total value of digits? | Learners are guided to identify total value of digits up to hundreds of thousands.  In groups, learners are guided to use digital devices for learning more on total value. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 6-7*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | ***Numbers*** | Whole numbers;  Total value of digits in a number | By the end of the sub-strand, the learner should be able to:   1. Identify total value of digits up to millions. 2. Play digital games involving numbers. 3. Appreciate the use of total value. | How do you calculate the total value of digits? | Learners are guided to identify total value of digits up to millions.  In groups, learners are guided to play digital games involving numbers. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 7-8*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | ***Numbers*** | Whole numbers;  Using numbers in symbols | By the end of the sub-strand, the learner should be able to:   1. Identify numbers in symbols. 2. Make a number chart and read the numbers he/she has formed. 3. Appreciate the use of numbers in symbols. | When do we use number in symbols in real life? | Learners are guided to identify numbers in symbols.  In pairs, learners are guided to make a number chart and read the numbers he/she has formed. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 8-9*** | Oral questions Oral Report Observation  Written exercise |  |
| **2** | **1** | ***Numbers*** | Whole numbers;  Using numbers in symbols | By the end of the sub-strand, the learner should be able to:   1. Identify numbers in symbols. 2. Make number cards and use them to form 7-digit numbers. 3. Appreciate the use of numbers in symbols. | Where can we find such big numbers in real life? | Learners are guided to identify numbers in symbols.  In pairs, learners are guided to make number cards and use them to form 7-digit numbers. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 9-10*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | ***Numbers*** | Whole numbers;  Reading, writing and relating numbers in words | By the end of the sub-strand, the learner should be able to:   1. Read, write and relate numbers up to hundreds of thousands in words. 2. Use numbers up to hundreds of thousands in real life. 3. Appreciate the importance of writing numbers in words. | How do you write numbers in words? | Learners are guided to read numbers up to hundreds of thousands in symbols from charts or cards.  In groups, pairs or as individual’s learners are guided to read, write and relate numbers up to hundreds of thousands in words.  Learners are guided to use numbers up to hundreds of thousands in real life. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 10-11*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | ***Numbers*** | Whole numbers;  Reading, writing and relating numbers in words | By the end of the sub-strand, the learner should be able to:   1. Read, write and relate numbers up to millions in words. 2. Use numbers up to millions in real life. 3. Appreciate the use of whole numbers in real life situations. | Where is ordering of numbers used in real life? | Learners are guided to read numbers up to millions in symbols from charts or cards.  In groups, pairs or as individual’s learners are guided to read, write and relate numbers up to millions in words.  Learners are guided to use numbers up to millions in real life. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 12-13*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | ***Numbers*** | Whole numbers;  Writing numbers in an ascending order | By the end of the sub-strand, the learner should be able to:   1. Define ascending order of number. 2. Arrange numbers in an ascending order. 3. Have fun and enjoy ordering numbers in an ascending order. | What is the meaning of ascending order or numbers? | Learners are guided to define ascending order of number.  Learners are guided to arrange numbers in an ascending order. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 13-15*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | ***Numbers*** | Whole numbers;  Writing numbers in an ascending order | By the end of the sub-strand, the learner should be able to:   1. Identify numbers in an ascending order. 2. Make number cards and arrange numbers in an ascending order. 3. Appreciate the importance of ascending numbers. | How do you write numbers in an ascending order? | Learners are guided to identify numbers in an ascending order.  In pairs, learners are guided to make number cards and arrange numbers in an ascending order. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 15-17*** | Oral questions Oral Report Observation  Written exercise |  |
| **3** | **1** | ***Numbers*** | Whole numbers;  Writing numbers in a descending order | By the end of the sub-strand, the learner should be able to:   1. Define descending order of number. 2. Arrange numbers in a descending order. 3. Have fun and enjoy ordering numbers in a descending order. | What is the meaning of descending order or numbers? | Learners are guided to define descending order of number.  Learners are guided to arrange numbers in a descending order. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 17-19*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | ***Numbers*** | Whole numbers;  Writing numbers in a descending order | By the end of the sub-strand, the learner should be able to:   1. Identify numbers in a descending order. 2. Make number cards and arrange numbers in a descending order. 3. Appreciate the importance of descending numbers. | How do you write numbers in a descending order? | Learners are guided to identify numbers in a descending order.  In pairs, learners are guided to make number cards and arrange numbers in a descending order. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 17-21*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | ***Numbers*** | Whole numbers;  Rounding off numbers to the nearest thousand | By the end of the sub-strand, the learner should be able to:   1. Make a number card, draw a number line and pick a number card and match it to its positions on the number line. 2. Round off each number to the nearest thousand. 3. Have fun and enjoy rounding off numbers. | How do you round off numbers to the nearest thousand? | In groups, learners are guided to make a number card, draw a number line and pick a number card and match it to its positions on the number line.  Learners are guided to round off each number to the nearest thousand. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 21-22*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | ***Numbers*** | Whole numbers;  Rounding off numbers to the nearest thousand | By the end of the sub-strand, the learner should be able to:   1. Make number cards and rearrange the digits to form 5-digit numbers. 2. Round off numbers to the nearest thousand. 3. Have fun and enjoy rounding off numbers. to the nearest thousands. | How do you round off numbers to the nearest thousand? | In groups, learners are guided to make number cards and rearrange the digits to form 5-digit numbers.  Learners are guided to round off numbers to the nearest thousand. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 23-24*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | ***Numbers*** | Whole numbers;  Squares of whole numbers | By the end of the sub-strand, the learner should be able to:   1. Define the meaning of square number. 2. Draw a square grid and work out the total number of the small square. 3. Appreciate the meaning of square number. | How else can you know the total number of the small squares without counting each square? | Learners are guided to define the meaning of square number.  In groups, learners are guided to draw a square grid and work out the total number of the small square. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 24-25*** | Oral questions Oral Report Observation  Written exercise |  |
| **4** | **1** | ***Numbers*** | Whole numbers;  Squares of whole numbers | By the end of the sub-strand, the learner should be able to:   1. Identify squares of whole numbers. 2. Make number cards, pick a number card and work out the square of the number on the card. 3. Have fun and enjoy calculating the square of whole numbers. | What do we call the product of a number by itself? | Learners are guided to identify squares of whole numbers.  In groups, learners are guided to make number cards, pick a number card and work out the square of the number on the card. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 26*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | ***Numbers*** | Whole numbers;  Square roots of whole numbers | By the end of the sub-strand, the learner should be able to:   1. Define the meaning of square root. 2. Calculate the square root of whole numbers by using a factor tree. 3. Appreciate the use of factor tree to work out the square root. | What is the meaning of square root?  How do you use a factor tree? | Learners are guided to define the meaning of square root.  Learners are guided to calculate the square root of whole numbers by using a factor tree. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 27-28*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | ***Numbers*** | Whole numbers;  Square roots of whole numbers | By the end of the sub-strand, the learner should be able to:   1. Define the meaning of perfect square. 2. Use a computer, a tablet or a mobile phone connected to the internet and work out questions about square root. 3. Have fun and enjoy working out questions about square root. | What is the meaning of perfect square?  How to work out questions about square root? | Learners are guided to define the meaning of perfect square.  In pairs, learners are guided to use a computer, a tablet or a mobile phone connected to the internet and work out questions about square root.  In groups, learners are guided to draw a square grid and work out the square root of the number of small square. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 29-30*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | ***Numbers*** | Whole numbers;  Square roots of whole numbers | By the end of the sub-strand, the learner should be able to:   1. Identify square roots of whole numbers. 2. Use a computer, a tablet or a mobile phone connected to the internet and inquire where the knowledge of square root is applied in daily life. 3. Appreciate the use of square root in daily life. | How is square root applied in daily life? | Learners are guided to identify square roots of whole numbers.  In pairs, learners are guided to use a computer, a tablet or a mobile phone connected to the internet and inquire where the knowledge of square root is applied in daily life.  In groups, learners are guided to make number cards, pick a number card and work out the square root of the number on the card. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 30-31*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | ***Numbers*** | Multiplications of whole numbers | By the end of the sub-strand, the learner should be able to:   1. Multiply up to 4-digit number by up to 2-digit number in real life. 2. Play digital games involving multiplication of whole numbers. 3. Appreciate the use of multiplication in real life. | Where is multiplication used in real life? | Learners are guided to multiply up to 4-digit number by up to 2-digit number in real life.  In groups, learners are guided to play digital games involving multiplication of whole numbers.  In groups, learners are guided to use IT devices for learning more on multiplication. | Number charts  Number cards  Digital devices  Multiplication tables  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 34-35*** | Oral questions Oral Report Observation  Written exercise |  |
| **5** | **1** | ***Numbers*** | Multiplications of whole numbers | By the end of the sub-strand, the learner should be able to:   1. Make number cards, pick a card and work out the multiplication. 2. Work out multiplications using his/her own method. 3. Have fun and enjoy working out multiplications of whole numbers. | How do you work out multiplication of whole numbers using the method learnt? | In groups, pairs or as individual’s learners are guided to make number cards, pick a card and work out the multiplication.  Learners are guided to work out multiplications using his/her own method. | Number charts  Number cards  Digital devices  Multiplication tables  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 35-38*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | ***Numbers*** | Estimating product by rounding off factors | By the end of the sub-strand, the learner should be able to:   1. Estimate product by rounding off factors to the nearest ten in different situations. 2. Make number cards, pick a card, round of each number on the card to the nearest ten and multiply the round off numbers to estimate the product. 3. Have fun and enjoy estimating product by rounding off factors. | How can you estimate products of numbers? | In groups, pairs or as individual’s learners are guided to estimate product by rounding off factors to the nearest ten in different situations.  In groups or pairs, learners are guided to make number cards, pick a card, round of each number on the card to the nearest ten and multiply the round off numbers to estimate the product. | Number charts  Number cards  Digital devices  Multiplication tables  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 38-39*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | ***Numbers*** | Multiplication patterns | By the end of the sub-strand, the learner should be able to:   1. Identify multiplication patterns. 2. Make patterns involving multiplication of numbers with product not exceeding 10000 in different situations. 3. Have fun and enjoy creating multiplication patterns. | How can you form patterns involving multiplication? | In pairs, learners are guided to identify multiplication patterns.  In pairs, learners are guided to make patterns involving multiplication of numbers with product not exceeding 10000 in different situations. | Number charts  Number cards  Digital devices  Multiplication tables  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 40-41*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | ***Numbers*** | Division of whole numbers | By the end of the sub-strand, the learner should be able to:   1. Divide up to a 4-digit number by up to a 3-digit number where the dividend is greater than the divisor in real life. 2. Use digital devices for learning more on division of whole numbers. 3. Appreciate the use of division of whole numbers in real life situation. | Where is division used in real life? | Learners are guided to divide up to a 4-digit number by up to a 3-digit number where the dividend is greater than the divisor in real life.  In groups, learners are guided to use digital devices for learning more on division of whole numbers. | Number charts  Number cards  Digital devices  Multiplication tables  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 41-44*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | ***Numbers*** | Division of whole numbers | By the end of the sub-strand, the learner should be able to:   1. Make number cards, pick a number card and work out the division. 2. Play digital games involving division of whole numbers. 3. Have fun and enjoy working out division of whole numbers. | How do you work out division of whole numbers? | In groups, learners are guided to make number cards, pick a number card and work out the division.  In groups, learners are guided to play digital games involving division of whole numbers. | Number charts  Number cards  Digital devices  Multiplication tables  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 44-47*** | Oral questions Oral Report Observation  Written exercise |  |
| **6** | **1** | ***Numbers*** | Estimating quotient by rounding off numbers | By the end of the sub-strand, the learner should be able to:   1. Estimate quotients by rounding off the dividend and divisor to the nearest ten in real life. 2. Demonstrate multiplication is the opposite of division. 3. Have fun and enjoy estimating quotient by rounding off numbers. | How can we estimate quotients? | Learners are guided to estimate quotients by rounding off the dividend and divisor to the nearest ten in real life.  Learners are guided to demonstrate multiplication is the opposite of division. | Number charts  Number cards  Digital devices  Multiplication tables  **Oxford; Mathematics Learner’s Book Grade 6 pg. 47-48** | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | ***Numbers*** | Combined operations | By the end of the sub-strand, the learner should be able to:   1. Discuss how to work out combined operations. 2. Perform combined operations involving addition, subtraction, multiplication and division of whole numbers in different situations. 3. Have fun and enjoy working out combined operations. | How do you work out combined operations? | Learners are guided to discuss how to work out combined operations.  In groups, pairs or individual’s learners are guided to perform combined operations involving addition, subtraction, multiplication and division of whole numbers in different situations. | Number charts  Number cards  Digital devices  Multiplication tables  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 49-50*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | ***Numbers*** | Fractions; Least Common Multiple (LCM) | By the end of the sub-strand, the learner should be able to:   1. Identify Least Common Multiple (LCM) of given numbers. 2. Demonstrate addition of fractions using the LCM. 3. Enjoy addition of fractions using LCM. | What is LCM?  How can you use the LCM to add fractions? | In pairs, learners are guided to identify Least Common Multiple (LCM) of given numbers.  In pairs, learners are guided to demonstrate addition of fractions using the LCM.  In groups, learners are guided to use digital devices for learning more on addition of fractions using LCM. | Number charts  Number cards  Digital devices  Fraction board  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 51-53*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | ***Numbers*** | Subtraction of fractions using the LCM | By the end of the sub-strand, the learner should be able to:   1. Identify subtractions of fractions using LCM. 2. Demonstrate subtraction of fractions using LCM. 3. Enjoy subtracting fractions using LCM. | How can you use the LCM to subtract fractions? | In pairs, learners are guided to identify subtractions of fractions using LCM.  In pairs, learners are guided to demonstrate subtraction of fractions using LCM.  In groups, learners are guided to use digital devices for learning more on subtractions of fractions using LCM. | Number charts  Number cards  Digital devices  Fraction board  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 54-55*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | ***Numbers*** | Addition of mixed numbers | By the end of the sub-strand, the learner should be able to:   1. Convert mixed numbers into improper fractions. 2. Practice addition of mixed numbers. 3. Appreciate the use of addition of mixed numbers in real life. | Where do we use addition of mixed numbers in real life? | In pairs, learners are guided to convert mixed numbers into improper fractions.  In pairs, learners are guided to Practice addition of mixed numbers.  In groups, learners are guided to use digital devices for learning more on addition of mixed numbers. | Number charts  Number cards  Digital devices  Fraction board  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 55-58*** | Oral questions Oral Report Observation  Written exercise |  |
| **7** | **1** | ***Numbers*** | Subtraction of mixed numbers | By the end of the sub-strand, the learner should be able to:   1. Identify subtraction of mixed numbers. 2. Practice subtraction of mixed numbers. 3. Appreciate the use of subtraction of mixed numbers in real life. | Where do we use subtraction of mixed numbers in real life? | Learners are guided to identify subtraction of mixed numbers.  Learners are guided to practice subtraction of mixed numbers.  In groups, learners are guided to use digital devices for learning more on subtraction of mixed numbers. | Number charts  Number cards  Digital devices  Fraction board  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 58-60*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | ***Numbers*** | Reciprocal of fractions | By the end of the sub-strand, the learner should be able to:   1. Define the meaning of reciprocal of fractions. 2. Demonstrate reciprocal of fractions. 3. Have fun and enjoy working out reciprocal of fractions. | What is reciprocal of fractions? | Learners are guided to define the meaning of reciprocal of fractions.  In groups or in pairs, learners are guided to demonstrate reciprocal of fractions. | Number charts  Number cards  Digital devices  Fraction board  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 60-62*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | ***Numbers*** | Square of a fraction | By the end of the sub-strand, the learner should be able to:   1. Define the meaning of square of a fraction. 2. Demonstrate square of a fraction. 3. Have fun and enjoy calculating square of a fraction. | What do we call the product of a fraction multiplied by itself? | Learners are guided to define the meaning of square of a fraction.  In groups or in pairs, learners are guided to  demonstrate square of a fraction.    In groups, learners are guided to make number cards, pick a number card and work out the square of the fraction. | Number charts  Number cards  Digital devices  Fraction board  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 62-64*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | ***Numbers*** | Conversation of fractions to equivalent fractions | By the end of the sub-strand, the learner should be able to:   1. Identify equivalent fractions using fraction board or chart. 2. Convert fractions to equivalent fractions. 3. Appreciate the use of fractions in real life. | Where are fractions used in real life? | Learners are guided to identify equivalent fractions using fraction board or chart.  In pairs, learners are guided to convert fractions to equivalent fractions. | Number charts  Number cards  Digital devices  Fraction board  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 64-65*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | ***Numbers*** | Percentage as a fraction | By the end of the sub-strand, the learner should be able to:   1. Identify percentage as a fraction. 2. Draw a square, shade some squares and calculate the percentage of shaded square. 3. Appreciate the use of percentage as a fraction. | How to work out percentage as a fraction. | In groups, learners are guided to identify percentage as a fraction.  In groups, learners are guided to draw a square, shade some squares and calculate the percentage of shaded square.  In groups, learners are guided to use digital devices for learning more on percentage as a fraction. | Number charts  Number cards  Digital devices  Fraction board  **Oxford; Mathematics Learner’s Book Grade 6 pg. 65** | Oral questions Oral Report Observation  Written exercise |  |
| **8** | **1** | ***Numbers*** | Conversion of fractions to percentages | By the end of the sub-strand, the learner should be able to:   1. Convert fractions to percentage. 2. Use digital devices for learning more on conversion of fractions to percentage. 3. Have fun and enjoying conversion of fractions to percentage. | How do you convert fractions to percentage? | Learners are guided to convert fractions to percentage.  In pairs, learners are guided to use digital devices for learning more on conversion of fractions to percentage. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 66-67*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | ***Numbers*** | Conversion of percentages to fractions | By the end of the sub-strand, the learner should be able to:   1. Convert percentages to fractions. 2. Use digital devices for learning more on conversion on percentage to fraction. 3. Have fun and enjoy converting percentage to fractions. | How do you convert percentage to fractions? | Learners are guided to convert percentages to fractions.  In pairs, learners are guided to use digital devices for learning more on conversion of percentage to fraction. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 67-68*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | ***Numbers*** | Decimals; Place value of decimals up to ten thousandths | By the end of the sub-strand, the learner should be able to:   1. Identify place value of decimals up to ten thousandths. 2. Draw a place value chart identify place value of decimals. 3. Appreciate decimals up to thousandths in real life situations. | Where do you use decimals in real life? | Learners are guided to identify place value of decimals up to ten thousandths.  Learners are guided to draw a place value chart identify place value of decimals. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 69-70*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | ***Numbers*** | Rounding of decimals | By the end of the sub-strand, the learner should be able to:   1. Define the meaning of decimal places. 2. Round of decimals up to ten thousandths. 3. Have fun and enjoy rounding off decimals. | How do you round off decimals? | Learners are guided to define the meaning of decimal places.  In pairs, learners are guided to round of decimals up to ten thousandths. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 70-75*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | ***Numbers*** | Conversion of decimals to fractions | By the end of the sub-strand, the learner should be able to:   1. Convert decimals to fractions. 2. Use digital devices for learning more on conversion of decimals to fractions. 3. Have fun and enjoy converting decimals to fractions. | How do you convert decimals to fractions? | In pairs, groups or individual’s learners are guided to convert decimals to fractions.  In groups, learners are guided to use digital devices for learning more on conversion of decimals to fractions. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 75-76*** | Oral questions Oral Report Observation  Written exercise |  |
| **9** | **1** | ***Numbers*** | Conversion of fractions to decimals | By the end of the sub-strand, the learner should be able to:   1. Convert fractions to decimals. 2. Use digital devices for learning more on conversion of fractions to decimals. 3. Have fun and enjoy converting fractions to decimals. | How do you convert fractions to decimals? | In pairs, groups or individual’s learners are guided to convert fractions to decimals.  In groups, learners are guided to use digital devices for learning more on conversion of fractions to decimals. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 76-77*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | ***Numbers*** | Conversion of decimals to percentages | By the end of the sub-strand, the learner should be able to:   1. Convert decimals to percentages. 2. Use digital devices for learning more on conversion of decimals to percentages. 3. Have fun and enjoy converting decimals to percentages. | How do you convert decimals to percentages | In pairs, groups or individual’s learners are guided to convert decimals to percentages.  In groups, learners are guided to use digital devices for learning more on conversion of decimals to percentages. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 77-78*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | ***Numbers*** | Conversion of percentages to decimals | By the end of the sub-strand, the learner should be able to:   1. Convert percentages to decimals. 2. Use digital devices for learning more on conversion of percentages to decimals. 3. Have fun and enjoy converting percentages to decimals. | How do you convert percentages to decimals? | In pairs, groups or individual’s learners are guided to convert percentages to decimals.  In groups, learners are guided to use digital devices for learning more on conversion of percentages to decimals. | Number charts  Number cards  Digital devices  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 78-79*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | ***Numbers*** | Addition of decimals | By the end of the sub-strand, the learner should be able to:   1. Add decimals up to ten thousandths. 2. Use place value apparatus to add decimals up to ten thousandths. 3. Have fun and enjoy addition of decimals. | What is the importance of addition of decimals? | Learners are guided to add decimals up to ten thousandths.  In pairs, learners are guided to use place value apparatus to add decimals up to ten thousandths. | Number charts  Number cards  Digital devices  Place value apparatus  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 79-81*** | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | ***Numbers*** | Subtraction of decimals | By the end of the sub-strand, the learner should be able to:   1. Subtract decimals up to ten thousandths. 2. Use place value apparatus to subtract decimals up to ten thousandths. 3. Have fun and enjoy subtraction of decimals. | What is the importance of subtraction of decimals? | Learners are guided to subtract decimals up to ten thousandths.  In pairs, learners are guided to use place value apparatus to subtract decimals up to ten thousandths. | Number charts  Number cards  Digital devices  Place value apparatus  ***Oxford; Mathematics Learner’s Book Grade 6 pg. 82-84*** | Oral questions Oral Report Observation  Written exercise |  |
| **10** | **ASSESSMENT** | | | | | | | | |