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

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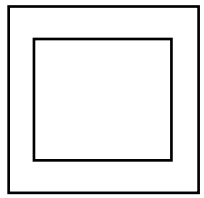
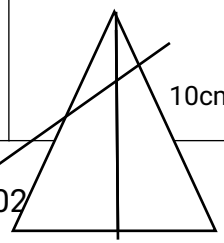
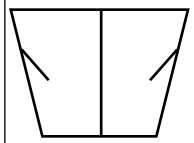
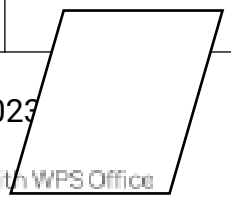
					2. Finds the missing side. 3. Calculate the area when given the perimeter.	area.	a rectangle is 45dm and the width is 5dm.Find the perimeter of the same rectangle.	storming guided discussion think and pair	and respecting others.	exercise.		mtcs bk 6 page 333	
	6 $ 1	**M E A S U R E M E N T**	**LENGTH, MASS AND CAPACITY**	**Finding the sides, area and perimeter**	The learner 1. Finds the value of the unknowns. 2. Calculates the area of the rectangle. 3. Finds its perimeter.	The learner explains the meaning of words such as length, width, perimeter and area.	**Example** 1. ABCD is a rectangle. Use it to answer the questions that follow 1)Find the value of x 2) Find the actual length and width of the rectangle. 3) Find its area and perimeter.	Guided discovery Problem solving Class discussion	Assertiveness, Problem solving and audibility	Attempting the trial numbers given by the teacher. Doing the evaluation exercise	Chalkboard illustration	Mk mtcs book 6 page 334	
2	2		**LENGTH,**	**Area of shaded parts of rectangles**	The learner 1.Finds the length and width of the rectangles	The learner explains the meaning of words such as length,	**Example** 1.Use the figure below to answer the questions	Brainstorming Class discussio	Appreciation of oneself and others,	Answering			

	& 3		MASS AND CAPACITY		2. Calculates the area of the shaded rectangles.	width, perimeter and area.	that follow  a) Find the length and width of the outer rectangle. b) Calculate the area of the shaded part.	n Problem solving	Problem solving and assertiveness	the oral questions Doing the evaluation exercise	Chalkboard illustration	Mk mtcs bk 6 page 336 Functional mtcs book 6 page	
	4 $ 5	MEASUREMENT		**Finding the unknowns by comparing areas of triangles**.	The learner 1. Finds the base of the triangle. 2. Finds the height of the triangle.	The learner explains the meaning of words such as bases, height and comparing areas of triangles.	**Example** 1.ABD is a triangle, AC and BE are heights of the same triangle. BD=12cm, AC=10cm and BE=8cm as shown below. Find the length of AD 	Guided discovery Problems olving Class discussion	Assertiveness, Problem solving and audibility	Answering the given oral questions Doing the class exercise	Chalkboard illustration	Mk mtcs bk 6 page 341	

							8cm						
2	6 $ 1		**LENGTH, MASS AND CAPACITY**	**Area of a trapezium**	The learner 1. Finds the area of a trapezium. 2. Calculates the missing side of the trapezium. 3.Finds the perimeter of the trapezium	The learner pronounces the word trapezium and also identifies the two parallel sides.	**Example** 1.Use the trapezium below to answer the questions that follow  a) Calculate the area of the figure above. b) Find its perimeter.	Class discussion Problems olving Guided discovery	Appreciation of oneself and others, Problem solving and assertiveness	Answering the oral questions. Attemptin g the given evaluation exercise	Chalkboard illustration	Mk mtcs bk 6 page 344 Understanding mtcs bk 6 page	
3	2 $ 3			**Area of a parallelogram and a rhombus**	The learner 1. Finds the perimeter of the rhombus. 2. Calculates the area of the	The learner reads and draws the parallelogram and the rhombus.	**Example** 1.The figure below is a rhombus, use it to answer the questions that follow:- 	Guided discovery Problems olving	Assertiveness, Problem solving and audibility	Doing the given class exercise	A chart showing the area and perimeter of a rhombus	Mk mtcs bk 7 page Functional mtcs bk	

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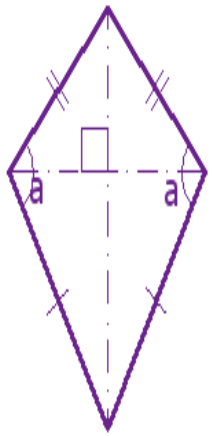
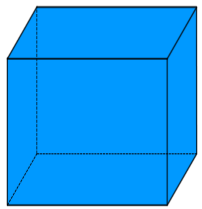
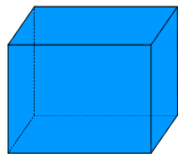
					rhombus.		a)Find it's area b)Find it's perimeter	Class discussion			Chalkboard illustration	page	
	4	MEASUREMENT		**Area of a kite**	The learner 1. Draws a kite and shows the lines of symmetry. 2. Finds the area of the kite.	The learner reads and uses the words such as kites, lines of symmetry.	**Example** 1.Use the kite below to answer the questions that follow:  a) Find the area of the figure above. b) Work out	Class discussion Problems olving Guided discovery	Creative thinking, Fluency and problem solving	Answering the oral questions Doing the evaluation exercise.	Chalkboard illustration Chalkboard illustration	Mk mtcs bk 7 page Mk mtcs bk 7 page	

							its perimeter.						
	5 & 6			**Volume and total surface area of a cube**	The learner: finds total surface area and volume of a cube. Finds the side given volume or total surface area of a cube.	The learner: explains the difference between a cube and a cuboid.	**A cube has one side 10cm. Find its volume and total surface area**	. Class discussion Guided discovery Brain storming.	Critical thinking. Problem solving Fluency	Answering oral questions Attemptin g given work Sharing with others views.	Realia Tables Chalkb oard illustra tion.	Mk book six page	
4	1 & 2		**LENGT H, MASS AND CAPACI TY**	**Finding the volume of a cuboid in litres**	The learner 1. Finds the volume of a cuboid in cubic centimeters . 2.Converts the cubic centimeters to litres	The learner describes volume, area and total surface area.	**Example** 1. The figure below is cuboid. 	Brainstor ming Class discussio n Guided discovery	Appreciati on of oneself and others, Problem solving and assertiven ess	Doing the given class exercise	Chalkb oard illustra tion	Mk mtcs bk 6 page 359 Func tional mtcs bk 6 page	

							Find the volume of the figure above in litres.						
	3 & 4			**Packing cubes and cuboids in cartons**	The learner finds : 1 .number of layers required along the height. 2. finds total number of cubes and cuboids to be packed. 3. Calculates volume of space wasted.	The learner: describes process of finding the number of cubes in a carton.	**Example.** **How many cubes of length 5cm can be packed in a box of length16cm, width 13cm and height of 20cm?** 	Guided discovery Class discussion Brain storming.	Self respect Problem solving Creative thinking.	Packing cubes and counting number of cubes Attemptin g oral and written work.	Real boxes Transp arent glass cuboid s	Mtc bk 7 page	
	5 $ 6			**Circumfere nce of a circle**	The learner 1. Finds the circumferen ce of a circle. 2. Finds the circumferen ce and perimeter of a semicircle.	The learner explains what a circle, semicircle and circumferenc e are	**Example** 1. Calculate the circumferenc e of a circle whose diameter is 14cm. 2.find the circumferenc e of a circle whose radius is 20dm.	Guided discovery Problems olving Class discussio n	Creative thinking, Fluency and problem solving	Answering the oral questions Doing the given evaluation exercise	Chalkb oard illustra tion	Mk mtcs bk 6 page 327	

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5	1 $ 2		**LENGTH, MASS AND CAPACITY**	**Area of a circle**	The learner 1. Finds the area of a circle when given the radius or the diameter. 2. Finds the radius when given the area.	The learner explain what a circle, semicircle and circumference are	**Example** 1. Given that the radius of a circular compound is 7m, calculate its area. 2.The area of a circle is 616cm. Find it's radius	Problem solving Guided discovery Class discussion	Effective communication, Listening to others Responding confidently to questions asked	Answering the given class exercise Measuring length ,mass,aaaa and	Chalkboard illustration	Mk mtcs bk 7 page Functional mtcs bk 7 page	
	3 & 4 & 5	**NUMERACY**	**INTEGERS**	**Review of the work on addition and subtraction of integers**	The learner 1. Uses the number line to add integers. 2. Uses the number line to subtract integers.	The learner explains the difference between positive and negative integers.	**Example** Use number lines to work out the following a) +3 + -7 b) +8 + -2 c) -5 – 8	Guided discovery Problems olving	Creative thinking, Fluency and problem solving	Doing the class exercise Practical activity involving number lines	Chalkboard illustration	Mkm tcs bk6 page 199 Understanding mtcs bk 6 page	
	6 And 1			**Multiplication and division of integers**	The learner 1 .Uses number line to multiply integers.	The learner describes the use of a number line.	**Examples** Using a number line, multiply the following	Demonstration method	Effective communication,	Practical activity involving number	A chart showing the multipl	Mk mtcs bk 6 page 205	

							integers: a)+3 x +6 b)-6 x -3 c)+3 x -4	Guided discovery Problems olving	Listening to others Respondin g confidentl y to questions asked	lines Doing the class exercise	ication of integer s		
6	2 & 3	**N U M E R A C Y**	**INTEGE RS**	**Applicatio n of integers**	The learner 1. Applies the knowledge of integers to work out different mathematic al problems.	The learner explains the difference between positive and negative integers. The learner also describes the use of a number line.	**Example** 1. A frog jumped 3 steps four times before diving into the swimming pool. Calculate the distance moved by the frog.	Demonstr ation Problem solving Class discussio n	Creative thinking, Fluency and problem solving	Attemptin g the given evaluation exercise	Chalkb oard illustra tion	Mk mtcs bk6 page 206	
6	4 & 5 & 6			**Applicatio n of finite system**	The learner: solves problems that require use of finite seven and twelve respectively .	**The learner explains when to use finite seven or twelve.**	Example. Today is Tuesday what day of the week will it be 25 days from today? 2. To d ay is Wednesday .what day of the week was it 45 days ago?	Guided discovery. Problem solving Demonstr ation.	Critical thinking Analyzing Respectin g others views.	Sharing experienc es Asking questions Attemptin g given activities.	Calend ars wall clocks.	Mk bk 6 page	

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