MATHEMATICS SCHEMES OF WORK GRADE 6

NAME OF THE TEACHER:_____

SCHOOL:_____ **TERM:** II **YEAR:**_____

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	**MEASUREMENT**	Converting centimetres into millimetres and vice versa	By the end of the lesson, the learner should be able to: a) identify the units of measurement cm and mm. b) Explore Various unit conversion in different situation. c) Appreciate use of length in real life situations.	The learner is guided to: ▪ convert mm to cm and cm to mm when measuring lengths of different objects and comparing results,	How do we convert centimetres into metres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 69-70 Mentor Maths Grd 6 Learners Book Pg. 89-91	Written Quizzes	
	2		Converting centimetres into millimetres and vice versa	By the end of the lesson, the learner should be able to: a) Convert centimetres to millimetres in different situations and vice versa b) Perform Various unit conversion in different situation. c) Appreciate use of length in real life situations.	The learner is guided to: ▪ convert mm to cm and cm to mm when measuring lengths of different objects and comparing results,	How do we convert centimetres into metres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 69-70 Mentor Maths Grd 6 Learners Book Pg. 89-91	Written Quizzes	
	3		Adding involving length in centimetres and millimetres	By the end of the lesson, the learner should be able to: a) add centimetres and millimetres in different situations, b) Demonstrate skills in addition involving length. c) Appreciate use of length in real life situations.	The learner is guided to: ▪ determine lengths in mm and cm in addition, subtraction, multiplication and division and discuss the answers,	How can you add centimetres and millimetres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 71-72 Mentor Maths Grd 6 Learners Book Pg. 92-93	Written Quizzes	

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	4		Subtraction involving length in centimetres and millimetres	By the end of the lesson, the learner should be able to: a) subtract centimetres and millimetres in different situations, b) Demonstrate skills in subtraction involving length. c) Appreciate use of length in real life situations.	The learner is guided to: ▪ determine lengths in mm and cm in addition, subtraction, multiplication and division and discuss the answers,	How can we subtract centimetres and millimetres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 72-73 Mentor Maths Grd 6 Learners Book Pg. 92-93	Written Quizzes	
	5		Multiplication involving length in centimetres and millimetres	By the end of the lesson, the learner should be able to: a) multiply centimetres and millimetres in day-to-day life, b) Demonstrate skills in multiplication involving length. c) Appreciate use of length in real life situations.	The learner is guided to: ▪ determine lengths in mm and cm in addition, subtraction, multiplication and division and discuss the answers,	How can we multiply centimetres and millimetres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 73-74 Mentor Maths Grd 6 Learners Book Pg. 95-97	Written Quizzes	
2	1		Division involving length in centimetres and millimetres	By the end of the lesson, the learner should be able to: a) divide centimetres and millimetres in day-to-day life, b) Demonstrate skills in Division involving length. c) Appreciate use of length in real life situations.	The learner is guided to: ▪ determine lengths in mm and cm in addition, subtraction, multiplication and division and discuss the answers,	How can we divide centimetres and millimetres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 74-75 Mentor Maths Grd 6 Learners Book Pg. 97-98	Written Quizzes	
	2		Circumference of a circle	By the end of the lesson, the learner should be able to: a. Measure the circumference of a circle practically b. Differentiate between a diameter and a radius. c. Appreciate use of length in real life situations.	The learner is guided to: ▪ sketch the circumference diameter and radius of a circle practically, ▪ measure the circumference of a circle practically,	How can we measure the circumference of a circle	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 76 Mentor Maths Grd 6 Learners Book Pg. 99	Written Quizzes	

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	3		Diameter and radius	By the end of the lesson, the learner should be able to: a) Measure the diameter and radius of a circle practically b) Differentiate between a diameter and a radius. c) Appreciate use of length in real life situations.	The learner is guided to: ▪ sketch the circumference diameter and radius of a circle practically, ▪ measure the circumference of a circle practically,	How can we measure the circumference of a circle	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 77-78 Mentor Maths Grd 6 Learners Book Pg.100-101	Written Quizzes	
	4		Identifying the relationship between circumference and diameter in different situations	By the end of the lesson, the learner should be able to: a) Identify the relationship between circumference and diameter in different situations, b) demonstrate the relationship between circumference and diameter. c) Appreciate use of length in real life situations.	The learner is guided to: ▪ measure the circumference of a circle practically, ▪ divide circumference by diameter to get pi (π), ▪ play games involving length in centimetres and millimetres using digital devices or other resources.	What is the relationship between circumference and diameter?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 78-79 Mentor Maths Grd 6 Learners Book Pg.102-104	Written Quizzes	
	5	AREA	area of triangles (cm^2)	By the end of the lesson, the learner should be able to: a) Establish the formula for the area of a triangle. b) describe how to calculate area of triangles. c) Appreciate the use of cm^2 in working out area in real life	The learner is guided to: ▪ establish that the area of a triangle is equal to a half of the area of a rectangle or a square when the rectangle or the square is divided by a diagonal, ▪ work out the area of triangles in cm2 using the relationship between a rectangle and a triangle (Area of a triangle is equal to ½ area of a rectangle or square. A = ½ (Lx W),	How do you calculate area of triangles in square centimetres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 80-81 Mentor Maths Grd 6 Learners Book Pg.105-107	Written Quizzes	
3	**1**		area of triangles (cm^2)	By the end of the lesson, the learner should be able to: a) Work out area of triangles in square centimetres (cm^2) in different situations, b) describe how to calculate area of triangles. c) Appreciate the use of cm^2 in working out area in real life	The learner is guided to: ▪ work out the area of triangles in cm2 using the relationship between a rectangle and a triangle (Area of a triangle is equal to ½ area of a rectangle or square. A = ½ (Lx W),	How do you calculate area of triangles in square centimetres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 80-81 Mentor Maths Grd 6 Learners Book Pg.105-107	Written Quizzes	

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	2		area of triangles (cm^2)	By the end of the lesson, the learner should be able to: a) Work out area of triangles in square centimetres (cm2) in different situations, b) Explore more examples on are of triangles. c) Appreciate the use of cm2 in working out area in real life	The learner is guided to: ▪ work out the area of triangles in cm2 using the relationship between a rectangle and a triangle (Area of a triangle is equal to ½ area of a rectangle or square. A = ½ (Lx W),	How do you calculate area of triangles in square centimetres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 80-81 Mentor Maths Grd 6 Learners Book Pg.105-107	Written Quizzes	
	3		Area of combined shapes	By the end of the lesson, the learner should be able to: a) Work out area of combined shapes involving squares, rectangles and triangles in cm^2 in different situations, b) State the method used in calculation of area of combined shapes. c) Appreciate the use of cm^2 in working out area in real life	The learner is guided to: ▪ sketch a circle on a unit square grid and count the full squares to estimate the area of circles and compare answers, ▪ prepare own combined shapes involving rectangles, squares, triangles and ask peers to determine the area	How can we find the area of combined shapes in square centimetres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 81-83 Mentor Maths Grd 6 Learners Book Pg.108-111	Written Quizzes	
	4		Area of combined shapes	By the end of the lesson, the learner should be able to: a) Work out more examples of area of combined shapes involving squares, rectangles and triangles in cm^2 in different situations, b) Draw and colour combined shapes c) Appreciate the use of cm^2 in working out area in real life	The learner is guided to: ▪ sketch a circle on a unit square grid and count the full squares to estimate the area of circles and compare answers, ▪ prepare own combined shapes involving rectangles, squares, triangles and ask peers to determine the area	How can we find the area of combined shapes in square centimetres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 81-83 Mentor Maths Grd 6 Learners Book Pg.108-111	Written Quizzes	
	5		Area of combined shapes	By the end of the lesson, the learner should be able to: a) Explore more examples on combined shapes., b) Draw and colour combined shapes c) Appreciate the use of cm^2 in working out area in real life	The learner is guided to: ▪ sketch a circle on a unit square grid and count the full squares to estimate the area of circles and compare answers, ▪ prepare own combined shapes involving rectangles, squares, triangles and ask peers to determine the area	How can we find the area of combined shapes in square centimetres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 81-83 Mentor Maths Grd 6 Learners Book Pg.108-111	Written Quizzes	

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4	1	Capacity:	relationship among cm^3, milliliters and litres	By the end of the lesson, the learner should be able to: a) Identify the relationship among cubic centimetres (cm^3), mililitres and litres in real life, b) Analyze the relationship. c) Appreciate use of cm^3 and litres in measuring capacity in real life	The learner is guided to: ▪ work out the relationship between cm3, mililitres and litres through measuring practically,	How can we measure capacity?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 83-84 Mentor Maths Grd 6 Learners Book Pg.112-114	Written Quizzes	
	2			By the end of the lesson, the learner should be able to: a) Identify how to measure capacity in mm and litres. b) Practise measuring capacity in real life. c) Appreciate use of cm^3 and litres in measuring capacity in real life	The learner is guided to: ▪ measure capacity in millilitres and litres, discuss answers and share with others,	How can we measure capacity?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 83-84 Mentor Maths Grd 6 Learners Book Pg.112-114	Written Quizzes	
	3		Converting litres into mililitres and mililitres into litres	By the end of the lesson, the learner should be able to: a) Demonstrate conversion of litres to mililitres in different situations, b) Explain how conversions in capacity are done in different situations. c) Appreciate use of cm^3 and litres in measuring capacity in real life	The learner is guided to: ▪ change capacity in litres to millilitres using containers from the environment by comparing sizes of different containers,	How can we convert litres into mililitres? How can we convert mililitres into litres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 85-86 Mentor Maths Grd 6 Learners Book Pg.114-116	Written Quizzes	
	4			By the end of the lesson, the learner should be able to: a) Convert litres to mililitres in different situations, b) Explain more examples on conversion of litres to mm. c) Appreciate use of cm^3 and litres in measuring capacity in real life	The learner is guided to: ▪ change capacity in litres to millilitres using containers from the environment by comparing sizes of different containers,	How can we convert litres into mililitres? How can we convert mililitres into litres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 85-86 Mentor Maths Grd 6 Learners Book Pg.114-116	Written Quizzes	

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	5		Converting litres into cubic centimetres and vice versa	By the end of the lesson, the learner should be able to: a) Convert litres to cubic centimetres in different situations, b) Explain how conversions in capacity are done in different situations. c) Appreciate use of cm^3 and litres in measuring capacity in real life	The learner is guided to: ▪ work out conversions of capacity of millilitres to litres, ▪ play games involvingcapacity using containers of different capacities.	How can we convert litres into cubic centimetres? How can we convert cubic centimetres into litres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 86-87 Mentor Maths Grd 6 Learners Book Pg.117-118	Written Quizzes	
5	1		Converting millilitres into cubic centimetres and vice versa	By the end of the lesson, the learner should be able to: a) Convert litres to cubic centimetres in different situations, b) Explain how conversions in capacity are done in different situations. c) Appreciate use of cm^3 and litres in measuring capacity in real life	The learner is guided to: ▪ work out conversions of capacity of millilitres to litres, ▪ play games involvingcapacity using containers of different capacities.	How can we convert millilitres into cubic centimetres? How can we convert cubic centimetres into millilitres?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 88-89 Mentor Maths Grd 6 Learners Book Pg.119-120.	Written Quizzes	
	2	**Mass**	Tonne as a unit of measuring mass	By the end of the lesson, the learner should be able to: a) Identify the tonne as a unit for measuring mass in real life, b) Explore more on mass and for enjoyment, c) Appreciate use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ discuss tonne as a unit of measuring mass	How can we measure large amounts of mass?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 90-91 Mentor Maths Grd 6 Learners Book Pg.121-122	Written Quizzes	
	3		Items measured in tonnes	By the end of the lesson, the learner should be able to: a) Identify the tonne as a unit for measuring mass in real life, b) Explore items in environment whose mass may be measured in tonnes, c) Appreciate use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ discuss tonne as a unit of measuring mass	How can we measure large amounts of mass?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 90-91 Mentor Maths Grd 6 Learners Book Pg.121-122	Written Quizzes	

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	4		Items measured in tonnes	By the end of the lesson, the learner should be able to: a) Identify items measured in tonnes in real life, b) Practise measuring items in tonnes c) Appreciate use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ discuss items in the environment such as loaded lorries, whose mass may be measured in tonnes	Which items can we measure in tonnes?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 91-92 Mentor Maths Grd 6 Learners Book Pg121-122	Written Quizzes	
	5		**Estimating mass**	By the end of the lesson, the learner should be able to: a) Estimate mass in tones of various objects., b) Practise estimating mass of various items in tonnes c) Appreciate use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ estimate mass in tonnes of various objects found in the environment.	Which items can we measure in tonnes?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 91-92 Mentor Maths Grd 6 Learners Book Pg121-122	Written Quizzes	
6	1		Relationship between kilogram and tonne	By the end of the lesson, the learner should be able to: a) Identify the kilogram and tonne as a unit of measurement. b) Show the relationship between kilogram and tonne. c) Appreciate use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ establish the relationship between the kilogramme and the tonne (1000kg =1 tonne).	Which items can we measure in tonnes?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 93-94 Mentor Maths Grd 6 Learners Book Pg.122	Written Quizzes	
	2			By the end of the lesson, the learner should be able to: a) Identify the relationship between the kilogram and the tonne practically, b) Demonstrate the relationship between kilogram and tonne. c) Appreciate use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ establish the relationship between the kilogramme and the tonne (1000kg =1 tonne).	Which items can we measure in tonnes?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 93-94 Mentor Maths Grd 6 Learners Book Pg.122	Written Quizzes	

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	3		Estimating mass in tonnes	By the end of the lesson, the learner should be able to: a) Demonstrate how to estimate mass in tonnes in different situations, b) explain how to estimate mass in tonnes. c) Develop curiosity use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ estimate mass in tonnes of various objects found in the environment.	How can we estimate mass in tonnes?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 94 Mentor Maths Grd 6 Learners Book Pg.123	Written Quizzes	
	4			By the end of the lesson, the learner should be able to: a) Estimate mass in tonnes in different situations, b) Identify items that can used to estimate mass c) Develop curiosity use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ estimate mass in tonnes of various objects found in the environment.	How can we estimate mass in tonnes?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 94 Mentor Maths Grd 6 Learners Book Pg.123	Written Quizzes	
	5		Converting kilograms to tonnes	By the end of the lesson, the learner should be able to: a) Convert kilograms to tonnes in real life situations, b) demonstrate conversion of units involving mass. c) Develop curiosity use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ change kilogrammes to tonnes and tonnes to kilogrammes.	How can we convert kilogram to tonne?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 95 Mentor Maths Grd 6 Learners Book Pg.123-124	Written Quizzes	
7	1		Converting tonnes to kilograms	By the end of the lesson, the learner should be able to: a) Convert tonnes to kilograms in real life situations, b) demonstrate conversion of units involving mass. c) Develop curiosity use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ change kilogrammes to tonnes and tonnes to kilogrammes.	How can we convert kilogram to tonne?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 96-97 Mentor Maths Grd 6 Learners Book Pg.124-125	Written Quizzes	

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	2		Addition of mass in tonnes and kilograms	By the end of the lesson, the learner should be able to: a) Add tonnes and kilograms in real life situations, b) demonstrate addition of mass in different situations. c) Develop curiosity use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ determine mass of items in tonnes and kilogrammes using different operations involving addition, subtraction, multiplication and division. ▪ use digital weighing machines to measure mass of different items.	How can we add tonnes and kilograms?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 97-98 Mentor Maths Grd 6 Learners Book Pg.125-126	Written Quizzes	
	3		Subtraction of mass in tonnes and kilograms	By the end of the lesson, the learner should be able to: a) subtract tonnes and kilograms in real life situations, b) demonstrate subtraction of mass in different situations. c) Develop curiosity use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ determine mass of items in tonnes and kilogrammes using different operations involving addition, subtraction, multiplication and division. ▪ use digital weighing machines to measure mass of different items.	How can we add tonnes and kilograms?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 98-99 Mentor Maths Grd 6 Learners Book Pg.127-128	Written Quizzes	
	4		Multiplication of mass in tonnes and kilograms	By the end of the lesson, the learner should be able to: a) Multiply tonnes and kilograms in real life situations, b) demonstrate multiplication of mass in different situations. c) Develop curiosity use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ determine mass of items in tonnes and kilogrammes using different operations involving addition, subtraction, multiplication and division. ▪ use digital weighing machines to measure mass of different items.	How can we add tonnes and kilograms?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 99-100 Mentor Maths Grd 6 Learners Book Pg.128-129	Written Quizzes	
	5		Division of mass in tonnes and kilograms	By the end of the lesson, the learner should be able to: a) Divide tonnes and kilograms in real life situations, b) demonstrate Division of mass in different situations. c) Develop curiosity use of the kilogram and tonne in measuring mass.	The learner is guided to: ▪ determine mass of items in tonnes and kilogrammes using different operations involving addition, subtraction, multiplication and division. ▪ use digital weighing machines to measure mass of different items.	How can we add tonnes and kilograms?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 100-101 Mentor Maths Grd 6 Learners Book Pg.129-130	Written Quizzes	

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8	1	**Time**	Identifying time in a.m and p.m	By the end of the lesson, the learner should be able to: a) Identify time in a.m. And p.m. In day to day life experiences, b) Observe different clocks in a.m and p.m c) Appreciate use of time in both 12h and 24h systems.	The learner is guided to: ▪ discuss time in a.m. and p.m. from digital and analogue clocks. ▪ determine time in a.m. and p.m. from digital and analogue clocks.	How can you read and tell time?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 102-103 Mentor Maths Grd 6 Learners Book Pg.131-132	Written Quizzes	
	2			By the end of the lesson, the learner should be able to: a) Determine the time in a.m. And p.m. In day-to-day life experiences, b) Differentiate between a.m. and p.m. c) Appreciate use of time in both 12h and 24h systems.	The learner is guided to: ▪ discuss time in a.m. and p.m. from digital and analogue clocks. ▪ determine time in a.m. and p.m. from digital and analogue clocks.	How can you read and tell time?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 102-103 Mentor Maths Grd 6 Learners Book Pg.131-132	Written Quizzes	
	3		Write 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. In day-to-day life experiences, b) identify ways of writing time in a.m and p.m c) Appreciate use of time in both 12h and 24h systems.	The learner is guided to: ▪ discuss time in a.m. and p.m. from digital and analogue clocks. ▪ determine time in a.m. and p.m. from digital and analogue clocks.	How do you write time in a.m and p.m?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 103-104 Mentor Maths Grd 6 Learners Book Pg.133	Written Quizzes	
	4		24-hour clock system – a.m.	By the end of the lesson, the learner should be able to: a) Relate time in a.m. to the 24h clock system, b) show time in 24 hours clock system using a.m. c) Appreciate use of time in both 12h and 24h systems.	The learner is guided to: ▪ equate time in a.m. to the 24h clock system using a chart.	How can we relate time in a.m and p.m to 24h clock system?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 105-106 Mentor Maths Grd 6 Learners Book Pg.134-135	Written Quizzes	

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	5		24-hour clock system- p.m.	By the end of the lesson, the learner should be able to: a) Relate time in p.m. To the 24h clock system, b) show time in 24 hours clock system using p.m. c) Appreciate use of time in both 12h and 24h systems.	The learner is guided to: ▪ equate time in p.m.to the 24h clock system using a chart.	How can we relate time in a.m and p.m to 24h clock system?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 105-106 Mentor Maths Grd 6 Learners Book Pg.134-135	Written Quizzes	
9	HALF TERM								
10	1		Converting time from 12-hour clock system to 24-hour clock system	By the end of the lesson, the learner should be able to: a) Convert time from 12h to 24h system, b) explain how to convert units involving time. c) Appreciate use of time in both 12h and 24h systems.	The learner is guided to: ▪ change time from the 12h to 24h system and 24h to 12h using a chart.	How can we time from 12-hour clock system to 24-hour clock system?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 106-107 Mentor Maths Grd 6 Learners Book Pg.135-136	Written Quizzes	
	2		Converting time from 24-hour clock system to 12-hour clock system	By the end of the lesson, the learner should be able to: a) Convert time from 24h to 12h system, b) explain how to convert units involving time. c) Appreciate use of time in both 12h and 24h systems.	The learner is guided to: ▪ change time from the 12h to 24h system and 24h to 12h using a chart.	How can we time from 12-hour clock system to 24-hour clock system?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 106-107 Mentor Maths Grd 6 Learners Book Pg.135-136	Written Quizzes	
	3		Interpreting travel timetables	By the end of the lesson, the learner should be able to: a) Interpret travel timetable in different situations, b) Describe what travel timetables are. c) Appreciate use of time in both 12h and 24h systems.	The learner is guided to: ▪ interpret travel timetables to create travel schedules for different events.	How do we interpret travel timetables?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 109-110 Mentor Maths Grd 6 Learners Book Pg.138-141	Written Quizzes	

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	4		**Creating travel schedules**	By the end of the lesson, the learner should be able to: a) Create various travel schedules for different events, b) Describe what travel timetables are. c) Appreciate use of time in both 12h and 24h systems.	The learner is guided to: ▪ interpret travel timetables to create travel schedules for different events.	How do we interpret travel timetables?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 109-110 Mentor Maths Grd 6 Learners Book Pg.138-141	Written Quizzes	
	5		**Time durations in travel timetables**	By the end of the lesson, the learner should be able to: a) Calculate time durations of travelling using travel timetables within the country, b) explain how to determine time durations using travel timetables. c) Develop curiosity use of time in both 12h and 24h systems.	The learner is guided to: ▪ determine time durations of travelling using travel timetables within the country. ▪ check local time using digital clock or analogue in 12h and 24h systems.	How do we interpret travel timetables?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 109-110 Mentor Maths Grd 6 Learners Book Pg.138-141	Written Quizzes	
11	1	**Money**	Price list	By the end of the lesson, the learner should be able to: a) identify and make a price list b) Use it devices to learn about price list, c) Appreciate the importance of price list in real life situations.	The learner is guided to: ▪ identify different shopping items in the community or at home especially food items and prepare a simple budget,	What is the importance of a price list in business?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 111 Mentor Maths Grd 6 Learners Book Pg.142-143	Written Quizzes	
	2		Budget	By the end of the lesson, the learner should be able to: a) Prepare a simple budget, b) explain the steps involved in preparing a budget c) Appreciate the importance of budget in real life situations.	The learner is guided to: ▪ identify different shopping items in the community or at home especially food items and prepare a simple budget,	How can we prepare a budget?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 112-113 Mentor Maths Grd 6 Learners Book Pg.143-145	Written Quizzes	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Profit	By the end of the lesson, the learner should be able to: a) Work out profit in real life situations, b) explain the meaning of profit. c) Appreciate profit in real life situations.	The learner is guided to: ▪ discuss the meaning of buying and selling price, ▪ determine buying and selling prices of different items in the community, ▪ discuss the meaning of profit and loss in real-life situations and share with peers,	How can we make a profit in a business?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 114 Mentor Maths Grd 6 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) explain the meaning of profit. c) Appreciate profit in real life situations.	The learner is guided to: ▪ discuss the meaning of profit and loss in real-life situations and share with peers,	How can we make a profit in a business?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 114 Mentor Maths Grd 6 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) state the meaning of loss. c) Appreciate loss in real life situations.	The learner is guided to: ▪ discuss the meaning of profit and loss in real-life situations and share with peers,	When do we make a loss?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 115-116 Mentor Maths Grd 6 Learners Book Pg.148-149	Written Quizzes	
12	1			By the end of the lesson, the learner should be able to: a) Work out loss in real life situations, b) state the meaning of loss. c) Appreciate loss in real life situations.	The learner is guided to: ▪ discuss the meaning of profit and loss in real-life situations and share with peers,	When do we make a loss?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 115-116 Mentor Maths Grd 6 Learners Book Pg.148-149	Written Quizzes	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	2		Types of taxes: income tax	By the end of the lesson, the learner should be able to: a) Identify income 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.	The learner is guided to: ▪ discuss and determine profit and loss by practising buying and selling from the classroom model shop, ▪ discuss income and value added tax (VAT) from receipts issued by shops and retailers as a form of tax,	Why do we pay taxes to the government?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 117 Mentor Maths Grd 6 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.	The learner is guided to: ▪ discuss and determine profit and loss by practising buying and selling from the classroom model shop, ▪ discuss income and value added tax (VAT) from receipts issued by shops and retailers as a form of tax,	Why do we pay taxes to the government?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 118-119 Mentor Maths Grd 6 Learners Book Pg.151-153	Written Quizzes	
	4	**GEOMETRY**	Lines	By the end of the lesson, the learner should be able to: a) Observe pictures of parallel lines b) identify parallel lines in the immediate environment c) Appreciate use of lines in daily life.	The learner is guided to: ▪ construct parallel lines using geometrical instruments and other writing materials,	How can we construct parallel lines?	Locally available resources or materials Mentor Maths Grd 6 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) Observe parallel lines in the immediate environment c) Appreciate use of lines in daily life.	The learner is guided to: ▪ construct parallel lines using geometrical instruments and other writing materials,	How can we construct parallel lines?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 120-121 Mentor Maths Grd 6 Learners Book Pg.154-155	Written Quizzes	
13	1		Bisecting a line	By the end of the lesson, the learner should be able to: a) Explore the procedure of bisecting a line, b) List geometrical instruments used in bisecting lines. c) Appreciate use of lines in daily life.	The learner is guided to: ▪ bisect lines using geometrical instruments,	Why do we bisect a line?	Locally available resources or materials Mentor Maths Grd 6 TG Pg. 121-122 Mentor Maths Grd 6 Learners Book Pg.156-158	Written Quizzes	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	2		Bisecting a line	By the end of the lesson, the learner should be able to: a) Bisect lines using geometrical instruments, b) practice bisecting lines using geometrical instruments. c) Appreciate use of lines in daily life.	The learner is guided to: ▪ bisect lines using geometrical instruments,	Why do we bisect a line?	Chalk board ruler, 30cm ruler Mentor Maths Grd 6 TG Pg. 121-122 Mentor Maths Grd 6 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) construct perpendicular lines using geometrical instruments. c) Appreciate use of lines in daily life.	The learner is guided to: ▪ draw perpendicular lines using geometrical instruments,	Why do we need to construct perpendicular lines?	Chalk board ruler, 30cm ruler Mentor Maths Grd 6 TG Pg. 123-124 Mentor Maths Grd 6 Learners Book Pg.158-160	Written Quizzes	
	4-5	**REVISION EXERCISE**							
14	**END TERM TWO ASSESSMENT/CLOSING**								