### CONTENT DISTRIBUTION

#### **SUBJECT: MATHEMATICS**

# **Class: Primary 6**

# Number of period per week: 8 periods

#### Term 1

| <b>UNIT 1:</b> Reading, writing and comparing whole numbers beyond 1 000 000 (24 periods) |  |           |
|---|--|-----------|
| Key unit  | Competence: To be able read, write and compare whole numbers beyond    | 1 000 000 |
| Week  | Content  | Number of |
|   |  | Periods   |
| 1   | Introductory activity  | 1         |
|   | Forming numbers beyond 1,000,000 by using number cards or given        | 1         |
|   | digits, reading and writing the formed numbers.                        |           |
|   | Reading and writing numbers beyond 1,000,000 in figures                | 1         |
|   | Place Values of whole Numbers up to 7 digits                           | 1         |
|   | Comparing Numbers using <, > or =                                      | 1         |
|   | Arranging numbers in ascending and descending order                    | 1         |
|   | Addition of whole numbers beyond 1,000,000                             | 1         |
|   | Solving related real life problems involving addition of whole numbers | 1         |
|   | beyond 1,000,000   |           |
| 2   | Addition and subtraction of whole numbers using wooden vertical        | 2         |
|   | abacus   |           |
|   | Subtraction of numbers beyond 1,000,000                                | 2         |
|   | Solve real life problems involving subtraction of numbers beyond       | 1         |
|   | 1,000,000  |           |
|   | Multiplying numbers beyond 1,000,000                                   | 2         |
|   | Solving problems using calculation strategies on multiplication        | 1         |
| 3   | Dividing numbers beyond 1,000,000                                      | 2         |
|   | Solving problems using calculation strategies on division              | 1         |
|   | Rounding off whole numbers to the nearest tens                         | 2         |
|   | Rounding off whole numbers to the nearest hundred and thousands        | 1         |
|   | Rounding off whole numbers to the nearest ten thousands, hundred       | 1         |
|   | thousand and millions  |           |
|   | End unit assessment  | 1         |
| <b>UNIT 2:</b> I  | Multiplication and division of integers (8 periods)                    |           |
| Key Unit  | <b>Competence:</b> To be able to multiply and divide integers          |           |
| Week  | Content  | Number of |
|   |  | Periods   |
| 4   | Introductory activity  | 1         |
|   | Multiplying integers using counters                                    | 1         |
|   | Multiplying integers using a number line                               | 1         |
|   | Multiplying integers without using a number line                       | 1         |
|   | Dividing integers using a number line                                  | 1         |
|   | Dividing integers without using a number line                          | 1         |
|   | Solving problems involving multiplication and division of integers     | 1         |
|   | End unit assessment  | 1         |

| <b>UNIT 3:</b>   | UNIT 3: Powers and indices, LCM and GCF (16 periods)  |   |  |
|--|---|---|--|
| Key unit Competence: To be able to use powers and indices, and apply the Lowest Common |   |   |  |
| Multiple   | LCM) and the Greatest Common Factor (GCF) when solving problem  | 15  |  |
| Week   | Content   | Number of   |  |
| _  |   | Periods   |  |
| 5  | Introduction to Indices   |   |  |
|  | Defining base and exponent  | 1   |  |
|  | Multiplying and the law of multiplication of indices  | 2   |  |
|  | Dividing and the law of division of indices   |   |  |
|  | Multiplying and dividing indices  |   |  |
|  | Finding unknown and the law of multiplying indices  |   |  |
| -  | Finding the unknown and the law of dividing indices   |   |  |
| 6  | Finding the lowest common multiple (LCM) of numbers   | 1   |  |
|  | Solving problems involving LCM  | 2   |  |
|  | Factors of a whole number   | 1   |  |
|  | Finding the greatest common factor (GCF) of numbers   | 1   |  |
|  | Solving problems involving GCF  | 1   |  |
|  | Finding the unknown number using LCM and GCF  | 1   |  |
|  | End unit assessment   | 1   |  |
| <b>UNIT 4:</b>   | Operations on fractions (16 periods)  | -   |  |
| Key unit   | Competence: To be able to apply fractions in daily life situations and  | solve related   |  |
| problems   |   |   |  |
| Week   | Content   | Number of   |  |
|  |   | Periods   |  |
| _  | <b>v i i i</b>  |   |  |
| 7  | Introductory activity   | 1   |  |
| 7  | Introductory activity<br>Multiplying a whole number by a fraction   | 1<br>1  |  |
| 7  | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number   | 1<br>1<br>2   |  |
| 7  | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction   | 1<br>1<br>2<br>2  |  |
| 7  | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals  | 1<br>1<br>2<br>2<br>1   |  |
| 7  | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction   | 1<br>1<br>2<br>2<br>1<br>2<br>1<br>2  |  |
| 8  | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number  | 1<br>1<br>2<br>2<br>1<br>1<br>2<br>1<br>1<br>2<br>1<br>1<br>2<br>1<br>1<br>2<br>1<br>1<br>2<br>1<br>1<br>2<br>1<br>1<br>2<br>1<br>1<br>2<br>1<br>1<br>1<br>2<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1   |  |
| 8  | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction   | 1<br>1<br>2<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>2<br>1<br>2<br>2<br>1<br>2<br>1<br>2<br>2<br>1<br>2<br>2<br>1<br>2<br>1<br>2<br>2<br>1<br>2<br>2<br>1<br>2<br>2<br>1<br>2<br>2<br>1<br>2<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>2<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1 |  |
| 8  | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions   | 1     1     2     2     1     2     1     2     1     2     1     2     1     2     1     2     1     2     2     1     2     2     2     2   |  |
| 8  | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions   | 1     1     2     2     1     2     1     2     1     2     1     2     1     2     1     2     2     2     2     2     2     2     2     2     2     2     2     2   |  |
| 8  | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions<br>End unit assessment  | 1     1     2     2     1     2     1     2     1     2     1     2     1     2     1     2     1     2     1     1     2     1     1   |  |
| 7<br>8<br><b>UNIT 5:</b>   | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions<br>End unit assessment<br><b>Rounding and conversion of decimals fractions/numbers (16 perio</b>  | 1     1     2     2     1     2     1     2     1     2     1     2     1     2     1     2     1     2     1     2     1     2     1     3   |  |
| 8<br>UNIT 5:<br>Key Unit   | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions<br>End unit assessment<br><b>Rounding and conversion of decimals fractions/numbers (16 perio</b><br><b>Competence:</b> To be able to round off decimals, convert fractions to define fractions to define fractions of decimals.   | 1       1       2       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       2       1       2       2       1       ds)       ecimals and vice  |  |
| 8<br><b>UNIT 5:</b><br><b>Key Unit</b><br>versa, ma                                    | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions<br>End unit assessment<br><b>Rounding and conversion of decimals fractions/numbers (16 perio</b><br><b>Competence</b> : To be able to round off decimals, convert fractions to d<br>tching fractions and decimals.  | 1       1       1       2       2       1       2       1       2       1       2       1       2       1       2       2       2       1       ds)       lecimals and vice   |  |
| 7<br>8<br>UNIT 5:<br>Key Unit<br>versa, ma<br>Week                                     | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions<br>End unit assessment<br><b>Rounding and conversion of decimals fractions/numbers (16 perio</b><br><b>Competence</b> : To be able to round off decimals, convert fractions to d<br>tching fractions and decimals.<br><b>Content</b>  | 1       1       2       2       1       2       1       2       1       2       1       2       1       2       1       2       2       1       2       2       1       ods)       lecimals and vice       Number of       Periods  |  |
| 7<br>8<br>UNIT 5:<br>Key Unit<br>versa, ma<br>Week<br>9                                | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions<br>End unit assessment<br><b>Rounding and conversion of decimals fractions/numbers (16 perio</b><br><b>Competence</b> : To be able to round off decimals, convert fractions to d<br>tching fractions and decimals.<br><b>Content</b><br>Introductory activity   | 1       1       1       2       2       1       2       1       2       1       2       1       2       1       2       2       2       1       ds)       lecimals and vice       Number of       Periods       1   |  |
| 7   8   UNIT 5:   Key Unit   versa, ma   Week   9                                      | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions<br>End unit assessment<br><b>Rounding and conversion of decimals fractions/numbers (16 perio</b><br><b>Competence</b> : To be able to round off decimals, convert fractions to d<br>tching fractions and decimals.<br><b>Content</b><br>Introductory activity<br>Rounding off decimal numbers to the nearest tenths   | 1       1       1       2       1       2       1       2       1       2       1       2       1       2       1       2       2       1       ds)       lecimals and vice       Number of       Periods       1       1   |  |
| 7   8   UNIT 5:   Key Unit   versa, ma   Week   9                                      | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions<br>End unit assessment<br><b>Rounding and conversion of decimals fractions/numbers (16 perio</b><br><b>Competence</b> : To be able to round off decimals, convert fractions to d<br>tching fractions and decimals.<br><b>Content</b><br>Introductory activity<br>Rounding off decimal numbers to the nearest tenths<br>Rounding off decimal numbers to the nearest hundredths   | 1       1       1       2       2       1       2       1       2       1       2       1       2       2       2       2       1       ods)       lecimals and vice       Number of<br>Periods       1       1       1       1       1       1   |  |
| 7   8   UNIT 5:   Key Unit   versa, ma   Week   9                                      | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions<br>End unit assessment<br><b>Rounding and conversion of decimals fractions/numbers (16 perio</b><br><b>Competence:</b> To be able to round off decimals, convert fractions to d<br>tching fractions and decimals.<br><b>Content</b><br>Introductory activity<br>Rounding off decimal numbers to the nearest tenths<br>Rounding off decimal numbers to the nearest thundredths<br>Rounding off decimal numbers to the nearest thousandths  | 1       1       1       2       2       1       2       1       2       1       2       2       1       2       2       2       2       1       ds)       lecimals and vice       Number of       Periods       1       1       2   |  |
| 7<br>8<br><b>UNIT 5:</b><br><b>Key Unit</b><br>versa, ma<br><b>Week</b><br>9           | Introductory activity<br>Multiplying a whole number by a fraction<br>Multiplying a fraction by a whole number<br>Multiplying a fraction by a fraction<br>Finding reciprocals<br>Dividing a whole number by a fraction<br>Dividing a fraction by a whole number<br>Dividing a fraction by a fraction<br>Multiplying and dividing fractions<br>Solve problems involving multiplication and division fractions<br>End unit assessment<br><b>Rounding and conversion of decimals fractions/numbers (16 perio</b><br><b>Competence</b> : To be able to round off decimals, convert fractions to d<br>tching fractions and decimals.<br><b>Content</b><br>Introductory activity<br>Rounding off decimal numbers to the nearest tenths<br>Rounding off decimal numbers to the nearest thousandths<br>Rounding off decimal numbers to the nearest thousandths<br>Rounding off decimal numbers to the nearest tenthousandths | 1       1       1       2       1       2       1       2       1       2       1       2       1       2       1       ds)       lecimals and vice       Number of Periods       1       1       2       1       1       1       2       1   |  |

|    | Rounding off decimal numbers to the nearest millionths            | 1 |
|----|---|---|
| 10 | Solving problems involving rounding off decimal numbers           | 1 |
|    | Converting fractions into decimals                                | 2 |
|    | Converting decimals into fractions                                | 2 |
|    | Solving problems involving converting decimals into fractions and | 2 |
|    | fractions into decimals   |   |
|    | End unit assessment and remediation                               | 1 |

| UNIT 6   | : Ratios, proportions, percentages and mixtures (8/40 periods)            | 40      |
|----------|---|---------|
|          |   | periods |
| Key Uni  | t Competence: To be able to work out ratios, proportions, percentages and |         |
| mixtures |   |         |
| Week     | Content   | New     |
|          |   | number  |
|          |   | of      |
|          |   | periods |
| 11       | Introductory activity   | 1       |
|          | Converting percentages into decimals                                      | 1       |
|          | Converting decimals into percentages                                      | 1       |
|          | Converting percentages into fractions                                     | 1       |
|          | Converting fractions into percentages                                     | 1       |
|          | Comparing quantities as percentages                                       | 1       |
|          | Comparing percentages as quantities                                       | 2       |
| 12       | Exam  |         |

### TERM 2

| UNIT 6: Ratios, proportions, percentages and mixtures (32/40 periods) |   |                      |
|---|---|----------------------|
| Key Unit  | Competence: To be able to work out ratios, proportions, percentages and | mixtures             |
| Week  | Content   | Number of<br>Pariods |
| 1   | Increasing a Number by a Percentage                                     | 2                    |
|   | Decreasing a number by a percentage                                     | 2                    |
|   | More about increasing and decreasing quantities by percentage           | 2                    |
|   | Finding percentage increase and decrease                                | 2                    |
| 3   | Finding percentage profit and percentage loss                           | 1                    |
|   | Solving problems involving percentages                                  | 2                    |
|   | Finding ratios  | 1                    |
|   | Sharing quantities in ratios  | 2                    |
|   | Increasing and decreasing quantities in ratios                          | 2                    |
| 4   | Finding the ratio of increase and decrease                              | 2                    |
|   | Solving problems involving ratios                                       | 2                    |

|                | Finding indirect proportions   | 1 |
|----------------|--|---|
|                | Finding the average price of a mixture                               | 2 |
|                | Finding quantity of one type of the mixture                          | 1 |
| 5              | Finding the price of one type of ingredient in the mixture           | 3 |
|                | Finding both quantities of a mixture                                 | 2 |
|                | Solving problems involving ratios, percentages, mixtures and inverse | 2 |
|                | proportions  |   |
|                | End unit assessment  | 1 |
| <b>UNIT 7:</b> | Relationship between volume, capacity and mass (8 periods)           |   |

Key Unit Competence: To be able to convert between units of volume, capacity and mass of water

| Week    | Content  | Number of<br>Periods |
|---------|--|----------------------|
| 6       | Introductory activity and revision on capacity measurements                            | 1                    |
|         | Revision on mass Measurements  | 1                    |
|         | Measurement of volume  | 2                    |
|         | Relationship between units of volume, capacity and mass                                | 2                    |
|         | Real life problems involving the conversion between units of volume, capacity and mass | 1                    |
|         | End unit assessment  | 1                    |
| UNIT 8: | Sneed, distance and time (24 Periods)  |                      |

**Key Unit Competence:** To be able to calculate speed, distance and time, solve problems that relate to different time zones and convert speed from km/hr to m/sec and vice versa

| Week              | Content  | Number of |
|-------------------|--|-----------|
|                   |  | Periods   |
| 7                 | Introductory activity  | 1         |
|                   | Comparing the 12-hour format to the 24-hour format                         | 1         |
|                   | Converting 12-hr format to 24-hr format and vice versa                     | 1         |
|                   | The Concept of time zones  | 1         |
|                   | Solving mathematical problems relating to time zones                       | 2         |
|                   | Speed in the motion  | 2         |
| 8                 | Converting the speed from km/hr to m/sec                                   | 2         |
|                   | Converting the speed from m/sec to km/hr.                                  | 2         |
|                   | Distance covered by a moving body  | 2         |
|                   | Speed and the time taken by a moving body to cover a certain distance      | 2         |
| 9                 | Moving bodies towards each other   | 2         |
|                   | Moving bodies towards each other   | 1         |
|                   | Moving bodies following each other   | 2         |
|                   | Calculating average speed  | 2         |
|                   | End unit assessment  | 1         |
| UNIT 9            | Simple interest and problems involving saving (24 periods)                 | ·         |
| Key Uni<br>saving | t Competence: To be able to work out simple interest and solve problems in | nvolving  |

| Week | Content   | Number of |
|------|---|-----------|
|      |   | Periods   |
| 10   | Introductory activity                                 | 1         |
|      | Calculating the simple interest                       | 1         |
|      | More about calculating simple interest                | 2         |
|      | Solving problems involving simple interest            | 2         |
|      | Calculating interest rate                             | 2         |
| 11   | Solving problems involving interest rate              | 1         |
|      | Calculating principal                                 | 2         |
|      | Solving problems involving principal                  | 1         |
|      | Calculating the time                                  | 1         |
|      | Solving problems involving time                       | 1         |
|      | Calculating the amount of money                       | 2         |
| 12   | Solving problems involving amount of money            | 2         |
|      | Different ways of saving and how saving can be done   | 2         |
|      | Saving money in the bank or putting it in investments | 1         |
|      | Solving problems involving savings                    | 2         |
|      | End unit assessment                                   | 1         |
| 13   | Exams   |           |

# TERM 3

| UNIT 10   | UNIT 10: Equivalent expressions and number sequences (16 Periods)             |                |  |
|---|---|----------------|--|
| Key Unit  | Competence: To be able to write sequences of whole numbers, fractions         | and decimals   |  |
| Week  | Content   | Number of      |  |
|   |   | Periods        |  |
| 1   | Introductory activity   | 1              |  |
|   | Algebraic expressions   | 1              |  |
|   | Equivalent expressions  | 1              |  |
|   | Finding the missing consecutive numbers                                       | 2              |  |
|   | Finding the missing consecutive fractions and decimals                        | 1              |  |
|   | Finding the general term/rule of a linear sequence                            | 2              |  |
| 2   | Finding the general term/rule of linear sequence for fractions and            | 2              |  |
|   | decimals  |                |  |
|   | Finding the missing number or nth term in a linear sequence                   | 2              |  |
|   | Finding the missing fraction or nth term in a linear sequence                 | 1              |  |
|   | Finding the number sequence using the general term/rule                       | 2              |  |
|   | End unit assessment   | 1              |  |
| UNIT 11: Solving simple algebraic equations and inequalities (16 Periods) |   |                |  |
| Key Unit<br>angles  | <b>Competence:</b> To be able to form and solve simple algebraic equations an | d inequalities |  |
| Week  | Content   | Number of      |  |
|   |   | Periods        |  |

| 3          | Introductory activity   | 1             |
|------------|---|---------------|
|            | Like terms of algebraic expressions   | 1             |
|            | Unlike terms of algebraic expressions   | 1             |
|            | Substituting algebraic expressions with addition and subtraction                | 1             |
|            | Substituting algebraic expressions involving multiplication                     | 1             |
|            | Substituting algebraic expressions involving division                           | 1             |
|            | Simple algebraic equations with one unknown                                     | 2             |
| 4          | Solving fractional algebraic equations  | 2             |
|            | Solving problems involving equations  | 2             |
|            | Solving algebraic inequalities with one unknown                                 | 1             |
|            | Finding the solution set  | 1             |
|            | Solving problems involving simple algebraic equations and inequalities          | 1             |
|            | End unit assessment   | 1             |
| UNIT 12    | : Regular polygons and bearings (16 Periods)                                    |               |
| Key Unit   | Competence: To be able to use bearings and compass points and understa          | and the       |
| relationsh | ip between them. To use the angle sum of a triangle to determine the inter-     | or angles of  |
| regular po | plygons   |               |
| Week       | Content   | Number of     |
|            |   | Periods       |
| 5          | Introductory activity   | 1             |
|            | Definition of Polygon and their Examples  | 1             |
|            | Investigating the central angle, interior and exterior angles of a polygon      | 1             |
|            | Investigating the sum of interior and exterior angles of a regular              | 1             |
|            | polygon   |               |
|            | Finding the interior and exterior angles of a regular polygon                   | 1             |
|            | Finding the sum of interior angles of a regular polygon                         | 1             |
|            | Exterior angles of regular polygons and their sum                               | 1             |
|            | Finding sides and apothem   | 1             |
| 6          | Finding perimeter of regular polygons   | 1             |
|            | Finding area of regular polygons  | 2             |
|            | Finding bearings and compass points   | 2             |
|            | Finding the bearing   |               |
|            | Exploring the concept of tiling/ construction                                   | 1             |
|            | End unit assessment   | 1             |
| UNIT 13    | : Construction of polygons and nets for cuboids and prisms (24 period           | s).           |
| Key Unit   | <b>Competence:</b> To be able to construct polygons using a protractor, a ruler | and a pair of |
| compasse   | s. Design nets to make cuboids and prisms.                                      | -             |
| Week       | Content   | Number of     |
|            |   | Periods       |
| 7          | Introductory activity   | 1             |
|            | Drawing triangles using a protractor and ruler                                  | 1             |
|            | Drawing a square using a protractor and ruler                                   | 1             |
|            | Drawing a reatenale using a protreator and rular                                | 1             |
|            | Drawing a rectangle using a protractor and ruler                                | 1             |

|                       | Drawing a regular hexagon  | 1            |
|-----------------------|--|--------------|
|                       | Constructing triangles using a pair of compasses and a ruler   | 1            |
|                       | Constructing a rectangle using a pair of compasses and a ruler   | 1            |
| 8-9                   | Finding perimeter of regular polygons  | 1            |
|                       | Constructing a square using a pair of compasses and a ruler  | 3            |
|                       | Finding the central angle and interior angle of a regular polygon  | 2            |
|                       | Constructing a regular pentagon and regular hexagon  | 3            |
|                       | Constructing a regular septagon and a regular octagon  | 2            |
|                       | Constructing a regular nonagon and decagon   | 2            |
|                       | Designing nets of cuboids, cubes and prisms  | 2            |
|                       | End unit assessment  | 1            |
| <b>UNIT 14</b>        | : Area bounded by a circle, surface area of cuboids and volume of a cy   | linder       |
| (16 peri              | ods)   |              |
| Key Unit<br>cuboids a | <b>Competence:</b> To be able to calculate the area enclosed by a circle, the sum nd the volume of a cylinder. | face area of |
| Week                  | Content  | Number of    |
|                       |  | Periods      |
| 10                    | Introductory activity  |              |
|                       | Estimating the area bounded by a circle using a squared paper  | 1            |
|                       | Exploring the area bounded by a circle using the concept of  | 1            |
|                       | circumference and radius   |              |
|                       | Calculating the area of a circle using radius  | 1            |
|                       | Calculating the area of a circle given diameter  | 2            |
|                       | Calculating area of a circle using circumference   | 2            |
|                       | Finding the radius using area  | 1            |
| 11                    | Using the net of a cuboid to determine its surface area  | 1            |
|                       | Calculating the surface area of a cuboid   | 1            |
|                       | Finding the length of a cuboid   | 1            |
|                       | Finding the width of a cuboid  | 1            |
|                       | Finding the height of a cuboid   | 1            |
|                       | Exploring the volume of a cylinder   | 1            |
|                       |  |              |
|                       | Finding volume of a cylinder   | 1            |

# **UNIT 15:** Statistics (16 periods)

**Key Unit Competence:** To be able to extend methods for collecting data, representing and interpreting it in order to answer a question or explore a hypothesis.

| Week  | Content   | Number of<br>Periods |
|-------|---|----------------------|
| 12-13 | Introductory activity   | 1                    |
|       | Collecting the data to investigate a question                   | 1                    |
|       | Explore a question using a tally to complete a frequency table. | 1                    |

| Interpreting the data in frequency tables                                   | 2 |
|---|---|
| Representing the data in a bar chart  | 2 |
| Interpreting the data in a bar chart  | 2 |
| Representing Data in Pie Charts   | 2 |
| Interpreting the data in pie charts to draw a conclusion                    | 2 |
| Collect the data, summarize it in a table and represent in a bar chart or a | 2 |
| pie chart   |   |
| End unit assessment   | 1 |
|   |   |

### UNIT 16: Probability (8 periods)

Key Unit Competence: To be able to order events in terms of likelihood (impossible, equally likely, certain).

| Week | Content  | Number of<br>Periods |
|------|--|----------------------|
| 14   | Introductory activity  | 1                    |
|      | Vocabulary of chance: impossible, certain.                             | 1                    |
|      | Vocabulary of chance: equally likely, events, chance, unlikely, likely | 1                    |
|      | Using expected outcomes of experiment to decide how likely an event    | 2                    |
|      | is to happen   |                      |
|      | Determining the likelihood of events                                   | 2                    |
|      | End unit assessment  | 1                    |
| 15   | Exams  |                      |