GRADE 6 SCHEMES OF WORK

MATHEMATICS

This Scheme of Work provides a structured plan outlining the content, teaching strategies, learning objectives, and assessment methods, ensuring continuity, progression, and alignment with curriculum standards, while fostering engaging, inclusive, and meaningful learning experiences that support students' development of knowledge, skills, and competencies across subjects as designed by Mwalimu Consultancy Experts.

TERM 1-3 SAMPLE

Contact us for Complete Schemes of work

Mr Isaboke 0746 222 000 / 0742 999 000

MWALIMU CONSULTANCY

GRADE 6 RATIONALIZED MATHEMATICS SCHEMES OF WORK TERM 1.

Wk	Lsn	Strand	Sub-strand	Lesson Learning Outcome	Learning Experiences	Key Inquiry Question	Learning Resources	Assessment	Reflection
1	1	Numbers.	Whole Numbers.	By the end of the lesson, the learner should be able to: a) Identify place value of digits up to millions using place value apparatus. b) Use place value of digits up to millions in real life. c) Appreciate the importance of understanding large numbers in daily life.	In groups or pairs, learners are guided to: explain what is place value of numbers. collaborate in identifying place value of digits up to millions using place value apparatus. use a place value chart to analyze large numbers. discuss numbers in local contexts.	How do you identify the place value of numbers?	Place value charts. Mathematics Learner's Textbook. Large number flashcards. Lesson notes. Teacher's Guide.	Observation. Oral questions. Checklists. Written tests. Assessment rubrics. Self and Peer Assessment.	
	2	Numbers.	Whole Numbers.	By the end of the lesson,the learner should be able to: a) Explain the total value of digits in numbers up to millions. b) Calculate the total values of digits in given numbers. c) Enjoy analyzing and breaking down large numbers.	In groups or pairs,learners are guided to: explain what is total value illustrate how to find total value of numbers. collaborate in calculating the total values of digits in given numbers. share their answers with peers for assessment and feedback.	How do we find total value of numbers?	Mathematics Learner's Textbook. Teacher's Guide. Lesson notes. Charts showing total value of numbers.	Assessment rubrics. Checklists. Written assessment. Self and peer assessment.	
	3	Numbers.	Whole Numbers.	By the end of the lesson, the learner should be able to: a) Recognize numbers up to millions in symbols. b) Match spoken numbers with symbols in various context. c) Show confidence when reading large numbers. .	In groups,pairs,or individually,learners are guided to; observe teacher as he/she illustrates how to read numbers up to millions in symbols. read numbers up to millions in symbols from number charts or cards. play number matching games.	What should you consider when reading numbers up to millons in symbols?	Number charts and cards. Mathematics Learner's Textbook. Teacher's Guide.	Observation. Oral questions. Self and Peer Assessment. Assessment rubrics. Checklists.	
	4	Numbers.	Whole Numbers.	By the end of the lesson, the learner should be able to: a) Write numbers up to millions in symbols .	In groups,pairs or individually,learners are guided to:	How do we write numbers up	Mathematics	Observation. Oral questions.	

				b) Convert written forms of numbers into symbols. c) Enjoy writing numbers up to millions in symbols.	observe teacher as he/she illustrates how to write numbers up to millions in symbols. practice converting numbers from words to symbols. work out problems involving writing numbers up to millions in symbols.	to millions in symbols?	Learner's Textbook. Teacher's Guide. Lesson notes. Number charts.	Assessment rubrics. Checklists. Written Tests. Self and peer assessment.	
	5	Numbers	Whole Numbers.	By the end of the lesson, the learner should be able to: a) Recognize numbers in words up to 100,000. b) Translate symbols into written words. c) Appreciate clarity in written communication.	In groups,pairs or individually,learners are guided to; read and write numbers up to hundred thousand in words from number charts or cards. read numbers up to hundred thousand in words and then write them in symbols.	How do we read and write numbers in symbols and in words?	Number charts and cards. Mathematics learner's textbook. Teacher's Guide. Lesson notes.	Observation. Oral questions. Checklists. Assessment rubrics. Written tests.	
2	1	Numbers.	Whole Numbers.	By the end of the lesson, the learner should be able to: a) Explain the concept of ascending and descending order in numbers. b) Orde numbers up to 100,000 in. real life situations. c) Enjoy sequencing numbers.	In groups,pairs or individually,learners are guided to: explain the concept of ascending and descending order in numbers. discuss and form different numbers by rearranging digits of a number up to 100,000.	What is the difference between ascending and descending order in numbers?	Mathematics Learner's Textbook. Teacher's Guide. Number charts.	observations. Questions and answers. Checklists. Assessment rubrics. Self and peer assessment.	
	2	Numbers.	Whole Numbers.	By the end of the lesson,the learner should be able to: a) State the rules for rounding off numbers up to 100,000 to the nearest thousand. b) Round off numbers up to 100,000 to the nearest thousand in different situation. c) Develop accuracy in rounding off numbers.	In groups,pairs,learners are guided to; discuss the rules for rounding off numbers up to 100,000 to the nearest thousand through illustrations. individually or in pairs, learners to collaborate in rounding off numbers up to hundred thousand to the nearest 1000 from number cards and share with other peers.	How do we round off numbers up to 100,000 to the nearest thousand?	Number cards. Mathematics Learner's Textbook. Teacher's Guide. Lesson notes. Charts.	Assessment rubrics. Checklists. Written tests. Oral questions. Self and Peer Assessment.	
	3	Numbers	Whole Numbers.	By the end of the lesson, the learner should be able to: a) Explain the concept of square of numbers.	In groups, pairs,learners are guided to; define squares of numbers.	How do we find squares of numbers?	Mathematics	Observation. Question and answer.	

				b) Apply squares of whole numbers up to 100 in different situations. c) Enjoy finding squares of whole numbers up to 100 in different situations.	discuss how we find square of whole numbers up to 100 with illustrations. collaborate in multiplying a given numbers by themselves self and identifying the answers as the square of the numbers. calculate the area of square plots.		Learner's Textbook. Teacher's Guide. Charts showing square of numbers. Lesson notes.	Checklists. Assessment rubrics. Illustrations.	
	4	Numbers.	Whole Numbers.	By the end of the lesson, the learner should be able to: a) Explain the concept of square roots of numbers. b) Apply square roots of perfect squares up to 10,000 in different situations. c) Enjoy finding the square roots of numbers in different situations.	In groups or pairs,learners are guided to; explain the concept of square roots of numbers. discuss how to find the square root of perfect squares up to 10,000. work out the square root of given numbers and recognize the value which when multiplied by itself results in the given number.	How do we find square root of numbers?	Mathematics Learner's Textbook. Teacher's Guide. Lesson notes. Charts.	Written exercise. Question and answer. Checklists. Assessment rubrics. Illustrations.	
	5	Numbers.	Multiplication.	By the end of the lesson, the learner should be able to: a) Identify tools such as fact families,skip counting, multiplication chart and digital devices used for multiplication. b) Use a multiplication chart to solve simple multiplication problems. c) Appreciate the usefulness of tools in solving mathematical problems.	In groups,pairs or individuals,learners are guided to; discuss how to multiply up to a 4 digit number by a 2 digit number using fact families,skip counting and multiplication chart. work out problems involving multiplication of 4 digit numbers by a 2 digit number using multiplication charts.	How do we multiply numbers using the multiplication chart?	Multiplication charts. Mathematics Learner's Textbook. Teacher's Guide .	Assessment rubrics. Checklists. Written tests. Self and Peer Assessment.	
3	1	Numbers.	Multiplication.	By the end of the lesson, the learner should be able to: a) State the steps in multiplying a 4-digit number by a 2 digit number using the expanded form. b) Multiply up to a 4 -digit number by a 2-digit number using the expanded form. c) Develop confidence in performing large numbers multiplication.	In groups or pairs,learners are guided to; explain and model the expanded form technique for large numbers. observe teacher as he/she illustrates step by step how to multiply 4 digit numbers by 2 dugit numbers using the expanded form. collaborate to work out problems involving multiplication of 4-digit numbers by 2-digit numbers using the expanded form.	How do we multiply numbers using the expanded form?	Mathematics Learner's Textbook. Teacher's Guide .	Assessment rubrics. Checklists. Written tests. Self and Peer Assessment. Oral questions and discussion.	

	2	Numbers.	Multiplication.	By the end of the lesson,the learner should be able to: a) Identify real life scenarios where multiplication is used. b) Solve real life multiplication problems involving up to 4 digit and 2-digits using digital devices. c) Value the practical applications of multiplication in everyday life.	In groups,pairs or individually,learners are guided to: brainstorm real life scenarios where multiplication is applicable. work out real life multiplication problems involving 4 digit numbers by 2 digit number using digital devices and expanded form. share their findings in class.	What are the practical applications of multiplication in real life?	Mathematics Learner's Textbook. Teacher's Guide. Digital devices.	Assessment rubrics. Written tests. Checklists. Self and Peer Assessment.	
	3	Numbers.	Multiplication.	By the end of the lesson,the learner should be able to: a) Explain the concept of rounding off numbers to the nearest ten. b) Estimate products by rounding off numbers being multiplied to the nearest ten in real life situations. c) Appreciate estimation as a useful skill for quick problem-solving.	In groups or pairs,learners are guided to: discuss the concept of rounding off numbers to nearest ten. multiply up to 4-digit number by 2-digit number using the rounding off factors. work out multiplication problems by rounding off numbers being multiplied to the nearest ten in real life situations.	How do we multiply numbers?	Teacher's Guide. Chalkboard, Chalks. Mathematics Learner's Textbook.	Assessment rubrics. Checklists. Written tests. Peer Assessment. Oral discussion and questions.	
	4	Numbers.	Multiplication.	By the end of the lesson, the learner should be able to: a) Recognize patterns in multiplication. b) Make patterns involving multiplication of numbers not exceeding 1,000 in different situations. c) Enjoy discovering and creating mathematical patterns.	In groups or pairs,learners are guided to; explore patterns using a multiplication chart. collaborate in making patterns involving multiplication with products not exceeding 1,000 using number cards. share their patterns with other groups for assessment.	How do we recognize and make patterns in multiplication?	Number cards. Multiplication charts. Mathematics Learner's Textbook. Teacher's Guide. Graph papers.	Assessment rubrics. Checklists. Oral discussion and questions. Written tests. Peer Assessment.	
	5	Numbers.	Division.	By the end of the lesson,the learner should be able to: a) Define terms dividend, divisor , quotient and remainder in division. b) Divide up to a 4-digit number by up to a 3-digit number where the dividend is greater than the divisor in real situations. c) Enjoy solving division problems.	In groups or pairs, learners are guided to: explain the terms : dividend, divisor, quotient and remainder in division. divide up to a 4-digit number by up to a 3-digit number and share the answers where the dividend is greater than the divisor using relationship between multiplication and division.	How do we divide numbers using the relationship between multiplication and division?	Mathematics Learner's Textbook. Lesson notes. Teacher's Guide.	Assessment rubrics. Checklists. Oral discussion and questions. Peer Assessment.	

4	1	Numbers.	Division	By the end of the lesson, the learner should be able to: a) Explain how to divide a 4-digit number by up to a 3-digit number using long division method. b) Divide up to a 4-digit number by up to a 3-digit number where the dividend is greater than the divisor in real situation. c) Enjoy working out division problems using the long method.	In groups or pairs,learners are guided to: discuss the steps for dividing 4-digit numbers by up to a 3-digit number using the long method. work out problems on dividing up to a 4-digit number by up to 3-digit number and share the answers where the dividend is greater than the divisor using long method.	How do we work out division using the long method?	Mathematics Learner's Textbook. Chalkboard and Chalks. Teacher's Guide.	Assessment rubrics. Checklists. Illustration. Oral questions and discussion. Written tests.	
	2	Numbers.	Division	By the end of the lesson,the learner should be able to: a) Explain how to round off numbers to the nearest ten. b) Estimate quotients by rounding off the dividend and divisor to the nearest ten in real life situations. c) Appreciate the usefulness of estimation in real -life situations.	In groups,pairs or individually,learners are guided to: explain the rounding rules and give examples. work out quotients by rounding off the dividend and divisor to the nearest ten . discuss real life scenarios where estimations is useful.	How do you round off numbers to the nearest ten?	Mathematics Learner's Textbook. Teacher's Guide. Lesson notes.	Assessment rubrics. Checklists. Oral discussion. Written questions. Illustrations.	
	3	Numbers.	Division	By the end of the lesson,the learner should be able to: a) Identify the correct order of operations (BODMAS) b) Perform combined operations involving addition, subtraction, multiplication and division up to 3-digit number. c) Develop a positive attitude towards multi-step problem solving.	In groups, pairs or individually,learners are guided to: review the BODMAS rules with examples. work out questions involving two,three or four operations up to 3-digit numbers. share their answers with peers for assessment.	How do you work out questions involving combined operations?	Mathematics Learner's Textbook. Teacher's Guide. Order of operations chart.	Assessment rubrics. Checklists. Written tests. Peer Assessment. Oral questions and discussion.	
	4	Numbers	Division	By the end of the lesson, the learner should be able to: a) List examples of how division is used in daily life. b) Solve real life problems involving division. c) Appreciate use of division of whole numbers in real life.	In groups,pairs or individually,learners are guided to: brainstorm and discuss real life uses of division e.g sharing, budgeting. work out real life problems involving division and share their findings. divide whole numbers using digital devices. simulate scenarios like dividing books among learners.	Where is division used in real life?	Role play materials. Mathematics Learner's Textbook. Teacher's Guide.	Assessment rubrics. Checklists. Oral discussion. Written questions.	
	5	Numbers.	Fractions.	By the end of the lesson,the learner should be able to:	In groups or pairs,learners are guided and led through the steps for adding fractions using LCM by listing multiples.	How do we add fractions using LCM	Mathematics	Assessment rubrics. Checklists.	

				a) Outline the steps for adding fractions using LCM by listing multiples. b) Add fractions using LCM in different situations by listing multiples. c) Enjoy adding fractions using LCM in different fractions.	in pairs or groups,learners to work out questions on adding fractions using LCM by listing multiples. share their findings in class for assessment.	by listing multiples?	Learner's Textbook. Teacher's Guide. Chalkboard and chalks. Charts. Digital resources.	Oral questions. Illustration. Written tests	
5	1	Numbers	Fractions.	By the end of the lesson, the learner should be able to: a) Outline the steps for subtracting fractions using LCM by listing multiples. b) Subtract fractions using LCM in different situations by listing multiples. c) Enjoy subtracting fractions using LCM.	In groups,learners are guided and led through the steps for subtracting fractions using LCM by listing multiples. individually,or in pairs,learners to collaborate in working out questions on subtracting fractions using LCM by listing multiples. share their findings in class for assessment and feedback.	How do we subtract fractions using LCM by listing multiples?	Mathematics Learner's Textbook. Teacher's Guide. Digital devices. Charts. Chalkboard and chalks.	Assessment rubrics. Checklists. Written questions. Illustrations. Oral questions and discussion.	
	2	Numbers	Fractions.	By the end of the lesson,the learner should be able to: a) Outline the steps for adding mixed numbers in different situations. b) Add mixed numbers in different situations. c) Enjoy working out problems on addition of mixed numbers.	In groups,learners are guided and led through the steps for adding mixed fractions by converting the fractions to improper fractions. in groups or pairs,learners to collaborate in adding mixed fractions by converting the fractions to improper fractions. share their findings in class.	How do we add mixed fractions by converting the fractions to improper fractions?	Mathematics Learner's Textbook. Teacher's Guide. Charts. Digital resources.	Assessment rubrics. Checklists. Oral discussion. Illustration. Written tests.	
	3	Numbers	Fractions.	By the end of the lesson,the learner should be able to: a) Outline the steps for subtracting mixed numbers in different situations. b) Subtract mixed numbers in different situations by converting the fractions to improper fractions. c) Enjoy subtracting mixed numbers in different situations.	In groups,learners are guided and led through the steps for subtracting mixed fractions by converting the fractions to improper fractions. in groups,pairs or individually,learners to collaborate in subtracting mixed fractions by converting the fractions to improper fractions. share their findings in class.	How do you subtract mixed fractions by converting the fractions to improper fractions?	Mathematics Learner's Textbook. Teacher's Guide. Digital resources. Charts. Chalkboard and chalks.	Assessment rubrics. Checklists. Oral questions. Written tests. Illustrations.	
	4	Numbers	Fractions.	By the end of the lesson, the learner should be able to:	In groups,learners are led through the steps for adding mixed fractions by	How do we add mixed fractions by	Mathematics	Assessment rubrics. Checklists.	

				a) Outline the steps for adding mixed fractions by adding whole numbers and fractions parts separately. b) Add mixed fractions by adding whole numbers and fractions parts separately. c) Enjoy adding mixed fractions by adding whole numbers and fraction parts separately.	adding whole numbers and fraction parts separately using examples. individually or pairs/groups,learners to collaborate in working out questions on adding mixed fractions by adding whole numbers and fractions parts separately. share their answers with peers for assessment and feedback.	adding whole numbers and fraction parts separately?	Learner's Textbook. Teacher's Guide. Chalks and chalkboard.	Written tests. Illustrations.	
	5	Numbers.	Fractions.	By the end of the lesson,the learner should be able to: a) Outline the steps for subtracting mixed fractions by subtracting whole numbers and fraction parts separately. b) Subtract mixed fractions by subtracting whole numbers and fraction parts separately. c) Enjoy subtracting mixed numbers by subtracting whole number and fraction parts separately.	In groups,learners are led through the steps for subtracting mixed fractions by subtracting whole numbers and fraction parts separately using examples. work out questions on subtracting mixed fractions by subtracting whole numbers and fraction parts separately. share their findings with peers for assessment and feedback.	How do you subtract mixed fractions by subtracting whole numbers and fractions parts separately?	Mathematics Learner's Textbook. Teacher's Guide. Chalkboard and chalks.	Assessment rubrics. Checklists. Written tests. Oral questions. Illustrations.	
6	1	Numbers.	Fractions	By the end of the lesson, the learner should be able to: a) Identify reciprocal of proper fractions up to a 2-digit number in different situations. b) Calculate the reciprocal of a number by dividing one by the number. c) Enjoy working out reciprocal of proper fractions.	In groups or pairs,learners are guided to; explain the concept of reciprocal. identify reciprocal of proper fractions up to a 2-digit number. calculate the reciprocal of numbers by dividing one by the number. discuss the various reciprocals of proper fractions.	How do we write/calculate reciprocals?	Mathematics Learner's Textbook. Teacher's Guide. Chalkboard and chalks. charts.	Assessment rubrics. Checklists. Written questions. Illustration.	
	2	Numbers.	Fractions.	By the end of the lesson,the learner should be able to: a) Outline the steps for working out squares of fractions with a numerator of one digit and denominator of a 2-digit number. b) Work out squares of fractions with a numerator of one digit and denominator of a 2-digit number in different situations. c) Enjoy working out squares of fractions in different situations.	In groups,learners are led through the steps for working out squares of fractions with a numerator of one digit and denominator of a 2-digit number through examples. in pairs, groups or individually,learners to calculate squares of fractions through multiplication or practically. share their findings in class for assessment and feedback.	How do you work out the square of fractions?	Mathematics Learner's Textbook. Teacher's Guide. Chart. Chalkboard and chalks, Digital resources.	Assessment rubrics. Checklists. Written tests. Illustrations.	
	3	Numbers.	Fractions.	By the end of the lesson,the learner should be able to: a) outline the steps for expressing fractions as percentage in different situations.	In groups,learners are guided through the steps for expressing fractions as percentages using examples.	How do we express fractions as percentages?	Mathematics Learner's Textbook.	Assessment rubrics. Checklists.	

				b) Work out questions on expressing fractions as percentages in different situations. c) Enjoy expressing fractions as percentages in different situations.	in groups or pairs, learners are guided to change fractions to equivalent fractions with denominator 100 through multiplication. identify a percentage as a fraction with denominator 100. work out questions on expressing fractions as percentages.		Teacher's Guide. Chalkboard and chalks. Charts .	Written tests. Illustrations. Oral questions and discussion.	
	4	Numbers.	Fractions.	By the end of the lesson, the learner should be able to: a) Identify the steps for converting percentages to fractions. b) Convert percentages to fractions in different fractions. c) Enjoy converting percentages to fractions.	In groups or pairs,learners are guided through the steps for converting percentages into fractions using examples. work with peers on changing percentages to fractions. share their answers with peers for feedback.	How do we convert percentages to fractions?	Mathematics Learner's Textbook. Teacher's Guide. Lesson notes.	Written tests. Oral questions. Assessment rubrics. Checklists.	
	5	Numbers.	Decimals	By the end of the lesson,the learner should be able to: a) Identify decimals up to ten thousandths in different situations. b) Work out place value of decimals up to ten thousandths using place value apparatus. c) Enjoy working out place value of decimals up to ten thousandths.	In groups or pairs,learners are guided to: identify decimals up to ten thousandths. work out place value of decimals up to ten thousandths using place value apparatus. relate the place value of decimals up to ten thousandths to the number of decimal places.	How do we find place value of decimals up to ten thousandths?	Mathematics Learner's Textbook. Place Value apparatus. Teacher's Guide. Charts.	Assessment rubrics. Checklists. Written tests. Oral questions	

This is a Sample of the Rationalized Scheme of Work.

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,

CONTACT MR ISABOKE

0746 222 000 / 0742 999 000

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

GRADE 6 MENTOR MATHEMATICS SCHEMES OF WORK TERM 2-0746222000

Week	Lesson	Strand /Theme	Sub-strand	Specific-Learning outcomes	Key Inquiry Question(S)	Learning/ Teaching Experience	Learning Resources	Assessment Methods	Reflection
1	1	Measurement	Relationship between circumference and diameter	By the end of the lesson, the learner should be able to: a) State the relationship between circumference and diameter. b) Work out practice exercise 11 on page 103 c) Appreciate the relationship between circumference and diameter.	• Learners are guided to state the relationship between circumference and diameter. • Learners are guided to work out practice exercise 11 on page 103	What do you notice when you divide the circumference of each object with its diameter?	Mentor Mathematics Learner's Book Grade 6 pg. 23-24 Ruler Circular objects Strings Digital devices	• Oral questions Oral Report Observation • Written exercise	
	2	Measurement	Area; Area of triangles	By the end of the lesson, the learner should be able to: a) State the formula of working out area of triangles. b) Work out the area of different parts of triangles. c) Appreciate the formula of working out area of triangles and rectangles.	• In groups, pairs or as individual's learners are guided to state the formula of working out area of triangles • Learners are guided to work out the area of different parts of triangles	What is the formula of working out area of triangles?	Mentor Mathematics Learner's Book Grade 6 pg. 105-107 Ruler Multiplication tables Digital devices	• Oral questions Oral Report Observation • Written exercise	
	3	Measurement	Area of combined shapes	By the end of the lesson, the learner should be able to: a) Trace and cut out the figures as shown in the learner's book. b) Combine the cut-outs and find the area of the combined shape.	• Learners are guided to trace and cut out the figures as shown in the learner's book • Learners are guided to combine the cut-outs and find the area of the combined shape	How do you calculate the area of combined shapes?	Mentor Mathematics Learner's Book Grade 6 pg. 108-109	• Oral questions Oral Report Observation • Written exercise	

				c) Appreciate the areas of combined shapes.	• Learners to find the area of different combined shapes.		Multiplication tables Ruler Digital devices		
	4	Measurement	Area of combined shapes	By the end of the lesson, the learner should be able to: a) Draw combined shapes of rectangles, squares and triangles. b) Determine the area of the figures they have drawn c) Enjoy of calculating area of combined shapes.	• Learners are guided to draw combined shapes of rectangles, squares and triangles • Learners are guided to determine the area of the figures they have drawn	How do you calculate the area of combined shapes?	Mentor Mathematics Learner's Book Grade 6 pg. 108-109 Multiplication tables Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
	5	Measurement	Capacity; Relationship between millimetres and litres	By the end of the lesson, the learner should be able to: a) State the relationship between millimetre and litres. b) Do an experiment that will show the relationship between millimetres into litres. c) Appreciate the relationship between millimetres and litres.	• Learners are guided to state the relationship between millimetre and litres. • In groups, learners to do an experiment that will show the relationship between millimetres into litres.	Where are litres and millimetre used in day-to-day life?	Mentor Mathematics Learner's Book Grade 6 pg. 112-113 Ruler Digital devices	•	
2	**1**	Measurement	Relationship between cubic centimetres and litres	By the end of the lesson, the learner should be able to: a) State the relationship between cubic centimetres and litres. b) Do an experiment that will show the relationship between cubic centimetres and litres. c) Appreciate the relationship between millimetres and litres.	• In pairs, learners are state the relationship between cubic centimetres and litres. • In groups, learners to do an experiment that will show the relationship between cubic centimetres and litres.	What is the relationship between cubic centimetres and litres?	Mentor Mathematics Learner's Book Grade 6 pg. 113 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
	2	Measurement	Relationship between cubic centimetres into	By the end of the lesson, the learner should be able to: a) Fill small containers with water and measure the capacity in millimetres using a container graduated in millimetres. b) Watch a video on measuring capacity in millimetres.	• In groups, learners are guided to fill small containers with water and measure the capacity in millimetres using a container graduated in millimetres.	What is the relationship between cubic centimetre	Mentor Mathematics Learner's Book Grade 6 pg. 113-114 Ruler	• Oral questions Oral Report Observation • Written exercise	

			millilitres.	c) Appreciate the relationship between cubic centimetres into millilitres.	• Learners are guided to watch a video on measuring capacity in millimetres.	s into millilitres?	Digital devices		
	3	Measurement	Convert litres into millilitres	By the end of the lesson, the learner should be able to: a) Identify the formula of converting litres into millilitres b) Convert litres into millilitres. c) Have fun and enjoy converting millimetres into centimetres.	• Individually, learners to identify the formula of converting litres into millilitres • In groups, learners are guided to convert litres into millilitres. • Learners are guided to use digital device, search for a game involving capacity and play the game.	How do you convert litres into millilitres?	Mentor Mathematics Learner's Book Grade 6 pg. 114-115 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
	4	Measurement	Converting millilitres into litres	By the end of the lesson, the learner should be able to: a) Identify the formula of converting millilitres into litres. b) Convert millilitres into litres. c) Have fun and enjoy converting millimetres into centimetres.	• Individually, learners to identify the formula of converting millilitres into litres. • In groups, learners are guided to convert millilitres into litres • Individually, learners are guided to do practice exercise 3 on page 116	How do you convert millilitres into litres?	Mentor Mathematics Learner's Book Grade 6 pg. 115-116 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
	5	Measurement	Converting litres into cubic centimetres	By the end of the lesson, the learner should be able to: a) Identify the formula of converting litres into cubic centimetres. b) Convert litres into cubic centimetres. c) Have fun and enjoy converting litres into cubic centimetres.	• Individually, learners to identify the formula of converting litres into cubic centimetres • In groups, learners are guided to convert litres into cubic centimetres • Individually, learners are guided to do practice exercise 4 on page 117	How do you convert litres into cubic centimetres?	Mentor Mathematics Learner's Book Grade 6 pg. 117 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	

3	**1**	Measurement	Converting cubic centimetres into litres.	By the end of the lesson, the learner should be able to: a) Identify the formula of converting cubic centimetres into litres. b) Convert cubic centimetres into litres. c) Have fun and enjoy converting cubic centimetres into litres.	• Individually, learners to identify the formula of converting cubic centimetres into litres • In groups, learners are guided to convert cubic centimetres into litres. • Individually, learners are guided to do practice exercise 5 on page 118	How do you convert cubic centimetres into litres?	Mentor Mathematics Learner's Book Grade 6 pg. 118 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
	2	Measurement	Converting millilitres into cubic centimetres	By the end of the lesson, the learner should be able to: a) Identify the formula of converting millilitres into cubic centimetres b) Convert millilitres into cubic centimetres. c) Have fun and enjoy converting millilitres into cubic centimetres.	• Individually, learners to identify the formula of converting millilitres into cubic centimetres. • In groups, learners are guided to convert millilitres into cubic centimetres • Individually, learners are guided to do practice exercise 6 on page 119	How do you convert millilitres into cubic centimetres?	Mentor Mathematics Learner's Book Grade 6 pg. 119 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
	3	Measurement	Converting cubic centimetres into millilitres	By the end of the lesson, the learner should be able to: a) Identify the formula of converting cubic centimetres into millilitres. b) Convert cubic centimetres into millilitres. c) Have fun and enjoy converting cubic centimetres into millilitres.	• Individually, learners to identify the formula of converting cubic centimetres into millilitres. • In groups, learners are guided to convert cubic centimetres into millilitres • Individually, learners are guided to do practice exercise 7 on page 120	How do you convert cubic centimetres into millilitres?	Mentor Mathematics Learner's Book Grade 6 pg. 120 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
	4	Measurement	Mass; Tonnes as a unit of measuring mass	By the end of the lesson, the learner should be able to: a) State the figure on page 121 about John's truck. b) Share their opinion with other people. c) Appreciate and respect each other opinion.	• Learners are guided to state the figure on page 121 about John's truck. • In groups or pairs, learners to share their	Which unit of measurement is used to measure large	Mentor Mathematics Learner's Book Grade 6 pg. 121 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	

					opinion with other people.	amounts of masses?			
	5	Measurement	Items measured in tonnes	By the end of the lesson, the learner should be able to: a) Talk about the pictures on page 121. b) Identify the items whose mass can be measured in tonnes. c) Work out exercise 1 on page 122. d) Appreciate and respect each other opinion.	• Learners are guided to talk about the pictures on page 121 • Learners are guided to identify the items whose mass can be measured in tonnes. • Individually, learners to work out exercise 1 on page 122	What is the importance of measuring mass?	Mentor Mathematics Learner's Book Grade 6 pg. 121-122 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
4	**1**	Measurement	Relationship between the kilogram and the tonne	By the end of the lesson, the learner should be able to: a) State the relationship between kilogram and the tonne. b) Demonstrate the formula that you will use to determine the relationship between kilogram and the tonne. c) Appreciate the relationship between kilogram and the tonne.	• In pairs, learners are guided to state the relationship between kilogram and the tonne. • In groups, learners are guided to demonstrate the formula that you will use to determine the relationship between kilogram and the tonne.	What is the relationship between kilogram and tonne?	Mentor Mathematics Learner's Book Grade 6 pg. 122 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
	2	Measurement	Estimating mass in tonnes	By the end of the lesson, the learner should be able to: a) Fill in the in the learner's book by estimating the mass of items in tonnes. b) Match the items with their estimate masses on page 123 c) Appreciate and respect each other opinion.	• In groups, learners are guided to fill in the in the learner's book by estimating the mass of items in tonnes. • Individually, learners to match the items with their estimate masses on page 123	How you estimate mass in tonnes?	Mentor Mathematics Learner's Book Grade 6 pg. 123 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
	3	Measurement	Converting kilograms to tonnes	By the end of the lesson, the learner should be able to: a) Identify the formula of converting kilograms to tonnes b) Convert kilograms to tonnes. c) Have fun and enjoy converting kilograms to tonnes.	• Individually, learners to identify the formula of converting kilograms to tonnes. • In groups, learners are guided to convert kilograms to tonnes.	How do you convert kilograms to tonnes?	Mentor Mathematics Learner's Book Grade 6 pg. 123-124 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	

					• Learners to use digital devices, search for a video clip on converting kilograms to tonnes.				
	4	Measurement	Converting tonnes to kilograms	By the end of the lesson, the learner should be able to: a) Identify the formula of converting tonnes to kilograms. b) Convert tonnes to kilograms. c) Have fun and enjoy converting tonnes to kilograms.	• Individually, learners to identify the formula of converting tonnes to kilograms. • In groups, learners are guided to convert tonnes to kilograms. • Individually, learners are guided to do practice exercise 4 on page 125	How do you convert tonnes to kilograms ?	Mentor Mathematics Learner's Book Grade 6 pg. 124-125 Ruler Digital devices	• Oral questions Oral Report Observation • Written exercise	
	5	Measurement	Addition of mass in tonnes and kilograms.	By the end of the lesson, the learner should be able to: a) Work out addition involving mass in tonnes and kilograms. b) Determine the mass of items in tonnes and kilograms using addition. c) Have fun and enjoy working out mass of items in tonnes and kilograms using addition.	• Learners are guided to work out addition involving mass in tonnes and kilograms. • Learners are guided to determine the mass of items in tonnes and kilograms using addition • Individually, learners to do practice Exercise 5 on page 126	How do you add mass in tonnes and kilograms ?	Mentor Mathematics Learner's Book Grade 6 pg. 125-126 Digital devices	• Oral questions Oral Report Observation • Written exercise	
5	**1**	Measurement	Subtraction of mass in tonnes and kilograms	By the end of the lesson, the learner should be able to: a) Work out subtraction involving mass in tonnes and kilograms. b) Determine the mass of items in tonnes and kilograms using subtraction. c) Have fun and enjoy working out mass of items in tonnes and kilograms using subtraction.	• Learners are guided to work out addition involving mass in tonnes and kilograms. • Learners are guided to determine the mass of items in tonnes and kilograms using addition • Individually, learners to do practice Exercise 6 on page 127	How do you subtract mass in tonnes and kilograms ?	Mentor Mathematics Learner's Book Grade 6 pg. 127-128 Digital devices	• Oral questions Oral Report Observation • Written exercise	
	2	Measurement	Multiplication of mass in tonnes and	By the end of the lesson, the learner should be able to: a) Work out multiplication involving mass in tonnes and kilograms. b) Determine the mass of items in tonnes and kilograms using subtraction.	• Learners are guided to work out multiplication involving mass in tonnes and kilograms. • Learners are guided to determine the mass of items	How do you multiply mass in tonnes and kilograms ?	Mentor Mathematics Learner's Book Grade 6 pg. 128-129 Digital devices	• Oral questions Oral Report Observation • Written exercise	

			kilograms	c) Have fun and enjoy working out mass of items in tonnes and kilograms using subtraction.	in tonnes and kilograms using multiplication • Individually, learners to do practice Exercise 7 on page 129				

This is a Sample of the Rationalized Scheme of Work.

FOR COMPLETE SCHEMES OF WORK FOR TERM 2,

CONTACT MR ISABOKE

0746 222 000 / 0742 999 000

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

MATHEMATICS SCHEME OF WORK GRADE 6 TERM 3

Week	Lesson	Strand /Theme	Sub-strand	Specific-Learning Outcomes	Learning/ Teaching Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1	1	Measure me nt	Money; Pricelist	By the end of the lesson, thelearner should be able to: a) Define a price list.	Learners are guided to define a price list	What is a price list?	Mentor Mathematics Learner's Book	Oral questions Oral Report	
				b) Observe the picture on learner's book anddraw the items. c) Use the chart and fillin the table on learner's book. d) Appreciate the importance of a pricelist.	In groups, learners are guided observe the picture on learner's book and draw the items. Individually, learners are guided to use the chart and fill in the table on learner's book		Grade 6 pg. 142-143 Ruler Digital devices	Observation Written exercise	
	2	Measure me nt	Budget	By the end of the lesson, thelearner should be able to: a) Define a budget.	Learners are guided to define a budget	What us a budget ?	Mentor Mathematics Learner's Book	Oral questions Oral Report	
				b) State the importance of a budget. c) Work out total incomeand expenses. d) Appreciate the importance of abudget.	In groups, learners are guided to state the importance of a budget. Individually, learners to work out total income and expenses	Why is it important to prepare a budget?	Grade 6 pg. 143 Ruler Digital devices	Observation Written exercise	
	3	Measurement	Factors to consider when	By the end of the lesson, thelearner should be able to: a) State the factors to	Learners are guided to state the factors to consider when preparing a	State the factors to consider when	Mentor Mathematics Learner's Book	Oral questions Oral Report	
			preparing a	consider when	budget	preparing a	Grade 6 pg. 144	Observation	

			budget	preparing a budget. b) Explain how the factors enable them toachieve our budgeting plan. c) Appreciate the factorsto consider when preparing a budget.	In pairs, learners are guided to explain how the factors enable them to achieve our budgeting plan.	budget?	Ruler Digital devices	Written exercise	
	4	Measure me nt	Factor s to consid er when prepari ng a budget	By the end of the lesson, thelearner should be able to: a) Make flashcards onfactors to consider when preparing a budget. b) Work out practiceexercise 2 c) Appreciate the importance of preparing a budget.	Learners are guided to make flashcards on factors to consider when preparing a budget In groups, pairs or as individual's learners are guided to work out practice exercise 2	How will the factors enable them to achieve our budgeting plan?	Mentor Mathematics Learner's Book Grade 6 pg. 144-145 Ruler Digital devices	Oral questions Oral Report Observatio nWritten exercise	
	5	Measure me nt	Profit	By the end of the lesson, thelearner should be able to: a) Explain the meaningof profit. b) Read the story on learner's book and answer the questionsthat follow. c) Appreciate the use ofbuying price and selling price.	Learners are guided to explain the meaning of profit Learners are guided to read the story on learner's book and answer the questions that follow	Wha t is prof it? What is the difference between the buying price and the selling price?	Mentor Mathematics Learner's BookGrade 6 pg. 146 Ruler Digital devices	Oral questions Oral Report Observatio nWritten exercise	
2	**1**	Measure me nt	Profit	By the end of the lesson, thelearner should be able to: a) State the importance of profit.	Learners are guided to state the importance of profit	What is the importanc e ofprofit?	Mentor Mathematics Learner's Book Grade 6 pg. 146-	Oral questions Oral Report Observation	

				b) Work out practice exercise 3. c) Appreciate the importance of profit.	Learners are guided to work out practice exercise 3		147 Ruler Digital devices	Written exercise	
	2	Measure me nt	Loss	By the end of the lesson, thelearner should be able to: a) Explain the meaning	Learners are guided to explain the meaning of loss	How do you calculate loss?	Mentor Mathematics Learner's Book	Oral questions Oral Report	

				of loss. b) Read the story on learner's book and answer the questions that follow. c) Appreciate the formula of calculatingloss.	Learners are guided to read the story on learner's book and answer the questions that follow		Grade 6 pg. 148 Ruler Digital devices	Observation Written exercise	
	3	Measur eme nt	Loss	By the end of the lesson, the learner should be able to: a) Explain the meaning of buying and selling	Learners are guided to explain the meaning of buying and selling price	How do you work out lossof items?	Mentor Mathematics Learner's Book Grade 6 pg. 148-	Oral questions Oral Report Observation	
				price.	Learners are guided to		149	Written	
				b) Work out practiceexercise 4. c) Enjoy working outdifferent prices of items.	work out practice exercise 4		Ruler Digital devices	exercise	
	4	Measure me	Types of	By the end of the lesson, the learner should be able to: a) Define tax. b) Discuss the importance of tax tothe government. c) Appreciate the importance of tax	Learners are guided to	What is tax?	Mentor	Oral	
		nt	taxes		define tax		Mathematics	questions	
							Learner's Book	Oral Report	
					In groups, learners are		Grade 6 pg. 149	Observation	
					guided to discuss the			Written	
					importance of tax to the		Ruler	exercise	
					government		Digital devices		
	5	Measure me	Income tax	By the end of the lesson, the learner should be able to:	Learners are guided to explain the meaning of	What is income tax?	Mentor Mathematics	Oral questions	

		nt		a) Explain the meaning of income tax. b) Listen to a radio programme on income tax. c) Appreciate the importance of income tax					
					income tax		Learner's Book	Oral Report	
							Grade 6 pg. 150	Observation	
					In groups, learners are guided to listen to a radio programme on income tax.		Ruler Digital devices	Written exercise	
3	**1**	Measur ement	Income tax	By the end of the lesson, the learner should be able to: a) Find out other types of income taxed imposed by the government. b) Work out income taxof different salaries. c) Appreciate the use of income tax	Learners to use digital devices to find out othertypes of income taxed imposed by the government.	How does the deducted money help the government?	Mentor Mathematics Learner's Book Grade 6 pg. 150-151	Oral questions Oral Report Observation Written	
					Learners are guided to work out income tax ofdifferent salaries		Ruler Digital devices	exercise	
	2	Measur eme nt	Value Added Tax (VAT)	By the end of the lesson, the learner should be able to: a) Explain the meaningof Value Added Tax (VAT) b) Make a poster on value added tax c) Appreciate the use of Value Added Tax (VAT)	In groups, pairs or as individual's learners are guided to explain the meaning of Value AddedTax (VAT)	What is value added tax?	Mentor Mathematics Learner's Book Grade 6 pg. 151-152	Oral questions Oral Report Observation Written	
					Learners are guided to make a poster on valueadded tax		Ruler Digital devices	exercise	
	3	Measure me	Value Added	By the end of the lesson, the learner should be able to: a) State the importanceof Value Added Tax (VAT) b) Use digital devices, search for a video clip on budget. c) Work out Practice	Learners are guided to	What is the	Mentor	Oral	
		nt	Tax (VAT)		state the importance of	importance of	Mathematics	questions	
					Value Added Tax (VAT)	Value Added	Learner's Book	Oral Report	
						Tax (VAT)?	Grade 6 pg. 152-	Observation	
					Learners are guided to use		153	Written	

				Exercise 6 d) Appreciate the importance of Value Added Tax (VAT)	digital devices, search fora video clip on budget		Ruler Digital devices	exercise	
					Learners are guided to work out Practice Exercise6				
	4	Geometry	Lines;	By the end of the lesson, the learner should be able to: a) Identify parallel lines in the environment. b) Trace the lines on learner's book c) Have fun and enjoy constructing parallel lines	Learners are guided to	What are	Mentor	Oral	
			Constructing		identify parallel lines in	parallel lines?	Mathematics	questions	
			parallel lines		the environment		Learner's Book	Oral Report	
							Grade 6 pg. 154	Observation	
					Learners are guided to trace the lines on learner'sbook		Ruler Digital devices	Written exercise	

	5	Geometry	Lines; Constructing parallel lines	By the end of the lesson, the learner should be able to: a) Outline the procedureof constructing parallel lines. b) Construct parallellines. c) Have fun and enjoy constructing parallellines.	Learners are guided to outline the procedure of constructing parallel lines In groups, learners to construct parallel lines	How do you construct parallel lines?	Mentor Mathematics Learner's Book Grade 6 pg. 154-155 Ruler Digital devices		
4	**1**	Geometry	Lines; Constructing	By the end of the lesson, the learner should be able to: a) Outline the procedureof constructing parallel lines using compass.	In pairs, learners to outline the procedure of	How do you construct	Mentor Mathematics	Oral questions	
			parallel lines		constructing parallel lines	parallel lines	Learner's Book	Oral Report	
					using compass	using	Grade 6 pg. 155	Observation	

				b) Work out Practice exercise 1 on learner'sbook. c) Appreciate the use ofparallel lines.	In groups, learners to work out Practice exercise 1 on	compass?	Ruler Digital devices	Written exercise	
					learner's book				
	2	Geometry	Bisecting a line	By the end of the lesson, the learner should be able to: a) Explain the meaning	In groups, learners are guided to explain the meaning of bisecting a	What is bisecting a line?	Mentor Mathematics Learner's Book	Oral questions Oral Report	
				of bisecting a lines.	lines		Grade 6 pg. 1	Observation	
				b) Trace the lines on learner's book. c) Have fun and enjoybisecting a line.	Learners are guided to trace the lines on learner's book.		56 Ruler Digital devices	Written exercise	
	3	Geometry	Bisecting a	By the end of the lesson, the learner should be able to: a) Outline the procedureof bisecting a line b) Bisect a line. c) Have fun and enjoybisecting a line	In groups, learners are	How do you	Mentor	Oral	
			line		guided to outline the	bisect a line?	Mathematics	questions	
					procedure of bisecting a		Learner's Book	Oral Report	
					line		Grade 6 pg. 156-	Observation	
					Individually, learners to bisect a line		157	Written exercise	
							Ruler Digital devices		
	4	Geometry	Bisecting a line	By the end of the lesson, the learner should be able to: a) Outline the procedureof bisecting a line using compass. b) Work out Practice exercise 2 on learner'sbook c) Have fun and enjoybisecting a line.	In groups, learners are guided to outline the procedure of bisecting a line using compass.	How do you bisect a line?	Mentor Mathematics Learner's Book Grade 6 pg. 156-	Oral questions Oral Report Observation	
							158	Written	
					Individually, learners to work out Practice exercise 2 on learner's book		Ruler Digital devices	exercise	

	5	Geometry	Constructing of perpendicular	By the end of the lesson, the learner should be able to: a) Explain the meaning of perpendicular lines b) Trace the lines onlearner's book. c) Have fun and enjoyconstructing perpendicular lines.	In groups, learners to explain the meaning of perpendicular lines	What are perpendicular lines?	Mentor Mathematics Learner's Book	Oral questions Oral Report	
			lines		In groups, learners are guided to trace the lines on learner's book		Grade 6 pg. 158 Ruler Digital devices	Observation Written exercise	
5	**1**	Geometry	Constructing of perpendicular lines	By the end of the lesson, the learner should be able to: a) Outline the procedureof constructing of perpendicular lines. b) Use digital devices, search for a video onlines. c) Work out Practice exercise 3 on learner'sbook d) Have fun and enjoybisecting a line.	In groups, learners to outline the procedure of constructing of perpendicular lines	How do you construct perpendicular lines?	Mentor Mathematics Learner's Book Grade 6 pg. 159-	Oral questions Oral Report Observation	
					In groups, learners are guided to use digital devices, search for a video on lines.		160 Ruler Digital devices	Written exercise	
					In pairs, learners to work out Practice exercise 3 on learner's book				

	2	Geometry	Angles; Angles on a straight line	By the end of the lesson, the learner should be able to: a) Identify the angles formed in learner'sbook. b) Use digital devices, search for a video about angles on a straight line. c) Appreciate angles ona straight line.	Individually, learners to identify the angles formed in learner's	What are angle s?	Mentor Mathemati cs Learner's Book	Oral questio ns Oral Report	
					book.		Grade 6 pg. 161	Observation	
								Written	
					In groups, learners are guided to use digital		Ruler	exercise	
					devices, search for a		Digital devices		
					video about angles on a				
					straight line				
	3	Geometry	Angles;	By the end of the lesson, the learner should be able to: a) Identify the angles inthe diagram on learner's book. b) Work out practice exercise 1 c) Appreciate the use of angles on a straight line	Individually, learners to	How do you	Mentor	Oral	
			Angles on a		identify the angles in the	identify	Mathematics	questions	
			straight line		diagram on learner's book	angles on a	Learner's Book	Oral Report	
					In groups, learners are	straight line?	Grade 6 pg. 162	Observation Written	
					guided to work out practice exercise 1		Ruler Digital devices	exercise	
	4	Geometry	Measuring	By the end of the lesson, the learner should be able to: a) Measure angles usinga protractor. b) Find the sum of the angles in each diagram. c) Appreciate the use of protractor.	Learners are guided to	What do you	Mentor	Oral	
			angles on a		measure angles using a	notice about	Mathematics	questions	
			straight line		protractor	the sum of	Learner's Book	Oral Report	
						angles on a	Grade 6 pg. 162	Observation	
					In groups or pairs, learners to find the sum of the angles in each diagram	straight line?	Ruler Digital devices	Writte n exercis e	
	5	Geometry	Measuring	By the end of the lesson, the learner should be able to: a) Measure the angles on learner's book using a protractor.	Learners are guided to	How do you	Mentor	Oral	
			angles on a		measure the angles on	work out the	Mathematics	questions	
			straight line		learner's book using a	size of	Learner's Book	Oral Report	
					protractor	angles?	Grade 6 pg. 164-	Observation	
							165	Written	

				b) Calculate the size of the angles marked byletters on learner's book. c) Work out practice exercise 2. d) Appreciate the importance of measuring angles on astraight line.	Learners are guided to calculate the size of the angles marked by letters on learner's book.		Ruler Digital devices	exercise	
					Learners are guided to work out practice exercise 2				

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,2 & 3

CONTACT MR ISABOKE

0746 222 000 / 0742 999 000

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

THE END

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

FOR THE FOLLOWING;

- ✓ONLINE TUITION
- ✓REVISION NOTES
- ✓SCHEMES OF WORK
- ✓SETBOOKS VIDEOS
- ✓TERMLY EXAMS
- ✓QUICK REVISION KITS
- ✓KCSE PREMOCKS
- ✓TOP SCHOOLS PREMOCKS
- ✓KPLEA JOINT PREMOCKS
- ✓TOP SCHOOLS MOCKS
- ✓KPLEA JOINT MOCKS
- ✓KJSEA POSTMOCKS
- ✓TOP SCHOOLS PREDICTIONS
- ✓FINAL EXAM PREDICTIONS
- ✓KPLEA REVEALED SETS

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

CALL/TEXT/WHATSAPP

0746 222 000 / 0742 999 000

mwalimuconsultancy@gmail.com

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

THIS IS A PROPERTY OF MWALIMU CONSULTANCY

Powered By Mr Isaboke.

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

SUCCESS

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.