GRADE 7 SCHEMES OF WORK

MATHEMATICS

This scheme of work presents a systematic and organized plan outlining the objectives, content, teaching methods, resources, and assessments for this subject in this grade as designed by Mwalimu Consultancy professionals. It's a roadmap for teachers, offering a detailed overview of what needs to be covered throughout the academic year. This is a component for effective delivery of the CBC curriculum and attainment of educational objectives.

TERM 1-3

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MWALIMU CONSULTANCY

GRADE 7 MENTOR MATHEMATICS SCHEMES OF WORK TERM 1

TEACHER'S NAME……. SCHOOL ……..TERM…… YEAR ……..

Week	*Lesson*	*Strand*	*Sub-Strand*	*Specific Learning Outcomes*	*Learning/ Teaching Experiences*	*Key Inquiry Questions*	*Learning Resources*	*Assessment Methods*	*Ref*
1	1	***NUMBERS***	Whole Numbers Place value	By the end of the lesson, the learner should be able to: a) Identify the place value of different digits on a place value chart b) Use a place value chart to show the place value of different digits c) Appreciate the place value chart in showing the place value of whole numbers	Learners are guided in pairs, in groups or individually to: Identify the place value of different digits on a place value chart Use a place value chart to show the place value of different digits Use the abacus to show the place value of digit 2 in the number Work out practice exercise 1	What is the place value of digit 1 in each number?	Place value apparatus Number charts Number cards Multiplication tables **References** ***Mentor Mathematics Learner's Book Grade 7 pg. 1-3***	Class activities Class written tests Out of school/ home assignments or activities	
	2	***NUMBERS***	Whole Numbers Total value	By the end of the lesson, the learner should be able to: a) Identify the total value of various digits b) Make number cards and use them to identifying the total value of digits in a place value chart c) Appreciate the use of number cards to identify the total value of digits on a place value chart	Learners are guided in pairs, in groups or individually to: Identify the total value of various digits Make number cards and use them to identifying the total value of digits in a place value chart Use the abacus to find the total value of digit 7 in the number Work out practise exercise 2	What is the total value of each digit in the numbers 35708462?	Place value apparatus Number charts Number cards Multiplication tables **References** **Mentor Mathematics Learner's Book Grade 7 pg. 3-5**	Class activities Class written tests Out of school/ home assignments or activities	

	3	***NUMBERS***	Whole Numbers Reading and writing numbers in symbols	By the end of the lesson, the learner should be able to: a) Read numbers in symbols b) Write numbers in symbols c) Apply operations of whole numbers in real life situations	Learners are guided in pairs, in groups or individually to: Read numbers in symbols Write numbers in symbols Work out practice exercise 3	Can you give examples of numbers in symbols?	Place value apparatus Number charts **References** **Mentor Mathematics Learner's Book Grade 7 pg. 5-6**	Class activities Class written tests Out of school/ home assignments or activities	
	4	***NUMBERS***	Whole Numbers Reading and writing numbers in words	By the end of the lesson, the learner should be able to: a) Read and write numbers in symbols b) Practice writing dummy cheques for different sums of money c) Apply operations of whole numbers in real life situations	Learners are guided in pairs, in groups or individually to: Read and write numbers in symbols Practice writing dummy cheques for different sums of money Write the amount of money spent in words Work out practice exercise 4	What are the features of a cheque?	Place value apparatus Number charts Number cards **References** ***Mentor Mathematics Learner's Book Grade 7 pg. 6-8***	Class activities Class written tests Out of school/ home assignments or activities	
	5	***NUMBERS***	Whole Numbers Rounding off numbers up to the nearest millions	By the end of the lesson, the learner should be able to: a) Identify the place value of different numbers in millions b) Round off numbers up to the nearest millions c) Enjoy using a place value chart to round off numbers up to the nearest millions	Learners are guided in pairs, in groups or individually to: Identify the place value of different numbers in millions Round off numbers up to the nearest hundreds of thousands Round off numbers up to the nearest millions Work out practice exercise 5	Can you round off 876 943 to the nearest hundreds of thousands?	Place value apparatus Number charts Number cards **References** ***Mentor Mathematics Learner's Book Grade 7 pg. 9-10***	Class activities Class written tests Out of school/ home assignments or activities	
2	1	***NUMBERS***	Whole Numbers	By the end of the lesson, the learner should be able to:	Learners are guided in pairs, in groups or individually to:	The digit in which place	Place value apparatus	Class activities	

			Rounding off numbers up to the nearest hundreds of millions	a) Round off numbers up to the nearest hundreds of millions b) Prepare and use place value charts to round off numbers up to the nearest hundreds of millions c) Apply operations of whole numbers in real life situations	Round off numbers up to the nearest hundreds of millions Prepare and use place value charts to round off numbers up to the nearest hundreds of millions Work out practise exercise 6	value do we consider when rounding off numbers to the nearest ten thousand hundreds of millions?	Number charts s Multiplicati on tables **References** ***Mentor Mathematic s Learner's Book Grade 7 pg. 10-12***	Class written tests Out of school/ home assignments or activities	
	2	***NUMB ERS***	Whole Numbers Natural numbers Odd and even numbers	By the end of the lesson, the learner should be able to: a) Count and write the number of items using natural numbers b) Make number cards and use them to classify natural numbers as even and odd numbers c) Appreciate use of natural numbers in real life situation	Learners are guided in pairs, in groups or individually to: Count and write the number of items in the classroom using natural numbers Arrange the number of items counted from the largest to the smallest Make number cards and use them to classify natural numbers as even and odd numbers Work out practice exercise 7	Which numbers are divisible by 2 without a remainder?	Place value apparatus Number charts Number cards Multiplicati on tables **References** ***Mentor Mathematic s Learner's Book Grade 7 pg. 12-13***	Class activities Class written tests Out of school/ home assignments or activities	
	3	***NUMB ERS***	Whole Numbers Prime numbers	By the end of the lesson, the learner should be able to: a) Write down numbers 1 to 100 on a chart b) Use the chart to classify natural numbers as prime numbers in the chart c) Enjoy sharing their work with other groups	Learners are guided in pairs, in groups or individually to: Write down numbers 1 to 100 on a chart Use the chart to classify natural numbers as prime numbers in the chart Work out practise exercise 8	Which numbers have exactly two factors?	Place value apparatus Number charts Number cards **References** ***Mentor Mathematic s Learner's***	Class activities Class written tests Out of school/ home assignments or activities	

							Book Grade 7 pg. 14-15		
	4	***NUMBERS***	Whole Numbers Operations on whole numbers Combined operations (1)	By the end of the lesson, the learner should be able to: a) Explain how to perform a combined operation involving addition and subtraction of different numbers b) Perform combined operations involving addition and subtraction in the correct order c) Apply operations of whole numbers in real life situations	Learners are guided in pairs, in groups or individually to: Explain how to perform a combined operation involving addition and subtraction of different numbers Perform combined operations involving addition and subtraction in the correct order Work out practice exercise 9	Can you find the solution to 326-540+431?	Place value apparatus Number charts Number cards Multiplication tables **References** ***Mentor Mathematics Learner's Book Grade 7 pg. 16-17***	Class activities Class written tests Out of school/ home assignments or activities	
	5	***NUMBERS***	Whole Numbers Operations on whole numbers Combined operations (2)	By the end of the lesson, the learner should be able to: a) Explain how to perform a combined operation involving division and multiplication of different numbers b) Perform combined operations involving division and multiplication in the correct order c) Apply operations of whole numbers in real life situations	Learners are guided in pairs, in groups or individually to: Explain how to perform a combined operation involving division and multiplication of different numbers Perform combined operations involving division and multiplication in the correct order Work out practice exercise 10	What is the solution to 16÷8×156?	Place value apparatus Number charts Number cards Multiplication tables **REFERENCE** ***Mentor Mathematics Learner's Book Grade 7 pg. 17-18***	Class activities Class written tests Out of school/ home assignments or activities	
3	1	***NUMBERS***	Whole Numbers Operations on whole numbers	By the end of the lesson, the learner should be able to: a) Explain how to perform a combined operation involving division, multiplication, addition	Learners are guided in pairs, in groups or individually to: Explain how to perform a combined operation involving division, multiplication, addition and	What is the answer to 528-84÷7×9+10?	Place value apparatus Number charts Number	Class activities Class written tests Out of school/ home	

			Combined operations (3)	and subtraction of different numbers b) Perform combined operation involving division, multiplication, addition and subtraction in the correct order c) Apply operations of whole numbers in real life situations	subtraction of different numbers Copy and fill in the puzzle and use a calculator to confirm the answers Perform combined operation involving division, multiplication, addition and subtraction in the correct order Work out practise exercise 11		cards Multiplication tables **References** ***Mentor Mathematics Learner's Book Grade 7 pg. 19-20***	assignments or activities	
	2	***NUMBERS***	Whole Numbers Number sequence	By the end of the lesson, the learner should be able to: a) Identify the number patterns to work out number sequences b) Work out number sequence of different number patterns c) Appreciate use of whole numbers in real life situations	Learners are guided in pairs, in groups or individually to: Identify the number patterns to work out number sequences Work out number sequence of different number patterns Work out practice exercise 12	What is a number sequence? Can you give examples?	Number charts Multiplication Tables **References** ***Mentor Mathematics Learner's Book Grade 7 pg. 21-22***	Class activities Class written tests Out of school/ home assignments or activities	
	3	***NUMBERS***	Whole Numbers Creating number sequence	By the end of the lesson, the learner should be able to: a) Create number sequence for playing number games b) Use digital devices to play games involving place value c) Appreciate use of whole numbers in real life situations	Learners are guided in pairs, in groups or individually to: Create number sequence for playing number games Use digital devices to play games involving place value Work out practice exercise 13	Can you create 5 patterns that involve multiplication?	Place value apparatus Number charts Multiplication Tables **REFERENCES** ***Mentor Mathematics Learner's Book Grade 7 pg. 22-23***	Class activities Class written tests Out of school/ home assignments or activities	

	4	***NUMBERS***	Factors Divisibility test rules	By the end of the lesson, the learner should be able to: a) Determine divisibility of numbers using flash cards b) Test divisibility of numbers by 2, 3, 4, 5, 6, 8, 9,10 and 11 in different situations c) Reflect on use of factors in real life situations	Learners are guided in pairs, in groups or individually to: Determine divisibility of numbers using flash cards Test divisibility of numbers by 2, 3, 4, 5, 6, 8, 9,10 and 11 in different situations Create a song or poem on divisibility test of numbers	Where do we use factors in day-to-day activities? Which numbers are divisible by 2 and 10?	Multiplication Tables **REFERENCES** ***Mentor Mathematics Learner's Book Grade 7 pg. 24-26***	Class activities Class written tests Out of school/ home assignments or activities	
	5	***NUMBERS***	Factors Composite numbers	By the end of the lesson, the learner should be able to: a) Express composite numbers as a product of prime factors in different situations b) Write factors of composite numbers by factorization, factor tree, factor rainbow in charts, colour charts or cards using locally available materials c) Reflect on use of factors in real life situations	Learners are guided in pairs, in groups or individually to: Express composite numbers as a product of prime factors in different situations Write factors of composite numbers by factorization, factor tree, factor rainbow in charts, colour charts or cards using locally available materials	What is a composite number? Can you give examples?	Multiplication Tables **REFERENCES** **Mentor Mathematics Learner's Book Grade 7 pg. 27-28**	Class activities Class written tests Out of school/ home assignments or activities	
4	1	***NUMBERS***	Factors Greatest Common Divisor (GCD)	By the end of the lesson, the learner should be able to: a) Work out the Greatest Common Divisor (GCD) of numbers by factor method in different situation b) Use factors to determine the GCD using number cards c) Apply the Greatest Common Divisor (GCD) in real life situations	Learners are guided in pairs, in groups or individually to: Work out the Greatest Common Divisor (GCD) of numbers by factor method in different situation Use factors to determine the GCD using number cards Work out practice exercise 3	How do we use factors in day-to-day activities? What is the GCD of 12 and 16?	Multiplication Tables **REFERENCES** ***Mentor Mathematics Learner's Book Grade 7 pg. 28-29***	Class activities Class written tests Out of school/ home assignments or activities	

	2	***NUMBERS***	Factors Least Common Divisor (LCM)	By the end of the lesson, the learner should be able to: a) Work out the Least Common Multiples (LCM) of numbers by factor method in different situation b) Use factors to determine the LCM using number cards c) Apply the Least Common Multiples (LCM) in real life situations	Learners are guided in pairs, in groups or individually to: Work out the Least Common Multiples (LCM) of numbers by factor method in different situation Use factors to determine the LCM using number cards Work out practice exercise 4	What is the LCM of 8 and 20?	Mentor Mathematics Learner's Book Grade 7 pg. 30 Multiplication tables	Class activities Class written tests Out of school/ home assignments or activities	
	3	***NUMBERS***	Factors Application of Greatest Common Divisor (GCD) and Least Common Divisor (LCM)	By the end of the lesson, the learner should be able to: a) Work out application questions and solve problems relating to the GCD and the LCM in real life situations. b) Determine the GCD and LCM of numbers using IT to perform exercises on factors such as games c) Reflect on use of factors in real life situations	Learners are guided in pairs, in groups or individually to: Work out application questions and solve problems relating to the GCD and the LCM in real life situations. Determine the GCD and LCM of numbers using IT to perform exercises on factors such as games Work out practice exercise 5	How do we apply the GCD and the LCM in day-to-day activities?	Multiplication Tables **REFERENCE** **Mentor Mathematics Learner's Book Grade 7 pg. 31-32**	Class activities Class written tests Out of school/ home assignments or activities	
	4	***NUMBERS***	Fractions Comparing fractions	By the end of the lesson, the learner should be able to: a) Discuss and arrange fractions in increasing and decreasing order using different strategies b) Compare fractions in different situations c) Recognize use of fractions in real life situations	Learners are guided in pairs, in groups or individually to: Discuss and arrange fractions in increasing and decreasing order using different strategies Compare fractions in different situations Work out practice exercise 1	How do we use fractions in daily activities?	Multiplication Tables **REFERENCE** ***Mentor Mathematics Learner's Book Grade 7 pg. 33-34***	Class activities Class written tests Out of school/ home assignments or activities	

	5	***NUMBERS***	Fractions Addition of fractions	By the end of the lesson, the learner should be able to: a) Explain how to add fractions in practice cards b) Add fractions in different situations c) Appreciate the use of fractions in real life situations	Learners are guided in pairs, in groups or individually to: Explain how to add fractions in practice cards Add fractions in different situations Work out practice exercise 2	What is the sum of 1/6 + 2/7?	Multiplication Tables **REFERENCE** ***Mentor Mathematics Learner's Book Grade 7 pg. 34-36***	Class activities Class written tests Out of school/ home assignments or activities	
5	1	***NUMBERS***	Fractions Subtraction of fractions	By the end of the lesson, the learner should be able to: a) Explain how to subtract fractions in practice cards b) Subtract fractions in different situations c) Appreciate the use of fractions in real life situations	Learners are guided in pairs, in groups or individually to: Explain how to subtract fractions in practice cards Subtract fractions in different situations Work out practice exercise 3	What is the difference of 1/4 - 3/16?	Multiplication Tables **REFERENCE** ***Mentor Mathematics Learner's Book Grade 7 pg. 36-38***	Class activities Class written tests Out of school/ home assignments or activities	

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GRADE 7 MATHEMATICS SCHEMES OF WORK TERM 2

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GRADE 7 MATHEMATICS SCHEMES OF WORK TERM 2

TEACHER'S NAME……SCHOOL……. TERM……YEAR…….

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	**1**	Measurement; Length	Converting units of length	***By the end of the lesson, the learner should be able to:*** a) Measure the length of their classroom using a tape measure. b) Generate a conversation table involving units of length. c) Have fun and enjoy measuring the length of their classroom.	In groups, learners are guided to measure the length of their classroom using a tape measure. In groups, learners are guided to generate a conversation table involving units of length	What is length?	Place value chart Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 80-81***	Oral questions Oral Report Observation Written exercise	
	2	Measurement; Length	Operation involving units of length	By the end of the lesson, the learner should be able to: a) Measure the width of their classroom using a metre rule. b) Work out addition involving length. c) Appreciate the use of addition and subtraction .	In groups, learners are guided to measure the width of their classroom using a metre rule In pairs, learners to work out addition and subtraction of length	The length of 2 ropes is 98m 62cm and 33m 66dm 12cm. What is the total length of the ropes?	Place value chart Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 81-82***	Oral questions Oral Report Observation Written exercise	
	3	Measurement; Length	Operation involving units of length	By the end of the lesson, the learner should be able to: a) Measure the length of their classroom using a metre ruler. b) Work out subtraction involving length. c) Appreciate the use of subtraction.	In groups, learners to measure the length of their classroom using a metre ruler Individually, learners to work out subtraction involving length	What is 4m 6dm 8cm - 2m 4dm 9cm?	Place value chart Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 81-82***	Oral questions Oral Report Observation Written exercise	
	4	Measurement; Length	Multiplication and	By the end of the lesson, the learner should be able to: a) Make or cut 5m 24cm of thread/string.	In groups, learners are guided to make or cut 5m 24cm of thread/string	How do you work out multiplicat	Place value chart Ruler Digital devices	Oral questions Oral Report	

			divis ion of lengt h	b) Cut the thread/string into 4 equal parts. c) Outline the procedure to work out multiplication of length. d) Work out multiplication of length. e) Appreciate the use of multiplication.	In groups, learners are guided to cut the thread/string into 4 equal parts. Learners are guided to outline the procedure to work out multiplication of length. Learners are guided to work out multiplication of length.	ion involving length?	***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 83-84***	Observati on Written exercise	
	5	Measu rement ; Length	Mult iplic ation and divis ion of lengt h	By the end of the lesson, the learner should be able to: a) Make or cut 5m 24cm of thread/string. b) Cut the thread/string into 4 equal parts. c) Outline the procedure to work out division of length. d) Work out division of length. e) Appreciate the use of division.	In groups, learners are guided to make or cut 5m 24cm of thread/string In groups, learners are guided to cut the thread/string into 4 equal parts. Learners are guided to outline the procedure to work out division of length. Learners are guided to work out division of length.	How do you work out division?	Place value chart Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 83-84***	Oral questions Oral Report Observati on Written exercise	
2	**1**	Measu rement ; Length	Mult iplic ation and divis ion of lengt h	By the end of the lesson, the learner should be able to: a) Watch a video on relays, use the link in leaner's book. b) Discuss how the race takes place. c) Identify the field events that make use of length to determine a winner. d) Appreciate the use of digital resources.	Learners to watch a video on relays, use the link in leaner's book In groups, learners are guided to discuss how the race takes place In groups, learners are guided to identify the field events that make use of length to determine a winner	How would you measure the lengths for the participant s in various events?	Place value chart Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 84***	Oral questions Oral Report Observati on Written exercise	
	2	Measu rement ; Length	Peri mete r of plan e figur es	By the end of the lesson, the learner should be able to: a) Define a perimeter. b) Make cutouts of a square, a rectangle and a triangle from a manilla paper. c) Measure the distance round each shape using a ruler.	Learners to define a perimeter. In groups, learners are guided to make cutouts of a square, a rectangle and a triangle from a manilla paper.	What is perimeter?	Spark; Story moja Mathematics Learner's Book Grade 7 pg. 84-85 Place value chart	Oral questions Oral Report Observati on Written exercise	

				d) Appreciate the use of perimeters.	In groups, learners to measure the distance round each shape using a ruler		Ruler Digital devices		
	3	Measurement; Length	Perimeter of plane figures	By the end of the lesson, the learner should be able to: a) Use a tape measure to measure the distance round their classroom. b) Outline the procedure to work out the perimeter of various figures. c) Have fun and enjoy working out perimeters of various figures.	In groups, learners to use a tape measure to measure the distance round their classroom. Learners are guided to outline the procedure to work out the perimeter of various figures.	How do you determine the perimeter of a triangle with sides of lengths 3m, 4m and 5m?	Place value chart Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 85***	Oral questions Oral Report Observation Written exercise	
	4	Measurement; Length	Circumference of a circle	By the end of the lesson, the learner should be able to: a) Draw various circles using a compass. b) Use a string/thread and a ruler to measure the length around the circle. c) Identify the diameter of the circle. d) Measure the diameter of the circle. e) Have fun and enjoy using a mathematical set.	In groups, learners to draw various circles using a compass. In groups, learners are guided to use a string/thread and a ruler to measure the length around the circle. Learners to identify the diameter of the circle. Learners to measure the diameter of the circle.	What is circumference? What is diameter?	Place value chart Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 86***	Oral questions Oral Report Observation Written exercise	
	5	Measurement; Length	Circumference of a circle	By the end of the lesson, the learner should be able to: a) Identify four circular objects in their school, for example a wall clock. b) Measure the circumference and diameter of the objects. c) Have fun and enjoy measuring circumference and diameter of the objects.	In groups, learners to identify four circular objects in their school, for example a wall clock. In groups, learners to measure the circumference and diameter of the objects	What is the circumference of your classroom wall clock?	Spark; Story moja Mathematics Learner's Book Grade 7 pg. 86-87 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
3	**1**	Measurement	Circumferenc	By the end of the lesson, the learner should be able to:	Learners to identify the procedure to work out	The distance round a	Spark; Story moja Mathematics	Oral questions Oral	

		; Length	e of a circle	a) Identify the procedure to work out circumference of a circle and diameter. b) Work out various questions involving circumference of a circle and diameter. c) Enjoy doing calculations using a calculator.	circumference of a circle and diameter. Individually, learners to work out various questions involving circumference of a circle and diameter	circular centre of a football pitch is 44m. What is its radius?	Learner's Book Grade 7 pg. 87 Assessment books Ruler Digital devices	Report Observation Written exercise	
	2	Measurement ; Length	Perimeter of combined shapes	By the end of the lesson, the learner should be able to: a) Study the figure in learner's book. b) Use a ruler, measure the length of the sides of the figures. c) Work out the sum of the edges of the sides. d) Appreciate the importance of combined shapes.	In groups, learners are guided to study the figure in learner's book. In groups, learners to use a ruler, measure the length of the sides of the figures. In groups, learners to work out the sum of the edges of the sides	What are combined shapes?	Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 88***	Oral questions Oral Report Observation Written exercise	
	3	Measurement ; Length	Perimeter of combined shapes	By the end of the lesson, the learner should be able to: a) Determine the perimeter of a combined shape. b) Calculate the perimeter of the various figures. c) Enjoy calculating perimeter of a combined shapes.	Individually, learners to determine the perimeter of a combined shape. Individually, learners to calculate the perimeter of the various figures	What have you learnt about combined shapes?	Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 88-90***	Oral questions Oral Report Observation Written exercise	
	4	Measurement ; Area	Units of measuring area	By the end of the lesson, the learner should be able to: a) Make 4 pegs using sticks. b) Stick one peg on the ground by hitting using a stone or a hammer, tie a rope around the peg. c) Using the procedure in learner's book, measure the ground areas. d) Enjoy learning outside the classroom.	Outside the classroom, learners are guided to make 4 pegs using sticks. As a class, learners to stick one peg on the ground by hitting using a stone or a hammer, tie a rope around the peg. As a class, learners to use the procedure in learner's book, measure the ground areas	What is the area covered by the four pegs?	Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 90-91***	Oral questions Oral Report Observation Written exercise	
	5	Measurement ; Area	Units of meas	By the end of the lesson, the learner should be able to:	In pairs, learners are guided to study the shape	What is the relationshi	Ruler Digital devices ***Spark; Story***	Oral questions Oral	

			urin g area	a) Study the shape representing a square piece of land. b) Calculate the area of the plot of land. c) State the relationship between metre squared and an acre. d) Appreciate the relationship between metre squared and an acre.	representing a square piece of land. In pairs, learners are guided to calculate the area of the plot of land. In pairs, learners are guided to state the relationship between metre squared and an acre	p between metre squared and an acre?	***moja Mathematics Learner's Book Grade 7 pg. 91-92***	Report Observati on Written exercise	
4	**1**	Measu rement ; Area	Unit s of meas urin g area	By the end of the lesson, the learner should be able to: a) Copy and complete the table in learner's book. b) Generate a conversation table for the units. c) Discuss the relationship between hectare and acres. d) Appreciate units of measuring area.	In groups, learners are guided to copy and complete the table in learner's book. In groups, learners are guided to generate a conversation table for the units. In groups, learners are guided to discuss the relationship between hectare and acres	What is the relationshi p between hectare and acres?	Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 92-93***	Oral questions Oral Report Observati on Written exercise	
	2	Measu rement ; Area	Area of plan e figur es; Rect angl e	By the end of the lesson, the learner should be able to: a) Draw a rectangle. b) State the formula for calculating the area of a rectangle. c) Work out the area of various rectangles. d) Have fun and enjoy calculating the area of a rectangle.	In pairs or individually, learners to draw a rectangle. In pairs or individually, learners to state the formula for calculating the area of a rectangle. In pairs or individually, learners to work out the area of various rectangles	What is the formula for calculatin g the area of a rectangle?	Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 93-95***	Oral questions Oral Report Observati on Written exercise	
	3	Measu rement ; Area	Paral lelog ram	By the end of the lesson, the learner should be able to: a) Trace or draw a parallelogram on a piece of paper. b) State the formula for calculating the area of a parallelogram. c) Work out the area of various parallelogram. d) Have fun and enjoy calculating the area a parallelogram.	In pairs or individually, learners to trace or draw a parallelogram on a piece of paper In pairs or individually, learners to state the formula for calculating the area of a parallelogram In pairs or individually, learners to work out the area of various parallelogram	What is the formula for calculatin g the area of a parallelogr am?	Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 96-98***	Oral questions Oral Report Observati on Written exercise	

	4	Measurement; Area	Rhombus	By the end of the lesson, the learner should be able to: a) Trace or draw a rhombus on a piece of paper. b) State the formula for calculating the area of a rhombus. c) Work out the area of various rhombus. d) Have fun and enjoy calculating the area a rhombus.	In pairs or individually, learners to trace or draw a rhombus on a piece of paper In pairs or individually, learners to state the formula for calculating the area of a rhombus. In pairs or individually, learners to work out the area of various rhombus.	What is the formula for calculating the area of a rhombus?	Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 98-101***	Oral questions Oral Report Observation Written exercise	
	5	Measurement; Area	Trapezium	By the end of the lesson, the learner should be able to: a) Trace or draw a trapezium on a piece of paper. b) State the formula for calculating the area of a trapezium. c) Work out the area of various trapezium. d) Have fun and enjoy calculating the area a trapezium.	In pairs or individually, learners to trace or draw a trapezium on a piece of paper In pairs or individually, learners to state the formula for calculating the area of a trapezium. In pairs or individually, learners to work out the area of various trapezium.	What is the formula for calculating the area of a trapezium ?	Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 101-103***	Oral questions Oral Report Observation Written exercise	
5	**1**	Measurement; Area	Circle	By the end of the lesson, the learner should be able to: a) Watch a video from the link in learner's book. b) Draw a circle as shown in learner's book. c) Do Activity 8 in learner's book and determine the area of the rectangle. d) Appreciate the use of digital devices.	In groups, learners to watch a video from the link in learner's book. In groups, learners to draw a circle as shown in learner's book In groups, learners to do Activity 8 in learner's book and determine the area of the rectangle	What do you notice between the width and the radius of a circle?	Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 103-104***	Oral questions Oral Report Observation Written exercise	

	2	Measurement; Area	Circle	By the end of the lesson, the learner should be able to: a) State the formula for calculating the area of a circle. b) Work out the area of various circles. c) Have fun and enjoy calculating the area a circles.	Learners to state the formula for calculating the area of a circle. Learners to work out the area of various circles.	What is the formula for calculating the area of a circle?	Ruler Digital devices ***Spark; Story moja Mathematics Learner's Book Grade 7 pg. 104-106***	Oral questions Oral Report Observation Written exercise	
	3	Measurement; Area	Area of borders	By the end of the lesson, the learner should be able to: a) Trace or draw a picture frame on a piece of paper. b) State the formula for calculating the area of boarders. c) Work out the area of various borders. d) Have fun and enjoy calculating the area boarders.	In pairs or individually, learners to trace or draw a picture frame on a piece of paper In pairs or individually, learners to state the formula for calculating the area of boarders. In pairs or individually, learners to work out the area of various boarders.	What is the formula for calculating the area of a boarder?	Spark; Story moja Mathematics Learner's Book Grade 7 pg. 106-107 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Measurement; Area	Area of combined shapes	By the end of the lesson, the learner should be able to: a) Draw and make cutouts of different shapes. b) State the formula for calculating the area of combined shapes. c) Work out the area of various combined shapes. d) Have fun and enjoy calculating the area combined shapes.	In groups, learners to draw and make cutouts of different shapes, such as, squares, rectangles and circles. In groups, learners to state the formula for calculating the area of combined shapes. In groups, learners to work out the area of various combined shapes	What is the formula for calculating the area of combined shapes?	Spark; Story moja Mathematics Learner's Book Grade 7 pg. 108-110 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	5	Volume and capacity	Measurement and volume	By the end of the lesson, the learner should be able to: a) Define volume. b) Do Activity 1 in learner's book pg. 111 c) Have fun and enjoy the activity.	Learners to define volume. In groups or in pairs, learners are guided to do Activity 1 in learner's book pg. 111	What is volume?	Spark; Story moja Mathematics Learner's Book Grade 7 pg. 111-112 Pieces of paper Digital devices	Oral questions Oral Report Observation Written exercise	

6	**1**	Volume and capacity	Converting units of measuring volume	By the end of the lesson, the learner should be able to: a) State the relationship between centimetres cuboid and metres cuboid. b) Identify the formula of converting cube to centimeter. c) Convert metres to centimetres and vice versa. d) Appreciate the relationship between centimetres cuboid and metres cuboid.	Individually, learners to state the relationship between centimetres cuboid and metres cuboid Individually, learners to identify the formula of converting cube to centimeter Individually, learners to convert metres to centimetres and vice versa	What is the relationship between centimetres cuboid and metres cuboid?	Spark; Story moja Mathematics Learner's Book Grade 7 pg. 112 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Volume and capacity	Volume of a cube	By the end of the lesson, the learner should be able to: a) Make or draw a cube. b) Measure the length, width and height of the cube using a ruler. c) Calculate the volume of the cube formed using the measurements. d) Enjoy calculating the volume of cube.	In groups, learners to make or draw a cube. In groups, learners to measure the length, width and height of the cube using a ruler. Learners to calculate the volume of the cube formed using the measurements.	What is a cube? How do you calculate the volume of a cube?	Spark; Story moja Mathematics Learner's Book Grade 7 pg. 113 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

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