**2025 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:   1. Identify the place value of different digits on a place value chart 2. Use a place value chart to show the place value of different digits 3. 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:   1. Identify the total value of various digits 2. Make number cards and use them to identifying the total value of digits in a place value chart 3. 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:   1. Read numbers in symbols 2. Write numbers in symbols 3. 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:   1. Read and write numbers in symbols 2. Practice writing dummy cheques for different sums of money 3. 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:   1. Identify the place value of different numbers in millions 2. Round off numbers up to the nearest millions 3. 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  Rounding off numbers up to the nearest hundreds of millions | By the end of the lesson, the learner should be able to:   1. Round off numbers up to the nearest hundreds of millions 2. Prepare and use place value charts to round off numbers up to the nearest hundreds of millions 3. Apply operations of whole numbers in real life situations | Learners are guided in pairs, in groups or individually to:  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 | The digit in which place value do we consider when rounding off numbers to the nearest ten thousand hundreds of millions? | Place value apparatus  Number charts  s Multiplication  tables  **References**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 10-12*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 2 | ***NUMBERS*** | Whole Numbers  Natural numbers  Odd and even numbers | By the end of the lesson, the learner should be able to:   1. Count and write the number of items using natural numbers 2. Make number cards and use them to classify natural numbers as even and odd numbers 3. 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 Multiplication  tables  **References**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 12-13*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 3 | ***NUMBERS*** | Whole Numbers  Prime numbers | By the end of the lesson, the learner should be able to:   1. Write down numbers 1 to 100 on a chart 2. Use the chart to classify natural numbers as prime numbers in the chart 3. 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 Mathematics Learner’s Book Grade 7 pg. 14-15*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 4 | ***NUMBERS*** | Whole Numbers  Operations on whole numbers  Combined operations (1) | By the end of the lesson, the learner should be able to:   1. Explain how to perform a combined operation involving addition and subtraction of different numbers 2. Perform combined operations involving addition and subtraction in the correct order 3. 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:   1. Explain how to perform a combined operation involving division and multiplication of different numbers 2. Perform combined operations involving division and multiplication in the correct order 3. 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  Combined operations (3) | By the end of the lesson, the learner should be able to:   1. Explain how to perform a combined operation involving division, multiplication, addition and subtraction of different numbers 2. Perform combined operation involving division, multiplication, addition and subtraction in the correct order 3. 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, multiplication, addition and 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 | What is the answer to 528-84÷7×9+10? | Place value apparatus  Number charts Number  cards Multiplication  tables  **References**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 19-20*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 2 | ***NUMBERS*** | Whole Numbers  Number sequence | By the end of the lesson, the learner should be able to:   1. Identify the number patterns to work out number sequences 2. Work out number sequence of different number patterns 3. 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:   1. Create number sequence for playing number games 2. Use digital devices to play games involving place value 3. 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:   1. Determine divisibility of numbers using flash cards 2. Test divisibility of numbers by 2, 3, 4, 5, 6, 8, 9,10 and 11 in different situations 3. 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:   1. Express composite numbers as a product of prime factors in different situations 2. Write factors of composite numbers by factorization, factor tree, factor rainbow in charts, colour charts or cards using locally available materials 3. 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:   1. Work out the Greatest Common Divisor (GCD) of numbers by factor method in different situation 2. Use factors to determine the GCD using number cards 3. 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:   1. Work out the Least Common Multiples (LCM) of numbers by factor method in different situation 2. Use factors to determine the LCM using number cards 3. 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:   1. Work out application questions and solve problems relating to the GCD and the LCM in real life situations. 2. Determine the GCD and LCM of numbers using IT to perform exercises on factors such as games 3. 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:   1. Discuss and arrange fractions in increasing and decreasing order using different strategies 2. Compare fractions in different situations 3. 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:   1. Explain how to add fractions in practice cards 2. Add fractions in different situations 3. 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:   1. Explain how to subtract fractions in practice cards 2. Subtract fractions in different situations 3. 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 |  |
|  | 2 | ***NUMBERS*** | Fractions  Multiplication of fractions by a whole number | By the end of the lesson, the learner should be able to:   1. Make circular cut outs and use them to multiply fractions by whole numbers 2. Multiply fractions by a whole number in real life situations 3. Appreciate the use of fractions in real life situations | Learners are guided in pairs, in groups or individually to:  Make circular cut outs and use them to multiply fractions by whole numbers  Multiply fractions by a whole number in real life situations  Work out practice exercise 4 | What is the product of 3/8 ×7? | Multiplication  Tables  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 38-40*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 3 | ***NUMBERS*** | Fractions  Multiplication of a fraction by a fraction | By the end of the lesson, the learner should be able to:   1. Explain how to multiply fractions by fractions using rectangular grids 2. Multiply fractions by a fraction in real life situations 3. Apply fractions in real life situations | Learners are guided in pairs, in groups or individually to:  Explain how to multiply fractions by fractions using in grids  Multiply fractions by a fraction in real life situations  Work out practice exercise 5 | What is the solution to 1/10 × 4/9? | Multiplication  Tables  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 40-41*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 4 | ***NUMBERS*** | Fractions  Multiplication of a fraction by a mixed number | By the end of the lesson, the learner should be able to:   1. Explain how to multiply a fraction by a mixed number using practice cards 2. Multiply fractions by a mixed number in real life situations 3. Apply multiplication fractions in real life situations | Learners are guided in pairs, in groups or individually to:  Explain how to multiply a fraction by a mixed number using practice cards  Multiply fractions by a mixed number in real life situations  Work out practice exercise 6 | What is the product of 1/12 and 4,1/16? | Multiplication  Tables  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 41-42*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 5 | ***NUMBERS*** | Fractions  Reciprocals | By the end of the lesson, the learner should be able to:   1. Use flip cards to match fractions and discuss reciprocals 2. Find the reciprocals of fractions in different situations 3. Enjoy finding the reciprocal of fractions | Learners are guided in pairs, in groups or individually to:  Use flip cards to match fractions and discuss reciprocals  Find the reciprocals of fractions in different situations  Work out practice exercise 7 | What is the reciprocal of 2/3? | Mentor  Multiplication  Tables  **REFERENCE**  Mathematics Learner’s Book Grade 7 pg. 42-43 | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
| 6 | 1 | ***NUMBERS*** | Fractions  Division of a fraction by a whole number | By the end of the lesson, the learner should be able to:   1. Draw a rectangular grid and explain how to use it to divide fractions by whole numbers 2. Divide fractions by a whole number in real life situations 3. Appreciate the use of fractions in real life situations | Learners are guided in pairs, in groups or individually to:  Draw a rectangular grid and explain how to use it to divide fractions by whole numbers  Divide fractions by a whole number in real life situations  Work out practice exercise 8 | What is 2/3÷5? | Mentor Mathematics Learner’s Book Grade 7 pg. 44-45  Multiplication  Tables  **REFERENCE** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 2 | ***NUMBERS*** | Fractions  Division of a fraction by a fraction | By the end of the lesson, the learner should be able to:   1. Explain how to divide fractions by fractions using practice cards 2. Divide fractions by fractions in real life situations 3. Apply fractions in real life situations | Learners are guided in pairs, in groups or individually to:  Explain how to divide fractions by fractions using practice cards  Divide fractions by fractions in real life situations  Work out practice exercise 9 | What is 2/15 divided by 2/5? | Mentor Mathematics Learner’s Book Grade 7 pg. 45-46  Multiplication  Tables  **REFERENCE** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 3 | ***NUMBERS*** | Fractions  Division of a fraction by a mixed fraction | By the end of the lesson, the learner should be able to:   1. Explain how to divide a fraction by a mixed fraction using number cards 2. Divide fractions by mixed fractions in real life situations 3. Apply division fractions in real life situations | Learners are guided in pairs, in groups or individually to:  Explain how to divide a fraction by a mixed fraction using number cards  Divide fractions by mixed fractions in real life situations  Work out practice exercise 10 | What is 7/8 by 6¼? | Mentor Mathematics Learner’s Book Grade 7 pg. 46-47  Multiplication  Tables  **REFERENCE** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 4 | ***NUMBERS*** | Fractions  Division of a whole number by a fraction | By the end of the lesson, the learner should be able to:   1. Explain how to divide a whole number by a fraction 2. Divide whole numbers by fractions in real life situations 3. Appreciate division of fractions | Learners are guided in pairs, in groups or individually to:  Explain how to divide a whole number by a fraction  Divide whole numbers by fractions in real life situations  Work out practice exercise 11 | Mathematics lessons take 2/3 hours. How many lessons are there in 12 hours? | Mentor Mathematics Learner’s Book Grade 7 pg. 47-48  Multiplication  Tables  **REFERENCE** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 5 | ***NUMBERS*** | Fractions  Number sequence involving fractions | By the end of the lesson, the learner should be able to:   1. Identify number sequence involving fractions in different situations 2. Find the next fractions in different number sequences 3. Recognize use of fractions in real life situations | Learners are guided in pairs, in groups or individually to:  Identify number sequence involving fractions in different situations  Find the next fractions in different number sequences  Work out practise exercise 12 | What is 1¼ converted to improper fractions? | Mentor Mathematics Learner’s Book Grade 7 pg. 49-50  Multiplication tables  **REFERENCE** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
| 7 |  |  |  | **MIDTERM BREAK** | **MIDTERM BREAK** | **MIDTERM BREAK** | |  |  |
| 8 | 1 | ***NUMBERS*** | Fractions  Creating number sequence involving fractions | By the end of the lesson, the learner should be able to:   1. Identify the rule in various number sequences 2. Create number sequence involving fractions for playing number games using digital devices 3. Apply fractions in real life situations | Learners are guided in pairs, in groups or individually to:  Identify the rule in various number sequences  Create number sequence involving fractions for playing number games using digital devices  Work out practice exercise 13 | Where do we use fractions in daily activities? | Multiplication tables  Digital devices  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 50-51*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 2 | ***NUMBERS*** | Decimals  Place value of decimals | By the end of the lesson, the learner should be able to:   1. Identify the place value of digits in decimals numbers 2. Find the place value of digits in decimal numbers using place value charts 3. Recognize use of decimals in real life situations | Learners are guided in pairs, in groups or individually to:  Identify the place value of digits in decimals numbers  Find the place value of digits in decimal numbers using place value charts  Work out practise exercise 1 | Where are decimals applicable in real life? | Equivalent fraction board  Circular and  rectangular cut outs  Counters  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 52-54** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 3 | ***NUMBERS*** | Decimals  Total value of decimals | By the end of the lesson, the learner should be able to:   1. Identify the total value of digits in decimal numbers 2. Find the total value of digits in decimal numbers using number cards 3. Appreciate the use of decimals in real life situations | Learners are guided in pairs, in groups or individually to:  Identify the total value of digits in decimal numbers  Find the total value of digits in decimal numbers using number cards  Work out practice exercise 2 | What is the total value of 5 in the number 0.6251? | Equivalent fraction board  Circular and  rectangular cut outs  Counters  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 54-55*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 4 | ***NUMBERS*** | Decimals  Multiplication of decimals by a whole number | By the end of the lesson, the learner should be able to:   1. Discuss how to multiply decimals by whole numbers 2. Multiply decimals by whole numbers using multiplication charts 3. Recognize use of decimals in real life situations. | Learners are guided in pairs, in groups or individually to:  Discuss how to multiply decimals by whole numbers  Multiply decimals by whole numbers using multiplication charts  Work out practice exercise 3 | What is the solution to 0.8×2? | Equivalent fraction board  Circular and  rectangular cut outs  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 55-57*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 5 | ***NUMBERS*** | Decimals  Multiplication of a decimal by a decimal | By the end of the lesson, the learner should be able to:   1. Explain how to multiply a decimal by a decimal 2. Multiply decimals by decimals using square grids 3. Recognize use of decimals in real life situations. | Learners are guided in pairs, in groups or individually to:  Explain how to multiply a decimal by a decimal  Multiply decimals by decimals using square grids  Work out practice exercise 4 | What is the area of a square field whose one side measures 31.62 metres? | Equivalent fraction board  Circular and  rectangular cut outs  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 57-58*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
| 9 | 1 | ***NUMBERS*** | Decimals  Division of a decimal by a whole number | By the end of the lesson, the learner should be able to:   1. Explain how to divide a decimal by a whole number 2. Divide decimals by whole numbers using calculators 3. Enjoy dividing decimals by whole numbers | Learners are guided in pairs, in groups or individually to:  Explain how to divide a decimal by a whole number  Divide decimals by whole numbers using calculators  Use IT devices to watch out operations involving decimals | The total height of six girls is 9.78 metres. What is the height of each girl? | Equivalent fraction board  Circular and  rectangular cut outs  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 58-59*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 2 | ***NUMBERS*** | Decimals  Division of a decimal by a decimal | By the end of the lesson, the learner should be able to:   1. Explain how to divide a decimal by a decimal 2. Divide decimals by decimals using conversation 3. Appreciate the use of decimals in real life situations | Learners are guided in pairs, in groups or individually to:  Explain how to divide a decimal by a decimal  Divide decimals by decimals using conversation  Work out practice exercise 6 | How many times is the value of digit 2 greater than the value of digit 4 in the number 3.26784? | Circular and  rectangular cut outs  Counters  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 60*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 3 | ***NUMBERS*** | Squares and square roots  Squares of whole numbers | By the end of the lesson, the learner should be able to:   1. Identify squares of whole numbers 2. Work out squares of whole numbers using grids and charts 3. Appreciate use of squares in real life situations | Learners are guided in pairs, in groups or individually to:  Identify squares of whole numbers  Work out squares of whole numbers using grids and charts  Work out practice exercise 1 | What is the sum of the squares of 12 and 16? | Place value charts  Number cards  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 61-62*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 4 | ***NUMBERS*** | Squares and square roots  Squares of fractions | By the end of the lesson, the learner should be able to:   1. Determine the squares of fractions in different situations 2. Work out squares of fractions using grids and calculators 3. Appreciate use of squares in real life situations | Learners are guided in pairs, in groups or individually to:  Determine the squares of fractions in different situations  Work out squares of fractions using grids and calculators  Work out practice exercise 2 | What is the sum of the squares of 2,1/2 and 4, ¼? | Place value charts  Number cards  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 63-64*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 5 | ***NUMBERS*** | Squares and square roots  Squares of decimals | By the end of the lesson, the learner should be able to:   1. Determine the squares of decimals by multiplication 2. Work out squares of decimals using long multiplication method in different situations 3. Appreciate use of squares in real life situations | Learners are guided in pairs, in groups or individually to:  Determine the squares of decimals by multiplication  Work out square of decimals using long multiplication method in different situations  Work out practice exercise 3 | Where do we apply squares and square roots in daily activities? | Place value charts  Number cards  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 64-65*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
| 10 | 1 | ***NUMBERS*** | Squares and square roots  Square root of whole numbers | By the end of the lesson, the learner should be able to:   1. Determine the square roots of whole numbers 2. Find the square root of whole numbers using factorization method in different situations 3. Appreciate use of squares roots in real life situations | Learners are guided in pairs, in groups or individually to:  Match each number with the correct square root  Determine the square roots of whole numbers  Find the square root of whole numbers using factorization method  Work out practice exercise 4 | How do we apply squares and square roots in daily activities? | Place value charts  Number cards  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 66-67*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 2 | ***NUMBERS*** | Squares and square roots  Square root of fractions | By the end of the lesson, the learner should be able to:   1. Determine the square roots of fractions 2. Work out the square root of fractions using division method in different situations 3. Appreciate use of squares roots in real life situations | Learners are guided in pairs, in groups or individually to:  Determine the square roots of fractions  Work out the square root of fractions using division method in different situations  Work out practice exercise 5 | A square mat has an area of 5,1/16 metre squared. What is the length of its sides in metres? | Place value charts  Number cards  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 68-69*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 3 | ***NUMBERS*** | Squares and square roots  Square root of decimals | By the end of the lesson, the learner should be able to:   1. Explain how to find the square root of decimals using division method 2. Determine the square roots of decimals in different situations using division method 3. Appreciate use of squares and square roots in real life situations | Learners are guided in pairs, in groups or individually to:  Explain how to find the square root of decimals using division method  Determine the square roots of decimals in different situations using division method  Work out practice exercise 6 | What is the square root of 0.64? | Place value charts  Number cards  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 69-70*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 4 | ***ALGEBRA*** | Algebraic expressions  Forming algebraic expressions | By the end of the lesson, the learner should be able to:   1. Discuss and classify objects in their immediate environment according to similarities or differences 2. Form algebraic expressions from real life situations 3. Appreciate use of algebraic expressions in real life | Learners are guided in pairs, in groups or individually to:  Discuss and classify objects in their immediate environment according to similarities or differences  Form algebraic expressions from real life situations  Work out practice exercise 1 | Kelvin had **x** books, Eunice has **y** books and Jossy has **z** books. How many books do they have altogether? | Place value charts  Number cards  **REFERENCE**  ***Mentor Mathematics Learner’s Book Grade 7 pg. 71-72*** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 5 | ***ALGEBRA*** | Algebraic expressions  Forming algebraic expressions from algebraic statements | By the end of the lesson, the learner should be able to:   1. Discuss how to form algebraic expressions from the classified objects 2. Read and interpret algebraic statements to form algebraic expressions 3. Appreciate use of algebraic expressions in real life | Learners are guided in pairs, in groups or individually to:  Discuss how to form algebraic expressions from the classified objects  Read and interpret algebraic statements to form algebraic expressions  Work out practice exercise 2 | What is algebraic expression to: **b** added to twice **b** and the result multiplied by 7? | Place value charts  Number cards  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 72-73** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
| 11 | 1 | ***ALGEBRA*** | Algebraic expressions  Simplifying algebraic expressions (1) | By the end of the lesson, the learner should be able to:   1. Discuss how to simplify algebraic expressions from the classified objects 2. Simplify algebraic expressions in real life situations 3. Appreciate use of algebraic expressions in real life | Learners are guided in pairs, in groups or individually to:  Discuss how to simplify algebraic expressions from the classified objects  Simplify algebraic expressions in real life situations  Work out practice exercise 3 | What is the solution to 2**p** + 5**p** + 6**p**? | Place value charts  Number cards  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 74-75** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 2 | ***ALGEBRA*** | Algebraic expressions  Simplifying algebraic expressions (1) | By the end of the lesson, the learner should be able to:   1. Discuss how to simplify algebraic expressions using number cards 2. Simplify algebraic expressions in real life situations 3. Appreciate use of algebraic expressions in real life | Learners are guided in pairs, in groups or individually to:  Discuss how to simplify algebraic expressions using number cards  Simplify algebraic expressions in real life situations  Work out practice exercise 4 | Can you simplify the expression: 5(3**a**) + 2**a**? | Place value charts  Number cards  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 76-77** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 3 | ***ALGEBRA*** | Linear equations  Forming linear equations | By the end of the lesson, the learner should be able to:   1. Role play activities involving equations with one unknown for example weighing using beam balance and shopping activities 2. Form linear equations in one unknown in different situations 3. Apply linear equations in one unknown to real life situations | Learners are guided in pairs, in groups or individually to:  Role play activities involving equations with one unknown for example weighing using beam balance and shopping activities  Form linear equations in one unknown in different situations  Work out practice exercise 1 | How do we use linear equations in real life? | Place value charts  Number cards  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 77-79** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 4 | ***ALGEBRA*** | Linear equations  Solving linear equations (1) | By the end of the lesson, the learner should be able to:   1. Discuss how to form and solve linear equations generated from role play activities 2. Solve linear equations in one unknown in different situations 3. Reflect on use of linear equations in real life situations | Learners are guided in pairs, in groups or individually to:  Discuss how to form and solve linear equations generated from role play activities  Solve linear equations in one unknown in different situations  Work out practice exercise 2 | What is **p** + 4 = 10? | Place value charts  Number cards  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 79-81** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 5 | ***ALGEBRA*** | Linear equations  Solving linear equations (2) | By the end of the lesson, the learner should be able to:   1. Discuss how to form and solve linear equations generated from role play activities 2. Solve linear equations in one unknown in different situations 3. Reflect on use of linear equations in real life situations | Learners are guided in pairs, in groups or individually to:  Discuss how to form and solve linear equations generated from role play activities  Solve linear equations in one unknown in different situations  Work out practice exercise 3 | What is 3 (m + 5) = 21? | Place value charts  Number cards  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 81-82** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
| 12 | 1 | ***ALGEBRA*** | Linear equations  Application of linear equations | By the end of the lesson, the learner should be able to:   1. Apply linear equations in one unknown to real life situations 2. Use IT to form and solve linear equations 3. Reflect on use of linear equations in real life situations | Learners are guided in pairs, in groups or individually to:  Apply linear equations in one unknown to real life situations  Use IT to form and solve linear equations  Work out practice exercise 4 | The sum of two consecutive numbers is 104. What are the numbers? | Place value charts  Number cards  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 82-83** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 2 | ***ALGEBRA*** | Linear inequalities  Application of linear inequality symbols | By the end of the lesson, the learner should be able to:   1. Use inequality cards to complete simple inequality statements 2. Apply inequality symbols to inequality statements in learning situations 3. Appreciate use of linear inequalities in real life | Learners are guided in pairs, in groups or individually to:  Use inequality cards to complete simple inequality statements  Apply inequality symbols to inequality statements in learning situations  Work out practice exercise 1 | What is an inequality?  Why do we use linear equations in real life? | Place value charts  Number cards  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 84-85** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 3 | ***ALGEBRA*** | Linear inequalities  Forming simple linear inequalities | By the end of the lesson, the learner should be able to:   1. Use inequality cards to form simple linear inequalities with one unknown 2. Form simple linear inequalities in one unknown in different situations 3. Enjoy forming simple linear inequalities | Learners are guided in pairs, in groups or individually to:  Use inequality cards to form simple linear inequalities with one unknown  Form simple linear inequalities in one unknown in different situations  Work out practice exercise 2 | Can you form an inequality from this statement: a jerrican holds at most 20 litres of water? | Place value charts  Number cards  **Mentor Mathematics Learner’s Book Grade 7 pg. 86-87** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 4 | ***ALGEBRA*** | Linear inequalities  Illustrating simple inequalities on a number line | By the end of the lesson, the learner should be able to:   1. Represent simple inequality statements on a number line 2. Illustrate by drawing simple inequalities on a number line 3. Appreciate use of linear inequalities in real life. | Learners are guided in pairs, in groups or individually to:  Represent simple inequality statements on a number line  Illustrate by drawing simple inequalities on a number line  Work out practice exercise 3 | Why do we use linear inequalities in real life? | Place value charts  Number cards  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 87-89** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
|  | 5 | ***ALGEBRA*** | Linear inequalities  Forming compound inequality statements | By the end of the lesson, the learner should be able to:   1. Use inequality cards to complete compound inequality statements 2. Illustrate by drawing compound inequalities in one unknown on a number line 3. Appreciate use of linear inequalities in real life. | Learners are guided in pairs, in groups or individually to:  Use inequality cards to complete compound inequality statements  Illustrate by drawing compound inequalities in one unknown on a number line  Work out practice exercise 4 | How can you write linear inequality x > 2 and x < 6 in compound inequality? | Place value charts  Number cards  **REFERENCE**  **Mentor Mathematics Learner’s Book Grade 7 pg. 90-91** | Class activities  Class written tests  Out of school/ home  assignments or activities |  |
| 13 |  |  |  | **END OF TERM EXAMINATION** | | |  |  |  |