

# MATHEMATICS EMATSCHEMES OF WORK

TEACHER'S NAME: HILLARY HAMPAWE

SUBJECT: MATHEMATICS

GRADE: 7

TERM: 1

YEAR: 2024

| WEEK | TOPIC/CONTENT                                                                                                                          | SPECIFIC OUTCOME                                                                                                                              | METHODS                                                                 | T/L RESOURCES            | REFERENCES                                                                                                        |
|------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1    | <b>FRACTION</b><br>➤ Revision: proper, improper and mixed fractions<br>➤ Addition of the fractions<br>➤ Subtractions of the fractions  | ➤ Solve problems involving addition, subtraction, multiplication and division of fractions (as recap).                                        | ➤ Group work<br>➤ Demonstration<br>➤ Discussion<br>➤ Teacher exposition | ➤ oranges<br>➤ charts    | • Longman mathematics (pp)/book (1-5)<br>• Oxford mathematics pp book pg 1-8<br>• Syllabus grade 7                |
| 2    | <b>FRACTION</b><br>➤ multiplication of fractions<br>➤ Division of fraction<br>➤ Practical problems involving fractions<br>➤ Assessment | ➤ Solve problems involving addition, subtraction, multiplication and division of fractions (as recap).                                        | ➤ Group work<br>➤ Demonstration<br>➤ discussion                         | ➤ Charts                 | • Longman mathematics(pp)/book (6-13)<br>• Oxford mathematics book pg 9-17<br>• Mathematics syllabus grade 7      |
| 3    | <b>DECIMAL NUMBERS</b><br>➤ addition of decimals<br>➤ subtraction of decimals<br>➤ multiplication of decimals                          | ➤ Solve problems involving addition, subtraction and multiplication of decimal (as recap).                                                    | ➤ Group work<br>➤ Demonstration<br>➤ discussion                         | ➤ Wall Clock<br>➤ Charts | • Longman mathematics(pp)/book (14-19)<br>• Oxford Mathematics pp book pg 18-28<br>• Mathematics syllabus grade 7 |
| 4    | <b>DECIMAL NUMBERS</b><br>➤ Division of decimals<br>➤ Converting common fraction to decimals<br>➤ Ordering                             | ➤ Solve problems involving division of decimal (as recap).<br>➤ Convert common fractions to decimals and vice versa.<br>➤ Order Fractions and | ➤ Group work<br>➤ Demonstration<br>➤ discussion                         | ➤ Wall Clock<br>➤ Charts | • Longman mathematics(pp)/book (19-29)<br>• Oxford mathematics pp book pg 28-35<br>• Mathematics syllabus grade 7 |

|   |                                                                                                                                                                          |                                                                                                                                                                                                                 |                                                 |                                                                   |                                                                                                                   |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|   | fractions and decimals<br>➤ Using $>$ , $<$ and $=$ to compare decimals<br>➤ Assessment                                                                                  | decimals.                                                                                                                                                                                                       |                                                 |                                                                   |                                                                                                                   |
| 5 | <b>PERCENTAGES</b><br>➤ describe a percentage<br>➤ percentages and decimals<br>➤ percentages and common fraction                                                         | ➤ Describe a percentage.<br>➤ Convert decimals to percentages and vice versa.<br>➤ Convert common fractions to percentages and vice versa.                                                                      | ➤ Group work<br>➤ Demonstration<br>➤ discussion | ➤ charts                                                          | • Longman mathematics(pp)/book (30-35)<br>• Oxford mathematics pp book pg 36-40<br>• Mathematics syllabus grade 7 |
| 6 | <b>PERCENTAGES</b><br>➤ Application (solving problems involving percentages)<br><b>RATIO AND PROPORTION</b><br>➤ Ratio and proportion<br>➤ Direct and inverse proportion | ➤ Solve problems involving percentages.<br>➤ Relate fractions, decimals and percentages to real life situations.<br>➤ Solve problems involving direct proportion (as recap).<br>➤ Describe indirect proportion. | ➤ Group work<br>➤ Demonstration<br>➤ discussion | ➤ Oranges<br>➤ Charts<br>➤ Labels of congaious package food stuff | • Longman mathematics(pp)/book<br>• Oxford mathematics pp book pg 1-8<br>• Mathematics syllabus grade 7           |
|   | <b>RATIO AND PROPORTION</b><br>➤ graphs illustrating                                                                                                                     | ➤ Solve problems involving indirect proportion.                                                                                                                                                                 | ➤ Group work<br>➤ Demonstration<br>➤ Discussion | ➤ oranges<br>➤ charts<br>➤ models                                 | • Longman mathematics(pp)/book (37)                                                                               |

# Mathematics Schemes Of Work

**David Clemson**



## **Mathematics Schemes Of Work:**

**Primary Mathematics Schemes of Work** Buckinghamshire (England). County Council,1993      **Developing a Scheme of Work for Primary Mathematics** Sue Atkinson,1996 A scheme of work has been described as an essential part of teaching by the National Curriculum Council and all schools are working to adapt to this concept This handbook seeks to show primary teachers how to develop a scheme of work for primary maths It goes on to translate the ideas in the scheme of work in to successful classroom practice and shows teachers why a scheme of work is not only an essential tool but also an aid to delivering the National Curriculum for maths It also includes examples of schemes of work from schools around the country      **Teachers' College Calendar** Teachers' College (Sydney, N.S.W.),1918      The School World ,1900      **The Book of School Handwork** H. Holman,1914      A National Curriculum for the Early Years Angela Anning,1995 What does the National Curriculum mean to pupils and teachers at Key Stage One How have teachers and children coped with the ongoing changes and how has subject teaching altered in infant classrooms In A National Curriculum for the Early Years Angela Anning and her team of contributors set out to examine these issues Infant teachers and their pupils were the guinea pigs for the introduction of the National Curriculum over a five year period Despite many reservations about a subject based curriculum for young children teachers struggled to interpret the National Curriculum Orders into a workable if not manageable curriculum in their classrooms Together the contributors provide a timely analysis of subject discipline based education for young children and look ahead to the prospects for those subjects at Key Stage One in the second half of the 1990s This book will be essential reading for anyone involved in the education of young children      **Mathematics in the Early Years** David Clemson,2006-11-22 The Clemsons clear and readable book takes the reader from debates about how children learn and what children know and can do when they start school through to a discussion of how mathematics can be managed assessed and evaluated in the school and classroom Linking these two parts of the book is a section on the subject of mathematics itself from which the non specialist reader can gain a view of what mathematics is what needs to be thought about in planning and offering a curriculum and the special dilemmas faced in teaching and learning mathematics as a subject A bank of case studies offers an opportunity to see mathematics in action in a variety of classrooms      Sessional Papers Great Britain. Parliament. House of Commons,1902      British National Film & Video Catalogue ,1990      *Improving Teaching and Learning In the Core Curriculum* Kate Ashcroft,Professor Kate Ashcroft,John Lee,2005-08-16 Focusing on the core subjects of Mathematics English and Science the book addresses the political agenda in which the core curriculum takes place and provides practical information and guidance on teaching the three subjects The book briefly traces the history of these core subjects examines what is meant by curriculum knowledge takes apart the classroom and educational issues before offering advice on handling curriculum change and tackling new approaches to teaching It helps teachers develop their skills through enquiry tasks case studies questions and suggested further reading      **Northern Division** ,1897

**Parliamentary Papers** Great Britain. Parliament. House of Commons,1918     *Developing Mathematical and Scientific Thinking in Young Children* David Womack,1988     Report of the Committee of Council on Education in Scotland...[without Appendix] ,1897     Humanitas ,1975     *Continuation Classes and Central Institution Reports* ,1904     **Continuum Mechanics, Applied Mathematics and Scientific Computing: Godunov's Legacy** Gennadii V. Demidenko,Evgeniy Romenski,Eleuterio Toro,Michael Dumbser,2020-04-03 This book is a liber amicorum to Professor Sergei Konstantinovich Godunov and gathers contributions by renowned scientists in honor of his 90th birthday The contributions address those fields that Professor Godunov is most famous for differential and difference equations partial differential equations equations of mathematical physics mathematical modeling difference schemes advanced computational methods for hyperbolic equations computational methods for linear algebra and mathematical problems in continuum mechanics     **Report** New Zealand. Department of Education,1906     *Votes & Proceedings* New South Wales. Parliament. Legislative Council,1904  
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