REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 6 MATHEMATICS

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	6
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Mathematics Grade 6 Curriculum Design (KICD)
2. Approved Mathematics Grade 6 Learner's Book
3. Approved Teacher's Guide
4. KNEC KPSEA Mathematics Framework 2026

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 6 MATHEMATICS.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **NUMBERS** | Sub-Strand: **Place Value to Billions**

SCHOOL	_____
LEARNING AREA	Mathematics
GRADE	6
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	NUMBERS
SUB-STRAND	Place Value to Billions
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Read very large numbers b) Place value c) Build foundation
KEY INQUIRY QUESTION(S)	What does 1 billion mean?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Charts

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Place Value to Billions by writing the key inquiry question on the board: "What does 1 billion mean?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to read very large numbers. Display the resources for the lesson (Charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Place value chart. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Read very large numbers". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Pair drill. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What does 1 billion mean?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Place value". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Place Value to Billions together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Place Value to Billions independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build foundation".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Place Value to Billions? (2) How would you answer "What does 1 billion mean?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Place Value to Billions in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **NUMBERS** | Sub-Strand: **Operations Review**

SCHOOL	_____
LEARNING AREA	Mathematics
GRADE	6
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	NUMBERS
SUB-STRAND	Operations Review
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Mixed operations b) Apply BODMAS c) Build technique
KEY INQUIRY QUESTION(S)	What order?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Exercise book

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Operations Review by writing the key inquiry question on the board: "What order?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to mixed operations. Display the resources for the lesson (Exercise book) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Worked examples. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Mixed operations". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Pair drill. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What order?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Apply BODMAS". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Operations Review together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes

	for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Operations Review independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build technique".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Operations Review? (2) How would you answer "What order?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Operations Review in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 6 MATHEMATICS TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Numbers	Place Value to Billions	a) Read very large numbers b) Place value c) Build foundation	What does 1 billion mean?	Place value chart; pair drill	Charts	Written, oral
1	2	Numbers	Operations Review	a) Mixed operations b) Apply BODMAS c) Build technique	What order?	Worked examples; pair drill	Exercise book	Written, peer
1	3	Numbers	Word Problems	a) Translate words to maths b) Solve c) Apply	When use which operation?	Story problems; pair solve	Story cards	Written, oral
2	1	Fractions	All Operations	a) Add/subtract/multiply/divide b) Apply c) Build fluency	How handle fractions?	Worked examples; pair drill	Exercise book	Written, peer
2	2	Fractions	Mixed Numbers	a) Convert b) Operate c) Apply	How handle mixed?	Demonstrate; pair drill	Exercise book	Written, peer
2	3	Fractions	Word Problems	a) Apply fractions to life b) Solve c) Build judgment	When use fractions?	Story problems; pair solve	Story cards	Written, oral
3	1	Decimals	All Operations	a) Add/subtract/multiply/divide b) Apply c) Build technique	How handle decimals?	Worked examples; pair drill	Exercise book	Written, peer
3	2	Decimals	Decimal-Fraction Conversion	a) Convert decimals to fractions b) Convert fractions to decimals c) Apply	How convert?	Demonstrate; pair drill	Exercise book	Written, peer
3	3	Decimals	Word Problems	a) Apply to life b) Solve c) Build judgment	When use decimals?	Money problems; pair solve	Story cards	Written, oral
4	1	Percentages	Calculating Percentages	a) Calculate % of number b) Apply c) Build technique	What is 25% of 80?	Worked examples	Exercise book	Written, peer
4	2	Percentages	Percentage Increase/Decrease	a) Calculate change b) Apply to discounts c) Build technique	How calculate discount?	Examples; pair drill	Exercise book	Written, peer
4	3	Percentages	Profit and Loss	a) Calculate profit/loss % b) Apply c) Build technique	Did business make profit?	Worked examples; pair calculate	Exercise book	Written, peer
5	1	Ratio & Proportion	Ratio	a) Identify ratio b) Simplify c) Apply	What is ratio?	Examples; pair simplify	Exercise book	Written, oral
5	2	Ratio & Proportion	Direct Proportion	a) Solve direct proportion b) Apply scale c) Apply	How use direct proportion?	Worked examples	Exercise book	Written, peer
5	3	Ratio &	Inverse	a) Solve inverse proportion b) Apply c)	What is inverse?	Examples; pair drill	Exercise	Written, peer

		Proportion	Proportion	Build judgment			book	
6	1	Algebra	Introduction	a) Use letters for unknowns b) Form simple expressions c) Build foundation	What is algebra?	Show; pair examples	Exercise book	Written, oral
6	2	Algebra	Simple Equations	a) Solve simple equations b) Verify c) Build technique	How find unknown?	Demonstrate; pair drill	Exercise book	Written, peer
6	3	Algebra	Word Problems	a) Form equations from words b) Solve c) Apply	When use algebra?	Story problems; pair solve	Story cards	Written, oral
7	1	Measurement	Length Conversion	a) Convert all units b) Apply c) Build technique	How convert?	Demonstrate; pair drill	Exercise book	Written, peer
7	2	Measurement	Area	a) Calculate area of rectangle/triangle b) Apply formulas c) Build technique	How find area?	Demonstrate; pair calculate	Exercise book	Written, peer
7	3	Measurement	Volume	a) Calculate cuboid volume b) Apply formulas c) Build technique	How find volume?	Demonstrate; pair calculate	Exercise book	Written, peer
8	1	Geometry	Angles	a) Identify types b) Calculate angles c) Apply	What is reflex angle?	Examples; pair identify	Geometry set	Written, oral
8	2	Geometry	Triangles	a) Identify types b) Apply angle sum c) Build technique	What is angle sum?	Demonstrate; pair drill	Geometry set	Written, peer
8	3	Geometry	Quadrilaterals	a) Identify types b) Properties c) Apply	What is rhombus?	Examine; pair classify	Shape cards	Oral, written
9	1	Time	24-Hour and Schedules	a) Read 24-hour b) Read timetables c) Apply	How is 3pm in 24-hour?	Demonstrate; pair drill	Charts, schedules	Written, peer
9	2	Time	Calculating Duration	a) Calculate intervals b) Apply c) Build judgment	How long the journey?	Worked examples; pair calculate	Sample schedules	Written, peer
9	3	Money	Budgeting	a) Plan budget b) Track spending c) Apply	How budget?	Pair plan; share	Templates	Written, peer
10	1	Data	Frequency Tables	a) Organise data b) Calculate frequencies c) Apply	How organise data?	Worked examples; pair record	Sample data	Written, peer
10	2	Data	Mean, Median, Mode	a) Calculate each b) Compare c) Build judgment	What is average?	Examples; pair calculate	Sample data	Written, peer
10	3	Data	Bar Charts and Pie Charts	a) Read charts b) Construct c) Apply	How visualise data?	Worked examples; pair construct	Graph paper	Practical, peer
11	1	KPSEA Revision	Numbers and Fractions	a) Practise b) Manage time c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer

11	2	KPSEA Revision	Algebra and Measurement	a) Practise b) Manage time c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
11	3	KPSEA Revision	Geometry and Data	a) Practise b) Manage time c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
12	1	KPSEA Revision	Mock Paper 1	a) Sit timed mock b) Manage time c) Build stamina	Can I complete in time?	Sit mock	Mock paper	Written, self-assess
12	2	KPSEA Revision	Mock Paper 2	a) Sit second mock b) Improve c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
12	3	KPSEA Revision	Final Reflection	a) Identify strongest topics b) Plan c) Build readiness	What focus on?	Personal reflection	Reflection sheet	Self-assess, peer