REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 7 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	7
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Mathematics Grade 7 Curriculum Design (KICD)
2. Approved Mathematics Grade 7 Learner's Book
3. Approved Teacher's Guide
4. MTP Mathematics Grade 7

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 7 MATHEMATICS.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **NUMBERS** | Sub-Strand: **Whole Numbers**

SCHOOL	_____
LEARNING AREA	Mathematics
GRADE	7
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	NUMBERS
SUB-STRAND	Whole Numbers
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Place value to billions b) Read large numbers 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 Whole Numbers 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 place value to billions. 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: "Place value to billions". 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. explain the key idea of Whole Numbers with one clear example. 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: "Read large numbers". 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 Whole Numbers 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 Whole Numbers 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 Whole Numbers? (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 Whole Numbers 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**

SCHOOL	_____
LEARNING AREA	Mathematics
GRADE	7
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	NUMBERS
SUB-STRAND	Operations
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 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. explain the key idea of Operations with one clear example. 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 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 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? (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 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 7 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	Whole Numbers	a) Place value to billions b) Read large numbers c) Build foundation	What does 1 billion mean?	Place value chart	Charts	Written, oral
1	2	Numbers	Operations	a) Mixed operations b) Apply BODMAS c) Build technique	What order?	Worked examples	Exercise book	Written, peer
1	3	Numbers	Word Problems	a) Translate b) Solve c) Apply	When use which?	Story problems	Story cards	Written, oral
2	1	Algebra	Algebraic Expressions	a) Identify b) Simplify c) Build foundation	What is algebra?	Examples; pair simplify	Exercise book	Written, oral
2	2	Algebra	Substitution	a) Substitute values b) Calculate c) Apply	How find value of expression?	Worked examples	Exercise book	Written, peer
2	3	Algebra	Linear Equations	a) Solve simple equations b) Verify c) Build technique	How find unknown?	Demonstrate; pair drill	Exercise book	Written, peer
3	1	Algebra	Equations with Brackets	a) Expand brackets b) Solve c) Apply	How handle brackets?	Worked examples	Exercise book	Written, peer
3	2	Algebra	Word Problems	a) Form equations b) Solve c) Apply	How translate?	Story problems	Story cards	Written, oral
3	3	Algebra	Inequalities	a) Solve inequalities b) Number line c) Apply	How differ from equations?	Compare	Number line	Written, peer
4	1	Geometry	Angles	a) Identify types b) Calculate c) Apply	What is reflex?	Examples; pair identify	Geometry set	Written, oral
4	2	Geometry	Triangles	a) Identify types b) Angle sum c) Build technique	What is angle sum?	Demonstrate	Geometry set	Written, peer
4	3	Geometry	Quadrilaterals	a) Identify types b) Properties c) Apply	What is rhombus?	Examine; pair classify	Shape cards	Oral, written
5	1	Geometry	Polygons	a) Identify polygons b) Sum of angles c) Apply	How find polygon angle sum?	Formula; pair drill	Polygon shapes	Written, peer
5	2	Geometry	Constructions	a) Construct angles b) Construct triangles c) Build accuracy	How construct 60 degrees?	Demonstrate	Geometry set	Practical, peer
5	3	Geometry	Pythagoras Introduction	a) State theorem b) Simple application c) Build foundation	What is Pythagoras?	Demonstrate with 3-4-5	Triangles	Written, oral
6	1	Measurement	Area	a) Calculate area b) Apply formulas c) Build	How find area?	Demonstrate; pair drill	Exercise book	Written, peer

				technique				
6	2	Measurement	Surface Area	a) Calculate cuboid SA b) Apply c) Build technique	How find SA of box?	Demonstrate; pair drill	Models	Written, peer
6	3	Measurement	Volume	a) Calculate cuboid volume b) Apply c) Build technique	How much will tank hold?	Worked examples	Models	Written, peer
7	1	Measurement	Time	a) 24-hour b) Calculate duration c) Apply	How long the journey?	Worked examples	Schedules	Written, peer
7	2	Measurement	Money	a) Calculate change b) Profit/loss c) Apply	Did business profit?	Worked examples	Exercise book	Written, peer
7	3	Measurement	Speed	a) Speed = distance/time b) Apply c) Build technique	How fast?	Worked examples	Exercise book	Written, peer
8	1	Statistics	Data Collection	a) Collect data b) Use questionnaire c) Build research	How collect useful data?	Design questionnaire	Templates	Observation, written
8	2	Statistics	Frequency Tables	a) Organise b) Calculate frequencies c) Apply	How organise data?	Worked examples	Sample data	Written, peer
8	3	Statistics	Mean, Median, Mode	a) Calculate each b) Compare c) Build judgment	What is average?	Worked examples	Sample data	Written, peer
9	1	Statistics	Bar Graphs	a) Draw b) Read c) Build literacy	How visualise?	Worked example	Graph paper	Practical, peer
9	2	Statistics	Pie Charts	a) Calculate sectors b) Draw c) Apply	How show parts of whole?	Calculate angles	Compass, paper	Practical, peer
9	3	Statistics	Line Graphs	a) Plot b) Interpret trends c) Build analysis	How show change?	Plot data	Graph paper	Written, oral
10	1	Probability	Introduction	a) Define b) Range 0-1 c) Build foundation	What is probability?	Define; examples	Coin, dice	Oral, observation
10	2	Probability	Calculating	a) P(event) b) Apply c) Build technique	How calculate?	Worked examples	Coin, dice	Written, peer
10	3	Probability	Word Problems	a) Apply to life b) Solve c) Apply	How use daily?	Story problems	Problem cards	Written, oral
11	1	Numbers	Indices Introduction	a) State laws b) Apply c) Build technique	How exponents work?	Worked examples	Exercise book	Written, oral
11	2	Numbers	Standard Form Introduction	a) Express in standard form b) Convert c) Apply	How write large numbers?	Worked examples	Calculator	Written, peer
11	3	Numbers	Mixed Practice	a) Past papers b) Manage time c) Build readiness	Am I ready?	Past papers	Past papers	Written, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Use strategies c) Show progress	What did we learn?	Pair quiz	Materials	Oral, peer

12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment