

PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT  
SCHEME OF WORK - 2025

TEACHER'S NAME: \_\_\_\_\_

SCHOOL'S NAME: \_\_\_\_\_

SUBJECT: MATHEMATICS

CLASS: FORM ONE

TERM: 1<sup>st</sup> & 2<sup>nd</sup>

YEAR: 2025

COMPETENCE	SPECIFIC OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB TOPIC	PERIOD	TEACHING ACTIVITIES	LEARNING ACTIVITIES	TEACHING & LEARNING RESOURCES	REFERENCE	ASSESSMENT	REMARKS
<b>Orientation Course 3<sup>rd</sup> Week of January, 2025 to 4<sup>th</sup> Week of February 2025</b>												
By the end of Form One Course the student should Ability distinguish different types of numbers	By the end of Form One Course the student should be able to distinguish different types of numbers To perform computations on numbers	<b>M A R C H</b>	1	<b>NUMBERS</b>	<b>Base Ten Numeration</b>	3	To guide students to identify base ten numeration with ten digits  To lead students to read orally number up to one billion and write them	The students to identify place value of each digits in any given number  The students to read and write numbers up to one billion	Number cards Number chat Course book	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Can a student able to identify the place value for a number in base ten?	
			1		<b>Natural and Whole Numbers</b>	3	To guide students to demonstrate natural and whole number using number line -The teacher to lead student in discussion to differentiate even, odd and prime numbers.	The students to perform a role play on numbers to distinguish between whole numbers and natural numbers. The students to identify even, odd and prime number.	Number cards Number chat Course book		Can a student able to distinguish between natural and whole numbers and identify even, odd and prime number?	
			2		<b>Operation With Whole Numbers.</b>	3	To guide the student to identify the four operations sign of whole number To lead students to perform addition, subtraction, multiplication & division and solving words problems.	The students to identify the four operations signs. The students perform the four operations of whole number (add, subtract, multiple & divide) and solving words problems.	Number cards Number chat Course book		Can the students able to perform operation on whole numbers?	
			2	<b>Factors &amp; Multiples of the numbers</b>	3	To guide the student on how to find all factors/divisors and multiples of given numbers  To guide student in finding the LCM and GCF of the given numbers.	Student to follow the guidance of the teacher and find the factors and multiples of given numbers. The students to participate in discussion and draw the understanding on how to find the prime factor of thenumber. -The students to find the LCM and GCF of the given numbers.	-Factor tree -number cards -Manila paper	Can the students able to find factors and multiples of a number?			
			3		<b>Integers</b>	3	To guide discuss on the real life situation examples that pertain the concepts of positive	-The students to participate on identify positive and negative	-Number line drawn on manila paper		Can the student able to identify integers?	

						and negative numbers (integers) e.g. Debit & Credits	numbers and locate on number line					
			3		3	To demonstrate using number line to perform addition and subtraction on integers	Student in group to participate on performing addition and subtraction of integer using number line.	Course book	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Is the student able to perform addition and subtraction of integers?		
					To lead student in group to perform multiplication and division of integers	Student in group to perform Multiplication and division of integers	Is student able to perform Multiplication and division of integers?					
					To demonstrate how to perform mixed operation involving different signs using BODMAS rule on integers	Student individual to perform an operation on integer that involving different sigs	Can student able to perform mixed operation on integers.					
By the end of Form One Course the student should have ability to distinguish different types of fraction and performing different operation on fractions	By the end of Form One Course the student should be able to describe a fraction, distinguish and compare them Simplify and perform operation on fractions	MARCH	3	<b>FRACTIONS</b>	<b>Proper, Improper Fraction &amp; mixed number</b>	3	To demonstrate fraction by the familiar examples	-The students to describe fraction	Orange Cards	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	-Are the students able to describe a fraction & Distinguish between proper, improper fraction and mixed number?	
								To lead discussion on distinguish proper, improper Fractions and Mixed numbers			The students to distinguish between proper, improper fraction and mixed number	
			4			<b>Comparison of fractions</b>	3	To demonstrate to students on how to simply fraction to lowest term.			The students to simplify fraction as it has been demonstrated by teacher	Are the students able to simplify fractions?
			To lead student to generate equivalent fraction.	-The students to generate equivalent fractions as guided by teacher	Is the student able to identify equivalent fraction and able to arrange fractions in order of size?							
			4		<b>Operations</b>	3	To lead student to perform addition, subtraction, multiplication & division of fraction.	-The students to perform addition, subtraction, multiplication & division of fraction	-marker pens -real objects -manila paper	TIE (2020), Secondary Basic Mathematics Book One. Dar	Are the students able to perform operation of fractions?	

						To guide student to perform mixed operation on fractions	Student to participate on performing mixed operations on fractions		es Salaam Tanzania: Eco print Ltd.	Is the student able to perform mixed operations on fractions?	
						To lead discussion on how to translate word problem to fraction and solve it.	Student in group to translate word problems into equation and solve them			Is the student able to solve word problem involve fractions?	
Student should have ability to convert and perform different operations on decimals and percentages	By the end of the form one course Student should be able to convert and perform different operations on decimals and percentages		<b>4</b>	<b>DECIMALS &amp; PERCENTAGE</b>	<b>Decimals</b>	3	To lead the student to explain the concepts of decimals in relations to fraction.	The students to explain the concept of decimal in relation to fraction	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Is the student able to explain the concept of decimal?	
						To demonstrate the convention of decimals to fraction and vice versa	The students to convert fraction into repeating decimal and vice versa			Is the student able to convert fraction into decimal, repeating decimal and vice versa?	
						To lead the student to discuss the conversion of fraction into repeating/recurring decimals and vice versa.					

**MIDTERM TEST**

**MIDTERM BREAK 11<sup>TH</sup> APRIL – 22<sup>TH</sup> APRIL 2025**

		<b>A P R I L</b>	3		<b>Operations on decimals</b>	3	To lead student to add, subtract, multiply & divide decimals.	The students to add, subtract, multiply & divide decimals		Are students able to perform operation on decimals?	
							-To lead student on solving word problems.	The students to participate on solve word problems involving decimals		Is the student able to formulate equations from word problem and solve them?	
					<b>Percentages</b>		To discuss with students how to express quantity as percentages and write percentages using the symbol (%)	Student in group to convert given quantity into percentages	<b>Shillings</b>	Can the student able to express quantity as a percentage?	
			3			3	To guide students to convert Fraction/decimal to percentage and vice versa.	The students to convert Fraction/decimal to Percentage and vice versa.		Is the student able to convert fractions/decimals to Percentage and vice versa?	
							To guide student to discuss how to solve daily life problems involving percentages	Student individually to calculate percentages of different quantities		Can student able to apply percentages in daily life?	

By the end of Form One Course the student should have ability to explain the metric system of length, mass, time & volume and how to convert them	By the end of Form One Course the student should be able explain the metric system of length, mass time 7 volume and how to convert them.	M A Y	4	<b>UNITS</b>	<b>Units of length</b>	3 To guide students to explain the metric system of length and their prefixes.  To guide students to convert one unit of length to another. To demonstrate the computations and conversion of units into other	The students to discuss and explain the metric system of length and their prefixes  The students to convert one unit of length to another.	Tape measure Rule	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Are the students able to convert one unity of length to another?  How accurately can the students compute calculations involving metric units of lengths?	
			1	<b>Unit of mass</b>	To guide students to explain the metric system of mass and their prefixes.	-The students to discuss and explain the metric system of mass and their prefixes.	Weighting scale. Spring balance.	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Are the students able to convert one unity of mass to another?		
			3		To guide students to convert one unit of mass to another.  To demonstrate the computations on metric unit of mass into other	The students to convert one unit of mass to another. Student in group to do computations on metric units of mass.			Can the student able to perform computations on metric unit of mass accurately?		
			1	<b>Unit of time</b>	3 To lead students to discuss how to read & write time using 12hours clock & 24hours clock.  To guide students to explain the metric unit of time and their prefixes.  To guide students to convert one unit of time to another.	The students to read and write time using 12hours clock & 24hours clock.  The students to discuss and explain the metric unit of time and their prefixes The students to convert one unit of time to another.	Clock Time table	Are the students able to read & write time using 12 & 24hrs clock & convert one unity of time to another?			
			2	<b>Units of capacity</b>	3 To describe the meaning of capacity and guide students to relate it with volume of quantities.  To lead students in discussion on how litre is related to other unit of volume.	The students to state the unity of capacity and convert a litre into other unity of volume and vice versa.  The students to solve problems related to units of capacity.	Containers with capacity in litre.	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Can the student able to measure different unity of volume?		

						To lead students to brainstorm on various daily life situations in which a litre is applied to measure capacity.					
By the end of Form One Course the student should have ability to Estimation and compute numbers accurately	By the end of Form One Course the student should be able to use approximation in computations	MAY	2	<b>APPROXIMATIONS</b>	<b>Round of numbers</b>	3	To guide student to round off decimals to the given numbers of decimal place when the digit to the right are $<5$ and when the digits to right is $> 5$	Students in groups to round off numbers of decimal places.	Number charts	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Can the student able to round off numbers to a given place value?
			3		<b>Significant figures</b>	4	To guide student to discuss the different/and relation between decimal places and significant figure	Students in groups to write the different/and relation between decimal place and significant figure.	Number chart Written text		Can the student able to write number in significant figure?
							To lead students to write numbers with decimals into required significant figures	The students to write numbers in the required significant figures.	Number chart Written text	Can student able to round off number to a given number of decimal places?	
By the end of Form One Course the student should have ability to Estimation and compute numbers accurately	By the end of Form One Course the student should be able to use approximation in computations	3		<b>Approximation in calculations</b>	3	To guide student to use approximation in solving basic mathematics operations  To guide student in discussion on the uses of approximation in their daily life situations.	The students to use approximation in solving basic math's operations  The students to brainstorm on the daily life situation in which approximations of numbers are applied.	Number chart Written text		student to use the knowledge of rounding off numbers to approximate large number?	
By the end of Form One Course the student should have ability handle mathematical instruments in construction and	By the end of form One Course the student should be able to construct and draw geometrical figures		1	<b>GEOMETRY</b>	<b>Points and lines</b>	3	To guide students to discuss the use of different tools in a mathematical set.  To lead student to explain the concept of point and how the idea of points can be	The students to participate in the discussion in order to be familiar with it. Explain the concepts of point and how the idea of points can be extended to get a straight line.	Mathematical set  -Chalk board ruler  Rule Compasses	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Are the students able to explain the concepts of a point & distinguish a line, a line segment & a ray?

drawing geometrical figure.					extended to get a straight line. To guide student on how to draw a line a line segment and a ray.					
	2		<b>Angles</b>	3	To demonstrate on how to draw measure & name an angle using two rays stating at a common point and using protractor.	The students to practice drawing by using to rays and then measuring different angles by using protractor.	Compasses		Can the student able to draw and measure different angles?	
	2		<b>Draw angles using a protractor</b>	3	To guide students to draw an angle using protractor.	The students to practice drawing different angles by using protractor.	Compasses Rule Protractor			
	3		<b>Constructions</b>	6	To demonstrate to the students on how to construct a perpendicular bisector to a line segment by using compasses.  To illustrate on the students on how to bisect an angle by using compasses  To guide student to identify types of angle formed by parallel lines & transversal.	Students in groups to practice how to construct perpendicular bisector to a line segment using compasses.  Individually to bisect an angle using Compasses. In pairs to find the sizes of different angles formed by parallel lines and transversal.	Protractor, Rule Compasses	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Are the Students able to bisect a given angle?	

**TERMINAL EXAMINATIONS**

**TERMINAL LEAVE 06<sup>TH</sup> 06 – 08<sup>TH</sup> JULY 2025**

		<b>J U L Y</b>	4		<b>Polygon &amp; Regions</b>	6	To lead student to discuss different polygons and their properties (sides, angles, name) and how to draw them.	The students to describe different polygons and their region in groups	Drawings Text book		
		<b>A U G U</b>	1		<b>Circle</b>		To lead students to find circular objects in the surroundings.	The students to identify circular objects in the surroundings.	Objects Text	TIE (2002) secondary Basic mathematics book one.	Can student able to identify and draw circular objects?

		<b>S</b>			6	To demonstrate how to draw different circles using compasses.  To lead the students to discuss the following terms center, diameter, radius, chord, circumference, arc, segment, sector as parts of a circle.	students to draw different circles using compasses  Individually to draw the circle and label its parts				
By the end of Form One Course the student should have developed competence in apply algebra to solve problems on algebra and interpret linear equations in real life situation	By the end of Form One Course the student should be able to solve equation (s) with one/ & two unknown		2	<b>ALGEBRA</b>	<b>Algebraic Operations</b>	2	The teacher to lead students to use letter to make algebraic expressions.	-Students in pair to form different algebraic expressions using letter	-Colored chalks	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Can the student use symbols to form algebraic expressions?
		<b>A</b>	2		<b>Equations in one unknown</b>	2	To lead student in discussion on how to simplify the algebraic expressions by adding, subtracting, multiplying & dividing like terms and unlike terms.  To guide students to discuss how to simplify expression involving bracket and fractions by the use of BODMAS	The students individually to practice adding subtracting, multiplying & dividing like terms and unlike terms of different algebraic expressions  The students in pairs to use the role of BODMAS to simplify algebraic expressions involving brackets.	Colored chalk	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Can the Student able to simplify algebraic expression?
			2			2	To demonstrate to the student how to solve equation in one unknown and to formulate equation from word problem.	The student in group to solve equation in one unknown	Colored chalk		Can student able to solve equation in one unknown?
		<b>A</b>	3		<b>Equations in two unknowns</b>	6	To lead student to solve linear simultaneous equation by elimination method  To guide student in pair to solve different simultaneous equation by using any of the two methods (elimination/substitution)	The students to solve simultaneous equation by elimination method.  Student Individually, to solve different simultaneous equations by using elimination method and then by using substitution method	Colored chalk	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Can student able to solve linear simultaneous equation by elimination and substitution method accurately?



By the end of Form One Course the student should have developed competence in apply algebra to solve problems on algebra and interpret linear equations in real life situation	By the end of Form One Course the student should be able to solve equation (s) with one/ & two unknown	4				To lead discussion with the students on various situations in which linear simultaneous equation are applied.	The students to solve liner simultaneous equations derived from daily life practice.	Manila paper. Colored Chalk		Can student able to form and solve simultaneous equations from practical situations?
					<b>Inequalities</b>	The teacher to guide students on how to use these symbols $<$ , $>$ , $\leq$ , $\geq$ in mathematical statements.	The students to use these symbols $<$ , $>$ , $\leq$ , $\geq$ in solving various mathematical statements.			Is the Student able to solve linear inequalities in one unknown?
					6	The teacher to lead student to solve linear inequalities with one unknown. The teacher to lead students to form groups and discuss on how to form linear inequalities from word problems and solve it	The students to solve linear inequalities with one unknown  The students to participate in the discussion on how to form linear inequalities from word problems and solve it			Can student able to form and solve linear inequalities from practical problem?

**MIDTERM TEST**

**MIDTERM BREAK 29<sup>TH</sup> AUGUST – 15<sup>TH</sup> SEPTEMBER 2025**

By the end of Form One Course the student should have ability to distinguish different types of numbers	- By the end of Form One Course the student should be able to perform computation on numbers	4	<b>NUMBERS II</b>	<b>Rational numbers</b>	2	To lead students to discuss rational numbers  To demonstrate to students on how to perform the basic operations on rational numbers.	The students to participate in the discussion  The students to perform the basic operations on rational numbers in groups	Manila paper -Marker pens -Work sheet	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Are the Students able to perform operation on rational number?
				<b>Irrational numbers</b>	2	To guide students to explain the concept of irrational numbers by using prepared examples.	Students individually to outline the differences between rational & irrational	Number cards		Can the student able to differentiate rational and irrational numbers?
				<b>Real number</b>	2	By the use of number line, The teacher to lead student to understand the concepts of real numbers.  To guide student explain the concepts of absolute value by using practical example. To demonstrate the absolute value of a number.	Students in groups to brainstorm the concepts of real numbers Students in groups, solve practical problems related to absolute value of a real numbers. Students individually to find the absolute value of a number			Can student able to define real number?

						To lead students to explore the various activities in which absolute value of a number is practiced.	Students in pairs solve practical problems related to absolute value of a real number.			Can student able to solve problem related to real number?		
By the end of Form One Course the student should have ability to solve problems on, ratio profit and loss and simple interest	By the end of Form One Course, student should be able compute ratios, profit loss, and simple interest.	O C T O B E R	1	<b>RATIO, PROFIT AND LOSS</b>	<b>Ratio</b>	3	To lead student to discuss the relationship between ratio and fraction	Students in groups to discuss on how to express ratio in simplest form	Real objects Money	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Can the student able to express ratio in the simplest form?	
							To guide student to express ratio in simplest form.					
							To guide student to divide the given quantity into its proportional parts.	Students in groups to solve the real life ;problems related to ratios				Can the student able to divide the given quantity into proportional parts?
		1	<b>Profit and loss</b>	3	To lead student to discuss the meaning and to find profit and loss of a given data. Percentage loss or percentage profit..	-Students in pairs to determine profit and loss of a given data. And calculate percentage loss or percentage profit.	Money	Can student able to find profit and loss and percentage profit and percentage loss?				
				O C T O B E R	2	<b>simple interest</b>	6	To lead student to discuss and calculate simple interest by the use of this formula $I = \frac{PRT}{100}$	Students individually to use the formula to calculate the simple interest on the given questions/activities.		Money Bank Statements	Can student able to calculate simple interest and solve problem related to simple interest?
			To lead students on how to use the concepts of calculating simple interest in real life				Students in groups, solve real life problems related to simple interest.					
By the end of Form One Course the student should have ability to draw graph and interpret linear equations	By the end of Form One Course the student should be able to draw graph of linear questions		3	<b>COORDINATE GEOMETRY</b>	<b>Coordinate of a point</b>	3	To lead student on how to draw and label the coordinate axes.	The students to draw and label the coordinate axes.	-Graph papers -Garboard -Rubber band	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Are the Students able to read coordinate points?	
							To lead student to read the coordinate of a point	The students to read the coordinate of a point				
							To lead students in plotting points of a given coordinate place and locate a point	Students in groups to plot point of a given coordinate place and locate a point.				

					<b>Gradient (slope) of the line</b>	3	To lead students to discuss the meaning of a slope and calculate the gradient (slope) of line given two points	Students individually, to calculate the gradient of the line given two points	graph paper Rubber band Colored chalk		Can the Student able to calculate gradient of a line given any two points?	
			4		<b>Equation of a line</b>	2	To lead student to find the equation of the line, given the coordinates of two point on a line by using the formula of $y=mx+c$ where m= gradient, and c= y intercept.	-Students to determine an equation of line in form of $y=mx+c$			Can the student able to find equation of line given two points?	
			4		<b>Graph of linear questions</b>	2	To guide the student to form the table of values.  To demonstrate on how to draw the graph of the linear equation by using a table of value prepared.	Students individually to find the table of values and draw graph of linear equations.	Graph paper graph board	TIE (2020), Secondary Basic Mathematics Book One. Dar es Salaam Tanzania: Eco print Ltd.	Can student be able to draw the graph?	
					<b>Simultaneous Equations</b>	2	To lead students to solve linear simultaneous equation graphically	Students individually to read the solution of the linear simultaneous equation from the point of intersection to find the value of unknown.	Graph paper		Can the students able to solve simultaneous graphically?	
By the end of Form One Course the student should have ability to solve problems	By the end of Form One Course the student should be able to find perimeter and	N O V E M B	1	<b>PERIMETER S &amp; AREAS</b>	<b>Perimeters of triangle and quadrilateral</b>	3	To lead the student to discuss the meaning of perimeter and to find the perimeter of triangle and quadrilateral	To perform a group work on calculating the perimeters of triangle and quadrilateral available in the surroundings	Rule Different common figures		Can the Student able to find the perimeter of triangle & quadrilateral	

