

Grade Four

Mathematics Activities Schemes Of Work

Term One Year School

Wk	Lsn	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1	1	Numbers	Whole Numbers	By the end of the sub strand, the learner should be able to: a) use place value and total value of digits up to tens of thousands in daily life situations, b) read and write numbers up to 10,000 in symbols in real life situations, c) read and write numbers up to 1,000 in words in day to day activities,	<ol style="list-style-type: none"> 1. What do you consider when writing numbers in words? 2. How can you find the place value of a digit in a number? 3. How can you find the total value of a digit in a number? 	<ul style="list-style-type: none"> • Learners in pairs/groups to identify place value of up to tens of thousands using place value apparatus. • Learners in pairs/groups to identify total values of digits up to ten thousand. • Learners in pairs/groups/individually to read numbers up to 10,000 in symbols in real life situations. 	Place value apparatus, Number charts, Number cards, Multiplication table	Oral	
	2							Written	
	3							Observation	
	4							Oral	
	5							Written	
2	1	Numbers	Whole Numbers	By the end of the sub strand, the learner should be able to: d) order numbers up to 1,000 in different situations, e) round off numbers up to 1,000 to the nearest ten in different situations, f) identify factors/divisors of numbers up to 50 in different contexts,	<ol style="list-style-type: none"> 1. What do you consider when writing numbers in words? 2. How can you find the place value of a digit in a number? 3. How can you find the total value of a digit in a number? 	<ul style="list-style-type: none"> • Learners in pairs/groups/individually to read and write numbers up to 1,000 in words from a number chart. • Learners in pairs to arrange numbers up to 1,000 in order from smallest to largest and largest to smallest using number cards and share with other groups. • Learners in pairs/groups/individually round off numbers up to 1,000 to the nearest ten and share with other groups. 	Place value apparatus, Number charts, Number cards, Multiplication table	Oral	
	2							Written	
	3							Observation	
	4							Oral	
	5							Written	
3	1	Numbers	Whole Numbers	By the end of the sub strand, the learner should be able to:		<ul style="list-style-type: none"> • Learners in pairs/groups/individually to identify factors/divisors of numbers up to 50 and share with other groups. • Learners in pairs/groups to identify multiples of numbers up to 100 and share with other groups. • Learners in pairs/groups to identify 	Place value apparatus, Number charts,	Oral	
	2							Written	
	3							Observation	
	4							Oral	

	5			<p>g) identify multiples of numbers up to 100 in different situations,</p> <p>h) use even and odd numbers up to 100 in different situations,</p> <p>i) represent Hindu Arabic numerals using Roman numerals up to 'X' in different situations,</p>	<ol style="list-style-type: none"> 1. What do you consider when writing numbers in words? 2. How can you find the place value of a digit in a number? 3. How can you find the total value of a digit in a number? 	even and odd numbers up to 100 and share with other groups.	Number cards, Multiplication table	Oral Written Observation	
4	1	Whole Numbers	<p>By the end of the sub strand, the learner should be able to:</p> <p>j) make patterns involving even and odd numbers in day to day life experiences,</p> <p>k) use IT devices for learning and leisure,</p> <p>l) appreciate use of numbers in real life situations.</p>	<ol style="list-style-type: none"> 1. What do you consider when writing numbers in words? 2. How can you find the place value of a digit in a number? 3. How can you find the total value of a digit in a number? 	<ul style="list-style-type: none"> • Learners in pairs/groups to represent Hindu Arabic numerals using Roman numerals up to 'X' using number charts. • Learners in pairs/groups to make patterns involving even and odd numbers and share with other groups. • Learners in pairs/groups to visit mathematical sites in IT devices and play digital games. 	Place value apparatus, Number charts, Number cards, Multiplication table	Oral Written Observation		
	2								
	3								
	4								
	5								
5	1	Addition	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) add up to two 4-digit numbers with single regrouping up to a sum of 10,000 in different situations,</p> <p>b) add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations,</p> <p>c) estimate sum by rounding off numbers to the nearest ten in different situations,</p>	<ol style="list-style-type: none"> 1. When do you use addition in real life? 2. What do you consider when estimating answer in addition? 3. How do you form number patterns in addition? 	<ul style="list-style-type: none"> • Learners in pairs/groups to add up to two 4-digit numbers with single regrouping up to a sum of 10,000 in different situations. • Learners in pairs/groups add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations. 	Place value charts, abacus	Oral Written Observation		
	2								
	3								

							Observation	
	4						Place value charts, abacus	Oral Written Observation
	5			By the end of the sub strand, the learner should be able to: a) add up to two 4-digit numbers with single regrouping up to a sum of 10,000 in different situations, b) add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations, c) estimate sum by rounding off numbers to the nearest ten in different situations,	1. When do you use addition in real life? 2. What do you consider when estimating answer in addition? 3. How do you form number patterns in addition?	<ul style="list-style-type: none"> Learners in pairs/groups to add up to two 4-digit numbers with single regrouping up to a sum of 10,000 in different situations. Learners in pairs/groups add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations. 	Place value charts, abacus	Oral Written Observation
6	1		Addition	By the end of the sub strand, the learner should be able to: d) create patterns involving addition up to a sum of 10,000 in real life situations, e) use IT devices for learning and enjoyment, f) appreciate application of addition of numbers in real life situations.		<ul style="list-style-type: none"> Learners in pairs/groups to estimate sum by rounding off numbers to be added to the nearest ten in different situations. Learners in pairs/groups to create patterns involving addition up to a sum of 10,000. Learners in pairs/groups to play digital games involving addition. 	Place value charts, abacus	Oral Written Observation
	2						Place value charts, abacus	Oral Written Observation
	3						Place value charts, abacus	Oral Written Observation
	4		Subtraction				Place value charts, abacus	Oral Written

			<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> subtract up to 4-digit numbers without regrouping in real life situations, subtract up to 4-digit numbers with regrouping in real life situations, estimate difference by rounding off numbers to the nearest ten in real life situations, 		<ul style="list-style-type: none"> Learners in pairs/groups to subtract numbers up to 4-digit numbers without regrouping in real life situations. Learners in pairs/groups/individually to subtract up to 4-digit numbers with regrouping in real life situations. 		Observation	
	5					Place value charts, abacus	Oral Written Observation	
7	1		<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> subtract up to 4-digit numbers without regrouping in real life situations, subtract up to 4-digit numbers with regrouping in real life situations, estimate difference by rounding off numbers to the nearest ten in real life situations, 	<ol style="list-style-type: none"> When do you use subtraction in real life? How do you estimate the difference of given numbers? How do you create patterns involving subtraction? 	<ul style="list-style-type: none"> Learners in pairs/groups to subtract numbers up to 4-digit numbers without regrouping in real life situations. Learners in pairs/groups/individually to subtract up to 4-digit numbers with regrouping in real life situations. 	Place value charts, abacus	Oral Written Observation	
	2		<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> subtract up to 4-digit numbers without regrouping in real life situations, subtract up to 4-digit numbers with regrouping in real life situations, estimate difference by rounding off numbers to the nearest ten in real life situations, 					
	3		<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> create patterns involving subtraction from up to 10,000, use IT devices for learning and enjoyment, appreciate application of subtraction of numbers in real life situations. 	<ol style="list-style-type: none"> When do you use subtraction in real life? How do you estimate the difference of given numbers? How do you create patterns involving subtraction? 	<ul style="list-style-type: none"> Learners in pairs/groups to estimate and work out difference by rounding off the numbers to the nearest ten in real life situations. Learners in pairs/groups to create patterns involving subtraction of numbers from up to 10,000. Learners in pairs/groups/individually to play digital games involving subtraction. 	Place value charts, abacus	Oral Written Observation	
	4							
	5		<p>By the end of the sub strand, the learner should be able to:</p>					
						Place value charts, abacus	Oral Written Observation	

8	1		Subtraction	<ul style="list-style-type: none"> create patterns involving subtraction from up to 10,000, use IT devices for learning and enjoyment, appreciate application of subtraction of numbers in real life situations. 		<ul style="list-style-type: none"> Learners in pairs/groups to estimate and work out difference by rounding off the numbers to the nearest ten in real life situations. Learners in pairs/groups to create patterns involving subtraction of numbers from up to 10,000. Learners in pairs/groups/individually to play digital games involving subtraction. 	Place value charts, abacus	Oral Written Observation	
	2		Multiplication	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) <u>multiply up to a 2-digit number by multiples of 10 in different situations,</u></p> <p>b) multiply up to a 2-digit number by a 2-digit number without and with regrouping in real life situations,</p>	<p>2. How do you create patterns involving multiplication?</p> <p>1. <u>When do you use multiplication in real life?</u></p>	<p>Learners in pairs/groups to multiply up to a 2-digit number by multiples of 10 in different</p>	Multiplication Tables	Oral Written Observation	
	3								
	4			<p>By the end of the sub strand, the learner should be able to:</p> <p>c) estimate products by rounding off numbers to the nearest ten in real life situations,</p> <p>d) Create patterns involving multiplication with product not exceeding 100 in real life situations,</p>		<ul style="list-style-type: none"> Learners in pairs/groups to multiply up to a 2-digit numbers by a 2-digit number without and with regrouping in real life situations. Learners pairs/groups/individually to estimate and work out answers by rounding off numbers to the nearest ten with product not exceeding 1,000 in real life situations. 			
	5			<p>By the end of the sub strand, the learner should be able to:</p> <p>e) use IT devices for learning and enjoyment,</p> <p>f) appreciate application of multiplication of numbers in real life.</p>		<ul style="list-style-type: none"> Learners in pairs/groups to create patterns involving multiplication with product not exceeding 100. Learners pairs/groups/individually to play digital games on multiplication. 			
9	1			Division					

10	1			By the end of the sub strand, the learner should be able to: a) divide up to a 2-digit number by a 1-digit number without remainder in different situations, b) divide up to a 2-digit number by a 1-digit number with remainder in real life situations,	1. When do you use division in real life? 2. How can you estimate quotient?	<ul style="list-style-type: none"> Learners in pairs/ groups to divide up to a 2-digit number by 1-digit number without remainder using counters. Learners in pairs/groups to divide a 2-digit number by a 1-digit number with remainder using counters. Learners in pairs/groups to divide a 2-digit number by a 1- digit number 	Multiplication Tables	Written Observation	
	2								
	3								
	4								
	5								
11	1		Fractions	By the end of the sub strand, the learner should be able to: c) use relationship between multiplication and division to work out problems in real life situations, d) use IT devices for learning and leisure, e) appreciate application of division of numbers in real life situations.	1. When do you use fractions in real life? 2. How can you represent fractions?	<ul style="list-style-type: none"> Learners in pairs/groups to use relationship between multiplication and division in working out problems. Learners pairs/groups/ individually to play digital games involving division. 	Equivalent fraction board, circular and rectangular cut outs, counters, clock face	Oral Written Observation	
	2								
	3								
	4								
	5								
12	1		Fractions	By the end of the sub strand, the learner should be able to: c) identify the numerator and the denominator in a fraction in real life situations d) identify different types of fractions in real life, e) convert improper fractions to mixed fractions in different situations,	1. When do you use fractions in real life? 2. How can you represent fractions?	<ul style="list-style-type: none"> whole or part of a group. Learners in pairs/groups to represent fractions as part of a whole or part of a group using cut outs, counters or clock face. Learners in pairs/groups/ individually to represent proper, improper and mixed fractions as part of a whole or as part of a group using paper cut outs or counters. 			
	2								

	3			<p>By the end of the sub strand, the learner should be able to:</p> <p>f) convert mixed fractions to improper fractions in different contexts, g) use IT devices for learning and enjoyment, h) appreciate application of fractions in real life situations.</p>	<p>1. When do you use fractions in real life? 2. How can you represent fractions?</p>	<ul style="list-style-type: none"> Learners in pairs/groups to convert improper fractions to mixed fractions. Learners in pairs/groups to convert mixed fractions to improper fractions. Learners in pairs/groups /individually to play digital games involving fractions. 		<p>Oral Written Observati on</p>		
	4		Decimals	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify a tenth and a hundredth in real life situations, b) represent decimals using decimal notation in given situations.</p>	<p>How can you use decimals in real life situations?</p>	<p>Learners in pairs/group to discuss where tenths and hundredths are used in real life situations.</p> <ul style="list-style-type: none"> Learners in pairs/groups to represent decimals using place value charts. 	100 square grid, rectangular paper strip, place value charts	<p>Oral Written Observati on</p>		
5										
13	1			<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify a tenth and a hundredth in real life situations, b) represent decimals using decimal notation in given situations.</p>	<p>How can you use decimals in real life situations?</p>	<ul style="list-style-type: none"> Learners in pairs/ groups to represent tenths and hundredths using place value charts. Learners in pairs/groups / individually to write tenths and hundredths using decimal notation on a place value chart. 				
	2									
	3			<p>By the end of the sub strand, the learner should be able to:</p> <p>c) identify place value of decimals up to hundredths in real life, d) order decimals up to hundredths in computation</p>						
	4									
	5									
14	<h1>END TERM EXAMS/CLOSING</h1>									