

Model Srijana Boarding School

Goldhunga – Kathmandu

ESTD : 2044

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THE COURSE OF STUDY

Minimum Levels of Learning at the Primary Stage

Class: Four

Subject: Maths

A good teacher must know

*how to arouse the interest of
the pupil in the field of study for
which he is responsible; he
must himself be a master in the
field and be in touch with the
latest developments in his
Subject; he must himself be a
fellow traveler in the exciting
pursuit of knowledge.*

**“Our dream for every child, life in all its fullness;
Our prayer for every heart, the will to make it so.”**

Teachers have the power to affect a child's life for better or for worse. A child becomes what he experiences.

Statement of Minimum Levels of Learning in Mathematics

Understanding whole number and numerals

- ❖ Recognizes and writes numbers from 1000-10000
- ❖ Write number numbers up to 10000
- ❖ Demonstrates understanding of place value of 4-digit numbers by expanding numbers between 1000-9999 into 1000's , 100's, 10's and ones and by expressing expanded from as a 4-digit number
- ❖ Arranges numbers from 10000-100000 in ascending and descending order
- ❖ Identifies numeral/ numerals before, after or between any numeral/ numerals between 1000-10000
- ❖ Compares numbers from 1000-10000 using the signs $>$, $<$, $=$
- ❖ Demonstrates understanding of multiples and factors of a number
- ❖ Demonstrates understanding of prime numbers up to 50
- ❖ Adds two or three 4-digit numbers with carrying and expanding 9,999
- ❖ Subtracts 4-digit numbers with borrowing
- ❖ Solves 1-2 steps of daily life problems involving skills, Adds two or three 4-digit numbers with carrying and expanding 9,999 Subtracts 4-digit numbers with borrowing
- ❖ Adds and subtracts mentally two number that are whole 1000's where no number in the operation exceeds 10000
- ❖ Understands various terms of multiplication such as multiplier and product
- ❖ Multiplies 2 and 3-digit number with product not exceeding 9,999
- ❖ Understands of various terms of division such as divisor, dividend, quotient and remainder
- ❖ Divides a number up to a number up to 3 digits by a number not exceeding 10 with borrowing and with remainder
- ❖ Solves 1-2 steps of daily life problems involving multiplication and division using skills
- ❖ Solves 1-2 steps of daily life problems involving any 2 of 4 basic operations of additions , subtraction, multiplication and division using not more than 4-digit numbers at any stage in the operation, and using one or more skills
- ❖ Solves 1-2 steps of daily life problems mentally involving any 2 of the 4 basic operations of addition, subtraction, multiplication and division with sum, product and divided not exceeding 100 and factors not exceeding 10 where no carrying, borrowing or remainder is involved

Ability to use and solve simple problems of daily life relating to units of Money, Length, Mass (weight) , Capacity, Areas, Time and Money

- ❖ Solves simple money problems with conversion using any 2 of the 4 operation, multiplication and division, e.g. ,shopping accounts (factors not exceeding 10)
- ❖ Applies unity method to buying and selling problems
- ❖ Solves mentally 1-step daily life money problems involving either rupees or paise where the sum does not exceed Rs 50 using any of the 4 operations of addition, subtraction, multiplication and division (factors not exceeding 10) without conversion where no carrying, borrowing or remainder is involved
- ❖ Solves simple problems of profit and loss
- ❖ Understands relationship kilometers and meters
- ❖ Converts kilometers to meters, meters to centimeters and vice-versa
- ❖ Solve 1-step simple daily life problems relating to standard units of length involving conversion and only one of the 4 operations and multiplication and division by single digit only

Mass (Weight)

- ❖ Converts kilograms into grams and vice-versa
- ❖ Solves simple 1-step daily life problems related to mass (weight) involving only one of the 4 operations, including conversion, Multiplication and division by single digit only

Capacity

- ❖ Solves simple 1-step daily life problems mentally involving kilograms and grams with no number exceeding 50 and no conversion, carrying or borrowing or remainder, Multiplication and division by single digit only
- ❖ Converts liters to millilitres and vice-versa
- ❖ Solves simple 1-step daily life problems related to capacity using any one of the 4 operations and involving conversion, Multiplication and division by single digit only
- ❖ Estimates and compares small units of capacity in terms of non standard measures such as cups, matchboxes, small bottles etc.

Area

- ❖ Solves simple 1-step daily life problems mentally involving litres and milliliters with no number exceeding 50 and no conversion, carrying or borrowing or reminder, Multiplication and division by single digit only
- ❖ Measures in non-standard and standard units the perimeters or objects of rectangular square or triangular. Shape in the immediate environment (e.g., classroom, notebook etc)

Time

- ❖ Applies the formula to calculate the area of rectangular shapes in the area of rectangular shapes in the immediate environment such as slates, notebooks, classroom, floor, playground, etc. in square centimeters and square meters
- ❖ Estimates and compares in standard and non-standard and units small units of surface areas in the immediate environment such as match-boxes, bricks, slates, notebooks, classrooms playgrounds etc.
- ❖ Interprets a calendar
- ❖ Reads a clock in hours and minutes
- ❖ Converts hours into minutes and vice-versa
- ❖ Adds hours and minutes with conversion
- ❖ Calculates the duration of an activity/event within a.m. and p.m.

Ability to use fractions, decimals and percentage 'Fractions'

- ❖ Demonstrates understanding of the meaning of proper fractions as parts of regions with the denominations not exceeding 20
- ❖ Demonstrates understanding of the meaning of proper fractional numbers as part of a set/ collection with denominator not exceeding 10, and collection up to 100 (e.g., $\frac{1}{7}$ of 49)
- ❖ Demonstrates understanding of equivalent fractions of a given fraction (e.g., $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$)
- ❖ Arranges in ascending and descending sequence proper
- ❖ Fractions with same numerators or same denominators
- ❖ Converts mixed numbers to improper fractions and vice versa. Denominator not exceeding 20
- ❖ Adds and subtracts simple proper fractions with same denominators
- ❖ Solves daily life problems involving comparing, addition and subtraction of fraction with same denominator
- ❖ Converts fractions and mixed numbers to decimals and decimals to fractions and mixed number. With value up to 2 decimals places

Percentage

- ❖ Measures and draw a line segments of specific lengths with the help of a rule
- ❖ Classifies angles as right angle, obtuse angle and acute angle
- ❖ Recognizes right angles, obtuse angle I the environment and in pictures of the objects
- ❖ Draw angles of different measures with the help of a protractor
- ❖ Classifies triangles on the basis of angles and sides isosceles, scalene, equilateral
- ❖ Identifies shapes which are symmetrical and asymmetrical

-----The end -----

“The Secret of education lies in respecting the pupil”

ATEACHER’S PRATER

Give me, Divine Master,
a sincere love for my students,
and deep respect for each one’s unique gifts.
Help me to be a faithful and devoted teacher,
with my eyes on the good of those I serve.
May I impart knowledge humbly
listen attentively
collaborate willingly,
and seek the lasting good of those I teach.

I accept each student from your hands.
I believe that everyone of them
Is a person of unique worth.
Even when they themselves do not see it.
I know that I have the opportunity
to bring light and hope.
A sense of mission and purpose
to may young lives
I believes that you believe in me,
and you stand by me.

I seek your blessing
as I start another day.
May we, above all,
Learn from your guidance
and from the lives of those who know you
best.
For this is true learning:
to know life as it should be lived;

May I be quick of these I teach.
show to condemn,
eager to affirm and to forgive.
While I reach ideas and give training in skills,
may my life and my integrity
open minds and hearts to the truth.
May my warm-hearted interest in each one
give them a zest for life and a passion for learning.
Give me the strength to admit my limitations.
The courage to strength to admit my limitations.
The courage to start each day with hope.
And the patience and humour I need in my
teaching.

I ask you to bless me and my students,
And out dreams and hopes.
May we learn from the wisdom of the past.
May we learn from life and from one another.

to know ourselves as we truly are,
and to hear your voice in every work we learn

“A True Educator Must

Cultivate a personality

Which manifests kindness, and patience.”