Primary 4

Mathematics

Scheme Of Work

The Unified Scheme of Work for Primary 4 is designed to help pupils meet learning objectives, provide comprehensive class notes, and ensure students receive the education they deserve

Includes:

- Schemes of Work

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The Primary 4 scheme of work was sourced from the Lagos State Ministry of Education: Unified Scheme of Work for Primary Schools

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Research & Editorial Team: Rukaya Yusuf, Afeez Adebayo
Project Manager: Afeez Adebayo
Creative Development: Emmanuel Udeoji
Contact: info@syllabus.ng, +2347070546767
Website: https://syllabus.ng/

About Primary 4 Scheme of Work

The Primary 4 scheme of work by the Lagos State Government Ministry of Education is designed to provide a consistent and comprehensive educational framework for all students in the state. It ensures that every child in Primary 4, regardless of the school they attend, receives the same quality education and covers the necessary topics needed for their academic growth.

The scheme of work includes various subjects like Mathematics, English, Science, and Social Studies. Each subject is developed to build on what students have learned in previous years and to prepare them for more advanced teachings in the future. The Mathematics curriculum focuses on developing strong numeracy skills, covering topics like addition, subtraction, multiplication, division, fractions, and basic geometry.

In English, students work on improving their reading, writing, speaking, and listening skills. They engage in activities that enhance their vocabulary, comprehension, and ability to express themselves clearly and confidently. Science lessons introduce students to basic scientific concepts encouraging them to explore the natural world and develop a sense of curiosity and inquiry.

Social Studies covers topics related to the environment, community, history, and culture, helping students understand their place in the world and the importance of civic responsibility. The scheme also includes subjects like Physical and Health Education, Creative Arts, and Religious and Moral Education. These subjects are designed to promote a well-rounded education, focusing on students' physical, creative, and ethical development.

Teachers are provided with detailed guidelines and resources to effectively deliver the curriculum. This includes lesson plans, activities, and assessments that align with the learning objectives. The unified scheme of work aims to create a balanced and engaging learning experience, ensuring that all students in Primary 4 have the knowledge and skills they need to succeed in their educational journey.

Subject

The subjects covered in Upper Basic Primary Class 4 are listed below:

i. English Studies

ii. Mathematics

iii. Basic Science and Technology- (Basic Science, Information Technology and Physical and Health Education)

iv. National Values Education- (Social Studies, Civic and Security Education)

v. Prevocational Studies - (Agriculture and Home Economics)

vi. Yoruba

vii. Hausa

viii. Igbo

ix. Christian Religious Studies

x. Islamic Religious Studies

xi. Arabic (Optional)

xii. History

xiii. Cultural and Creative Arts

Introduction

Primary 4 Mathematics covers four basic aspects which are addition, subtraction, multiplication and division using a higher figure of 1-1000. The pupils will practice whole numbers up to a thousand, rounding large digits to any place, multiplication of one by 4 digits and 2 by 2 digits, remainders, factors and prime factors etc.

The topics covered in this class are: Whole numbers, Roman numerals, multiplication, division, lowest common multiple, highest common multiple, fraction, decimal fraction, multiplication of decimals, square, estimation, length, weight, time, capacity, plane shapes etc. These topics should be taught using higher numbers of 1-1000.

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Chapter Two

Scheme of Work

First Term

LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS		
Mathematics Scheme of Work for Primary/Basic 4		
	CLASS	**Primary/Basic 4**
	SUBJECT	**Mathematics**
	TERM	**First Term**
WEEK	**TOPICS**	**Learning Objectives**
1	**REVISION /RESUMPTION TEST** **WHOLE NUMBERS** **-counting and reading numbers from** **1000 up to 9,999** **-the place value of numbers up to 9,999**	Pupils should be able to: i. count in hundreds and thousands. ii. generate numbers using abacus iii. apply counting of numbers in real life problems. iv. categorize the value of a digit in numbers up to 9,999 solve v. quantitative reasoning
2	**WHOLE NUMBERS (Contd)** **-Counting from Thousand to One Million** **-MWriting numbers up to One Million** **-The place value of numbers up to One** **Million**	Pupils should be able to: i. count numbers in Thousands and Millions ii. write numbers in words up to one million iii. identify place value of numbers up to one million
3	**WHOLE NUMBERS** **-SKIP COUNTING** **-Count in groups of 5's** **-Count in groups of 7's, 60's** **-Count in groups of 100s and 1000s up** **to 10,000** **-Quantitative reasoning**	Pupils should be able to: i. count objects in 5's count in 7's and relate it to real life situations ii. count in 60's and relate it to real life situations iii. solve quantitative reasoning on whole numbers.

4	**ORDER AND COMPARE WHOLE NUMBERS** **-Ordering of whole nurnbers with symbols** **up to 1,000.000.** **-Use of relation signs, less than (<),** **greater than(>), and equal to (=)** **- Quantitative reasoning**	Pupils should be able to: i. arrange numbers with symbols from the largest to the smallest ii. express inequalities of 4 to 7 digit numbers using tho relation sign greater than less than and equal to e.g 2690<3678, 723456>43456, 256389= 256389. iii. rearrange numbers in qualnitative reasoning
5	**ROMAN NUMERALS** **-Counting Roman numerals up to 1000** **i.e i-M** **- Reading clock faces with Roman** **numerals** **-Re-write Arabic numbers in Roman** **numerals and vice versa**	Pupils should be able to: i. count and write Roman numerals up to 1000 i.e i-M ii. read and show clock faces with Roman numerals iii. write Arabic numbers in Roman numarals and vice versa iv. solve simple addition and subtraction in Roman numerals e.g LXV+XI= LXXVi, CCX-CiX= Xi
6	**BASIC OPERATIONS** **-Addition of whole numbers** **-Subtraction of whole numbers** **-Quantitative Reasoning**	Pupils should be able to: i. add whole numbers in TH, H, T, U, with and without reminder ii. subtract whole numbers in TH, H, T, U, with and without reminder iii. solve real life problems involving addition and subtraction
7	**MID TERM TEST/ MID TERM BREAK**	

8	**MULTIPLICATION** **-Multiplication of whole numbers** **-Quantitative reasoning**	Pupils should be able to: i. revise basic multiplication facts ii. multiply whole number by 2-digit numbers not exceeding 50 using the grid method and vertical method iii. solve real life problem on multiplication iv. solve quantitative aptitude problem involving multiplication
9	**DIVISION** **-Division of whole numbers** **-Quantitative Reasoning**	Pupils should be able to: i. divide 2- and 3. digit numbers by numbers up to 9 with or without remainder. ii. divide numbers with multiples of 10 up to 50 iii. solve sharing problems in real life situations. iv. solve quantitative aptitude involving division.
10	**LOWEST COMMON MULTIPLE** **Lowest Common Multiples (L.C.M) of numbers** **-Quantitative reasoning.**	Pupils should be able to: i. write multiple of number up to 9 ii. find L.C.M using multiple method. iii. solve real life problems using L.C.M iv. solve quantitative aptitude involving L.C.M.
11	**HIGHEST COMMON FACTOR** **-Highest Common Factors (H. C.F)** **of numbers.** **-Quantitative reasoning**	Pupils should be able to: i. write factors of numbers from 1 -99 ii. identify the common factors of 2 and 3 work out the common iii. solve quantitative aptitude related to H.C.F
12	**Revision**	
13	**Examination**	

Second Term

WEEK	TOPICS	Learning Objectives
1	**REVISION OF Ist TERM'S WORK.** **Resumption test** **-Fractions** **-Proper fraction** **-Improper** **-Mixed fraction** **-Change of improper fraction to mixed fraction and vice** **-Quantitative reasoning**	Pupils shoild be able to: i. identify some difficult topics from their 1st term's work ii. demonstrate and explain the definition of fraction iii. identify types of fractions iv. differentiate between types of fractions v. represent fractions on a number line. vi. solve quantitative reasoning on fraction
2	**Fractions** **Equivalent fractions** **Addition and subtraction of like and** **unlike fracåons. Reducing to lowest term** **Quantitative reasoning**	Pupils should be able to: i. obtain equivalent fractions of a given fraction. ii. calculate addition and subtraction of like and unlike terms fractions. iii. apply fractions in sharing commodities in home, market, school etc iv. solve quantitative reasoning on equivalent fractions.
3	**Decimal fractions** **-Addtion and subtraction of decimals.** **-Quantitative reasoning**	Pupils should be able to: i. identify decimal fractions up to tenths, hundredth and thousandth ii. change from fractions to decimals iii. calculate addition and subtraction of decimals iv. solve quantitative reasoning involving decimal problems
4	**Multiplication of decimals** **-Division of decimals** **-Changing common fractions with 10, 100,** **and 1000, as denominator to decimal** **-Quantitative Reasoning**	Pupils should be able to; i. calculate decimals by multiplying with 1 -digit number ii. calculate decimals by dividing with 1-dgit number iii. discover decimals by multiplyang with 10. 100 and 1,000 iv. divide decimals with 10, 100. 1000 v. use numbers greate than 10 to multiply and divide decimals.

5	**Square** **-Square Root of whole numbers** **-Quantitative reasoning**	Pupils should be able to: i. calculate the square of numbers from 1-20 ii. identify the perfect squares in a set of numbers e.g. 1, 4, 9, 16 are the perfect squares. iii. find the square root of perfect squares up to 400 iv. solving word problems involving the calculation of square of numbers and square root of numbers. v. solve quantitative reasoning
6	**ESTIMATION** **-Round up of numbers** **-Round up on addition and subtraction of numbers** **-Quantitaüve reasoning**	Pupils should be able to: i. identify actual numbers. solve round-up numbers. ii. calculate addition and subtraction of round-up of numbers. iii. interpret and solve real life problems on estimation. iv. solve quantitative reasoning.
7	**Review of first half terms and periodic test**	MID-TERM BREAK
8	**MONEY** **-Conversion of money** **-Addition and Subtraction** **-Profit and Loss** **-Word problems** **-Quantitative reasoning**	Pupils should be able to: i. convert naira to kobo and vice versa. ii. calculate the sum and difference of money. iii. differentiate between profit and loss. iv. solve real life problems on profit and loss. v. solve quantitative reasoning on money.
9	**MONEY** **-Multiplication of money** **-Division of money** **-Word problem** **-Quantitative reasoning**	Pupils shwld be able to. i. use number to multiply money ii. divide money by whole number iii. Solve real problems on multiplication and division of money (Online shopping to be Included) iv. solve quantitative reasoning problems.

10	**OPEN SENTENCE** **-Addition and Subtraction** **-Multiplication** **-Division** **-Quantitaüve reasoning**	Pupils should be able to: i. illustrate and explain the tem open sentence. ii. predict the missing numbers in an open sentence. iii. tell stories on open sentence, write and solve the equations, iv. solve quantitative reasoning involving open sentence
11	**REVISION**	REVISION
12	**REVISION**	
13	**EXAMINATION**	

Third Term

	CLASS	**Primary/Basic 4**
	SUBJECT	**Mathematics**
	TERM	**Third Term**
WEEK	**TOPICS**	**Learning Objectives**
1	**Revision of second term's work** **Resumption Test**	Revision of second term's work Resumption Test
2	**LENGTH** **-Estimating length** **-Comparing measurement** **Addition and subtraction of lenght** **-Quantitative Aptitude**	Pupils should be able to: i. estimate distance in kilometres and metres e.g estimate the width or height of a wall, a table, a floor, plane shapes, to the nearest metre or centimetre ii. compare measurements in metres and kilometres e.g Dayo trekked to the store which is a quarter of a kilometre from his house. If it takes him 15 minutes to get to the store, how many metres does he walk. N.B 1 kilometre=100 metres iii. calculate the addition and subtraction opf length in kilometre and metres iv. interprete and solve real life problems on lenghth v. solve quantitative reasoning on length

3	**WEIGHT** **-Addition and Subtraction of weight** **-Multiplication of weight in kilograms by whole number** **-Division of weight in kilogram by whole numbers** **-Quantitative aptitude**	Pupils should be able to i. solve addition problems on weight of objects e.g 236g + 262= 598g ii. calculate the difference in weight of objects iii. solve problems on multiplication of weight in kg and grams by whole numbers iv. solve problems on division of weight in kg and grams by whole numbers v. solve real life problems on weight vi. solve quantitative reasoning on weight
4	**SQUARE AND RECTANGLE** **-Perimeter of square perimeter of rectangle** **Area of square and rectangle** **-Quantitative aptitude**	Pupils should be able to: i. measure and compute the perimeter of a rectangle. ii. solve the area of a square and rectangle. iii. solve real life problems. iv. solve quantitative reasoning related to areas and perimeters of squares and rectangles
5	**TIME** **-Calendar** **-Date** **-Quantitative aptitude**	Pupils should be able to: i. discuss the purpose of time. ii. identify the seconds, minutes and hour hands on a clock. iii. tell the time on the clock (digital and analogue). iv. read and interpret and calculate time on daily, weekly and monthly activities using a calendar and recite 60 seconds make 1 minute rhymes of a year calendar. v. use the notation "a.m. (ante meridian- before noon)" and "p.m. (post meridian- after noon)' for time of the day conversion of hour to minutes, seconds and vice-versa vi. tell stories on time in connection to real life problems vii. solve exercises on quantitative aptitude.

6	**CAPACITY Basic units of measurements Addition and Subtraction in litres. Quantitative aptitude**	Pupils should be able to; i. meaning of capacity. ii. study the usage of standard measurement of some liquid containers e.g. bottles of water and soft drink, gallon of petol, palm oil, groundnut oil etc., iii. convert liters to centiliters accurately e.g.1000cl= 1 liter iv. show the addition and subtraction in liters correctly. v. solve real life problems. vi. solve quantitative aptitude.
7	**Review of first half terms and periodic test**	MID-TERM BREAK
8	**CAPACITY -Multiplication in liters -Division in liters -Quantitative aptitude**	Pupils should be able to: i. calculate the multiplication in litres by whole numbers ii. solve in litres using division by whole numbers appreciate litres as the unit of capacity. iii. Solve real life problems on capacity. iv. use quantitative reasoning to solve problems in litres.
9	**PLANE SHAPES -Symmetry on plane shapes -Horizontal and vertical lines -Cardinal points**	Pupils should be able to i. describe the symmetry of a shape. ii. identify the symmetrical line on plane shapes e.g square, rectangle, triangle etc. in regulation to reflection. iii. locate line(s) of symmetry of plane figures at school and homes iv. identify right angle, acute and obtuse angles in plane shapes.

10	**THREE DIMENSIONAL SHAPES (3D)** **-Quantitative Reasoning**	Pupils should be able to: i. explain the meaning of three dimensional shapes. ii. distinguish between 2 and 3 dimensional shapes. iii. list the properties of three dimensional shapes. iv. appreciate the presence and uses of 3 dimensional shapes at home. v. apply 30imentional shapes into real life situations, vi. solve quantitative reasoning
11	**EVERYDAY STATISTICS** **-Pictogram** **-Bar Chart** **-Mode** **-Simple probability**	Pupil should be able to: i. group data or information using diagram, pictures, images and symbols. ii. draw a bar chart identify the mode from the graph. iii. relate the graph to real life situations. iv. tell stories on theoretical probability and solve the problems. v. solve quantitative reasoning.
12	**REVISION**	
13	**EXAMINATION**	

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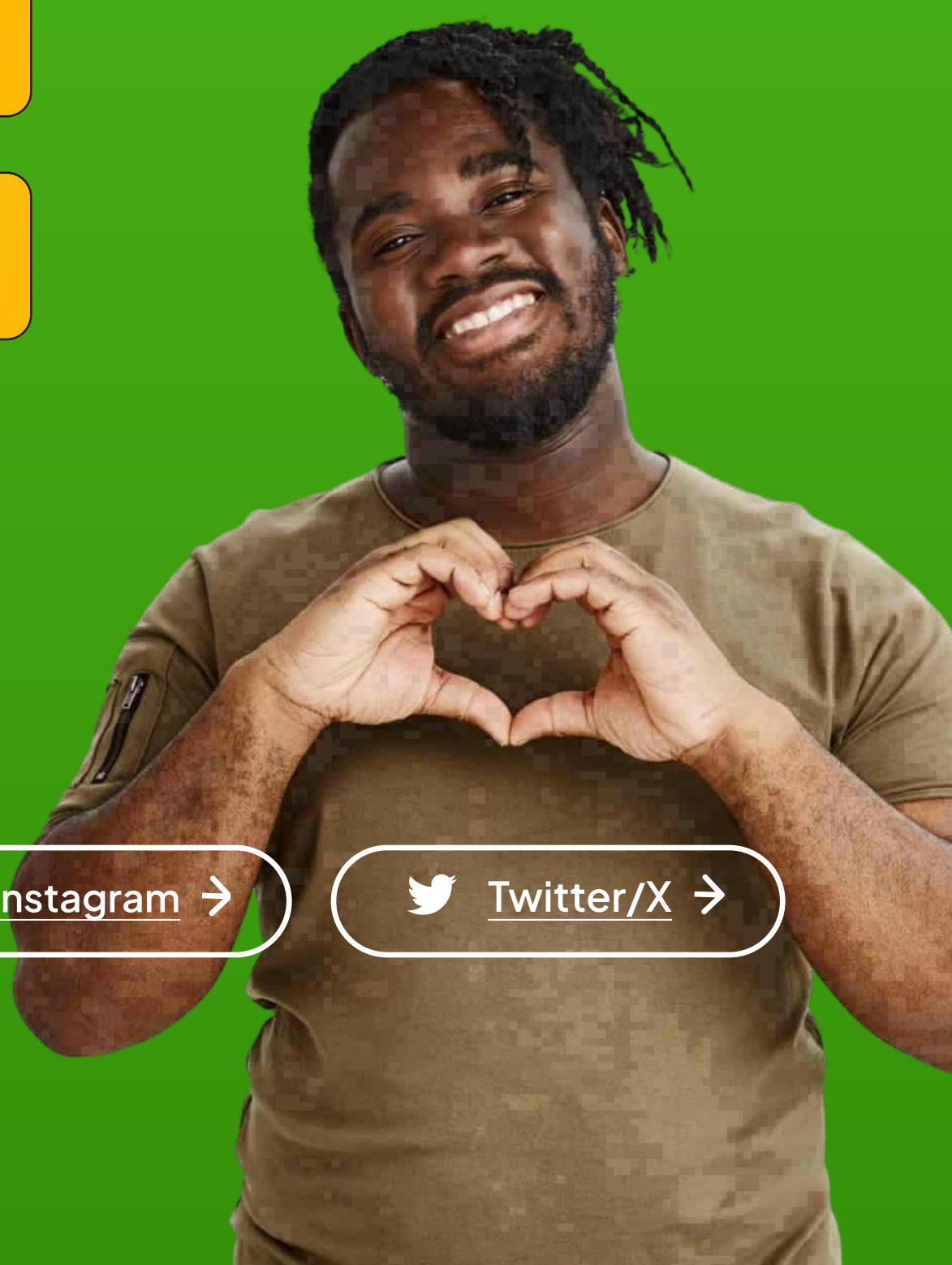

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