GRADE 4 SCHEMES OF WORK
MATHEMATICS ACTIVITIES
TERM 3

Week	Lesson	Strand/Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment	Remarks
1				**OPENING OF SCHOOLS**					
2	**1**		**MONEY**	By the end of the sub strand, the learner should be able to identify money people pay to the county government for provision of services	How can you save money?	Learners in pairs/groups to discuss how to work out questions involving money in real life situations	KLB Visionary Mathematics pg 132-134 Real / imitation money, price list		
	2		**MONEY**	By the end of the sub strand, the learner should be able to identify money people pay to the county government for provision of services	How can you save money?	Learners in pairs/groups to discuss market fee, cess, parking fee and business permit as money people pay to county government for provision of services	KLB Visionary Mathematics pg 132-134 Real / imitation money, price list		
	3		**MONEY**	By the end of the sub strand, the learner should be	How can you save money?	Learners in pairs/groups/ individually to play	KLB Visionary Mathematics		

				able to use IT devices for learning and enjoyment, appreciate the use of money in real life.		digital games involving money.	pg 132-134 Real / imitation money, price list		
	4	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able to: demonstrate a clockwise and an anti-clockwise turn in the environment	How can you change your position?	Learners in groups/pairs/individually to demonstrate a clockwise turn.	KLB Visionary Mathematics pg 139-141 Representation of different angles		
	5	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able to: demonstrate a clockwise and an anti-clockwise turn in the environment	How can you change your position?	Learners in groups/pairs/individually to demonstrate a clockwise turn.	KLB Visionary Mathematics pg 139-141 Representation of different angles		
3	**1**	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able to demonstrate a quarter turn, half turn and full turn in the environment,	How can you change your position?	Learners in groups/pairs/individually to demonstrate an anti-clockwise turn	KLB Visionary Mathematics pg 139-141 of different angles		
	2	**Geometry**	**Position And**	By the end of the sub strand, the learner	How can you change your	Learners in groups/pairs/individually to demonstrate an	KLB Visionary Mathematics		

			Direction	should be able to demonstrate a quarter turn, half turn and full turn in the environment,	position?	anti-clockwise turn	pg 139-141 Representation of different angles		
	3	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able to identify quarter, half and full turns in the environment	How can you change your position?	Learners in groups/pairs/ individually to demonstrate a quarter turn in both directions. Learners in groups/pairs/individually to demonstrate a half turn	KLB Visionary Mathematics pg 141-144 Representation of different angles		
	4	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able to identify quarter, half and full turns in the environment	How can you change your position?	Learners in groups/pairs/ individually to demonstrate a quarter turn in both directions. Learners in groups/pairs/individually to demonstrate a half turn	KLB Visionary Mathematics pg 141-144 Representation of different angles		
	5	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able to identify quarter, half and full turns in the environment	How can you change your position?	Learners in groups/pairs/individually to demonstrate a full turn	KLB Visionary Mathematics pg 141-144 Representation of different angles		

4	**1**	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able use IT devices for learning and enjoyment, appreciate use of position and direction in real life situations.	How can you change your position?	Learners in groups/pairs/individually to play digital games involving position and direction.	KLB Visionary Mathematics pg 141-144 Representation of different angles		

5	**1**	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able to demonstrate a quarter turn, half turn and full turn in the environment,	How can you change your position?	Learners in groups/pairs/individually to demonstrate an anti-clockwise turn	KLB Visionary Mathematics pg 141-144 Representation of different angles		
	2	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able to identify quarter, half and full turns in the environment	How can you change your position?	Learners in groups/pairs/ individually to demonstrate a quarter turn in both directions. Learners in groups/pairs/individually to demonstrate a half turn	KLB Visionary Mathematics pg 145-147 Representation of different angles		
	3	**Geometry**	**Position And**	By the end of the sub strand, the learner should be able to identify	How can you change your	Learners in groups/pairs/ individually to	KLB Visionary Mathematics		

			Direction	quarter, half and full turns in the environment	position?	demonstrate a quarter turn in both directions. Learners in groups/pairs/individually to demonstrate a half turn	pg 145-147 Representation of different angles		
	4	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able to identify quarter, half and full turns in the environment	How can you change your position?	Learners in groups/pairs/individually to demonstrate a full turn	KLB Visionary Mathematics pg 145-147 Representation of different angles		
	5	**Geometry**	**Position And Direction**	By the end of the sub strand, the learner should be able to identify quarter, half and full turns in the environment	How can you change your position?	Learners in groups/pairs/individually to demonstrate a full turn	KLB Visionary Mathematics pg 145-147 Representation of different angles		

6	**1**	**Geometry**	**ANGLES**	By the end of the sub strand, the learner should be able to:	Where can you find angles in the	Learners in pairs/groups /individually to identify angles	KLB Visionary Mathematics		

				identify angles in the environment	environment?	in the environment. Learners in pairs/groups to identify right angles in the environment	pg 145-147 Representation of different angles		
	2	**Geometry**	**ANGLES**	By the end of the sub strand, the learner should be able to identify different types of angles in the environment,	Where can you find angles in the environment?	Learners in pairs/groups to identify right angles in the environment. Learners in pairs/groups to identify acute angles in the environment	KLB Visionary Mathematics pg 145-147 Representation of different angles		
	3	**Geometry**	**ANGLES**	By the end of the sub strand, the learner should be able to identify different types of angles in the environment,	Where can you find angles in the environment?	Learners in pairs/groups to identify acute angles in the environment. Learners in pairs/groups to identify obtuse angles in the environment	KLB Visionary Mathematics pg 145-147 Representation of different angles		
	4	**GEOMETRY**	**ANGLES**	By the end of the sub strand, the learner should be able to compare angles practically	Where can you find angles in the environment?	Learners in pairs/groups to identify obtuse angles in the environment. Learners in pairs/groups to identify reflex angles in the environment	KLB Visionary Mathematics pg 145-147 Representation of different angles		

	5	**GEOMETRY**	**ANGLES**	By the end of the sub strand, the learner should be able to compare angles practically	Where can you find angles in the environment?	Learners in pairs/groups to identify obtuse angles in the environment. Learners in pairs/groups to identify reflex angles in the environment	KLB Visionary Mathematics pg 145-147 Representation of different angles		
7	**1**	**GEOMETRY**	**ANGLES**	By the end of the sub strand, the learner should be able to use IT devices for learning and enjoyment, appreciate use of angles in real life situations.	Where can you find angles in the environment?	Learners in pairs/groups to compare angles using a right angle. Learners in pairs/groups/individually to play digital games and learn more about angles	KLB Visionary Mathematics pg 145-147 Representation of different angles		
	2	**SHAPES**	**2-D SHAPES**	By the end of the sub strand, the learner should be able to: identify different shapes in the environment	How can you identify a 2-D shape?	Learners in pairs/groups/individually to identify shapes in the environment	KLB Visionary Mathematics pg 148-149 Cut outs of rectangles, circles, and triangles of different		
	3	**SHAPES**	**2-D SHAPES**	By the end of the sub strand, the learner should be able to: identify line of	How can you identify a 2-D	Learners in pairs/groups to identify line of symmetry by folding	KLB Visionary Mathematics		

				symmetry, practically	shape?	the shape into two equal parts and identify the fold line as line of symmetry	pg 148-149 Cut outs of rectangles, circles, and triangles of different		
	4	**SHAPES**	**2-D SHAPES**	By the end of the sub strand, the learner should be able to: identify line of symmetry, practically	How can you identify a 2-D shape?	Learners in pairs/groups to identify line of symmetry by folding the shape into two equal parts and identify the fold line as line of symmetry	KLB Visionary Mathematics pg 148-149 Cut outs of rectangles, circles, and triangles of different		
	5	**SHAPES**	**2-D SHAPES**	By the end of the sub strand, the learner should be able to: make patterns using different shapes	How can you identify a 2-D shape?	Learners in pairs/groups/individually to make patterns using squares, rectangles and triangles	KLB Visionary Mathematics pg 148-149 Cut outs of rectangles, circles, and triangles of different		
8	**1**	**SHAPES**	**2-D SHAPES**	By the end of the sub strand, the learner should be able to: identify properties of 2-D	How can you identify a 2-D	Learners in pairs/groups to identify properties of a square practically.	KLB Visionary Mathematics		

				shapes practically	shape?	Learners in pairs/groups to identify properties of a rectangle practically	pg 150-151 Cut outs of rectangles, circles, and triangles of different		
	2	**SHAPES**	**2-D SHAPES**	By the end of the sub strand, the learner should be able to: identify properties of 2-D shapes practically	How can you identify a 2-D shape?	Learners in pairs/groups to identify properties of a square practically. Learners in pairs/groups to identify properties of a rectangle practically	KLB Visionary Mathematics pg 150-151 Cut outs of rectangles, circles, and triangles of different		
	3	**SHAPES**	**2-D SHAPES**	By the end of the sub strand, the learner should be able to: use IT devices for learning and enjoyment, appreciate using shapes in real life situations	How can you identify a 2-D shape?	Learners in pairs/groups to identify properties of a triangle practically. Learners in pairs/groups to use IT devices to learn more about 2-D shapes and make patterns	KLB Visionary Mathematics pg 150-151 Cut outs of rectangles, circles, and triangles of different		
	4	**DATA**	**DATA**	By the end of the sub strand, the learner should be able to: represent data involving real life situations using frequency tables	How can you represent data?	Learners in groups to collect and record data involving real life situations using tally marks	KLB Visionary Mathematics pg 155-156 Data from different		

							sources		
	5	**DATA**	**DATA**	By the end of the sub strand, the learner should be able to: represent data involving real life situations using frequency tables	How can you represent data?	Learners in groups to collect and record data involving real life situations using tally marks	KLB Visionary Mathematics pg 155-156 Data from different sources		
9	**1**	**HANDLING**	**DATA**	By the end of the sub strand, the learner should be able to: work out questions involving frequency tables representing real life situations	How can you represent data?	Learners in pairs/groups/ individually to represent data collected from real life situations using frequency tables	KLB Visionary Mathematics pg 155-156 Data from different sources		
	2	**DATA**	**DATA**	By the end of the sub strand, the learner should be able to: work out questions involving frequency tables representing real life situations	How can you represent data?	Learners in pairs/ groups/individually to interpret frequency tables representing real life situations	KLB Visionary Mathematics pg 155-156 Data from different sources		
	3	**HANDLING**	**DATA**	By the end of the sub strand, the learner should be able to: identify where frequency tables are used in real life	How can you represent data?	Learners in pairs/groups/individually to work out questions involving frequency tables representing real life	KLB Visionary Mathematics pg 157-158		

						situations	Data from different sources		
	4	**HANDLING**	**DATA**	By the end of the sub strand, the learner should be able to: identify where frequency tables are used in real life	How can you represent data?	Learners in pairs/groups/individually to work out questions involving frequency tables representing real life situations	KLB Visionary Mathematics pg 157-158 Data from different sources		
	5	**DATA**	**DATA**	By the end of the sub strand, the learner should be able to: appreciate use of frequency tables in representing data in real life situations.	How can you represent data?	• Learners in pairs/ groups to discuss where frequency tables are used. Learners in pairs/groups/individually to use IT devices and learn more on data collection.	KLB Visionary Mathematics pg 157-158 Data from different sources		
10	**1**	**Algebra**	**Use Of Letter**	By the end of the sub strand, the learner should be able to: represent the unknown in real life situations using letters,	How can you simplify algebraic expressions ?	Learners in pairs/groups/individually to represent the unknown in real life situations using letters	KLB Visionary Mathematics pg 165-166 Information from different sources		
	2	**Algebra**	**Use Of Letter**	By the end of the sub strand, the	How can you	Learners in pairs/groups/individually to represent the	KLB Visionary		

				learner should be able to: represent the unknown in real life situations using letters,	simplify algebraic expressions ?	unknown in real life situations using letters	Mathematics pg 165-166 Information from different sources		
	3	**Algebra**	**Use Of Letter**	By the end of the sub strand, the learner should be able to: form algebraic expressions to represent real life situations	How can you simplify algebraic expressions ?	Learners in pairs/groups/individually to form algebraic expressions to represent real life situations	KLB Visionary Mathematics pg 165-166 Information from different sources		
	4	**Algebra**	**Use Of Letter**	By the end of the sub strand, the learner should be able to: use IT devices for learning and enjoyment,	How can you simplify algebraic expressions ?	Learners in pairs/groups/individually to play digital games involving algebraic expressions.	KLB Visionary Mathematics pg 167-168 Information from different sources		
	5	**Algebra**	**Use Of Letter**	By the end of the sub strand, the learner should be able to: appreciate the use of algebraic expressions	How can you simplify algebraic expressions ?	Learners in pairs/groups/individually to play digital games involving algebraic expressions.	KLB Visionary Mathematics pg 167-168 Information from different sources		

11				**END OF TERM EXAM**					