MATHEMATICS SCHEME OF WORK GRADE 4 TERM ONE

Wk	Lesson	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Reflection
1	1 2 3 4 5	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,	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?	• 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 Written Observation Oral Written Observation	
2	1 2 3 4 5		Whole Numbers	By the end of the sub strand, the learner should be able to:	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?	• 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 Written Observation	
3	1 2 3 4		Whole Numbers	By the end of the sub strand, the learner should be able to:		• 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 Written Observation	

	5						Number cards, Multiplication table	Oral Written Observation	
4	1		Whole Numbers	By the end of the sub strand, the learner should be able to:	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?	• 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							Oral Written Observation	
5	1		Addition	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 answers in addition? 3. How do you form number patterns in addition?	• 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						Place value charts, abacus	Oral Written Observation	
	3						Place value charts, abacus	Oral Written	

					1. When do you use addition in real life? 2. What do you consider when estimating answers in addition? 3. How do you form number patterns in addition?			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,		• 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:		• 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	

				By the end of the sub strand, the learner should be able to: • 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,	1. When do you use subtraction in real life? 2. How do you estimate the difference of given numbers? 3. How do you create patterns involving subtraction?	• 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			By the end of the sub strand, the learner should be able to: • 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,		• 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						Place value charts, abacus	Oral Written Observation	
	3			By the end of the sub strand, the learner should be able to:	1. When do you use subtraction in real life? 2. How do you estimate the difference of given numbers? 3. How do you create patterns involving subtraction?	• 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						Place value charts, abacus	Oral Written Observation	
	5			By the end of the sub strand, the learner should be able to:			Place value charts, abacus	Oral Written Observation	

	1		Subtraction				Place value charts, abacus	Oral Written Observation	
8	2		Multiplication	By the end of the sub strand, the learner should be able to:	2. How do you create patterns involving multiplication? 1. When do you use multiplication in real life?	Learners in pairs/groups to multiply up to a 2-digit number by multiples of 10 in different	Multiplication Tables	Oral Written Observation	
	3								
	4			By the end of the sub strand, the learner should be able to:		• 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								
9	1								
	2			By the end of the sub strand, the learner should be able to:		• Learners in pairs/groups to create patterns involving multiplication with product not exceeding 100. • Learners pairs/groups/ individually to play digital games on multiplication.			
	3								
	4								
	5		Division					Oral	

10	1				1. When do you use division in real life? 2. How can you estimate quotient?	• 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		By the end of the sub strand, the learner should be able to:			• Learners in pairs/groups to divide a 2-digit number by a 1-digit number using own strategies. • 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.			
	5								
11	1								
	2								
	3		Fractions	By the end of the sub strand, the learner should be able to: a) represent a fraction with denominators not exceeding 12 as part of a whole and as part of a group in real life situations. b) represent and write fractions whose denominators do not exceed 12 in real life situations.	1. When do you use fractions in real life? 2. How can you represent fractions?		Equivalent fraction board, circular and rectangular cut outs, counters, clock face	Oral Written Observation	
	4								
	5			By the end of the sub strand, the learner should be able to: c) identify the enumerator and the denominator in a fraction in real life situations	1. When do you use fractions in real life? 2. How can you represent fractions?	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.			
12	1								
	2								

	3			By the end of the sub strand, the learner should be able to:		• 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.		Oral Written Observation	
	4		Decimals	By the end of the sub strand, the learner should be able to:	How can you use	Learners in pairs/group to	100 square grid, rectangular paper strip, place value charts	Oral Written Observation	
	5								
13	1			By the end of the sub strand, the learner should be able to:	How can you use				
	2					• 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.			
	3			By the end of the sub strand, the learner should be able to:					
	4								
	5								
14	END OF TERM ASSESSMENT AND CLOSING								