**MATHEMATICS SCHEMES OF WORK**

**STANDARD 4, 2019**

**MATHEMATICS SCHEME OF WORK CLASS 4**

**TERM 1**

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| **WEEK** | **LESSON** | **TOPIC** | **SUB TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **REFERENCE** | **T/L AIDS** | **REM** |
|  |
| **1** | **Opening Week and Revisions** |
| 2 | 2&3 | **NUMBERS:****WHOLE****NUMBERS** | Place value | By the end of the topic, the learnershould be able to: Recognize and identify place value up to ten thousands | Explanation Discussion | Primary mathematics pupils book 4 | Tables |  |
| 4 | Total value | The learner should be able to recognize and identify total value up to ten thousands | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Reading and  | The learner should be able to read numbers in symbols and in words up to 99999 | Question Explanation | Primary mathematics pupils book 4 | Counter |  |
| 6&7 | Writing numbers | The learner should be able to write numbers in symbols and in words up to99999 | Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 3 | 1 | Multiple. | The learner should be able to Obtain multiples of given numbers | Explanation Discussion | Primary mathematics pupils book 4 | T Counter, table, chalk able |  |
| 2&3 | Factors (divisors) ofNumbers | The learner should be able to write factors (divisors) ofNumbers | Evaluation Exercise | Primary mathematics pupils book 4 | T Counter, table, chalk able T Counter, table, chalk able |  |
| 4 | Divisibility tests for 2, 5 and 10. | The learner should be able to Recognize and identify numbers divisible by 2, 5 and 10 | Answering Questions | Primary mathematics pupils book 4 | Counter |  |
| 5 | Odd numbers | The learner should be able to Recognize and identify odd numbers | Question Explanation | Primary mathematics pupils book 4 | table, chalk able |  |
|  | 6&7 | Even numbers | The learner should be able to Recognize and identify Even Numbers | Primary mathematics pupils book 4 | Primary mathematics pupils book 4 | table, chalk able |  |
| 4 | 1 | Common divisors (factors) | The Learner should be able write common divisors (factors) | Question Explanation | Primary mathematics pupils book 4 | table, chalk able  |  |

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|  | 2&3 |  | Greatest common divisor (GCD) | The leaner should be able to identify and write the Greatest common divisor (GCD) | Question Explanation | Primary mathematics pupils book 4 | Counter, table, chalk  |  |
| 4 | Highest common factor (HCF) | The leaner should be able to identify and write The Highest common factor (HCF) | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk  |  |
| 5 | Common multiples | The leaner should be able to identify and write | Question Explanation | Primary mathematics pupils book 4 | Counter, table, chalk  |  |
| 6&7 | Least common multiples | The leaner should be able to identify and write least common multiples  | Question Explanation | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | 1 |  | Roman numbers | The leaner should be able to identify and write Roman numbers | Question Explanation | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Fraction  | By the end of the topic, the leanershould be able to: recognize, read and write fractions  | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Fraction as part of a whole  | By the end of the topic, the leanershould be able to: recognize, read and write fractions up to twelfths | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Equivalent fractions | The learner should be able to recognize, identify and obtainequivalent fractions | Question Explanation | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | Equivalent fractions | The learner should be able to recognize, identify and obtainequivalent fractions | Question Explanation | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6 | 1 | Comparing fractions | The learner should be able to compare fractions to determine‘greater than‘ | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Comparing fractions | The learner should be able to compare fractions to determine’less than’ | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Comparing fractions | The learner should be able to compare fractions to determine‘Equal to………. | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Place value of decimals | By the end of the topic, the learnershould be able to recognize andwrite decimals involving tenths  | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 6&7 |  | Place value of decimals | By the end of the topic, the learnershould be able to recognize andwrite decimals involving hundredths | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 7 | Mid Terms Exams |
| 8 | 1 |  | The decimal notation | The learner should be able to understand decimal notation | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | The decimal notation | The learner should be able to understand and work out decimal notation | Explanation DiscussionEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | **OPERATION/WHOLE NUMBERS** | Addition of up to 5- digit numbers  | o By the end of the topic, the leanershould be able to: and up to 5- digit number without carrying | Explanation Discussion | Primary mathematics pupils book 4  | Chalkboard |  |
| 5 | Addition of up to 5- digit numbers  | o By the end of the topic, the leanershould be able to: and up to 5- digit number with carrying | Explanation Discussion | Primary mathematics pupils book 4  | Chalkboard |  |
| 6&7 | Subtraction of up to 5- digitnumbers  | The learner should be able to subtract up to 5- digit numberswithout borrowing  | Explanation Answering | Primary mathematics pupils book 4  | Counter |  |
| 9 | 1 | Subtraction of up to 5- digitnumbers  | The learner should be able to subtract up to 5- digit numberswith borrowing  | Explanation Answering | Primary mathematics pupils book 4  | Counter |  |
| 2&3 | Multiplication of a 2- digit numberby a 1- digit number  | The learner should be able to multiply a 2- digit number by a1- digit number without carrying  | Explanation Discussion | Primary mathematics pupils book 4  | Counter |  |
|  | 4 |  | Multiplication of a 2- digit numberby a 1- digit number  | The learner should be able to multiply a 2- digit number by a1- digit number with carrying  | Explanation Discussion | Primary mathematics pupils book 4  | Counter |  |
| 5 | Multiplication of a 2- digit numberby ten  | The learner should be able to understand and multiply a 2- digit number by ten  | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4  | Counter |  |
| 6&7 | Multiplication of a 2- digit numberby ten and multiples of ten  | The learner should be able to multiply a 2- digit number by ten and multiples of ten and multiples of ten  | Explanation Answering | Primary mathematics pupils book 4  | Counter |  |
| 10 | 1 |  | Division of a 2- digit number by a1- digit number through repeatedsubtraction  | The learner should be able to divide a 2- digit number by a1– digit number through repeated subtraction  | Explanation DiscussionEvaluation Exercise | Primary mathematics pupils book 4  | Counter, table, chalk  |  |
|  | 2&3 | **OPERATION/WHOLE NUMBERS** | Division of up to a 3- digit numberby up to a 2- digit number  | The learner should be able to divide numbers with not morethan 3- digits by up to 2- digitnumbers without remainder  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Division of up to a 3- digit numberby up to a 2- digit number  | The learner should be able to divide numbers with not morethan 3- digits by up to 2- digitnumbers with remainder  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Division of numbers | The learner should be able to divide numbers with not morethan 3- digits by up to 2- digitnumbers without a remainder | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | Division of numbers | The learner should be able to divide numbers with not morethan 3- digits by up to 2- digitnumbers with a remainder | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 11 | 1 | Number patterns involving basicoperations  | The learner should be able to recognize and identify numberpatterns involving basicoperations  | Explanation Discussion | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 2&3 | **DECIMALS** | Addition of Decimal Numbers  | By the end of the topic, the learnershould be able to add decimals up to two decimal places | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 4 | **DECIMALS** | Addition of Decimal Numbers  | By the end of the topic, the learnershould be able to add decimals up to two decimal places | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Subtraction of decimal numbers | By the end of the topic, the learnershould be able to subtract decimals up to two decimal places | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | **MEASUREMENTS/LENGHTS** | The centimeter as a unit of measuringlength | By the end of the topic, the leanershould be able to: recognize and identify the centimeter as a unit ofmeasuring length | Explanation Answering | Primary mathematics pupils book 4  | Counter, table, chalk |  |
| 12 | 1 | The centimeter as a unit of measuringlength | The leaner should be able to: recognize and identify the centimeter as a unit ofmeasuring length | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | measuring and estimate length  | The leaner should be able to: measure and estimate length  | Explanation Answering | Primary mathematics pupils book 4  | Counter, table, chalk |  |
| 4 | measuring and estimate length in andmetres | The leaner should be able to: measure and estimate length inmetres and centimeters | Explanation Answering | Primary mathematics pupils book 4  | Counter, table, chalk |  |
|  | 5 |  | convert metres to centimeters | The learner should be able to convert metres to centimeters  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | convert centimeters to meters  | The learner should be able to convert Centimeters to Meters | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 13 | 1 | Addition involvinglength in metres  | Learners should be able to work out addition involving length in metres  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Addition involvinglength in centimeters  | Learners should be able to work out addition involving length in metres and centimeters | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Subtration involving length in metres  | Learners should be able to work out subtraction involving length in metres | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Subtration involving in centimeters | Learners should be able to work out subtraction involving length in centimeters | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 6&7 |  | Multiplication and division involvinglength in metres and centimeters | Learners should be able to work out multiplication and division involving length in meters and centimeters | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 14 | End Term Exams and Closing |
| **TERM 2** |
| **WEEK** | **LESSON** | **TOPIC** | **SUB TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **REFERENCE** | **T/L AIDS** | **REM** |
|  |
| 1 | Opening Week and Revision |
| 2 | 1 | **PERIMETER** | Perimeter as distance all round | By the end of the topic thelearner should be able to workout perimeter of squares andrectangles | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Perimeter of squares and rectangles | The learner should be able to understand Perimeter of squares and rectangles | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | **AREA** | Direct comparison of surfaces | By the end of the topic, the learnershould be able to compare andmeasure area of | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 3 | 5 |  | Area of squares through counting in unit squares | The learner should be able to understand and work out the Area of squares through counting in unit squares | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | Area of rectanglsasproduct of the number of rows andcolumns | The learner should be able to understand and work out the Area of rectangles through counting in unit squares  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 1 | Area of rectanglsasproduct of the number of rows andcolumns | The learner should be able to work out the Area of rectangles as product of the number of rows and columns  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Area of squares asproduct of the number of rows andcolumns | The learner should be able to work out the Area of Squares as product of the number of rows and columns | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 4 | **VOLUME** | Volume of cubes  | By the end of the topic, thelearner should be able to work outthe volume of cubes  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | 5 |  | Volume of cuboids | The learners should be able to workout the Volume of cuboids | Explanation Answering | Primary mathematics pupils book4 | Counter, table, chalk |  |
| 6&7 | Volume of cube and cuboids bycounting unit cubes in a stack | The learners should be able to workout the Volume of cube and cuboids by counting unit cubes in a stack | Explanation Answering | Primary mathematics pupils book4 | Counter, table, chalk |  |
| 1 | Area of rectanglsasproduct of the number of rows andcolumns | The learner should be able to work out the Area of rectangles as product of the number of rows and columns  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Area of squares asproduct of the number of rows andcolumns | The learner should be able to work out the Area of Squares as product of the number of rows and columns | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 4 | **VOLUME****CAPACITY** | Volume of cubes  | By the end of the topic, thelearner should be able to work outthe volume of cubes  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | 5 | Volume of cuboids | The learners should be able to workout the Volume of cuboids | Explanation Answering | Primary mathematics pupils book4 | Counter, table, chalk |  |
| 6&7 | Volume of cube and cuboids bycounting unit cubes in a stack | The learners should be able to workout the Volume of cube and cuboids by counting unit cubes in a stack | Explanation Answering | Primary mathematics pupils book4 | Counter, table, chalk |  |
| 1 | Measuring apacity | By the end of the topic, the leanershould be able to: measure capacity to the nearest litre, half litre and quarter litre | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Estimating capacity | By the end of the topic, the leanershould be able to: measure and estimate capacity to the nearest litre, half litre and quarter litre | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Addition involvingLitre and half litre  | The learners should be able to work out addition involving litre and halflitre  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Addition involving quarter litre | The learners should be able to work out addition involving quarter litre  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 6&7 |  | Subtraction involvinglitre, half litre and quarter litre  | The learners should be able to work out subtraction involving litre, halflitre and quarter litre  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6 | 1 | **MASS** | Measuring mass | By the end of the topic, the learnershould be able to: measure mass kilogram | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| **2&3** | Measuring mass | By the end of the topic, the learnershould be able to: measure mass to the nearest half kilogram and quarter kilogram |  |  |  |  |
| **4** | Estimating mass | By the end of the topic, the learnershould be able to: measure mass to the nearest kilogram | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| **5** | Estimating mass | By the end of the topic, the learnershould be able to: measure mass to the nearest half and quarter kilogram | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| **6&7** | Adding g mass inKilogram(kg), and half (1/2kg) kilogram | Learner should be able to: work out addition involving mass in kilogram(kg), and half kilogram(1/2kg) | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| **1** | Adding g mass in quarter kilograms(1/4kg) | Learner should be able to: work out addition involving mass in quarter kilogram(1/4kg) | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | **2&3** | Subtracting mass in inkilograms (kg), | Learner should be able to: work out subtraction involving mass in kilogram | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | **4** |  | Subtracting mass in half kilogram(1/2kg) | Learner should be able to: work out subtraction involving mass kilogram in half kilogram(1/2kg | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| **5** | Subtracting mass in quarter kilograms(1/4kg) | Learner should be able to: work out subtraction involving mass in quarter (1/4kg)Kilogram | Explanation Discussion Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| **6&7** | **MONEY** | Conversion of shillings to cents and vice versa | By the end of the topic, the leanershould be able to Convert shillings to cents and vice versa | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 7 | Mid Term Exams |
| 8 | **1** |  | Conversion of shillings to centsand vice versa | By the end of the topic, the leanershould be able to Convert shillings cents to and vice versa | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| **2&3** | Operations involving shillings  | The learner should be able to Work out basic operations involving money in shillings | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 4 |  | Operations involving shillings  | The learner should be able to identify and Work out basic operations involving money in shillings | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Operations involving cents | The learner should be able to Work out basic operations involving money cents | Explanation Answering Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | Shopping activities involvingchange and balance | The learner should be able to Carry out shopping activities Involving change and balance | Explanation Answering Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 9 | 1 | Shopping activities  | The learner should be able to Carry out shopping activities | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Shopping activities involvingchange and balance | The learner should be able to Carry out shopping activities Involving change and balance | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Shopping activities involvingchange and balance | The learner should be able to Carry out shopping activities Involving change and balance | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 5 | **TIME** | The minute as a unit of measuringtime | By the end of the topic, the learnershould be able to: Recognize minute as a unit of measuring time | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 6&7 |  | The minute as a unit of measuringtime | By the end of the topic, the learnershould be able to: Recognize minute as a unit of measuring time | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 10 | 1 | Reading time to theminutes | The learners should be able to Read time to the minutes | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Reading time to theminutes | The learners should be able to Read time to the minutes | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Telling time to the minutes | The learners should be able to Tell time to the minutes | Explanation Answering Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Conversion of minutes to hours | The learners should be able to understand and Convert Conversion of minutes to hours | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | Conversion of hours to minutes  | The learners should be able to understand and Convert hours to minutes | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 11 | 1 |  | Conversion of hoursto days  | The learners should be able to Convert hours to days  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Conversion of days to hours | The learners should be able to Convert days to hours | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Conversion of days, to months  | The learners should be able to Convert days, to months  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Conversion of months to days,  | The learners should be able to Convert months to days | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | Conversion of months to years  | The learners should be able to Convert months to years and vice versa  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 12 | 1 | Conversion of years to months  | The learners should be able to Convert years into months  | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | The calendar | Work out problems involvingthe calendar in real lifesituations | Explanation Answering Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | **GEOMETRY** | The angle | By the end of the topic the learnershould be able to recognize and identify the angle | Explanation Answering Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 5 |  | The angle | By the end of the topic the learnershould be able to recognize and identify the angle | Explanation Answering Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | The right angle | The learners should be able to recognize and draw right angleusing square corners | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 13 | 1 | The right angle | The learners should be able to recognize and draw right angleusing square corners | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | The right angle | The learners should be able to recognize and draw right angleusing square corners | Explanation Answering Evaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Comparison of angles | The learners should be to recognize ,identify and compare angles | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Comparison of angles | The learners should be to recognize and identify acute and obtuse angles | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | Acute and obtuse angles | The learners should be able to make patterns involving squares, rectangles and triangles | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 14 | End Term Exams |
| **TERM 3** |
| **WEEK** | **LESSON** | **TOPIC** | **SUB TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **REFERENCE** | **T/L AIDS** | **REM** |
|  |
| 1 | Opening Week and Revision |
| 2 | 1 |  | Making patterns | The learners should be able to understand and Make patterns | Explanation Answering | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 2&3 | Making patterns | The learners should be able to understand, identify and Make patterns | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | **ALGEBRA** | Use of letters for numbers | By the end of the topic, the learnershould be able to use letters torepresent numbers | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Use of letters for numbers | By the end of the topic, the learnershould be able to use letters torepresent numbers | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | Use three column tables to include | The learners should be able to Use three column tables to include | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 3 | 1 |  | Use three column tables to include | The learners should be able to Use three column tables to include | Explanation AnsweringEvaluation Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
|  | 2&3 | **TABLES AND GRAPHS** | Collection of data | ‘Number of items’By the end of the topic, the learnershould be able to collect simple data | Explanation Answering Exercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Collection of data | ‘Number of items’By the end of the topic, the learnershould be able to narrate on simple data collection and recordsimple data in tables. | Explanation AnsweringExercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 5 | Recording data | The learners should be able to understand and Record data | Explanation AnsweringExercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 6&7 | Making simple tables with‘quantity’ ‘Tally mark’ and‘Number of items | The learners should be able to Make simple tables**Note**Use three column tables to include‘quantity’ ‘Tally mark’ and‘Number of items | Explanation AnsweringExercise | Primary mathematics pupils book 4 | Counter, table, chalk |  |
| 4 | Mid Term Exams |  |
| 5-8 | Revisions, End of the year Exams and Closing |  |