**MATHEMATICS ACTIVITIES SCHEMES OF WORKFOR GRADE 4 TERM I**

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| **Week** | **Lesson** | **Strand** | **Sub strand** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | **Learning resources** | **Assessment** | **Remarks** |
| **1** | **1** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:  use place value and total value of digits up to tens of thousands in daily life situations, | What do you consider when writing numbers in words? | Learners in pairs/groups to identify place value of up to tens of thousands using place value apparatus | KLB Visionary Mathematics pg 1-2  Place value apparatus, number charts, number cards, |  |  |
|  | **2** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:  read and write numbers up to 10,000 in symbols in real life situations, | What do you consider when writing numbers in words? | 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. | KLB Visionary Maths pg 1-2  Place value apparatus, number charts, number cards, |  |  |
|  | **3** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:  read and write numbers up to 10,000 in symbols in real life situations, | What do you consider when writing numbers in words? | Learners in pairs/groups/ individually to read numbers up to 10,000 in symbols in real life situations. | KLB Visionary Mathematics pg 1-2  Place value apparatus, number charts, number cards, |  |  |
|  | **4** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:  read and write numbers up to 1,000 in words in day to day activities, | What do you consider when writing numbers in words? | Learners in pairs/groups/ individually to read numbers up to 10,000 in symbols in real life situations. | KLB Visionary Mathematics pg 1-3  number charts, number cards, |  |  |
|  | **5** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to read and write numbers up to 1,000 in words in day to day activities, | What do you consider when writing numbers in words? | 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. | KLB Visionary Mathematics pg 1-4  Place value apparatus,number charts, number cards, multiplication table |  |  |
| **2** | **1** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:  order numbers up to 1,000 in different situations, | What do you consider when writing numbers in words? | Learners in pairs/groups to compare area of two 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. | KLB Visionary Mathematics pg 8-9  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **2** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:  order numbers up to 1,000 in different situations, | How can you find the place value of a digit in a number? | Learners in pairs/groups/individually round of numbers up to 1,000 to the nearest ten and share with other groups.  Learners in pairs/groups/individually to identify factors/divisors of numbers up to 50 and share with other groups | KLB Visionary Mathematics pg 8-9  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **3** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:  round off numbers up to 1,000 to the nearest ten in different situations, | How can you find the place value of a digit in a number? | Learners in pairs/groups/individually round off numbers up to 1,000 to the nearest ten and share with other groups.  Learners in pairs/groups/individually to identify factors/divisors of numbers up to 50 and share with other groups | KLB Visionary Mathematics pg 10-11  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **4** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:  round off numbers up to 1,000 to the nearest ten in different situations, | How can you find the place value of a digit in a number? | Learners in pairs/groups/individually round off numbers up to 1,000 to the nearest ten and share with other groups.  Learners in pairs/groups/individually to identify factors/divisors of numbers up to 50 and share with other groups | KLB Visionary Mathematics pg 110-11  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **5** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:   1. identify factors/divisors of numbers up to 50 in different contexts, | How can you find the place value of a digit in a number? | Learners in pairs/groups/individually round off numbers up to 1,000 to the nearest ten and share with other groups.  Learners in pairs/groups/individually to identify factors/divisors of numbers up to 50 and share with other groups. | KLB Visionary Mathematics pg 13  Place value apparatus, number charts, number cards, multiplication table |  |  |
| **3** | **1** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:  identify multiples of numbers up to 100 in different situations, | How can you find the place value of a digit in a number?  ? | Learners in pairs/groups/individually round off numbers up to 1,000 to the nearest ten and share with other groups.  Learners in pairs/groups/individually to identify factors/divisors of numbers up to 50 and share with other groups | KLB Visionary Mathematics pg 14  Place value apparatus, number charts, number cards, multiplication table |  |  |
|  | **2** | **NUMBERS** | **WHOLE NUMBERS** | By the end of the sub strand, the learner should be able to:  use even and odd numbers up to 100 in different situations, | How can you find the place value of a digit in a number? | Learners in pairs/groups play digital games involving area of rectangles and squares | KLB Visionary Mathematics pg 15-22  number charts, number cards, |  |  |
|  | **3** | **NUMBERS** | **ADDITION** | By the end of the sub strand, the learner should be able to:  add up to two 4-digit numbers with single regrouping up to a sum of 10,000 in different situations, | When do you use addition in real life? | 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 | KLB Visionary Mathematics pg 23-26  Place value chart, Abacus |  |  |
|  | **4** | **NUMBERS** | **ADDITION** | By the end of the sub strand, the learner should be able to:  add up to two 4-digit numbers with single regrouping up to a sum of 10,000 in different situations, | When do you use addition in real life?  ? | 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 | KLB Visionary Mathematics pg 27  Place value chart, Abacus |  |  |
|  | **5** | **NUMBERS** | **ADDITION** | By the end of the sub strand, the learner should be able to:  add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations | What do you consider when estimating answer in addition? | Learners in pairs/groups to add up to two 4-digit numbers with single regrouping up to a sum of 10,000 | KLB Visionary Mathematics pg 27  Place value chart, Abacus |  |  |
| **4** | **1** | **NUMBERS** | **ADDITION** | By the end of the sub strand, the learner should be able to:  estimate sum by rounding off numbers to the nearest ten in different situations, | What do you consider when estimating answer in addition?  ? | 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. | KLB Visionary Mathematics pg 28  Place value chart, Abacus |  |  |
|  | **2** | **NUMBERS** | **ADDITION** | By the end of the sub strand, the learner should be able to:  estimate sum by rounding off numbers to the nearest ten in different situations, | How do you form number patterns in addition? | 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. | KLB Visionary Mathematics pg 29  Place value chart, Abacus |  |  |
|  | **3** | **NUMBERS** | **ADDITION** | By the end of the sub strand, the learner should be able to:  create patterns involving addition up to a sum of 10,000 in real life situations,  use IT devices for learning and enjoyment | How do you form number patterns in addition?? | 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.  kilograms (kg) in real life situations | KLB Visionary Mathematics pg 29  Place value chart, Abacus |  |  |
|  | **4** | **NUMBERS** | **ADDITION** | By the end of the sub strand, the learner should be able to:  create patterns involving addition up to a sum of 10,000 in real life situations,  use IT devices for learning and enjoyment | How do you form number patterns in addition? | Learners in pairs/groups add mass involving kilograms (kg) in real life situations  Learners in pairs/groups subtract mass involving kilograms (kg) in real life situations | KLB Visionary Mathematics pg 29  Place value chart, Abacus |  |  |
|  | **5** | **NUMBERS** | **ADDITION** | By the end of the sub strand, the learner should be able to:  create patterns involving addition up to a sum of 10,000 in real life situations,  use IT devices for learning and enjoyment | How do you form number patterns in addition? | Learners in pairs/groups to estimate sum by rounding off numbers to be added to the nearest ten in different situations | KLB Visionary Mathematics pg 29  value chart, Abacus |  |  |

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| **5** | **1** | **NUMBERS** | **SUBTRACTION** | 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 | When do you use subtraction in real life? | Learners in pairs/groups to subtract numbers up to 4-digit numbers without regrouping in real life situations | KLB Visionary Mathematics pg 31  Place value chart, Abacus |  |  |
|  | **2** | **NUMBERS** | **SUBTRACTION** | 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 | When do you use subtraction in real life? | Learners in pairs/groups to subtract numbers up to 4-digit numbers without regrouping in real life situations | KLB Visionary Mathematics pg 31  Place value chart, Abacus |  |  |
|  | **3** | **NUMBERS** | **Subtraction** | By the end of the sub strand, the learner should be able to subtract up to 4-digit numbers with regrouping in real life situations, | When do you use subtraction in real life? | Learners in pairs/groups/ individually to subtract up to 4- digit numbers with regrouping in real life situations | KLB Visionary Mathematics pg 32-33  Place value chart, Abacus |  |  |
|  | **4** | **NUMBERS** | **Subtraction** | By the end of the sub strand, the learner should be able to:  subtract up to 4-digit numbers with regrouping in real life situations, | How do you estimate the difference of given numbers? | Learners in pairs/groups/ individually to subtract up to 4- digit numbers with regrouping in real life situations | KLB Visionary Mathematics pg 32-35  Place value chart, Abacus |  |  |
|  | **5** | **NUMBERS** | **Subtraction** | By the end of the sub strand, the learner should be able to:  estimate difference by rounding off numbers to the nearest ten in real life situations, | How do you estimate the difference of given numbers? | Learners in pairs/groups to estimate and work out difference by rounding off the numbers to the nearest ten in real life situations. | KLB Visionary Mathematics pg 36  Place value chart, Abacus |  |  |
| **6** | **1** | **NUMBERS** | **Subtraction** | By the end of the sub strand, the learner should be able to create patterns involving subtraction from up to 10,000, | How do you estimate the difference of given numbers? | Learners in pairs/groups to estimate and work out difference by rounding off the numbers to the nearest ten in real life situations. | KLB Visionary Mathematics pg 37-39  Place value chart, Abacus |  |  |
|  | **2** | **NUMBERS** | **Subtraction** | By the end of the sub strand, the learner should be able to create patterns involving subtraction from up to 10,000, | How do you estimate the difference of given numbers? | Learners in pairs/groups to create patterns involving subtraction of numbers from up to 10,000 | KLB Visionary Mathematics pg 37-39  Place value chart, Abacus |  |  |
|  | **3** | **NUMBERS** | **Subtraction** | By the end of the sub strand, the learner should be able to use IT devices for learning and enjoyment,  appreciate application of subtraction of numbers in real life situations | How do you estimate the difference of given numbers? | Learners in pairs/groups/ individually to play digital games  involving subtraction | KLB Visionary Mathematics pg 37-39  Place value chart, Abacus |  |  |
|  | **4** | **NUMBERS** | **Subtraction** | By the end of the sub strand, the learner should be able to use IT devices for learning and enjoyment,  appreciate application of subtraction of numbers in real life situations | How do you create patterns involving subtraction? | Learners in pairs/groups/ individually to play digital games  involving subtraction | KLB Visionary Mathematics pg 37-39  Place value chart, Abacus |  |  |
|  | **5** | **NUMBERS** | **Subtraction** | By the end of the sub strand, the learner should be able to use IT devices for learning and enjoyment,  appreciate application of subtraction of numbers in real life situations | How do you create patterns involving subtraction? | Learners in pairs/groups to subtract capacity involving litres in real life situations.  Learner in pairs/groups to play digital games involving capacity. | KLB Visionary Mathematics pg 37-39  Place value chart, Abacus |  |  |
| **7 MID TERM BREAK** | | | | | | | | | |
| **8** | **1** | **NUMBERS** | **Multiplication** | By the end of the sub strand, the learner should be able to:  multiply up to a 2-digit number by multiples of 10 in different situations, | How do you create patterns involving multiplication? | Learners in pairs/groups to multiply up to a 2-digit number by multiples of 10 in | KLB Visionary Mathematics pg 40-41  Tables |  |  |
|  | **2** | **NUMBERS** | **Multiplication** | By the end of the sub strand, the learner should be able to multiply up to a 2-digit number by multiples of 10 in different situations,  , | When do you use multiplication in real life? | Leaners in pairs/groups to multiply up to a 2-digit numbers by a 2-digit number without and with regrouping in real life situations | KLB Visionary Mathematics pg 40-41  Multiplication tables |  |  |
|  | **3** | **NUMBERS** | **Multiplication** | By the end of the sub strand, the learner should be able to multiply up to a 2-digit number by a 2-digit number without and with regrouping in real life situations, | When do you use multiplication in real life? | Leaners in pairs/groups to multiply up to a 2-digit numbers by a 2-digit number without and with regrouping in real life situations | KLB Visionary Mathematics pg 41-42  Multiplication tables |  |  |
|  | **4** | **NUMBERS** | **Multiplication** | By the end of the sub strand, the learner should be able to multiply up to a 2-digit number by a 2-digit number without and with regrouping in real life situations, | When do you use multiplication in real life? | Leaners in pairs/groups to multiply up to a 2-digit numbers by a 2-digit number without and with regrouping in real life situations hours to days and days | KLB Visionary Mathematics pg 41-42  Multiplication tables |  |  |
|  | **5** | **NUMBERS** | **Multiplication** | By the end of the sub strand, the learner should be able to estimate products by rounding off numbers to the nearest ten in real life situations, | When do you use multiplication in real life? | Learners in pairs/groups to convert hours to minutes and minutes to hours in real life situations.  Learners in pairs/groups to convert hours to days and days to hours in real life situations | KLB Visionary Mathematics pg 42-43  Multiplication tables |  |  |
| **9** | **1** | **NUMBERS** | **Multiplication** | By the end of the sub strand, the learner should be able to estimate products by rounding off numbers to the nearest ten in real life situations, | How do you create patterns involving multiplication? | 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. | KLB Visionary Mathematics pg 41-42  Multiplication tables |  |  |
|  | **2** | **NUMBERS** | **MULTIPLICATION** | By the end of the sub strand, the learner should be able to record time durations in hours and minutes in real life situations, | How do you create patterns involving multiplication? | Learners in pairs/groups to 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. | KLB Visionary Mathematics pg 44-45  Multiplication tables |  |  |
|  | **3** | **NUMBERS** | **MULTIPLICATION** | By the end of the sub strand, the learner should be able to Create patterns involving multiplication with product not exceeding 100 in real life situations | How do you create patterns involving multiplication? | 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. | KLB Visionary Mathematics pg 45-48  Multiplication tables |  |  |
|  | **4** | **NUMBERS** | **MULTIPLICATION** | By the end of the sub strand, the learner should be able to Create patterns involving multiplication with product not exceeding 100 in real life situations | How do you create patterns involving multiplication? | 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. | KLB Visionary Mathematics pg 45-48  Multiplication tables |  |  |
|  | **5** | **NUMBERS** | **MULTIPLICATION** | By the end of the sub strand, the learner should be able to use IT devices for learning and enjoyment,  appreciate application of multiplication of numbers in real life. | How do you create patterns involving multiplication? | Learners in pairs/groups to create patterns involving multiplication with product not exceeding 100.Learners pairs/groups/  individually to play digital games on multiplication. | KLB Visionary Mathematics pg 45-48  Multiplication tables |  |  |
| **10** | **1** | **NUMBERS** | **DIVISION** | By the end of the sub strand, the learner should be able to:  divide up to a 2-digit number by a 1-digit number without remainder in different situations, | When do you use division in real life | Learners in pairs/ groups to divide up to a 2-digit number by 1-digit number without remainder using counters | KLB Visionary Mathematics pg 50-52  Multiplication tables |  |  |
|  | **2** | **NUMBERS** | **DIVISION** | By the end of the sub strand, the learner should be able to:  divide up to a 2-digit number by a 1-digit number without remainder in different situations, | When do you use division in real life | Learners in pairs/ groups to divide up to a 2-digit number by 1-digit number without remainder using counters | KLB Visionary Mathematics pg 52-54  Multiplication tables |  |  |
|  | **3** | **NUMBERS** | **DIVISION** | By the end of the sub strand, the learner should be able to divide up to a 2-digit number by a 1-digit number without remainder in different situations, | When do you use division in real life | 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 | KLB Visionary Mathematics pg 52-54  Multiplication tables |  |  |
|  | **4** | **NUMBERS** | **DIVISION** | By the end of the sub strand, the learner should be able to divide up to a 2-digit number by a  1-digit number with remainder in real life situations, | When do you use division in real life | 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 | KLB Visionary Mathematics pg 52-54  Multiplication tables |  |  |
|  | **5** | **NUMBERS** | **DIVISION** | By the end of the sub strand, the learner should be able to divide up to a 2-digit number by a  1-digit number with remainder in real life situations | When do you use division in real life | 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 | KLB Visionary Mathematics pg 52-54  Multiplication tables |  |  |
| **11** | **1** | **NUMBERS** | **DIVISION** | By the end of the sub strand, the learner should be able to divide up to a 2-digit number by a  1-digit number with remainder in real life situations | How can you estimate quotient? | 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 | KLB Visionary Mathematics pg 52-54  Multiplication tables |  |  |
|  | **2** | **NUMBERS** | **DIVISION** | By the end of the sub strand, the learner should be able to divide up to a 2-digit number by a  1-digit number with remainder in real life situations | How can you estimate quotient? | 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 | KLB Visionary Mathematics pg 52-54  Multiplication tables |  |  |
|  | **3** | **NUMBERS** | **DIVISION** | By the end of the sub strand, the learner should be able to divide up to a 2-digit number by a  1-digit number with remainder in real life situations | How can you estimate quotient? | 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 | KLB Visionary Mathematics pg 52-54  Multiplication tables |  |  |
|  | **4** | **NUMBERS** | **DIVISION** | By the end of the sub strand, the learner should be able to:  use IT devices for learning and leisure,  appreciate application of division of numbers in real life situations. | How can you estimate quotient? | 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 | KLB Visionary Mathematics pg 56  Multiplication tables |  |  |
|  | **5** | **NUMBERS** | **DIVISION** | By the end of the sub strand, the learner should be able to:  use IT devices for learning and leisure,  appreciate application of division of numbers in real life situations. | How can you estimate quotient? | 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 . | KLB Visionary Mathematics pg 56  Multiplication tables |  |  |
| **12** | **1** | **NUMBERS** | **FRACTIONS** | By the end of the sub strand, the learner should be able to:  represent a fraction with denominators not exceeding 12 as part of a whole and as part of a group in real life situations | When do you use fractions in real life? | Learners in pairs/groups to represent fractions as part of a whole and as part of a group using concrete objects | KLB Visionary Mathematics pg 57-58  Equivalent fraction board, |  |  |
|  | **2** | **NUMBERS** | **FRACTIONS** | By the end of the sub strand, the learner should be able to represent and write fractions whose denominators do not exceed 12 in real life situations, | How can you represent fractions? | Learners in pairs/groups to discuss the top and bottom numbers in a fraction and share with other groups | KLB Visionary Mathematics pg 60-61  Equivalent fraction board, |  |  |
|  | **3** | **NUMBERS** | **FRACTIONS** | By the end of the sub strand, the learner should be able to identify different types of fractions in real life,  convert improper fractions to mixed fractions in different situations | When do you use fractions in real life? | Learners in pairs/groups to discuss the top and bottom numbers in a fraction and share with other groups | KLB Visionary Mathematics pg 61-62  Equivalent fraction board, |  |  |
|  | **4** | **NUMBERS** | **FRACTIONS** | By the end of the sub strand, the learner should be able to identify different types of fractions in real life,  convert improper fractions to mixed fractions in different situations | How can you represent fractions? | 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 | KLB Visionary Mathematics pg 63-64  Equivalent fraction board, Circular and rectangular cut outs, |  |  |
|  | **5** | **NUMBERS** | **FRACTIONS** | By the end of the sub strand, the learner should be able to convert mixed fractions to improper fractions in different contexts | When do you use fractions in real life? | Learners in pairs/groups to convert improper fractions to mixed fractions.  Learners in pairs/groups to convert mixed fractions to improper fractions | KLB Visionary Mathematics pg 63-64  Equivalent fraction board, Circular and rectangular cut outs, |  |  |
| **13** | **1** | **NUMBERS** | **FRACTIONS** | By the end of the sub strand, the learner should be able to use IT devices for learning and enjoyment,  appreciate application of fractions in real life situations. | How can you represent fractions? | Learners in pairs/groups to convert improper fractions to mixed fractions.  Learners in pairs/groups to convert mixed fractions to improper fractions | KLB Visionary Mathematics pg 63-64  Equivalent fraction board, Circular and rectangular cut outs |  |  |
| **14** |  |  |  | **END OF TERM EXAM** |  |  |  |  |  |