GRADE 4 SCHEMES OF WORK

MATHEMATICS

This Scheme of Work provides a structured plan outlining the content, teaching strategies, learning objectives, and assessment methods, ensuring continuity, progression, and alignment with curriculum standards, while fostering engaging, inclusive, and meaningful learning experiences that support students' development of knowledge, skills, and competencies across subjects as designed by Mwalimu Consultancy Experts.

TERM 1-3 SAMPLE

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MWALIMU CONSULTANCY

GRADE 4 RATIONALIZED MATHEMATICS SCHEME OF WORK TERM 1

WK	LSN	STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	LEARNING EXPERIENCES	KIQ	LEARNING RESOURCES	ASSESSMENT	REFL
1	1	**Numbers**	**Whole numbers: place value**	By the end of the sub strands, the learner should be able to: • Identify place value of digits up to thousands using place value apparatus • Use place value of digits up to thousands in daily life situations • Appreciate finding the place value of digits up to thousands in real life.	Learners in pairs/groups to identify place value of up to tens of thousands using place value apparatus.	How do you find the place value of numbers?	KLB Visionary Mathematics Grade 4 Page.1-2 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	
	2	**Numbers**	**Whole numbers: place value**	By the end of the sub strands, the learner should be able to: • Identify place value of digits up to tens of thousands using place value apparatus • Use place value of digits up to tens of thousands in daily life situations • Appreciate finding the place value of digits up to tens of thousands in real life.	Learners in pairs/groups to identify place value of up to tens of thousands using place value apparatus.	What is the place value of 368?	KLB Visionary Mathematics Grade 4 Page.2-3 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	
	3	**Numbers**	**Whole numbers: Total value**	By the end of the sub- strand, the learners should be able to: • Identify total value of digits up to ten thousands using place value apparatus. • Use total value of digits up to ten thousands in real life. • Appreciate finding the total value of digits up to ten thousands in real life	Learners in pairs/groups to identify total values of digits up to ten thousand.	How do you find the total value of numbers in real life?	KLB Visionary Mathematics Grade 4 Page.3-4 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	

	4	**Numbers**	**Whole numbers: Total value**	By the end of the sub- strand, the learners should be able to: • Use IT device to learn more on total numbers up to tens of thousands • Write the total value of each digit in numbers • Appreciate using digital devices to lean about place value	In groups, Use IT device to learn more on total numbers up to tens of thousands Learner to write the total value of each digit in numbers	What did you learn about total value of numbers ?	KLB Visionary Mathematics Grade 4 Page.3-4 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	
	5	**Numbers**	**Whole numbers**	By the end of the sub- strand, the learners should be able to: • Read and write numbers up to 10,000 in symbols in real life situations • Use numbers up to ten thousands in symbols in real life • Appreciate reading and writing numbers up to ten thousands in symbols.	Learners in pairs/groups/ individually to read numbers up to 10,000 in symbols in real life situations.	What do you consider when writing numbers in symbols?	KLB Visionary Mathematics Grade 4 Page.5-7 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	
2	**1**	**Numbers**	**Whole numbers**	By the end of the sub- strand, the learners should be able to: • Use IT devices to learn more on writing numbers in symbols up to 10000 • Play games involving numbers in symbols • Appreciate the use of numbers in symbols in real life.	in groups, Use IT devices to learn more on writing numbers in symbols up to 10000 Learners to play games involving numbers in symbols	Where are numbers in symbols used in real life?	KLB Visionary Mathematics Grade 4 Page.5-7 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	
	2	**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 from a number chart. • Use and relate numbers up to 1,000 in words in real life.	Learners in pairs/groups/ individually to read and write numbers up to 1,000 in words	What do you consider when writing numbers	KLB Visionary Mathematics Grade 4 Page.7-8 Number cards, Place value apparatus, IT	Written exercises Oral questions Observatio	

				• Appreciate reading and writing numbers up to 1,000 in words in real life.	from a number chart.	in words?	devices, video clips,	n Group discussion	
	3	**Numbers**	**Whole numbers**	By the end of the sub-strand, the learner should be able to: • Use IT devices to learn more on writing numbers in words up to 10000 • Play games involving numbers in words • Appreciate the use of numbers words in real life.	In groups, Use IT devices to learn more on writing numbers in words up to 10000 Learners to play games involving numbers in words	How do you find the total value of numbers in real life?	KLB Visionary Mathematics Grade 4 Page.7-8 Number cards, Place value apparatus, IT devices, video clips	Written exercises Oral questions Observation Group discussion	
	4	**Numbers**	**Whole numbers**	By the end of the sub- strand, the learners should be able to: • Discuss how to order numbers up to 1,000 in order from smallest to largest using number line. • Order numbers in ascending order up to 1,000 in different situations. • Appreciate ordering numbers up to 1,000 in real life	Learners in pairs to arrange numbers up to 1,000 in order from smallest to largest using number cards and share with other groups.	Where is ordering of numbers used in real life?	KLB Visionary Mathematics Grade 4 Page.8-9 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	
	5	**Numbers**	**Whole numbers**	By the end of the sub- strand, the learners should be able to: • Order numbers up to 1,000 in order from largest to smallest using number cards. • Order numbers in descending order up to 1, 000 in different situations. • Appreciate ordering numbers up to 1,000 in real life	Learners in pairs to arrange numbers up to 1,000 in order from largest to smallest using number cards and share with other groups.	How do we order numbers in descending order?	KLB Visionary Mathematics Grade 4 Page.9-10 Number cards, Place value apparatus, IT devices, video clips	Written exercises Oral questions Observation Group discussion	
3	**1**	**Numbers**	**Whole numbers**	By the end of the sub- strand, the learners should be able to: • Use IT devices to learn more on	In groups, Use IT devices to learn more on ordering	What have you learnt on	KLB Visionary Mathematics	Written exercises	

				ordering numbers in ascending and descending order. • Play digital games involving ordering numbers • Enjoy playing digital games using digital devices.	numbers in ascending and descending order. Learners to play digital games involving ordering numbers	ordering numbers ?	Grade 4 Page.9-10 Number cards, Place value apparatus, IT devices, video clips,	Oral questions Observation Group discussion	
	2	**Numbers**	**Whole numbers**	By the end of the sub-strand, the learner should be able to: • Discuss how to round off numbers up to 1,000 to the nearest ten. • Round off numbers up to 1,000 to the nearest ten in different situations • Appreciate rounding off numbers up to 1,000 to the nearest ten in different situations.	Learners in pairs/groups/individually round off numbers up to 1,000 to the nearest ten and share with other groups.	How do you round off numbers to the nearest ten?	KLB Visionary Mathematics Grade 4 Page.10-12 Number cards, Place value apparatus, IT devices, video clips	Written exercises Oral questions Observation Group discussion	
	3	**Numbers**	**Whole numbers**	By the end of the sub- strand, the learners should be able to: • Identify factors/divisors of numbers up to 50 in different contexts. • Find factors/divisors of numbers up to 50 in real life. • Appreciate finding the factors/divisors of numbers in real life.	Learners in pairs/groups/individually to identify factors/divisors of numbers up to 50 and share with other groups.	What are factors/divisors of numbers?	KLB Visionary Mathematics Grade 4 Page.12-13 Number cards, Place value apparatus, IT devices, video clips	Written exercises Oral questions Observation Group discussion	
	4	**Numbers**	**Whole numbers**	By the end of the sub- strand, the learners should be able to: • Use IT devices to learn more on factors and divisors of numbers. • Discuss where factors/divisors of	Learners in pairs/groups/indndividually to use IT devices to learn more on factors and	Where are factors/divisors of numbers used in real life?	KLB Visionary Mathematics Grade 4 Page.12-13 Number cards, Place value	Written exercises Oral questions Observatio	

				numbers are applied in real life. • Appreciate the application of factors/divisors of numbers in real life.	divisors of numbers. Discuss where factors/divisors of numbers are applied in real life.		apparatus, IT devices, video clips,	n Group discussion	
	5	**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. • Find the multiples of numbers up to 100 in different situations. • Appreciate calculating multiples of numbers up to 100 in different situations	Learners in pairs/groups to identify multiples of numbers up to 100 and share with other groups.	How do you find the multiples of a number?	KLB Visionary Mathematics Grade 4 Page.13-15 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	
4	**1**	**Numbers**	**Whole numbers**	By the end of the sub- strand, the learners should be able to: • Identify even and odd numbers up to 100 • Use even and odd numbers up to 100 in different situations • Appreciate the use of even and odd numbers up to 100 in real life situations	Learners in pairs/groups to identify even and odd numbers up to 100 and share with other groups.	What are even and odd numbers?	KLB Visionary Mathematics Grade 4 Page.15-18 Number cards, Place value apparatus, IT devices, video clips	Written exercises Oral questions Observation Group discussion	
	2	**Numbers**	**Whole numbers**	By the end of the sub- strand, the learners should be able to: • Observe how to make patterns using odd and even numbers from a video clip. • Make patterns involving even and odd numbers in day to day life experiences.	Learners in pairs/groups to make patterns involving even and odd numbers and share with other groups.	How can we make patterns using even and odd numbers?	KLB Visionary Mathematics Grade 4 Page.19-20 Number cards, Place value apparatus, IT	Written exercises Oral questions Observation Group discussion	

				• Appreciate making patterns involving even and odd numbers in different situations.			devices, video clips,		
	3	**Numbers**	**Whole numbers**	By the end of the sub-strand, the learner should be able to: • Identify Hindu Arabic numerals and Roman numerals. • Represent Hindu Arabic numerals using Roman numerals up to 'X' in different situations • Appreciate the use of roman numerals in real life situations	Learners in pairs/groups to represent Hindu Arabic numerals using Roman numerals up to 'X' using number charts.	What are roman numerals?	KLB Visionary Mathematics Grade 4 Page.20-22 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	
	4	**Numbers**	**Whole numbers**	By the end of the sub-strand, the learner should be able to: • Use IT devices to learn more on whole numbers and leisure • play digital games on involving numbers • Appreciate use of whole numbers in real life situations	Learners in pairs/groups to visit mathematical sites in IT devices and play digital games.	How can we make patterns using even and odd numbers?	KLB Visionary Mathematics Grade 4 Page.22 Number cards, Place value apparatus, IT devices, video clips	Written exercises Oral questions Observation Group discussion	
	5	**Numbers**	**Whole numbers**	By the end of the sub-strand, the learner should be able to: • Discuss and work out problems involving whole numbers. • Find more questions from the internet and solve them. • Appreciate the use of numbers in day to day life.	In pairs or as individuals discuss and work out problems involving whole numbers.	Where do we apply numbers in day to day life?	KLB Visionary Mathematics Grade 4 Page.22 Number cards, Place value apparatus, IT devices, video clips	Written exercises Oral questions Observation Group discussion	
5	**1**	**Numbers**	**Addition**	By the end of the sub-strand, the learner should be able to: • Discuss how to add up to two 4-digit numbers with single	Learners in pairs/groups to add up to two 4-digit numbers with single	When do you use addition in real	KLB Visionary Mathematics Grade 4 Page.23-24	Written exercises Oral questions	

				regrouping up to a sum of 10,000 in different situations • Add up to two 4-digit numbers with single regrouping up to a sum of 10,000 in different situations • Appreciate addition of numbers up to two 4-digit numbers with single regrouping.	regrouping up to a sum of 10,000 in different situations.	life?	Number cards, Place value apparatus, IT devices, video clips,	Observation Group discussion	
	2	**Numbers**	**Addition**	By the end of the sub- strand, the learners should be able to: • Discuss addition up to two 4-digit numbers with single regrouping up to a sum of 10,000 in different situations • Add up to two 4-digit numbers with single regrouping up to a sum of 10,000 in different situations • Appreciate addition of numbers up to two 4-digit numbers with single regrouping.	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.	When do you use addition in real life?	KLB Visionary Mathematics Grade 4 Page.25-25 Number cards, Place value apparatus, IT devices, video clips	Written exercises Oral questions Observation Group discussion	
	3	**Numbers**	**Addition**	By the end of the sub- strand, the learners should be able to: • Discuss how to add up to two 4-digit numbers with double regrouping up to a sum of 10,000 • Add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations • Appreciate adding up to two 4-digit numbers with double regrouping up to a sum of 10,000	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.	How do you add numbers with double regrouping?	KLB Visionary Mathematics Grade 4 Page.26 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	

	4	**Numbers**	**Addition**	By the end of the sub- strand, the learners should be able to: • Discuss how to add up to two 4-digit numbers with double regrouping up to a sum of 10,000 • Add up to two 4-digit numbers with double regrouping up to a sum of 10,000 in real life situations • Appreciate adding up to two 4-digit numbers with double regrouping up to a sum of 10,000	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.	How do you add numbers with double regrouping?	KLB Visionary Mathematics Grade 4 Page.27 Number cards, Place value apparatus, IT devices, video clips,	Written exercises Oral questions Observation Group discussion	

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GRADE 4 KLB VISIONARY MATHEMATICS SCHEMES OF WORK - TERM 2

SCHOOL…….. TEACHEER'S NAME……. TERM……

Week	Lesson	Strand	Sub-Strand	Specific-Learning Outcomes	Teaching Experiences	K..I.Q	Learning Resources	Assessment Methods	Reflecti
1	1	**NUMBERS**	Fractions	By the end of the lesson, the learner should be able to: a) Identify fraction as part of a group. b) Represent fractions as part of a group. c) Appreciate fraction as part of a group.	Learners are guided in pairs, in groups or individually to: Identify fraction as part of a group. Represent fractions as part of a group.	How do you represent fraction as part of a group?	Number cards Place value apparatus Digital devices Video clips **KLB Visionary Mathematics Learner's Book Grade 4 Pg. 59-60**	Written exercises Portfolios Oral questions Observation Group discussion	
	2	**NUMBERS**	Fractions	By the end of the lesson, the learner should be able to: a) Discuss how to write numerators and denominators in fractions. b) Write numerators and denominators in fractions in different situations. c) Have fun writing numerators and denominators fractions	Learners are guided in pairs, in groups or individually to: Discuss how to write numerators and denominators in fractions. Write numerators and denominators in fractions in different situations.	How do you write numerators and denominators in fractions?	Number cards Place value apparatus Digital devices Video clips **KLB Visionary Mathematics Learner's Book Grade 4 Pg. 60-61**	Written exercises Portfolios Oral questions Observation Group discussion	
	3	**NUMBERS**	Fractions	By the end of the lesson, the learner should be able to: a) Discuss types of fractions. b) Write proper, improper or mixed fractions. c) Appreciate different types of fractions.	Learners are guided in pairs, in groups or individually to: Discuss types of fractions. Write proper, improper or mixed fractions.	How many types of fractions do you know?	Number cards Place value apparatus Digital devices Video clips **KLB Visionary Mathematics Learner's Book Grade 4 Pg. 61-62**	Written exercises Portfolios Oral questions Observation Group discussion	

	4	**NUMBERS**	Fractions	By the end of the lesson, the learner should be able to: a) Discuss how to convert improper fractions to mixed fractions b) Convert improper fractions to mixed fractions. c) Appreciate converting improper fractions to mixed fractions.	Learners are guided in pairs, in groups or individually to: Discuss how to convert improper fractions to mixed fractions Convert improper fractions to mixed fractions.	How do you convert improper fractions to mixed fractions?	Number cards Place value apparatus Digital devices Video clips **KLB Visionary Mathematics Learner's Book Grade 4 Pg. 63**	Written exercises Portfolios Oral questions Observation Group discussion	
	5	**NUMBERS**	Fractions	By the end of the lesson, the learner should be able to: a) Discuss how to convert mixed fractions to improper fractions b) Convert mixed fractions to mixed improper fractions. c) Appreciate converting mixed fractions to improper fractions.	Learners are guided in pairs, in groups or individually to: Discuss how to convert mixed fractions to improper fractions Convert mixed fractions to mixed improper fractions.	How do you convert mixed fractions to improper fractions?	Number cards Place value apparatus Digital devices Video clips **KLB Visionary Mathematics Learner's Book Grade 4 Pg. 64**	Written exercises Portfolios Oral questions Observation Group discussion	
2	1	**NUMBERS**	Decimals	By the end of the lesson, the learner should be able to: a) Identify and write down a tenth. b) Divide a unit square into 10 equal parts, shade one of the ten parts and write the shaded part as a fraction. c) Appreciate writing tenths in different situations.	Learners are guided in pairs, in groups or individually to: Identify and write down a tenth. Divide a unit square into 10 equal parts, shade one of the ten parts and write the shaded part as a fraction.	How do we write a tenth?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 65-66**	Written exercises Portfolios Oral questions Observation Group discussion	
	2	**NUMBERS**	Decimals	By the end of the lesson, the learner should be able to: a) Identify and write down a hundredth. b) Take a 100 square grid and shade 10 of the parts and write the shaded part as a fraction.	Learners are guided in pairs, in groups or individually to: Identify and write down a hundredth. Take a 100 square grid and shade 10 of the parts	How do you hundredths?	Place value apparatus Number charts Number cards Digital devices	Written exercises Portfolios Oral questions	

				c) Appreciate writing hundredths in different situations.	and write the shaded part as a fraction.		**KLB Mathematics Learner's Book Grade 4 pg. 66-67**	Observation Group discussion	
	3	**NUMBERS**	Decimals	By the end of the lesson, the learner should be able to: a) Discuss how to write tenths using decimal notation. b) Write tenths using decimal notation in different situations. c) Appreciate writing tenths using decimal notation in different situations.	Learners are guided in pairs, in groups or individually to: Discuss how to write tenths using decimal notation. Write tenths using decimal notation in different situations.	How do write hundredths using decimal notation?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 67-70**	Written exercises Portfolios Oral questions Observation Group discussion	
	4	**NUMBERS**	Decimals	By the end of the lesson, the learner should be able to: a) Discuss how to write hundredths using decimal notation. b) Write hundredths using decimal notation in different situations. c) Appreciate writing hundredths using decimal notation in different situations.	Learners are guided in pairs, in groups or individually to: Discuss how to write hundredths using decimal notation. Write hundredths using decimal notation in different situations.	How do write tenths using decimal notation?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 67-70**	Written exercises Portfolios Oral questions Observation Group discussion	
	5	**NUMBERS**	Decimals	By the end of the lesson, the learner should be able to: a) Identify how to find the place value of decimals up to tenths b) Use an abacus to represent the place value of decimals up to tenths c) Enjoy finding the place value of decimals up to tenths.	Learners are guided in pairs, in groups or individually to: Identify how to find the place value of decimals up to tenths Use an abacus to represent the place value of decimals up to tenths	How do you find the place value of decimals up to tenths?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 70-72**	Written exercises Portfolios Oral questions Observation Group discussion	
3	1	**NUMBERS**	Decimals	By the end of the lesson, the learner should be able to:	Learners are guided in pairs, in groups or individually to:	How do you find the place value	Place value apparatus Number charts	Written exercises Portfolios	

				a) Identify the place value of decimals up to hundredths b) Write the place value of decimals up to hundredths using the place value chart or abacus c) Have fun finding the place value of decimals up to hundredths.	Identify the place value of decimals up to hundredths Write the place value of decimals up to hundredths using the place value chart or abacus	of decimals up to hundredths?	Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 72-74**	Oral questions Observation Group discussion	
	2	**NUMBERS**	Decimals	By the end of the lesson, the learner should be able to: a) Discuss how to order decimals up to tenths from the smallest to the largest. b) Order tenths from the smallest to the largest in different situation. c) Enjoy ordering tenths from the smallest to the largest in different situations	Learners are guided in pairs, in groups or individually to: Discuss how to order decimals up to tenths from the smallest to the largest. Order tenths from the smallest to the largest in different situation.	How do you order tenths from the smallest to the largest?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 74-76**	Written exercises Portfolios Oral questions Observation Group discussion	
	3	**NUMBERS**	Decimals	By the end of the lesson, the learner should be able to: a) Discuss how to order decimals up to tenths from the largest to the smallest. b) Order tenths from the largest to the smallest in different situation. c) Have fun ordering tenths from the largest to the smallest in different situations	Learners are guided in pairs, in groups or individually to: Discuss how to order decimals up to tenths from the largest to the smallest. Order tenths from the largest to the smallest in different situation.	How do you order tenths from the largest to the smallest?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 74-76**	Written exercises Portfolios Oral questions Observation Group discussion	
	4	**NUMBERS**	Decimals	By the end of the lesson, the learner should be able to: a) Discuss how to order decimals up to hundredths from the smallest to the largest.	Learners are guided in pairs, in groups or individually to: Discuss how to order decimals up to hundredths	How do you order hundredths from the	Place value apparatus Number charts Number cards Digital devices	Written exercises Portfolios Oral questions	

				b) Order decimals up to hundredths from the smallest to the largest in different situation. c) Enjoy ordering decimals up to hundredths from the smallest to the largest in different situations	from the smallest to the largest. Order decimals up to hundredths from the smallest to the largest in different situation.	smallest to the largest?	**KLB Mathematics Learner's Book Grade 4 pg. 76-77**	Observation Group discussion	
	5	**NUMBERS**	Decimals	By the end of the lesson, the learner should be able to: a) Explain how to order decimals up to hundredths from the largest to the smallest. b) Order hundredths from the largest to the smallest in different situation. c) Enjoy ordering hundredths from the largest to the smallest in different situations	Learners are guided in pairs, in groups or individually to: Explain how to order decimals up to hundredths from the largest to the smallest. Order hundredths from the largest to the smallest in different situation.	How do you order hundredths from the largest to the smallest?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 76-77**	Written exercises Portfolios Oral questions Observation Group discussion	
4	1	**MEASUREMENT**	Length	By the end of the lesson, the learner should be able to: a) Identify the centimeter as a unit of measuring length b) Write the centimeter as a unit of measuring length. c) Appreciate the centimeter as a unit of measuring length.	Learners are guided in pairs, in groups or individually to: Identify the centimeter as a unit of measuring length Write the centimeter as a unit of measuring length.	What is a centimetre?	Place value apparatus Number charts Number cards Digital device **KLB Mathematics Learner's Book Grade 4 pg. 78**	Written exercises Portfolios Oral questions Observation Group discussion	
	2	**MEASUREMENT**	Length	By the end of the lesson, the learner should be able to: a) Collect different items in class to measure. b) Measure the length of different items in class in centimetres c) Have fun measuring items in centimetres.	Learners are guided in pairs, in groups or individually to: Collect different items in class to measure. Measure the length of different items in class in centimetres	How do we measure length in centimetres?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 78-79**	Written exercises Portfolios Oral questions Observation Group discussion	

	3	**MEASUREMENT**	Length	By the end of the lesson, the learner should be able to: a) Observe as the teacher measures length of lines using a ruler b) Measure the length of lines in centimetres c) Appreciate measuring the length of lines in centimetres	Learners are guided in pairs, in groups or individually to: Observe as the teacher measures length of lines using a ruler Measure the length of lines in centimetres	How do you measure the length of lines in centimetres?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 80**	Written exercises Portfolios Oral questions Observation Group discussion	
	4	**MEASUREMENT**	Length	By the end of the lesson, the learner should be able to: a) Estimate and measure the length of an item in centimetres b) Compare the estimates and the actual measurements and discuss the results c) Appreciate estimating and measuring the length of items in centimetre	Learners are guided in pairs, in groups or individually to: Estimate and measure the length of an item in centimetres Compare the estimates and the actual measurements and discuss the results	How do you estimate length?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 81-82**	Written exercises Portfolios Oral questions Observation Group discussion	
	5	**MEASUREMENT**	Length	By the end of the lesson, the learner should be able to: a) Observe a demonstration on how to convert metres to centimetres and centimetres to metres. b) Practise converting metres to centimetres and centimetres to metres. c) Appreciate the ability to convert metres to centimetres and centimetres to metres	Learners are guided in pairs, in groups or individually to: Observe a demonstration on how to convert metres to centimetres and centimetres to metres. Practise converting metres to centimetres and centimetres to metres.	How do you convert centimetres to metres?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 82-83**	Written exercises Portfolios Oral questions Observation Group discussion	
5	1	**MEASUREMENT**	Length	By the end of the lesson, the learner should be able to:	Learners are guided in pairs, in groups or individually to:	What is the relationship between	Place value apparatus Number charts Number cards	Written exercises Portfolios	

				a) Explain how to convert metres to centimetres and centimetres to metres. b) Establish the relationship between metres and centimetres. c) Appreciate converting metres to centimetres and centimetres to metres.	Explain how to convert metres to centimetres and centimetres to metres. Establish the relationship between metres and centimetres.	metres and centimetres?	Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 82-83**	Oral questions Observation Group discussion	
	2	**MEASUREMENT**	Length - Perimeter of plane figures	By the end of the lesson, the learner should be able to: a) State what perimeter is and give an example. b) Demonstrate the perimeter of a plane figure. c) Appreciate the perimeter of plane figure.	Learners are guided in pairs, in groups or individually to: State what perimeter is and give an example. Demonstrate the perimeter of a plane figure.	What is perimeter?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 84-85**	Written exercises Portfolios Oral questions Observation Group discussion	
	3	**MEASUREMENT**	Length - Perimeter of plane figures	By the end of the lesson, the learner should be able to: a) Discuss how to find the perimeter of plane figures. b) Find the perimeter of shapes in different situations. c) Appreciate finding the perimeter of plane figures in real life.	Learners are guided in pairs, in groups or individually to: Discuss how to find the perimeter of plane figures. Find the perimeter of shapes in different situations.	How do you find the perimeter of plane figures?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 84-85**	Written exercises Portfolios Oral questions Observation Group discussion	
	4	**MEASUREMENT**	Length	By the end of the lesson, the learner should be able to: a) Discuss how to add length in metres and centimetres b) Add length in metres and centimetres different situations.	Learners are guided in pairs, in groups or individually to: Discuss how to add length in metres and centimetres Add length in metres and centimetres different situations.	How do you add length in metres and centimetres?	Place value apparatus Number charts Number cards Digital devices **KLB Mathematics Learner's Book Grade 4 pg. 85-86**	Written exercises Portfolios Oral questions Observation Group discussion	

				c) Have fun adding length in metres and centimetres different situations.					
	5	**MEASUREMENT**	Length	By the end of the lesson, the learner should be able to: a) Discuss how to subtract length in metres and centimetres b) Subtract length in metres and centimetres different situations. c) Enjoy subtracting length in metres and centimetres different situations.	Learners are guided in pairs, in groups or individually to: Discuss how to subtract length in metres and centimetres Subtract length in metres and centimetres different situations.	How do you subtract length in metres and centimetres?	Place value apparatus Number charts Number cards Digital devices **KLB; Mathematics Learner's Book Grade 4 pg. 87-88**	Written exercises Portfolios Oral questions Observation Group discussion	

FOR COMPLETE SCHEMES OF WORK FOR TERM 2,

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GRADE 4 MATHEMATICS SCHEME OF WORK TERM 3

WK	LSN	STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION (S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	MEASUREMENT	Money	By the end of the lesson the learner should be able to: - Convert shillings into cents and cents into shillings -participate in shopping activities involving money -appreciate use of money in day to day activities	How do we use money in daily activities?	❖ The learner is guided to: -convert shillings into cents and cents into shillings -role play shopping activities involving giving balance	KLB visionary Grade 4 page 130-133	-oral questions -written questions	
	2	MEASUREMENT	Money	- Convert shillings into cents and cents into shillings -participate in shopping activities involving money -appreciate use of money in day to day activities	How do we use money in daily activities?	-convert shillings into cents and cents into shillings -role play shopping activities involving giving balance	KLB visionary Grade 4 page 130-133	-oral questions -written questions	
	3	MEASUREMENT	Money	- Convert shillings into cents and cents into shillings -participate in shopping activities involving money -appreciate use of money in day to day activities	How do we use money in daily activities?	-convert shillings into cents and cents into shillings -role play shopping activities involving giving balance	KLB visionary Grade 4 page 130-133	-oral questions -written questions	
	4	MEASUREMENT	Money	-identify needs and wants -practice saving in real life situations -appreciate use of money in day to day activities	What is the difference between needs and wants?	-discuss needs and wants -discuss how to save money	KLB visionary Grade 4 page 134-135	-oral questions -written questions	

	5	MEASUREMENT	Money	-identify needs and wants -practice saving in real life situations -appreciate use of money in day to day activities	What is the difference between needs and wants?	-discuss needs and wants -discuss how to save money	KLB visionary Grade 4 page 134-135	-oral questions -written questions	
2	1	MEASUREMENT	Money	-identify needs and wants -practice saving in real life situations -appreciate use of money in day to day activities	What is the difference between needs and wants?	-discuss needs and wants -discuss how to save money	KLB visionary Grade 4 page 134-135	-oral questions -written questions	
	2	MEASUREMENT	Money	-work out questions involving money -use appropriate digital devices to identify money people pay to the county government -appreciate use of money in day to day activities	How can you save money?	-work out questions involving money -discuss market fee,cess,parking fee and business permit as money people pay to county government	KLB visionary Grade 4 page 135-138	-oral questions Written exercise	
	3	MEASUREMENT	Money	-work out questions involving money -use appropriate digital devices to identify money people pay to the county government -appreciate use of money in day to day activities	How can you save money?	-work out questions involving money -discuss market fee,cess,parking fee and business permit as money people pay to county government	KLB visionary Grade 4 page 135-138	-oral questions -Written exercise	
	4	GEOMETRY	Position and direction	-demonstrate a clockwise and anti-clockwise turn in the environment -demonstrate a quarter turn, half turn and full turns in the environment	How do we turn clockwise?	- demonstrate a clockwise and anti-clockwise turn in the environment	KLB visionary Grade 4 page 139-141	-oral questions -Written exercise	

				-appreciate use of position and direction in real life situations		-demonstrate a quarter turn, half turn and full turns in the environment			
	5	GEOMETRY	Position and direction	-demonstrate a clockwise and anti-clockwise turn in the environment -demonstrate a quarter turn, half turn and full turns in the environment -appreciate use of position and direction in real life situations	How do we turn anti clockwise?	- demonstrate a clockwise and anti-clockwise turn in the environment -demonstrate a quarter turn, half turn and full turns in the environment	KLB visionary Grade 4 page 139-141	-oral questions Written exercise	
3	1	GEOMETRY	Position and direction	-demonstrate a clockwise and anti-clockwise turn in the environment -demonstrate a quarter turn, half turn and full turns in the environment -appreciate use of position and direction in real life situations	How do we turn clockwise and anti-clockwise?	- demonstrate a clockwise and anti-clockwise turn in the environment -demonstrate a quarter turn, half turn and full turns in the environment	KLB visionary Grade 4 page 139-141	-oral questions Written exercise	
	2	GEOMETRY	Position and direction	-identify quarter,half and full turns in the environment -use appropriate digital devices with assistive software for learning and enjoyment -appreciate use of position and direction in real life situations	How do we turn quarter turn?	-identify quarter,half and full turns in the environment -use appropriate digital devices with assistive software for learning and enjoyment	KLB visionary Grade 4 page 139-141	-oral questions -written questions	
	3	GEOMETRY	Position and direction	-identify quarter,half and full turns in the environment -use appropriate digital devices with assistive software for learning and enjoyment -appreciate use of position and direction in real life situations	How do we turn half turn?	-identify quarter,half and full turns in the environment -use appropriate digital devices with assistive software for learning and enjoyment	KLB visionary Grade 4 page 139-141	-oral questions -written questions	
	4	GEOMETRY	Angles	-identify angles in the environment -identify different types of angles in the environment	name angles which you know?	-discuss angles in the environment	KLB visionary	-oral questions	

				-appreciate use of angles in real life situations		-draw different types of angles	Grade 4 page 142-145	-written questions	
	5	GEOMETRY	Angles	-identify angles in the environment -identify different types of angles in the environment -appreciate use of angles in real life situations	name angles which you know?	-discuss angles in the environment -draw different types of angles	KLB visionary Grade 4 page 142-145	-oral questions -written questions	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,2 & 3

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