Grade Four
Mathematics Activities Schemes Of Work
Term Three Year _____ School _____

Wk	Lsn	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1	1		2-D shapes	By the end of the sub strand, the learner should be able to: a) identify different shapes in the environment,	1. How can you identify a 2-D shape? 2. How can you make patterns using shapes?	• Learners in pairs/groups/individually to identify shapes in the environment. • Learners in pairs/groups to identify line of symmetry by folding the shape into two equal parts and identify the fold line as line of symmetry. • Learners in pairs/groups/individually to make patterns using squares, rectangles and triangles. • Learners in pairs/groups to identify properties of a square practically. • Learners in pairs/groups to identify properties of a rectangle practically.	Cut outs o rectangles, circles, and rectangles of different sizes	Oral Written Observation	
	2			b) identify line of symmetry, practically c) make patterns using different shapes,					
	3			d) identify properties of 2-D shapes practically, e) use IT devices for learning and enjoyment,					
	4			f) appreciate using shapes in real life situations.					
	5								
2	1		2-D shapes	f) appreciate using shapes in real life situations.	1. How can you identify a 2-D shape? 2. How can you make patterns using shapes?	• Learners in pairs/groups to identify properties of a triangle practically. • Learners in pairs/groups to use IT devices to learn more about 2-D shapes and make patterns.		Oral Written Observation	
	2	DATA HANDLING	Data	By the end of the sub strand, the learner should be able to: a) represent data involving real life situations using frequency tables,	How can you represent data?		Data from different sources	Oral Written Observation	
	3								
	4			b) work out questions involving frequency tables representing real life situations, c) identify where frequency tables are used in real life,					
	5								
3	1								

	2			b) work out questions involving frequency tables representing real life situations, c) identify where frequency tables are used in real life,		• Learners in groups to collect and record data involving real life situations using tally marks. • Learners in pairs/groups/ individually to represent data collected from real life situations using frequency tables. • Learners in pairs/ groups/individually to interpret frequency tables representing real life situations. • Learners in pairs/groups/individually to work out questions involving frequency tables representing real life situations.			
	3			d) use IT devices for learning and enjoyment, e) appreciate use of frequency tables in representing data in real life situations.					
	4								
	5	ALGEBRA	Use of Letters	By the end of the sub strand, the learner should be able to: a) represent the unknown in real life situations using letters,	How can you simplify algebraic expressions?	• Learners in pairs/groups/individually to represent the unknown in real life situations using letters. • Learners in pairs/groups/individually to form algebraic expressions to represent real life situations. • Learners in pairs/groups/individuals to simplify algebraic expressions representing real life situations. • Learners in pairs/groups/individually to play digital games involving algebraic expressions.	Information from different sources	Oral Written Observation	
4	1			b) form algebraic expressions to represent real life situations, c) simplify algebraic expressions representing real life situations,					
	2			b) form algebraic expressions to represent real life situations, c) simplify algebraic expressions representing real life situations,					
	3			d) use IT devices for learning and enjoyment, e) appreciate the use of algebraic expressions.					
	4			d) use IT devices for learning and enjoyment, e) appreciate the use of algebraic expressions.					
	5			d) use IT devices for learning and enjoyment, e) appreciate the use of algebraic expressions.					
4-8	1		END YEAR ASSESMENT/CLOSING						
	2								
	3								
	4								
	5								