



MATHEMATICS SCHEME OF WORK GRADE 4 TERM 2

NAME	
TSC NO.	
SCHOOL	

School	Grade	Learning Area	Term	Year
	4	Mathematics	2	

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Remarks
1	1	Measurement	Length	By the end of the sub strand, the learner should be able to: work out division involving metres and centimetres in real life situations	Why do we measure distance in real life	Learners in pairs/groups to work out multiplication involving metres and centimetres in real life situations. Learners in pairs/groups to work out division involving metres and centimetres in real life situations. Learners in pairs/groups to play digital games involving length	KLB Visionary Mathematics pg 78 Metre rule, 1metre sticks, tape measure	Asking question Drawing questionnaires	
	2	Measurement	Length	By the end of the sub strand, the learner should be able to: work out division involving metres and centimetres in real life	Why do we measure distance in real life	Learners in pairs/groups to work out multiplication involving metres and centimetres in real life situations.	KLB Visionary Mathematics pg 78 Metre rule,	Asking question Drawing questionnaires	

				situations		Learners in pairs/groups to work out division involving metres and centimetres in real life situations. Learners in pairs/groups to play digital games involving length	1metre sticks, tape measure		
	3	Measurement	Length	By the end of the sub strand, the learner should be able to: use IT devices for learning and enjoyment, appreciate use of metres and centimetres in measuring distance in real life.	Why do we measure distance in real life	Learners in pairs/groups to work out division involving metres and centimetres in real life situations. Learners in pairs/groups to play digital games involving length	KLB Visionary Mathematics pg 78 Metre rule, 1metre sticks, tape measure	Asking question Drawing questionnaires	
	4	Measurement	Length	By the end of the sub strand, the learner should be able to: use IT devices for learning and enjoyment,	Why do we measure distance in real life	Learners in pairs/groups to work out division involving metres and centimetres in real life situations. Learners in pairs/groups to play digital games involving length	KLB Visionary Mathematics pg 78 Metre rule, 1metre sticks, tape measure	Asking question Drawing questionnaires	
	5	Measurement	Length	By the end of the sub strand, the learner should be able to appreciate use of	Why do we measure distance in real life	Learners in pairs/groups to work out division involving metres and centimetres in real life	KLB Visionary Mathematics pg 80-82	Asking question Drawing questionnaires	

				metres and centimetres in measuring distance in real life.		situations. Learners in pairs/groups to play digital games involving length	Metre rule, 1metre sticks, tape measure		
2	1	Measurement	Area	By the end of the sub strand, the learner should be able to: compare area of given surfaces by direct comparison	How can you work out area of different surfaces?	Learners in pairs/groups to compare area of two surfaces directly by placing one surface on the other	KLB Visionary Mathematics pg 91 Square cut outs, paper cut outs	Asking question Drawing questionnaires	
	2	Measurement	Area	By the end of the sub strand, the learner should be able to: compare area of given surfaces by direct comparison	How can you work out area of different surfaces?	Learners in pairs/groups to compare area of two surfaces directly by placing one surface on the other	KLB Visionary Mathematics pg 91 Square cut outs, paper cut outs	Asking question Drawing questionnaires	
	3	Measurement	Area	By the end of the sub strand, the learner should be able to: calculate area of squares and rectangles by counting unit squares	How can you work out area of different surfaces?	Learners in pairs/groups to use different unit square cut outs to cover a given surface	KLB Visionary Mathematics pg 93-96 Square cut outs, paper cut outs	Asking question Drawing questionnaires	
	4	Measurement	Area	By the end of the sub strand, the learner should be able to: calculate area of	How can you work out area of different	Learners in pairs/groups to count the number of unit square cut outs used to cover the	KLB Visionary Mathematics	Asking question Drawing questionnaires	

				squares and rectangles as a product of number of rows and columns	surfaces?	surface. Learners in pairs /groups to establish that area of a rectangle or a square is same as number of rows multiplied by number of columns.	pg 97-99 Square cut outs, paper cut outs		
	5	Measurement	Area	By the end of the sub strand, the learner should be able to: calculate area of squares and rectangles as a product of number of rows and columns	How can you work out area of different surfaces?	Learners in pairs/groups to count the number of unit square cut outs used to cover the surface. Learners in pairs /groups to establish that area of a rectangle or a square is same as number of rows multiplied by number of columns.	KLB Visionary Mathematics pg 99-101 Square cut outs, paper cut outs	Asking question Drawing questionnaires	
3	1	Measurement	Area	By the end of the sub strand, the learner should be able to: calculate area of squares and rectangles as a product of number of rows and columns	How can you work out area of different surfaces?	Learners in pairs/groups to work out area of squares and rectangles by multiplying number of rows by number of columns.	KLB Visionary Mathematics pg 99-101 Square cut outs, paper cut outs	Asking question Drawing questionnaires	

	2	Measurement	Area	By the end of the sub strand, the learner should be able to: use IT devices for learning and enjoyment, appreciate use of rows and columns in calculating area of squares and rectangles in real life situations.	How can you work out area of different surfaces?	Learners in pairs/groups play digital games involving area of rectangles and squares	KLB Visionary Mathematics pg 99-101 Square cut outs, paper cut outs	Asking question Drawing questionnaires	
	3	Measurement	Mass	By the end of the sub strand, the learner should be able to: use a kilogram mass to measure masses of different objects practically,	How can you measure mass in kg?	Learners in pairs/groups to use one kilogram masses to measure masses of given objects using a beam balance	KLB Visionary Mathematics pg 102-103 1kg mass, soil or sand, manual/electronic weighing machine, beam balance	Asking question Drawing questionnaires	
	4	Measurement	Mass	By the end of the sub strand, the learner should be able to: use a kilogram mass to measure masses of different objects practically,	How can you measure mass in kg?	Learners in pairs/groups to use one kilogram masses to measure masses of given objects using a beam balance	KLB Visionary Mathematics pg 102-103 1kg mass, soil or sand, manual/electronic	Asking question Drawing questionnaires	

							weighing machine, beam balance		
	5	Measurement	Mass	By the end of the sub strand, the learner should be able to: use $\frac{1}{2}$ kg and $\frac{1}{4}$ kg masses to measure masses of different objects practically	How can you measure mass in kg?	Learners in pairs/groups make a $\frac{1}{2}$ kg mass and use it to measure mass of given objects using a beam balance	KLB Visionary Mathematics pg 103-104 1kg mass, soil or sand, manual/electronic weighing machine, beam balance	Asking question Drawing questionnaires	
4	1	Measurement	Mass	By the end of the sub strand, the learner should be able to: use $\frac{1}{2}$ kg and $\frac{1}{4}$ kg masses to measure masses of different objects practically	How can you measure mass in kg?	Learners in pairs/groups make a $\frac{1}{2}$ kg mass and use it to measure mass of given objects using a beam balance	KLB Visionary Mathematics pg 103-104 1kg mass, soil or sand, manual/electronic weighing machine, beam balance	Asking question Drawing questionnaires	
	2	Measurement	Mass	By the end of the sub strand, the learner should be able to add mass involving	How can you measure	Learners in pairs/groups make a $\frac{1}{4}$ kg mass and use it to measure mass of given	KLB Visionary Mathematics	Asking question Drawing questionnaires	

				kilograms in real life situations	mass in kg?	objects using a beam balance and an electronic balance	pg 105-106 1kg mass, soil or sand, manual/electronic weighing machine, beam balance		
	3	Measurement	Mass	By the end of the sub strand, the learner should be able to: subtract mass involving kilograms in real life situations,	How can you measure mass in kg?	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 105-106 1kg mass, soil or sand, manual/electronic weighing machine, beam balance	Asking question Drawing questionnaires	
	4	Measurement	Mass	By the end of the sub strand, the learner should be able to: subtract mass involving kilograms in real life situations,	How can you measure mass in kg?	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 105-106 1kg mass, soil or sand, manual/electronic weighing machine,		

							beam balance		
	5	Measurement	Mass	By the end of the sub strand, the learner should be able to: use IT devices for learning and enjoyment, appreciate measuring mass of different objects	How can you measure mass in kg?	Learners in pairs/groups play digital games involving mass	KLB Visionary Mathematics pg 105-106 1kg mass, soil or sand, manual/electronic weighing machine, beam balance		

5	1		Volume	By the end of the sub strand, the learner should be able to: work out volume of cubes and cuboids in real life situations	How can you work out volume of cubes and cuboids?	Learners in pairs/groups/individually to pile cubes. Learners in pairs/groups/individually to count the piles of cubes to determine the volume.	KLB Visionary Mathematics pg 107-110 Cubes, cuboids		
	2		Volume	By the end of the sub strand, the learner should be able to: work out volume of cubes and cuboids in real	How can you work out volume of cubes and cuboids?	Learners in pairs/groups to pile cuboids. Learners in pairs/groups/individua	KLB Visionary Mathematics pg 107-110		

				life situations		lly to count the piles of cuboids to determine the volume	Cubes, cuboids		
	3		Volume	By the end of the sub strand, the learner should be able to use IT devices for learning and enjoyment, appreciate use of pilling method in working out volume in real life	How can you work out volume of cubes and cuboids?	Learners in pairs/groups /individuals to use IT devices to play games.	KLB Visionary Mathematics pg 107-111 Cubes, cuboids		
	4		Capacity	By the end of the sub strand, the learner should be able to: measure capacity in litres in real life situations	How can you measure capacity in real life situations?	Learners in pairs/groups to measure capacity of containers using a 1 litre container in real life situations.	KLB Visionary Mathematics pg 113-114 1 liter containers, containers of different sizes, water, sand ,soil		
	5		Capacity	By the end of the sub strand, the learner should be able to: measure capacity in litres in real life situations	How can you measure capacity in real life situations?	Learners in pairs/groups to measure capacity of containers using a 1 litre container in real life situations.	KLB Visionary Mathematics pg 113-114 1 liter containers, containers of different sizes, water, sand ,soil		

6	1		Capacity	By the end of the sub strand, the learner should be able to measure capacity in $\frac{1}{2}$ litres and $\frac{1}{4}$ litres in real life situations,	How can you measure capacity in real life situations?	Learners in pairs/groups/individually to make $\frac{1}{2}$ litre and $\frac{1}{4}$ litre containers through filling and emptying using a 1 litre container	KLB Visionary Mathematics pg 115-116 1 liter containers, containers of different sizes, water, sand ,soil		
	2		Capacity	By the end of the sub strand, the learner should be able to measure capacity in $\frac{1}{2}$ litres and $\frac{1}{4}$ litres in real life situations,	How can you measure capacity in real life situations?	Learners in pairs/groups/individually to make $\frac{1}{2}$ litre and $\frac{1}{4}$ litre containers through filling and emptying using a 1 litre container	KLB Visionary Mathematics pg 115-116 1 liter containers, containers of different sizes, water, sand ,soil		
	3		Capacity	By the end of the sub strand, the learner should be able to Add and subtract capacity involving litres in real life situations,	How can you measure capacity in real life situations?	Learners in pairs/groups to use $\frac{1}{2}$ litre and $\frac{1}{4}$ litre containers to measure capacity of other containers. Learners in pairs/groups to add capacity involving litres in real life	KLB Visionary Mathematics pg 115-116 1 liter containers, containers of different		

						situations	sizes, water, sand ,soil		
	4		Capacity	By the end of the sub strand, the learner should be able to Add and subtract capacity involving litres in real life situations,	How can you measure capacity in real life situations?	. Learners in pairs/groups to add capacity involving litres in real life situations	KLB Visionary Mathematics pg 117-118 1 liter containers, containers of different sizes, water, sand ,soil		
	5		Capacity	By the end of the sub strand, the learner should be able to use IT device for learning and enjoyment, appreciate use of the litre as a unit of measuring capacity in real life situations	How can you measure capacity in real life situations?	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 117-118 1 liter containers, containers of different sizes, water, sand ,soil		
7	1		Time	By the end of the sub strand, the learner should be able to: read and tell time in a.m. and p.m. in real life situations	How can you tell time?	Learners in pairs/groups to read and tell time in a.m. and p.m. using digital and analogue clocks in real life situations.	KLB Visionary Mathematics pg 119-121 Analogue and digital clocks,		

							digital watches, am /pm chart		
2		Time	By the end of the sub strand, the learner should be able to estimate time using a.m and p.m. in real life situations,	How can you tell time?	Learners in pairs/groups to estimate time of the day using the shadow.	KLB Visionary Mathematics pg 119-121 Analogue and digital clocks, digital watches, am /pm chart			
3		Time	By the end of the sub strand, the learner should be able to estimate time using a.m and p.m. in real life situations,	How can you tell time?	Learners in pairs/groups to estimate time of the day using the shadow.	KLB Visionary Mathematics pg 119-121 Analogue and digital clocks, digital watches, am /pm chart			
4		Time	By the end of the sub strand, the learner should be able to convert units of time in real life situations	How can you find out time taken to do an activity?	Learners in pairs/groups to convert hours to minutes and minutes to hours in real life situations.	KLB Visionary Mathematics pg 122-123 Analogue and			

						Learners in pairs/groups to convert hours to days and days to hours in real life situations	digital clocks, digital watches, am/pm chart		
	5		Time	By the end of the sub strand, the learner should be able to convert units of time in real life situations	How can you find out time taken to do an activity?	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 122-123 Analogue and digital clocks, digital watches, am/pm chart		
8	1		Time	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 can you find out time taken to do an activity?	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 122-123 Analogue and digital clocks, digital watches, am/pm chart		
	2		Time	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 can you find out time taken to do an activity?	Learners in pairs/groups to convert hours to minutes and minutes to hours in real life situations. Learners in pairs/groups to convert	KLB Visionary Mathematics pg 122-123 Analogue and digital clocks,		

						hours to days and days to hours in real life situations	digital watches, am /pm chart		
	3		Time	By the end of the sub strand, the learner should be able to work out time duration in real life situations	How can you find out time taken to do an activity?	Learners in pairs/groups to measure and record duration of events in hours and minutes using digital and analogue clocks. Learners in pairs/groups to work out addition involving units of time in real life situations	KLB Visionary Mathematics pg 122-123 Analogue and digital clocks, digital watches, am /pm chart		
	4		Time	By the end of the sub strand, the learner should be able to work out time duration in real life situations	How can you find out time taken to do an activity?	Learners in pairs/groups to measure and record duration of events in hours and minutes using digital and analogue clocks. Learners in pairs/groups to work out addition involving units of time in real life situations	KLB Visionary Mathematics pg 122-125 Analogue and digital clocks, digital watches, am /pm chart		
	5		Time	By the end of the sub strand, the learner should be able to use IT devices for learning and enjoyment, appreciate time in real	How can you find out time taken to do an activity?	Learners in pairs/groups to work out subtraction involving units of time in real life situations.	KLB Visionary Mathematics pg 122-125 Analogue and		

				life situations.		Learners in pairs/groups/individually to play digital games involving time.	digital clocks, digital watches, am/pm chart		
9	1		Money	By the end of the sub strand, the learner should be able to: convert shillings into cents and cents into shillings in different contexts,	How can you save money?	Learners in pairs/groups/individually to convert shillings into cents and cents into shillings using real/ imitation money in different contexts	KLB Visionary Mathematics pg 130-131 Real / imitation money, price list		
	2		Money	By the end of the sub strand, the learner should be able to: convert shillings into cents and cents into shillings in different contexts,	How can you save money?	Learners in pairs/group to role play shopping activities involving giving change and balance using real/ imitation money	KLB Visionary Mathematics pg 130-131 Real / imitation money, price list		
	3		Money	By the end of the sub strand, the learner should be able to participate in shopping activities involving money practically	How can you save money?	Learners in pairs/groups to discuss and prioritize needs and wants	KLB Visionary Mathematics pg 130-131 Real / imitation money, price list		

	4		Money	By the end of the sub strand, the learner should be able to practice savings in real life, work out questions involving money in real life situations	How can you save money?	Learners in pairs/groups to discuss meaning of saving. Learners in pairs/groups to discuss savings at home	KLB Visionary Mathematics pg 132-134 Real / imitation money, price list		
	5		Money	By the end of the sub strand, the learner should be able to practice savings in real life, work out questions involving money in real life situations	How can you save money?	Learners in pairs/groups to discuss meaning of saving. Learners in pairs/groups to discuss savings at home	KLB Visionary Mathematics pg 132-134 Real / imitation money, price list		
10-11	END OF TERM ASSESSMENT AND CLOSING								