## P.4 Transition Mathematics Scheme Term I

Wk	Pd	Theme	Content	Life skills	Competence	Activities	Learning materials	Method	Resour ces	R m
1	HOLIDAY WORK									

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TOW	1	<u></u>		ystem deven	<u></u>	-			
	1		Definition of a set		Pupils should be able to:	Defining sets.	- books,		
	&		- A collection of well defined		i. Define a set & different		pencils,		
	2		objects.		types of sets	Identifying sets	pieces of		
			Types of sets & their set				chalk etc.		
			<u>symbols</u>		ii. Naming the different	Giving			
			- Union of sets ( $\cup$ )		types of sets.	examples of			
			Two or more sets put together			sets	- Text		
			union		iii. Draw the different set		books.		
			- Intersection of joint sets ( $\cap$ )		symbols.	Doing written			
			Common members in the given			exercises.	-chalkboard		
			sets.		iv. Identify given sets with				
					their symbols.				
			- empty sets {} or $\varnothing$						
			Sets which have no members		v. Give examples of given				
					sets in real life situations.				
			- Equal or identical set(=)						
			sets with the same numbers or						
			members of the same kind.						
			- Equivalent or matching						
			$set(\leftrightarrow)$						
			equal number of members but						- 12
			of different kinds						Bk 4 pgs 8 - pages 1 - 1
				5					es 4
			- Disjoint or non – intersecting	kin					Sag Sag
			sets	lui					04
			sets without common members						
			- Non – Equivalent sets/ Un	Logical thinking Problem solving critical thinking					A new MK Pri. Maths 2000 Understanding Maths Bk 4
			equal sets	crit					at at
			Sets whose members are not	о б					ĔΣ
				kin vin				Demonstration Discussion Exposition	ing
		l sts	matching	sol				n n	h d h
		concepts	Non Equal / Un Equal sets	3 4				Demonstrat Discussion Exposition	sta 📃
		- u	Any set whose members are	ble ble				noi cus osi	ler.
		0 L	not equal					)er Disc	
		Set							

Wk	Pd	Theme	Content	Life skills	Competence	Activities	Learning	Method	Resour	R
							materials		ces	m

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100	1	· · · · ·			<u>,                                     </u>	1			1	
	3		- Equal and <i>Equivalent sets</i>		Pupils should be able to:		- books,			
	&				i. Identify equal sets.	Identifying sets	pencils,			
	4		i). A = {a,b,c} B = {b,a,c}		ii. Identify equivalent set		Rubbers			
					iii. Use the set symbols	Using set	- Ruler.			
			A = B		correctly	symbols.				
			ii. J = {a,t,y}, K = {1,2,3}							
						Doing written	- Text			
			set J $\leftrightarrow$ Set K			exercises.	books.		18	
									1 2	
	5		Intersection of sets and Disjoint		Write and draw intersection				; 8 - - 12	
	&		sets		sets.	Writing sets			1 1	
	6		e.g. <sub>E</sub> M				-chalkboard		d 4 p	
					Write and draw disjoint	Identifying sets			Bk 4 pgs 8 pages 1 -	
			(11 (9 )5 )		sets.	_			Q 4	
						Drawing sets			図話	
			F∩M = {9}		Identify intersection and				່ ະເ ເ	
					disjoint sets from the given	Doing written			lat at	
			L K		sets.	exercises.			Σ≥	
			$\begin{pmatrix} 1 & 2 \end{pmatrix}$ $\begin{pmatrix} a & b \end{pmatrix}$						A new MK Pri. Maths 2000 Understanding Maths Bk 4	
		pts	(12)(ab)					55		
		Set concepts						Discussion Exposition	rsta Sta	
			L and K have no common						der der	
		st of	members. They are disjoint set.					EX Dis	A U	
		Ň	L∩K = {}					1 1	1 1	
2	7		Union of sets	5	Pupils should be able to:	1	Pencils			
	&		e.g A = $\{a, x, e\}$	kin	i. Write union sets correctly.		Rubbers		18	
	8		$B = \{a, p, e, x\}$	l luic	ii. Draw union sets correctly		Books			
			(-///-/-)		iii. Identify common		Schoolbags		б Ю	
				<u>ca</u>	members and use the		Pieces of		pag	
				Lit	correctly.		chalk		4	
3	1		The empty set.	Logical thinking Problem solving critical thinking	Pupils should be able to:	Giving	Text books		困	
	&		e.g a set of birds with four legs	kin vir	i. Give examples of empty	examples of			2000   pg 12	
	2		each.	sol	sets.	empty sets			pg	
	<b>_</b>	1	This set does not exit.	a t	ii. Write empty sets,	Writing empty		er) er	hs 4	
		1	So it is {}	ble	iii. use the symbol for	sets		ius Sit Sov	BK [at ]	
					empty set correctly.	Identifying		<ul> <li>discussion</li> <li>Exposition</li> <li>Guided</li> <li>Discovery</li> </ul>	MK Maths MTC Bk 4 p	
						empty sets		ļ ̈́ ̈́ ̈́ ̈́ ̈́ ̈́	žΣ	
						empty sets				

Wk	Pd	Theme	Content	Life skills	Competence	Activities	Learning	Method	Resour	R
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			· · · ·	ĺ			materials		ces	m
3	3 & 4		Venn diagrams. - Shading regions of sets. e.g set A set B set A $-$ B Set B $-$ A set A $\cup$ B Set A $\cap$ B		Pupils should be able to: i. Shade region of sets on Venn diagrams	Shading regions on Venn diagrams	-chalkboard	- Discussion - Exposition	0 Bk 4 pgs 8 – 4 pages 1 - 12	
	5 & 7		<ul> <li>Using Venn diagram to solve problems.</li> <li>Listing members from Venn diagrams</li> <li>Using listed members to fill the Venn diagram.</li> <li>Finding numbers of required members using n(A).</li> <li>Difference of sets</li> </ul>		<ul> <li>Pupils should be able to:</li> <li>List required members</li> <li>from the Venn diagram.</li> <li>Use the given sets to fill</li> <li>the Venn diagrams</li> <li>Use the expression n(A)</li> <li>correctly.</li> <li>Use the expression A – B</li> </ul>	Listing members from the Venn diagram. Filling in missing members in Venn diagrams. Doing written exercises.	Text books chalkboard	- discussion - Exposition - Guided discovery	- A new MK Pri. Maths 2000 18 - Understanding Maths Bk 4	
3	8	Set concepts	Revision on sets. - types of sets. - set symbols. - Venn diagrams.		Pupils should be able to: Do the given revisions exercise within the given time.	Writing out the revision exercise	Handouts Text books	- guided -discovery	Primary Maths 200 Bk 4 pg 16 -	
4	1 & 2	The numeration system and place value	Representing whole numbers on an abacus e.g Representing whole numbers on the abacus Reading whole numbers from the abacus Reading whole numbers from the abacus. - Finding place value of numbers. E.g What is the place value of 5 in 1576 Th H T O 1 5 7 6 Hundreds The place value of 5 is hundreds.	- Logical thinking - Problem solving critical thinking	Pupils should be able to: - Represent whole numbers on an abacus. - Read the numbers represented on given abaci. - Find place values of given numbers.	<ul> <li>Representing numbers on abaci.</li> <li>Drawing abacii.</li> <li>Reading numbers from an abacus.</li> <li>Finding place values of digits on an abacus.</li> </ul>	Abacii Text books chalkboard	- Discussion - Exposition - Guided discovery	A new Mk Pri. Maths 2000 Bk 4 Pg 19 - 20	

Wk	Pd	Theme	Content	Life skills	Competence	Activities	Learning materials	Method	Resour ces	R m
4	3 & 4		Finding total values. e.g 3 tens + 6 thousands. (3 x10)+ (6 x 1000) = 6000 $\frac{+30}{6030}$		Pupils should be able to: i. work out total values of numbers	Working out total values of given numbers.	- Text books -chalkboard	Discussion - Exposition		
	5 & 6		Find products with values. e.g 2 tens x 4 = 2 x 10 x 4 = 20 x 4 = 80	-	Pupils should be able to: i. Multiply values correctly	Multiplying values of given numbers	Text books chalkboard	- discussion Exposition observatio		
	7 & 8		Writing figures in words. E.g H T O 6 3 7 600 = six hundred 30 = thirty 7 = seven. = six hundred thirty seven.		Pupils should be able to: - Write figures in words, laying out all the necessary steps.	Writing figures in words	Text books chalkboard	Discussion Exposition	- 23	
5	1 & 4	system and place value	Writing words in figures. e.g Five thousand two hundred Seven. TH H T O Five thousand = 5 0 0 0 Two hundred = 2 0 0 Seven = $\frac{+}{52000000000000000000000000000000000000$	Logical thinking Problem solving critical thinking	Pupils should be able to: - Write words in figures, laying out all the necessary steps.	Writing words in figures			A new MK Pri. Maths 2000 Bk 4 pgs 19	
5	5 & 6	The numeration system	Expanded form. e.g $48 = (4 \times 10) + (8 \times 1)$ = $40 + 8$ $13540 = (10000 \times 1) + (3 \times 1000)$ + $(5 \times 100) + (4 \times 1)$ . 13504 = 10000 + 3000 + 500 + 4	- Logical thinkin - Problem solvir	Pupils should able to: - Expand given numbers using values.	Expanding numbers using values		Discussion Exposition Observation	- A new MK Pri.	

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			1	
7	Finding expanded numbers.	Pupils should be able to:	Working out	
&	e.g 700 + 70 + 7 = 7 0 0	- work out expanded	expanded	
8	70	numbers.	numbers	
	+ 7			ISC   ISC
	777			
				G 6
	7 &	7         Finding expanded numbers.           8         e.g 700 + 70 + 7 = 7 0 0	&         e.g 700 + 70 + 7 = 7 0 0         - work out expanded	&         e.g 700 + 70 + 7 = 7 0 0         - work out expanded         expanded

Wk	Pd	Theme	Content	Life skills	Competence	Activities	Learning materials	Method	Resour ces	R m
6	1 & 2		Decimals A whole number divided into ten - equal parts - Decimal names. 1 part = = 0.1 Comparing decimals Using number lines. Using symbols < or >		Pupils should be able to: i. Define decimals. ii. Name decimals correctly. iii. Write decimals correctly. iv. Draw number lines & compare decimals on them. Use > ,= or < to compare decimals	Defining decimals Writing decimals comparing decimals.	- Text books -chalkboard Number lines	Discussion - Exposition Discovery	- A new MK Pri. Maths 2000 Bk 4 pgs 19 - 23 Und. MTC 4 pg 22 - 24	
	3 & 4	and place value	Place values of whole & decimals. E.g 13.2 Whole decimals T O . Tths 1 3 . 2 Tenths Ones Tens	l thinking	Pupils should be able to : i. Represent decimals on an abacus ii. Read decimal numbers from an abacus. iii. Find the place values of given decimal numbers.	Reading decimal numbers. Finding place values of decimal numbers.	Text books chalkboard		Und. MTC 4 pg 26	
	5 & 6	The numeration system	Values of wholes and decimals e.g find the value of each numeral in 38.9 TO.Tths 38.9 9 tenths = 9 x 0.1 = 0.9 8 Ones = 8 x 1 = 8 3 Tens = 3 x 10 = 30	- Logical thinking - Problem solving critical thinking	Pupils should be able to find the values of given decimal numbers.	Finding values of decimal numbers.	Text books chalkboard	Discussion Exposition	A new MK Pri. Maths 2000 Bk 4 pg 29	

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			Writing decimals in words.e.g $7.5 = 0.$ Tths $= 7.0 =$ seven $+ 0.5 =$ five tenths $7.5 =$ seven and five tenths or $7.5 =$ seven point five.Writing decimals in figures.e.g two hundred seventy fiveand two tenths. Two hundredseventy five = 275.0two tenths $= 0.2$ 275.2		Pupils should be able to: i. Express decimals in words. ii. Express decimal in figures	Writing decimals in words and in figures			A new MK Pri. Maths 2000 Bk 4 pg 30 – 31 Und. Mtc 4 pg 27
8	1 & 2	The numeration system and place value	Numbers and numerals. A numbers is an idea of quantity A number is a symbol representing a number. Hindu – Arabic & Roman numeral (up to 100) Key symbols. I V X L 100 C - Roman symbols which are formed, by adding key symbols. e.g XX, LX, VI, etc by subtracting key symbols. e.g IX, XL, XC, IV, etc.	σι	Pupils should be able to: i. differentiate between a number. ii. Write Roman numerals up to 100 (C)	Defining numerals & numbers. Writing Hindu Arabic and Roman numerals. Doing written exercises.	- Text books -chalkboard		- A new MK Pri. Maths 2000 Bk 4 pgs 32 - 33 Und. MTC 4 pg 28 - 29
	3 & 4		Changing from Hindu Arabic to Roman numerals. Expand then change 19. 19 = 10 + 9 = X + IX. = XIX	Logical thinking Problem solving critical thinking	Pupils should be able to change: i. Change Hindu Arabic numerals into Roman numerals.	Changing Hindu Arabic numerals into Roman numerals.			2 - 33 2 - 33
	5 & 6		Changing from Romans to Hindu Arabic numerals. Change XLVII = XL + VII. XL = 60 VII = $\pm 7$ XLVII = 67	- Logical thinkin - Problem solvir	Pupils should be able to: i. Change Roman numerals into Hindu Arabic numerals.	Changing Roman numerals into Hindu Arabic numerals.		Discussion - Exposition	- A new MK Pri. Bk 4 pgs 32 - 3

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	7		Word problems in Hindu Arabic	Pu	pils should be able to:	Working out		
	&		a & Roman numerals.	i. 3	Solve word problems	word problems	- ths	
	8		- Jane is X years old. Mary is V	in	volving Hindu Arabic and	-	Maths 33 -	
			years old. Find their total age &	Ro	oman numerals correctly		Pri. I pgs	
			write the answer in Hindu				a d	
			Arabic.				Σ× ×	
			- X + V = 10 + 5 years				A new MK 2000 Bk 4 35	
			= 15 years				0 <sup>2</sup> 0 <sup>2</sup>	
			Their total age is 15 years.				M N P	
9	1		Addition of whole numbers	Ρι	pils should be able to:	Adding whole &		
	&		Without regrouping	- /	Add whole numbers	adding whole &	30	
	2		e.g TTH TH H T O	со	prrectly.	decimal	bd	
		ت م	3 5 1	- 4	Add decimal numbers	numbers.	4	
		ation bers tion	<u>0 0 0</u>	со	prrectly.		12	
		itio	<u>1 3 5</u>		-		Σ.	
		Operation Numbers notation	with regrouping				Und	

Wk	Pd	Theme	Content	Life skills	Competence	Activities	Learning materials	Method	Resour ces	R m
9	1 & 2	א Numbers & notation	With regrouping         TTH TH H T O         3 7 2 1 $10 3 4 5$ $14 0 6 6$ With decimal numbers. E.g         H T O. Tth         2 4 0. 3         + 2 5. 0         2 4 5 . 3         H T O. Tth         2 1. 7         8 4. 5         10 6. 2	thinking n solving critical thinking	Pupils should be able to: i. Add whole numbers correctly. ii. Add decimal numbers correctly	Adding whole and decimal numbers.	- Text books -chalkboard	Discussion - Exposition Discovery	- A new MK Pri. Maths 2000 Bk 4 pgs 19 - 23 Und. MTC 4 pg 22 - 24	
	3 & 4	Operation on	Application of addition in word problems. i. Key words. ii. Sum, total, add, greater, increase	- Logical thinking - Problem solving o	Pupils should be able to: i. work out word problems in addition	Solving word problems in addition		- discussion exposition	MK Bk 4 pg 40 – 41 & 42-44 , 45	2

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10       1       2       Subtraction of numbers.	100		by110301	1001-   www.schoolporto.com   5	ystem dever		1	1	1		
6       1 5 7 1       2 4 0         10       1       1 5 7 1       2 4 0         10       1       Application of whole numbers using repeated addition. Up to 4 digits by 1 digit.       Pupils should be able to: 1 solve word problems in subtraction       Working out word problems in subtraction         10       1       Multiplication of whole numbers using repeated addition. Up to 4 digits by 1 digit.       Pupils should be able to: 1; Subtract or outpute multiplication problems in subtraction       Multiplying numbers up to 4 digits by 1 digit.         10       2       Upper state addition of whole numbers using repeated addition. Up to 4 digits by 1 digit.       Pupils should be able to: 1; Subtract reduce to fractor 10 to compute multiplication problems       Multiplying numbers up to 4 digits by 1 digit.         10       2       Upper state addition of whole numbers. e.g 1420 x 25 y 20 z 200 x2 z = 200 x20 z = 200 x20 z = 4000 z z = 400 z				Subtraction of numbers.		Pupils should be able to:	Subtracting	Text books			
10     1     2     Upper line     Multiplication of whole numbers. e.g. 20 x 20 = 200 x 20 = 000 x 20		&		Without regrouping.		i). Subtract whole numbers	whole numbers	chalkboard			
10       1         10       2       1         10       2       1       1         10       2<		6		1571		correctly.	& decimal				
10       1         10       2       1         10       2       1       1         10       2<				240		ii). Subtract decimal	numbers				
10     1     - with regrouping 72561 -4500 68061     - with regrouping 72561 -1500     - with regrouping 72561							correctly				
10       1       72561 -4500 68061       Pupils should be able to: I solve word problems in subtraction       Working out words problems in subtraction       Working out word problems in subtraction       Image: Construction of the construction of the construction       Image: Cons				- with regrouping		· · · · · · · · · · · · · · · · · · ·	,				
10       1       -4500 68061       -450061 68061       -450061 68061<											
Image: Construction of the subtraction in words problems. Key words Subtract, reduce, difference, less, remainder, change, balance.       Pupils should be able to: I solve word problems in subtraction       Word problems in subtraction       Word problems in subtraction         10       1       Multiplication of whole numbers using repeated addition. Up to 4 digits by 1 digit       Pupils should be able to: i). Multiply numbers up to 4 digits by 1 digit.       Multiplication problems       Fee State											
7       8       Application of subtraction in words problems. Key words       Pupils should be able to: I solve word problems in subtraction       Working out word problems in subtraction         10       1       Multiplication of whole numbers. - using repeated addition. Up to 4 digits by 1 digit       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit.       Multiplying numbers. ii). Use the concept of factor 10 to compute multiplication problems       Very type type type stage       Very type type type type stage       Very type type type type type       Text book chalkboard       Very type type type type type type type type											
&       &       words problems. Key words Subtract, reduce, difference, less, remainder, change, balance.       I solve word problems in subtraction       word problems in subtraction       word problems in subtraction         10       1       Multiplication of whole numbers. - using repeated addition. Up to 4 digits by 1 digit       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Text book chalkboard       If the problems in subtraction         10       2       Up to the problems is used to the problems in subtraction       Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Text book chalkboard       If the problems is used to compute multiplication problems         10       2       Up to the concept of factor 10 to compute numbers. e.g 1420 e.g 1420 e.g 20 x 20 = 200 x 2 = 400       If the problems is used to compute multiplication problems       Multiplying numbers.       Text book chalkboard       If the problems is used to compute multiplication problems		7				Pupils should be able to:	Working out	-			_
8       Key words       subtract, reduce, difference, less, remainder, change, balance.       subtraction       in subtraction         10       1       Multiplication of whole numbers using repeated addition. Up to 4 digits by 1 digit.       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit.       Multiplication of whole numbers using repeated addition. Up to 4 digits by 1 digit.       Multiplication problems       Multiplication of whole numbers using repeated addition. Up to 4 digits by 1 digit.       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit.       Multiplication problems       Subtract, reduce, difference, less, remainder, change, balance.         10       2       Up to the problem of the problem of the problem of factor 10 to compute numbers. e.g 1420       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit.       Multiply numbers. up tp 4 digits by 1 digit.       Text book chalkboard       Support of factor 10 to compute multiplication problems         10       2       Up to the concept of factor 10 to compute numbers. e.g 20 x 20 = 200 x2 = 400       Support factor 10 to compute multiplication problems       Multiplying numbers. e.g 20 x 20 = 200 x2 = 400       Support factor 10 to compute multiplication problems											
1       Subtract, reduce, difference, less, remainder, change, balance.       Pupils should be able to:       Multiplying         10       1       Multiplication of whole numbers.       Pupils should be able to:       Nultiply numbers up tp 4 digits by 1 digit.       Multiplication of whole numbers.       Numbers.         10       1       Multiplication of whole numbers.       Pupils should be able to:       Nultiply numbers.       Nultiply numbers.         10       1       Multiplication of whole numbers.       Pupils should be able to:       Nultiply numbers.       Nultiply numbers.         10       2       Use the concept of factor 10 to compute numbers.       Pupils should be able to:       Nultiply numbers up tp 4       Nultiply numbers.       Sign 20 × 20 = 200 × 20 = 200 × 22 = 400       Sign 20 × 20 = 200 × 20 = 200 × 20 = 200 × 20 = 200 × 20 = 400       Pupils should be able to:       Nultiplication problems       Nultiplication problems       Nultiply numbers.       Chalkboard       Sign 20 × 20 = 200 ×											
10       1       Multiplication of whole numbers. - using repeated addition. Up to 4 digits by 1 digit       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Multiplying numbers.         10       2       vote stage       Multiplication of whole numbers. e.g 1420       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Text book chalkboard       Multiplying repeated addition.         10       2       vot stage       Multiplication of whole numbers. e.g 1420 vot sage       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Text book chalkboard       Multiply vot stage         10       2       vot stage       Multiply compute numbers. e.g 1420 vot stage       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Text book chalkboard       Multiply vot stage         10       2       vot stage		0				Subtraction					
10       1       Multiplication of whole numbers. - using repeated addition. Up to 4 digits by 1 digit       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Multiplying numbers.         10       2       vote stage       Multiplication of whole numbers. e.g 1420       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Text book chalkboard       Multiplying repeated addition.         10       2       vot stage       Multiplication of whole numbers. e.g 1420 vot sage       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Text book chalkboard       Multiply vot stage         10       2       vot stage       Multiply compute numbers. e.g 1420 vot stage       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Text book chalkboard       Multiply vot stage         10       2       vot stage										) <sup>3</sup>	
10       1       Multiplication of whole numbers. - using repeated addition. Up to 4 digits by 1 digit       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Multiplying numbers.         10       2       vote stage       Multiplication of whole numbers. e.g 1420       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Text book chalkboard       Multiplying repeated addition.         10       2       vot stage       Multiplication of whole numbers. e.g 1420 vot sage       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Text book chalkboard       Multiply vot stage         10       2       vot stage       Multiply compute numbers. e.g 1420 vot stage       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Text book chalkboard       Multiply vot stage         10       2       vot stage										40 36	
10       2       using repeated addition. Up to 4 digits by 1 digit       i). Multiply numbers up tp 4 digits by 1 digit.       numbers.       numbers.       using repeated addition. Up to 4 digits by 1 digit.       ii). Use the concept of factor 10 to compute multiplication problems       numbers.       using repeated addition. Up to 4 digits by 1 digit.       iii). Use the concept of factor 10 to compute multiplication problems       numbers.       using repeated addition. Up to 4 digits by 1 digit.       iii). Use the concept of factor 10 to compute multiplication problems       numbers.       using repeated addition. Up to 4 digits by 1 digit.       ii). Multiply numbers up tp 4 digits by 1 digit.       ii). Multiply numbers up tp 4 digits by 1 digit.       ii). Multiply numbers up tp 4 digits by 1 digit.       ii). Use the concept of factor 10 to compute multiplication problems       factor 10 to compute multiplicati	10	1	-			Dupile chould be able to:	Multiplying	-			_
10       2       Use the concept of factor 10 to compute numbers. e.g 20 x 20 = 200 x2 = 400       10 <td< td=""><td>10</td><td>1</td><td></td><td>•</td><td></td><td></td><td></td><td></td><td></td><td>D D</td><td></td></td<>	10	1		•						D D	
10       2       Multiplication of whole numbers. e.g 1420       Multiplication of whole numbers. e.g 1420       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Text book chalkboard       st sub chalkboard         10       2       up to to compute numbers. e.g 20 x 20 = 200 x2 = 400       Div to to to to to       Div to to to       Div to to to       Div to to to       Div to to to       Div to to       Div to							numbers.		55	⊼ ຄ 4	
10       2       Multiplication of whole numbers. e.g 1420       Multiplication of whole numbers. e.g 1420       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Text book chalkboard       st sub chalkboard         10       2       up to to compute numbers. e.g 20 x 20 = 200 x2 = 400       Div to to to to to       Div to to to       Div to to to       Div to to to       Div to to to       Div to to       Div to									ssic	State	
10       2       Multiplication of whole numbers. e.g 1420       Multiplication of whole numbers. e.g 1420       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Text book chalkboard       st sub chalkboard         10       2       up to to compute numbers. e.g 20 x 20 = 200 x2 = 400       Div to to to to to       Div to to to       Div to to to       Div to to to       Div to to to       Div to to       Div to				4 digits by 1 digit						<sup>-</sup> Ω <sup>-</sup> <sup>-</sup> <sup>-</sup>	
10       2       Multiplication of whole numbers. e.g 1420       Multiplication of whole numbers. e.g 1420       Pupils should be able to: i). Multiply numbers up tp 4 digits by 1 digit. ii). Use the concept of factor 10 to compute multiplication problems       Multiplying numbers.       Text book chalkboard       st sub chalkboard         10       2       up to to compute numbers. e.g 20 x 20 = 200 x2 = 400       Div to to to to to       Div to to to       Div to to to       Div to to to       Div to to to       Div to to       Div to									l si Xi	A 0.2 7	
2       numbers. e.g 1420 x 5 7100 - Using the concept of factor 10 to compute numbers. e.g 20 x 20 = 200 x2 = 400       bit iiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii						multiplication problems					
2       numbers. e.g 1420 x 5 7100 - Using the concept of factor 10 to compute numbers. e.g 20 x 20 = 200 x2 = 400       bit iiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii		1	1		1	1	1		1	<u> </u>	
Image: Signed state     Image: Signed st	10							Text book		പറ	
Image: Signed state     Image: Signed st		2	tio		ing		numbers.			- 6 ith	
Image: Signed state     Image: Signed st			tal	e.g 1420	l ixi			chalkboard		Σ <u>7</u>	
Image: Normal state $\frac{7100}{-100}$ - Using the concept of factor 10 to compute numbers. e.g 20 x 20 = 200 x2 = 400Image: Normal stateImage:			D L	<u>x 5</u>	thi	ii). Use the concept of				a	
Image: Signed state       - Using the concept of factor 10 to compute numbers. e.g 20 x 20 = 200 x2 = 400       . Using the concept of factor 10 to compute numbers. e.g 20 x 20 = 200 x2 = 400       . Image: Signed state       . Multiply, product.       . Image: Signed state       . Image: Signed			<u>ಹ</u>	<u>7100</u>	g	factor 10 to compute				a a	
Image: Construction of to compute numbers.     to compute numbers.     image: Construction of the constructineq			ers	- Using the concept of factor 10	itic	multiplication problems				Σ× Σ×	
e.g 20 x 20 = 200 x2 = 400     e.g 20 x 20 = 200 x2 = 400     Pupils should be able to: i). Solve word problems in multiplication.     Working out word problems in multiplication     W			h dr		ן ד					B B	
A       a			In		bu Bu					l DOC	
3 & 4Application of multiplication in word problems. - Key words. Multiply, product.Application of multiplication in word problems. - Key words. Multiply, product.Pupils should be able to: i). Solve word problems in multiplication.Working out word problems in multiplication.Working out word problems in multiplicationVery work in word problems in multiplication.Working out word problems in multiplication.Working out word problems in multiplicationVery work in word problems in multiplication.Working out word problems in multiplicationVery work in word problems in multiplicationVery work in work in multiplicationVery work in multiplicationVery work in work in multiplicationVery work in multiplicat			 		l vi					5( A	
&ioword problems.ioioword problems inword problems inin multiplication.4- Key words Key words	<u> </u>	3			thii sc	Pupils should be able to:	Working out	1		~ v 4	
4     - Key words.     - Key words.     - Key words. <t< td=""><td></td><td></td><td>ioi</td><td></td><td>en</td><td></td><td></td><td></td><td>tion</td><td>  Ž ÷ ž ,</td><td></td></t<>			ioi		en				tion	Ž ÷ ž ,	
Multiply, product.     J A     Multiply, product.     J A			irat		gic obl				osi	10 E Me	
		.	d(		Pr				isc xp	a 200 z	
			0		1 1					A C C C	

1000	1	Multiplication of two by two		1 2	Multiply two here				
	5	Multiplication of two by two		Pupils should be able to:	Multiply two by			S	
	&	digit numbers		i). Use total values to solve	two digit			l ti	
	6	Using total values.		two by two digit	numbers using			Ę ₽	
		Side work		multiplication problems.	place values			Pri. Maths Pg 46	
		e.g 15 (15 x 2) + (15 x 10)						P P	
		<u>x 12</u> 30 + 150						žγ	
		30						l ≥ <sup>m</sup>	
		<u>+150</u>							
		180						A new Mk Pri.   2000 Bk 4 pg <sup>∠</sup>	
	7	Using place values. (compute)	-	Pupils should be able to:	Multiplying two	Text books			
	&	e.g 18		i). Use the short method to	by two digit				
	8	x 12		multiply two by two digit	numbers using	chalkboard			
	0	36		numbers.	the short	changodra			
		180			methods.				
					methous.			45	
11	4	216	-	Dunile should be able to:	Coluing divisions	4		53,	
11	1	Division of whole numbers.		Pupils should be able to:	Solving division			1	
	&	- Using repeated subtraction.		i). Use repeated subtraction	problems in			51	
	2	$e.g 9 \div 3; 9 - 3 = 6$		to solve division problems.	without			6d	
		6 - 3 = 3		ii). Compute answer for	remainders.			4	
		3 - 3 = 0		simple division problems.				1 <del>X</del>	
		The no. of times 3 has been		iii). Use long division to					
		subtracted from 9 is 3.		solve division problems.				0	
		So 9 – 3 = 3						5 2	
		Using long division without						th	
		remainders. (up to 4 digits by						Ма	
		1)						new Mk Pri. Maths 2000 Bk	
	3	With remainders. Eg $10 \div 4 = 2$		Pupils should be able to:	Solving division	-		- E	
	&	rem. 2		Solve division problems	problems in			Ξ	
	4	Using Ing division with		with remainders	with		uss	N.	
	Т	remainders e.g 130		With remainders	remainders		Discussion Exposition	ne	
							ل ک	A	
	3	e.g <u>130</u>		Pupils should be able to:	Solving division	Text books			
	&	450		Solve division problems	problems in				
	4	<u>-3</u>		with remainders	with	chalkboard			
		15	j ing		remainders				
			<ul> <li>Logical thinking</li> <li>Problem solving critical thinking</li> </ul>				]		
	5	Application of division in word	n s link	Pupils should be able to:	Solving division	Text books		10	
	&	problems	th len	Solve word problems in	word problems	Chalkboard	itio	2000 pg 55	
	6	Key words.	ob cal	division			osi	20 pg	
		Divide, share	l ti P L				Discussion Exposition	<u> </u>	
		· · ·							

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		<u>by110sci</u>	nool-   www.schoolporto.com   S	ysicin ucveic	<u> </u>	1			
11	7 & 8		<ul> <li>Types of numbers.</li> <li>whole numbers. 0,1,2,3,</li> <li>counting numbers. 1, 2,3,</li> <li>Ordinal numbers. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup></li> <li>cardinal numbers.</li> <li>1,2,3,4,5,</li> <li>Even numbers 0,2,4,6,8</li> <li>odd numbers 1,3,5,7,9</li> </ul>		Pupils should be able to: i). Define the different types of numbers. ii). List members of each type of numbers. iii). Distinguish different types of numbers from others. iv). Answer various questions about types of numbers. v). Define even and odd numbers clearly.	<ul> <li>Defining numbers Listing different</li> <li>Listing different types of numbers.</li> <li>Distinguish sets</li> <li>Answering questions about different types of numbers.</li> <li>Defining even &amp; old numbers</li> <li>Giving examples of even &amp; old no.</li> </ul>		Discussion Observation Exposition	A new Mk Pri. Maths 2000 Bk 4 pg 61., 58 - 60
12	1 & 2	sequences.	Number patterns & sequences. e.g 1,3,5,7,9 - Building sequences with even, odd or prime numbers. - counting in tens, hundreds, thousands.		Pupils should be able to: i). complete number sequences correctly.	Completing & building up number sequences.	Textbooks Chalkboard	Discussion Exposition	MK Maths 2000 Bk 4 pg 60 - 62 Under MTC 4 pg 83 - 92
	3 & 4	Number patterns and	Factors. A number which divides into another exactly. e.g 2 x 3 = 6 2 & 3 are factors of 6 bec. $6 \div 3 = 2$ $6 \div 3 = 2$ others are $6 \div 1 = 6$		Pupils should be able to: i). Define a factor ii). Find factors of numbers. iii). Complete all the given factor charts. iv). Find the GCF of given numbers.	Finding factors. Completing factor charts Finding GCF of numbers	Textbooks Chalkboard A drawn factor chart		MK Maths 2000 Bk 4 pg 68 - 69 Under MTC 4 pg 96
12	3 & 4	Number facts & sequences	So $F_6$ are 1 x 6 = 6 2 x 3 = 6 $F_6 = \{1,2,3,6\}$ - Giving lists of factors. - Factor charts. - Greatest common factors (GCF)	- Logical thinking - Problem solving critical	Pupils should be able to: i). Define a factor ii). Find factors of numbers. iii). Complete all the given factor charts. iv). Find the GCF of given numbers.	Finding factors. Completing factor charts Finding GCF of numbers	Textbooks Chalkboard A drawn factor chart	Discussion Exposition	MK Maths 2000 Bk 4 pg 59 - 63 Under MTC 4 pg 97 - 98

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5	Multiple	Pupils should be able to:	Finding	Textbooks	
&	Numbers which when divided	- Find Multiples of numbers.	multiples of	Chalkboard	
6	by that number leave no	- Complete multiple tables	numbers.	A drawn	
	remainder.	correctly	Completing	multiples	
	Multiples are also products.		tables.	chart	
	e.g 1 x 4 = 4		NB. 0 is a		
	2 x 4 = 8		multiple of all		
	$M_4 = \{4, 8, 12\}$		numbers of all		
			numbers but is		
			ignored in the		
			lists.		
7	Multiples.	Pupils should be able to:	Listing	Text books	
&	- common multiples.	- Find common multiples of	multiples		
8	e.g $M_2 = \{2, 4, 6, 8, \dots\}$	given numbers.	Identifying	chalkboard	
	$M_4 = \{4, 8, 12, 16, \dots\}$	- Find the L.C.M of given	common		
	Common multiples of 2 & 4 are:	numbers.	multiples & L.		
	{4,8,12,}		C. M of		
	Lowest common multiples.		numbers.		
	e.g L.C.M of 2 & 4 = 4				

## KABOJJA JUNIOR SCHOOL TRANSITION MATHEMATICS SCHEME P.4 TERM II

Wk	Pd	Theme	Subtopic/ Content	Life Skills		Competences	Activities	Learning Materials	Method	Resource	R
1			1			HOLIDAY WORK	REVISION				
	1 & 2	NUMBER FACTS AND SEQUENCES	NUMBER PATTERNS AND SRQUENCES (i)Building sequences with even, odd or prime numbers (ii)Counting in tens, hundreds	Logical thinking Problem colving		Pupils should be able to: (i)Complete number sequences correctly (ii)Count in tens, hundreds, thousands (iii)Compute numbers using factor 10	-Completing number sequences -Computing numbers using the factor 10 concept MK bk 4 pg 73 exe. 4f 1 – 10; pg 68 4m 1 – 6.	Text book	Discussion Exposition Discovery Demonstration	Dicenseion MK 2000 BK 4 Pp 56-73 Understanding Mtc BK4 Pp83- 88	
	3 & 4	NUMBER FACTS AND SEQUENCES	<b>FACTORS</b> -a number which divides into another exactly e.g $1x6=6$ 2x3=6 $F_6=(1,2,3,6)$ -Using Factor chats	Logical thinking Problem colving	Problem solving Critical thinking	Pupils should be able to: (i)Define a factor (ii)Find factors of numbers (iii)Complete the factor charts correctly	i)Finding factors of number ii)Listing factors iii)Completing factor charts MK bk 4 pg 73 exe. 4s A 1 – 10; pg 74 4t 1 – 6.	Textbooks Factor Charts	Discovery Exposition	MK 2000 Bk 4 Pp 69-74 Understanding Mtc Bk4 Pp94-96	

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5 & 6	MULTIPLES -Numbers which leave no remainder when divided by the given number e.g. 4 $1X4=4$ 		Visitem developed by: fulle 0752         Pupils should be able to:         Find multiples of numbers         Complete tables on multiples         Find common multiples of given numbers         Identify the LCM of given numbers	Finding multiples, common multiples and LCM of numbers. MK bk 4 pg 75 exe. 4u 1 – 6. Und. Mtc bk 4 pg 103 exe.5.17; no.2,1 – 6.	Textbooks Chalkboard	Discussion Discovery Exposition	
	$M_2 = \{2,4,6,8\}$ $M_4 = \{2,4,8\}$ Therefore the lowest common multiple of 2 and 4 is 4	Logical thinking Problem solving Critical thinking					
7 & 8	TYPES OF FRACTIONS Common fractions.Proper fractions.Proper fractions.Improper fractions.Mixed numbers.Changing mixed numbers into improper fractions.	Logical thinking	<ul><li>Pupils should be able to:</li><li>i) Identify numerators</li><li>ii)denominators in common fractions.</li><li>Give examples of proper and improper fractions.</li><li>Change mixed numbers into improper fractions.</li></ul>	<ul> <li>i) identifying different fractions.</li> <li>ii) giving examples of different fractions.</li> <li>iii) changing fractions from one form to another.</li> <li>iv) illustrating fractions on diagrams. Mk Pri Mtc Bk 4 pg 91 ex. 5j no. 1- 10</li> </ul>	Fractions on a chart +	Discussion Demonstration Exposition	MK 2000 Bk 4 Pp 69-74 Understanding Mtc Bk4 Pp94-96

1 & 2	FRACTIONS	Changing improper fractions to mixed numbers.	Logical thinking Problem so Critical thinking	Pupils should be able to: i) change improper fractions into mixed numbers.	Converting improper fractions into mixed numbers. Und Mtc pg 60 ex. 4.5 no. 1 & 2 a,b,c,d	Textbooks	Stimulation Exposition Discussion	Understanding Mtc Bk4 Pp60 MK 2000 Bk4 Pp 85
3 & 4	FRACTIONS	<b>EQUIVALENT</b> <b>FRACTIONS</b> -using the charts. -Using the number line. -Multiplying numerator and denominator by the same whole number which is greater than 1.	Problem solving	Pupils should be able to: Use the charts to find equivalent fractions. Use the number line to find equivalent fractions. Multiply fractions by whole numbers to get the equivalent fractions.	Finding equivalent fractions using charts, number lines and multiplication. Representing as equivalent fractions on a number line.	Textbooks Drawn Number Lines on the ground	Discussion Exposition Demonstration	Understanding Mtc Bk4 Pp60-66 MK 2000 Bk4 Pp 80
5 & 6	FRACTIONS	EQUIVALENT FRACTIONS using the charts. Using the number line. Multiplying numerator and denominator by the same whole number which is greater than 1.	Logical thinking Problem solving Critical thinking	Pupils should be able to: Use the charts to find equivalent fractions. Use the number line to find equivalent fractions. Multiply fractions by whole numbers to get the equivalent fractions.	Finding equivalent fractions using charts, number lines and multiplication. Acting as equivalent fractions on a number line		Exposition Demonstration Discussion Practical Work	Understanding Mtc Bk4 Pp60- 66 MK 2000 Bk4 Pp 80
7 & 8	FRACTIONS	REDUCING FRACTIONS TO THEIR LOWEST TERMS. e.g.	Critical thinking	Pupils should be able to: Reduce given fractions into their lowest terms	Reducing fractions. MK bk 4 pg 84exe. 5d 1 – 10;	Textbooks Chalkboard	Discussion	MK 2000 Bk4 Pp 87

4	5 & 6		ADDING FRACTIONS WITH DIFFERENT DENOMINATORS. USING EQUIVALENT FRACTIONS.	Critical thinking	Add fractions with different denominators using equivalent fractions.	Adding fractions with different denominators. Und. Mtc Bk4 pg 68 ex. 4.11 No. 1 & 2 a,b,c,d	Textbooks Chalkboard	Exposition Discussion	MK 2000 Bk4 Pp 87 -89 Understanding Mtc Bk4 F
3	3 & 4	FRACTIONS	ADDITION AND SUBTRACTION OF FRACTIONS WITH SAME DENOMINATORS	Critical thinking	Pupils should be able to: i)Add fractions ii)subtract fractions with same denominators iii)reduce the solutions to the lowest terms	Adding and subtracting fractions. Reducing fractions to lowest terms. MK bk 4 pg 87exe. 5g 1 – 10; pg 89 ex.5i; 1 – 4, 17, 18 19,20.	Textbooks Chalkboard	Exposition Discussion	MK 2000 Bk4 Pp 87 -89 Understanding Mtc Bk4 Pp68-69
	1 & 2		COMPARISON OF FRACTIONS. Using LCM to find values first then compare. Ascending and descending order.	Critical thinking	Compare fractions using less than, greater than or equal. Arrange fractions in order.	Comparing fractions. Und. Mtc 4 pg 67 ex.4.10 1 & 2 Ordering fractions. MK bk 4 pg 86 exe. 5f ; 11, 12,15, 16.	Textbooks Chalkboard	Discussion Exposition Exposition	

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	7 & 8		SUBTRACTIN G FRACTIONS WITH DIFFERENT DENOMINATORS USING EQUIVALENT FRACTIONS.	Problem solving Critical thinkina	Pupils should be able to: subtract fractions with different denominators using equivalent fractions.	Subtracting fractions with different denominators. Und. Mtc Bk4 pg 69 ex. 4.12 No. 1 & 2 a,b,c,d	Textbooks Chalkboard	Exposition Discussion	MK 2000 Bk4 Pp 87 Und. Mtc Bk4 pg 69	
-	1 & 2	FRACTIONS	ADDITION OF MIXED NUMBERS	Logical thinking	Pupils should be able to: Add mixed numbers correctly.	Adding mixed fractions. MK bk 4 pg 93exe. 5l 1 – 8 pg 89 ex.5i; 1 – 4,	Textbooks Chalkboard		ng Mtc Bk4	
-	3 & 4	FRAC	SUBTRACTION OF MIXED NUMBERS		Subtract mixed numbers.	Subtracting mixed numbers. MK bk 4 pg 93 exe. 5m 1 – 10		Expositio n Discussio n	Understanding Mtc Bk4 Pp 70	
-	5 & 6		MULTIPLICATION OF FRACTIONS BY WHOLE NUMBERS $\frac{1}{2}$ of 300 $\frac{1}{2}$ x 300 = $\frac{300}{2}$ = 150	Problem solving Critical thinking	Pupils should be able to: Multiply fractions by whole numbers.	Multiplying fractions by whole numbers. MK bk 4 pg 93exe. 5l 1 – 8 pg 97 ex.5q	Textbooks Chalkboard Books Pens Pencils	Exposition Demonstration Discussion Practical Work	MK 2000 Bk4 Pp 95 – 97	

7 & 8	DECIMAL FRACTIONS Changing decimals to fractions. e.g. 0.1 = 1/10 2.3 = 2 + 3/10 =	Logical thinking. Problem solving	Pupils should be able to: Rewrite decimal fractions as common fractions.	Changing decimal fractions into common fractions. Und. Mtc pg 73 ex. 4.16.	Textbooks Chalkboard	Exposition Discussion	Understanding Mtc Bk4 Pp72 - 74
1 & 2	Changing fractions to decimals		Pupils should be able to: Change common fractions into decimals. Change mixed numbers into decimal fractions.	Changing common fractions into decimals. Und. Mtc pg 73 ex. 4.15; 1a, 2,3b, c. Changing mixed fractions into decimals. Und. Mtc pg 73 ex. 4.15; 1a, 2,3b, c.	Textbooks Chalkboard	Discussion Demonstration Exposition Exposition	Understanding Mtc Bk4 Pp73
3 & 4	APPLICATION OF FRACTIONS Application of fractions. Example: In a class of 42 pupils, one third of them are boys. How many girls are in that class? 1/3 of 42 =1/3 x 42 =14 boys. Girls are 42 - 14 = 28.	Logical thinking Problem solving	Pupils should be able to: Solve word problems in fractions.	Working out word problems involving fractions.	Textbooks Chalkboard	Exposition Discussion	MK 2000 Bk4 Pp 88, 90, 111, 114.

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6	5		EQUATIONS.		Pupils should be able	) Working out the unknowns.	Textbooks			
	&		Using letters in place		to:-	ii) Proving the solutions got.				
	6		of boxes.			Und. Mtc bk 4pg 216 ex. 15.6;				
			a <u>) Addition</u>		i) Work out simple	1a – f.				
			a + 6 = 9		sums involving addition			itio		
		⊲	Subtract 6 from each		in algebra.			Exposition Discussion		
		ЯК	side					Disc		
		ALGEBRA	a + 6 – 6=9-6		ii) Substitute the					
		ALO	a + o = 3	5	calculated value in the					
			∴a = 3 Ans.	king	given equation to prove				Mat	
			Prove.	_ م ق	their answers				Σ	
			A = 6 =9	kin Vir					, ing	
			Substitute	thinking n solving					216	
			3 + 6 = 9						.   . sta	
			9 = 9.	ble					21. 21.	
				Logical th Problem					Understanding l Pp 215- 216	

6	7 & 8	ALGEBRA	b) Subtraction. (i) x- 28 = 21 Add 28 to each side x- 28 + 28= 21 + 28. x- 0 = 21 + 28 $\therefore$ x = 49Ans. Prove: x- 28 = 21 Substitute 49 - 28=21 21 = 21 ii) 20 - V = 4 <u>Re-arrange</u> 20 - 4 - V		Pupils should be able to:- i) Work out simple sums involving subtraction algebra. ii) Substitute the calculated value in the given equation to prove their answers	i) Working out the unknowns. ii) Proving the solutions got. Mk Mtc bk 4 pg 247 ex. 16 e	Textbooks	Exposition Discussion	Mk Mtc bk 4 pg 247	
				Logical thinking Problem solving						

7	1 & 2	ALGE BRA	$\frac{\text{Multiplication}}{\text{i) } 2 \text{ x } a = 2a,}$ $\text{ii) } 3 \times q = 12.$ $3q = 12 \div 3$ $q = 4 \text{ Ans.}$	Logical thinking Problem solving	Pupils should be able to:- i) Work out simple sums involving multiplication algebra. ii) Substitute the calculated value in the given equation to prove their answers	Re framing the equations -Solving the equations -Proving the solutions Mk Mtc bk 4 pg 255 ex. 16 q	Textbooks	Exposition Discussion	Mk Mtc bk 4 pg 255
7	3 & 4	ALGEBRA	$\begin{array}{l} \underline{\text{Division}}\\ b\div3=5\\ b\div3\times3=5\times3\\ b\qquad\qquad=15\text{ Ans.} \end{array}$	Logical thinking	<ul> <li>Pupils should be able to:</li> <li>i) Reframe the equations in words.</li> <li>ii) Work out division equations correctly.</li> <li>iii) Prove the solutions got.</li> </ul>	Re framing the equations -Solving the equations -Proving the solutions MK. Pri. Mtc BK 4 pp 254 ex. 16 p.	Textbooks Charts	Exposition Discussion	MK. Pri. Mtc BK 4 pp 254
7	5 & 6	ALGEBRA	Forming equations Mary has some goats. When she sells 5 goats she remains with 9 goats. How many did she have? Let the number of goats be g. Equation g - 5 = 9 g - 5 + 5 = (9 + 5) goats g - 0 = 14 goats g = 14 goats. $\therefore$ She had 14 goats.	Logical thinking Problem solving thinking	<ul> <li>Pupils should be able to:-</li> <li>i) Solve numbers in word problems.</li> <li>ii) Form equations from the given sentences</li> <li>iii) Solve the equations formed.</li> </ul>	<ul><li>i) Reading the word problems.</li><li>ii) Forming equations.</li><li>iii) Solving equations.</li></ul>	Text books Charts	Exposition	Mk pri Mtc BK 4 Pg 257 - 260

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7	7 & 8	Substitution Replacing given letters with directed numbers. If $g = 4$ . Find 3g. $3g = 3 \times 4$ = 12 Ans. If $a = 2$ , $b = 3$ , $c = 4$ . Find $a + b - c$ = 2 + 3 - 4 = 5 - 4 = 1	Problem solving king	<ul> <li>i) Substitute numbers correctly.</li> <li>i) Find solution to the given numbers(problems)</li> </ul>	) Substituting numbers ii) Working out solutions. Mk pri. Mtc bk 4 pg 253 ex. 16 , 16m, 16 n. Pg 254 ex. 16 0, 16 p.	Text books		MK Pr. Mtc BK 4 pp 253 – 254.
8	1 & 2	Like terms.i) Using real, same objects.ii) Using letters $g + g + g = 3g$ . Unlike terms i) Using real but different objects ii) Collecting like terms and simplifying them. i) K + 5L + 2K K + 2K + 5L = 3K + 5L. ii) 3w + 2e - w $3w - w + 2e = 2w +$ $2e$ . iii) 9J + 3k - j - 2k $9j - j + 3k - 2k$ $8j + k$ Ans.	Logical thinking Problem solving thinking	Pupils should be able to:- i) Add and subtract real objects as like terms. ii) Add and subtract letters as like terms. iii) Collect real objects according to same appearance. iv) Collect like terms from the different letters then simplify them.	<ul> <li>-Adding and subtracting real objects</li> <li>-Adding and subtracting like terms</li> <li>-Collecting like terms.</li> <li>-Simplifying given problems. Mk pri. Mtc bk 4 pg 250 ex 16i</li> </ul>	Oranges Passion fruits Pens, pencils Pieces of chalk Leaves Textbooks	Demonstration Exposition Discussion	Und Mtc Pp 211 – 214 MK BK 4

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8	3 & 4		CURVES Open curves		Pupils should be able to: Identify the different curves	Drawing curves	Textbooks Chalkboard	Exposition Demonstration Discussion Practical work		
	5 & 6	GEOMETRY	Closed curves Simple closed curves. Circles		Pupils should be able to: Identify the different curves	Drawing curves	Textbooks Chalkboard	Exposition Demonstration Discussion Practical work	(old) pp 135-136.	
	7 & 8	GE	Parts of a circle. Diameter Radius Chord Circumference		Draw circles using their feet and define circumference Draw circles using pairs of compasses	Constructing circles. Doing exercises on curves and circles.	Textbooks Chalkboard	Exposition Demonstration Discussion Practical work	MK 2000 Bk 4 (o	
9	1 & 2		Semicircle Quadrant. Drawing circles using feet. Using pairs of compasses Measuring radii of circles.	Problem solving	Measure the radii of given circles then construct circles using given radii. Mention the relationship between the radius and diameter of a circle	Constructing circles. Doing exercises on curves and circles.	Textbooks Chalkboard	Exposition Demonstration Discussion Practical work	MK 2000 Bk 4 (old) pp 135-136	

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9	3		POLYGONS	Logical	Name types of	Defining polygons.	Textbooks			
	&		Poly –many	thinking.	polygons correctly as		Chalkboard			
	4		gons –sides.	Problem	Regular and Irregular					
			Polygon is a flat	solving	polygons.	Drawing and naming polygons				
			closed shape with		Define each polygon.					
			many straight, closed							
			sides and angles.		Draw each polygon					
			Triangles		and name.					
			Have three sides and							
			angles.		Define a regular				- -	ſ
			Equilateral, isosceles,		polygon.					
			scalene, right angled							ł
			triangles.						9	-
			<b>Quadrilaterals</b> . Have four sides and						pp136	
			angles.						d d	
		~	Square, rectangle,					or	4 7	ŧ
		TR	kite, rhombus,					on stra ion		i
		Ξ	trapezium,					siti ons uss	00	
		GEOMETRY	parallelogram.					Exposition Demonstration Discussion Practical work.	Mk 2000 Bk	-
		0						ے ق ق ش	ΣΞ	Ŧ
	5		POLYGONS	Logical	Pupils should be able	Defining polygons.				
	&		Pentagon – 5 sides	thinking	to:		Textbooks	ion	Mk	
	6		Hexagon – 6 sides					n n	2000	
			Septagon – 7 sides		Define each polygon.	Drawing and naming polygons.	Rulers	Exposition Demonstration Discussion	Bk 4	
			Octagon – 8 sides.					noi cus	pp13	
			Nonagon – 9 sides		Draw each polygon		Samples of	Der Der	6	
			Decagon – 10 sides.				polygons cut			
			Polygons with all		name the polygons.		from manila		Unde	
			equal sides are called				paper		rstan	
			regular polygons.		Define a regular				ding	
					polygon.		Chalkboard		Math	
									s bk	
									4 113	

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	7 & 8	GEOMETRY	LINES OF SYMMETRY Symmetry is the exact match in shape and size between two parts. e.g. a square has 4 lines of symmetry	Logical thinking. Problem solving	Pupils should be able to: Identify the lines of symmetry in given shapes. Fold papers practically to discover the lines of symmetry for given shapes.	Folding papers Discussing different findings. Doing written exercises.	Manila papers shaped in various polygons Textbooks Chalkboard.	Exposition Demonstration Discussion	MK 2000 BK4 Pp 134	
10	1 & 2	GEO	SOLID FIGURES Drawing and naming. Examples water tank - a cylinder. Funnel – a cone	Logical thinking. Problem solving	Pupils should be able to: Draw and name solid figures. Give examples of objects with different geometrical shapes.	Drawing and naming figures. Giving examples of solid figures in real life situations.	Boxes, funnels, dice, a football and other examples of solid figures. Text books Chalkboard.	Demonstration Exposition		
	3 & 4	GEOMETRY	Edges, faces and Vertices.	Logical thinking. Problem solving	Identify the edges, vertices and faces of the different solid figures. Find out the number of faces, vertices and edges each has.	Identifying the different parts of the solid figures and finding out how many there are in each.	Boxes, funnels, dice, a football and other examples of solid figures. Text books Chalkboard.	Demonstration Observation Discussion	MK 2000 Bk 4 Pp 209-210 Understanding Mtc Bk 4 116	

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5 & 6	GEOMETRY	LINES AND ANGLES. Line Line segment Ray Parallel lines Intersecting lines Perpendicular lines Naming lines and angles.	Logical thinking Problem solving Critical thinking	Pupils should be able to: Define lines. Draw different lines. Name the different lines. Identify angles name angles. Draw the identified angles.	Drawing and naming lines and angles.	Rulers Pencils Textbooks Chalkboard		MK 2000 BK4 Pp200-203 Understanding Mtc Bk4 Pp162-164	
7 & 8	GEOMETRY	<b>TYPES OF ANGLES</b> A right angle Acute angle Obtuse angle A straight angle A reflex angle Complementary angles. Supplementary angles	Logical thinking. Problem solving.	Pupils should be able to: Define the different types of angles. Use their arms and legs to show the right, acute, obtuse and straight angles. Draw and name the different kinds of angles.	Defining angles Demonstrating angles using Parts of their bodies. Drawing and naming angles.	Rulers Pencils Textbooks chalkboard	Exposition Demonstration Discussion	MK 2000 BK4 Pp 137	

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		. 1105			Stelli developed by. lule		Dulara		
11			DRAWING AND		Pupils should be able	Measuring and drawing	Rulers		
	1		MEASURING		to:	angles.			
	&		ANGLES USING A		i) Use a protractor to		Pencils		
	2		PROTRATOR		measure angles				42
		<b>_</b>			correctly.		Textbooks		- <b>1</b>
		Ř			ii) Draw angles				40
					correctly.		Protractors		
		GEOMETRY						Discovery	Pp 138, 140-142
							Chalkboard	N N	
		U					Chairboara	<u> </u>	
				ing				ΎΥ ΎΥ	4
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				thi s				ion stra	0
				g len g				sit iss ica	
				iti ob i				act bo	MK 2000 Bk 4
				Logical thinking Problem solving Critical thinking				Exposition Discussion Practical Work, [ Demonstration	Σ
	3				Pupils should be able	Working out	Textbooks		
	&		FINDING		to:	the missing angles.			
	4		UNKNOWN		Work out the missing				Zp
	-		ANGLES		angles.				
			a) complementary	ior ting	angles.		Chalkboard		4 Ŭ
		2	angles	at at			Chaikboaru		異 分
			angles	l i ši t					l o T
		Σ		ect				) ssit	336
		GEOMETRY		Critical thinking Effective communication				Exposition	
		U U		0 8					MK 2000 Bk 4 Pp 139, 142 Ex.
	5				Pupils should be able	Working out	Textbooks		
	&	2	FINDING		to:	the missing angles.		_	
	6	GEOMETRY	UNKNOWN					Exposition Discussion Demonstration	4
		Σ	ANGLES		Work out the missing			a c c rat	, 1
		Ö	a) supplementary		angles.		Chalkboard	sio sio	33
		B	angles		ungiesi		Changedra	ius US Dor	р 1
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				kir ki					×
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				alt alt					
				jici ble					50
				Logical thinking Problem solving Critical thinking					MK 2000 Bk 4 pp 139, 142
				_ <b> </b>					

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11	7 & 8		AREA OF RECTANGLES AND SQUARES	Logical thinking Problem solving Critical thinking	Pupils should be able to: Work out the missing angles.	Working out the missing angles.	Textbooks Chalkboard Pencils Books Pieces of cha lk	Exposition Discussion Demonstration	MK 20 00 Bk 4 Pp 20 8	
12	1 & 2	GEOMETRY	APPLICATION OF PERIMETER/ARE A	Logical thinking Problem solving Critical thinking	Pupils should be able to: Interpret the given statements.	Solving the given problems.	Textbooks Chalkboard	Exposition Discussion Exposition Discovery	MK 20 00 Bk 4 Pp 20 9- 21 0	

## Kabojja Junior School **P.4 Transition Mathematics Scheme Term III**

Wk	Pd	Theme	Sub Topic & Content	Life Skills	Competences	Activities	L/Materials	Method	Ref	Rem
			BEGINNI	ing of	F TERM EXAM A	ND REVISION	HOLIDAY	WORK		
2	1 & 2	MEASURES	Length i) Measuring and recording lengths of objects. ii) Estimating lengths of objects. iii) Measuring line segments. iv) Conversions. Metres into cm	n solving	<ul> <li>Pupils should be able to:-</li> <li>i) Estimate lengths</li> <li>ii) Measure length accurately.</li> <li>iii) Convert metres to centimetres.</li> <li>iv) Convert centimetres to metres.</li> </ul>	Estimating lengths Measuring length Converting metres to centimetres. Converting centimetres to metres.	Metre rulers I dm lengths, foot rulers Text books.	Practical work Demonstration Discussion	MK. Pri. MtcBK 5 pp 250 MK Pri. MtcPp 138-140. Understanding Mtc Bk 4 pp155.	
2	3 & 4		LENGTH i) Converting Km into metres.	Logical thinking, Problem Critical thinking	Pupils should be able to:- i) Convert long distance units i.e. Km and M. correctly.	Converting units of length. -Computing the equivalence tables.	Text books	Demonstration Discussion Observation	MK Pri. MtcPp 186 - 192 Understanding Mtc Bk 4 pp155.	

2 5 & 6		Length: i Adding units of length. Example: 130 cm +20 cm = 150cm. ii) Multiplying units of length. Example: 4 m 40 cm x 2 = 8m 80 cm. iii) Application of addition and multiplication of length units.	<ul> <li>Pupils should be able to:</li> <li>i) Add m and cm.</li> <li>ii) Add Km and m.</li> <li>iii) Multiply -m and cm</li> <li>iv) Multiply Km and m.</li> <li>iii) Solve word problems in addition and multiplication of units of length.</li> </ul>	-Adding units of length. Multiplying numbers Solving word problems in length.	Text books	Demonstration Discussion Observation	MK Pri. Mtc Pp 187- 188, 190, 197 – 199. Understand ing Mtc Bk 4 pp155.
7 & 8	MEASU RES	Length. i) Subtracting m and cm. Example: 38m 5cm – 2m 20cm = 36m 30 cm. ii) Dividing m and cm. Example: 5m 20 cm ÷ 5 = 1m 04cm Km and m. Example: 7 Km 700m ÷ 7 = 1 Km 100m.	Pupils should be able to:- i) Subtract units of length carefully. Divide units of length	-Subtracting units of length. -Dividing units of length.	Text books	Demonstration Discussion	MK Pri. Mtc Pp 187- 188, 197 – 199.

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3	1	MEASU	Perimeter.	Pupils should be able to:	Working out		Demonstration	MK Pri. Mtc
	&	RES	i) Perimeter of common	- F	perimeter of			Pp 206-208
	2		polygons	i) Work out perimeter of simple	polygons.		Discussion	
			-triangles,	polygons.	1 75			
			quadrilaterals,	1 75	-Finding missing	Text books	Discovery	
			pentagons hexagons.	ii) Apply algebra to solve some	lengths in squares		,	
			Use $p = (s + s + s)$	complex problems involving	and rectangles,			
			According to the	perimeter of squares and	given perimeter.			
			number of sides.	rectangles.				
				_	-Sketching squares			
			ii) Finding sides of	iii) Interpret word problems in	and rectangles.			
			squares / rectangles	form of sketch drawings	_			
			when perimeter is					
			given.					
			Perimeter = 24 m					
			Find each side of the					
			square.					
			P = 4s.					
			24 = 4s.					
			$24 \div 4 = 4s \div 4.$					
			4 cm = s					
			s = 4 cm.					
			$\therefore$ each side is 4 cm.					
	7	MEASU	Area	Pupils should be able to:-	-Working out area	Tex books	Guided	MK Pri.
	&	RES	i) Areas of rectangles	i) Work out area of squares	of rectangles and		Discovery	Mtc Bk
	8		and squares.	ii) Work out area of rectangles.	squares.		<b>_</b>	4 Pp
				iii) Identify different squares or		Manila cards	Discussion	210 – 213
				rectangles in one shape, by	-Discovering	cut into 1	<b>_</b>	(Revised
				their dimensions.	rectangles and	cm <sup>2</sup> ,	Demonstration	Edition)
				iv) Work out area of complex	squares by the			(Old
			A = L X L	squares.	dimensions	Cards with		Edition)
			Example II	v) Work out area of complex	Dutting to eath out	different		Pp 206 –
				rectangles.	-Putting together	lengths &		208
					different areas thus	widths to		Deel
					finding total area of	justify 'area'.		Peak
					complex squares			Mathematic
					and rectangles.			s (six)
								Pp 10.
4	3	MEASU	Area.	Pupils should be able to:-	-Working out areas			MK Pri.
	&	RES	Area of shaded and un	i) Work out the area of the	of squares and		Demonstration.	Mtc. Bk

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4		shaded parts in squares or rectangles.	<ul> <li>whole shape and the shaded shape separately.</li> <li>ii) Subtract area to get the required portion</li> <li>iii) Solve application problems related to area.</li> </ul>	rectangles -Subtracting areas -Solving application problems involving area of squares and rectangles.	Text books	Discussion	5 Pp 212 – 213 Peak Mtc Six Pp 10 – 11, 47 Pp 209.
4 5 & 6	MEASU RES	Area of sq = L X W. = 6 X 6 cm <sup>2</sup> = 36 cm <sup>2</sup> area of shaded part = $\frac{1}{2}$ of 36 cm <sup>2</sup> = 36 ÷ 2 = 16 cm <sup>2</sup> Area of triangles iii) Application of area of triangles. 4 cm <sup>2</sup> 6 cm 8 cm area = $\frac{1}{2}$ x b x h. = $\frac{1}{2}$ x 8 x 6 cm <sup>2</sup> = 48 ÷ 2 cm <sup>2</sup> = 24 cm <sup>2</sup>	<ul> <li>Pupils should be able to:-</li> <li>i) Identify triangles from rectangles and squares.</li> <li>ii) Work out areas of triangles using formula.</li> <li>iii) Identify perpendicular heights of given</li> <li>iV) Solve problems involving area of triangles.</li> </ul>	<ul> <li>i) Identifying triangles from squares and rectangles.</li> <li>ii) Identifying perpendicular heights of triangles</li> <li>iii) Solving area problems in triangles.</li> </ul>	Manila cards bearing shapes of rectangles and squares Text books	Discussion Demonstration Guided Discovery	Peak Mtc (six) Pp 46 MK Pri. Mtc Bk 4 (Revised) Pp 214 – 218 (Old) Pp 211 – 214 MK Pri. Mtc BK 5 Pp 210 Ex. 8 No 1,2,4,5, 8.

4	7 & 8	MEASU RES	Volume. Volume = the space occupied by cubes practical work.	<ul> <li>i) Practically pack cubes to discover volumes of given solids.</li> </ul>	Packing cubes. Working out volumes of solids	Small cubes Bigger cubes.	Practical work. Discovery		
			<ul> <li>i) Using cubes packed in cuboid and bigger cubes, to internalise 'volume'</li> <li>ii) Using formula V= Length x Width x height V= LxWXH. V= LxWXH. V=(2x3x4)cm<sup>3</sup> V=24cm<sup>3</sup> Ans.</li> <li>CM<sup>3</sup> read as cubic cm.</li> </ul>	<ul><li>ii) Use formula to work out volume of cubes and cuboids.</li><li>iii) Read units of volume correctly.</li><li>(Cubic units)</li></ul>	using formula.	Cuboids Textbooks	Discussion Observation	ST(P)Mtc !APp 279 – 280 MK Pri. Mtc BK Pp 218 – 221.	
5	1 & 2	MEASU RES	MONEY i) <b>Revision of P.3</b> <b>Work.</b> <b>Conversions</b> Changing paper money into their equivalencies in coins. Adding money. <b>Example:</b> 150 shillings + 100 shillings = 250 shillings. Subtracting money. <b>Example:</b> 7000 shillings - 2050 shillings = 4950 shillings.	<ul> <li>Pupils should be able to:</li> <li>i) Convert money correctly.</li> <li>ii) Add money.</li> <li>ii) subtract money.</li> <li>Interpret word problems involving money and solve them accordingly.</li> </ul>	Converting money from coins to paper money equivalents and vice – versa. -Adding money. Subtracting money. -solving word problems involving money	Money in coins and paper form. Text books	Discussion Demonstration Problem solving	MK Pri. Mtc BK 4 (Revised)Pp 148 – 150	

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5	1	MEASU	BUYING AND SELLING	Pupils should be able to:-	Multiplying money.			
	&	RES	Finding the cost of				Demonstration	
	2		one item when the	i) Find the costs of the required		Text books		
			cost of one is given.	items accordingly.	-Dividing money.			
			i)				Discussion	
			e.g. 1 tin of butter	ii) State when a cost should be		Shopping		
			costs $500/=$ find the	more or less than the given		items like		
			cost of 3 tins.	one.		empty tins of	Observation	
			1 tin costs $500/=$			biscuits, soap		
			(3 tins cost more).			boxes		152.
			500			toothpaste		
			x 3			boxes, to		5
			$\frac{x - 5}{1500/=}$			make a shop		12
								d
			∴3 tins cost 1500/=			corner		
								Sec
			ii) Finding the cost of					S
			one item when the cost			Price tags on		L A
			of many is given.			manila		4
			e.g. 3 sweets cost			papers.		
			450/=					S
			find the cost of 1					ath
			sweet.					Σ
			3 sweets cost 450/=					Pri
			(1 sweet costs less)					MK Pri. Maths BK 4 (Revised) Pp 152
								Σ
5	3	MEASU	MONEY	Pupils should be able to:-	Drawing tables for			MK Pri. Mtc
	&	RES	Simple shopping bills.	Prepare shopping lists.	shopping lists.		Discussion	BK 4
	4		e.g. Jane bought 2 kg			Text books		(Revised)
			of sugar, 4 packets of	Work out simple expenditures.	-Preparing		Demonstration	Pp 133 –
			salt etc		shopping lists.			134.
			With provided price list.	Work out balances of money				
				after expenditures.	-Adding money			
					Subtracting manage			
					-Subtracting money			

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				com System developed by. Iun					,
5	5	MEASU	MONEY	Pupils should be able to:-	Working with		Discussion		
	&	RES	I) more about	i) work out shopping bills	shopping bills.	Text books			
	6		shopping bills.	correctly.			Demonstration	d	
			Example:		Discussing profit			- <del>-</del>	
			Juma bought 5 books	ii) Define profit.				se	
			at 7000/=, 5 pens at		Working out profits.			evi	
			1500/= and 4 cups at	iii) Work out profits of given				[56 (R	
			2000/=. Find out the	sums.				1 22	
			total cost of all the					0 1 0	
			items.	iv) Find the buying price B.P					
				selling price of items when the				PP 4	
				selling price, or buying price				MK Pri.Mtc BK 4 Pp 155(Revised) Pp 156. MK Mtc BK 4 Pp 157 – 159.	
				and profit are given				BK ₹	
				Buying price = $SP - profit$				lto It	
				S.P = B.P + Profit.				≤.≥	
				S.r = B.r + FIORC.				Σ <sup>1</sup> 5 Ξ	
5	7	MEASU	MONEY	Pupils should be able to:-	-Working out loss				
J	&	RES	LOSS	i) Define loss	problems.				
	8	INL3	Definition		pionems.		Discussion		
	0		Loss = reduction/less	ii) Work out B.P. in different	-Discussing loss	Textbooks	DISCUSSION		
					problems.	TEXIDOOKS			
			Loss=Buying price –	sums.	problems.		Domonstration		
			selling price.				Demonstration		
			5 1	iii) Find buying /cost prices					
			e.g Bought at 15000/=	when the selling and losses are					
			sold at 10,000/=	given.					
			Loss when S.P is less						
			than B.P Loss= B.P –	Find selling prices when cost /				15	
			S.P.	buying prices and losses are				Ър	
				given.				4	
								Ы Ж	
								ltcl	
								≥.	
								Pri	
								MK. Pri. MtcBK 4 Pp 157.	
								Σ	

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6	3	MEASU	TIME	Pupils should be able to:-	Changing units of				
	&	RES	Conversions.		time from one to				
	4			i) Convert seconds to minutes.	the other.		Discussion		
	<b>-</b>								
			i) Changing minutes to						
			seconds.	ii) Convert minutes to seconds.		Text books.			
							demonstration		
			1  min = 60  sec.	iii) Convert hours to minutes.					
			10min =(60 x 10) sec.	,				<b>G</b>	
			=600 sec Ans.	iii) Convort minutos				Sec	
				iii) Convert minutes				Š	
				to hours.				۲ <u>۳</u>	
			ii) Changing hours to					- 168(Revised) 41.	
			minutes.					. 16	
								4	
			1hr = 60 min.					1 67	
			3hrs = (60x3)min					Pp 1	
								Р Д 4	
			=180min.					D X	
			iii)1 hour = 60 min					4 ¥	
			$1\frac{1}{2}$ hrs = 3/2 x60					X p	
								di 4 c	
			iv) Changing Min to hrs.					aŭ Ut	
								ri. Stö	
			60min=1hr					le P	
			90min = 90/60 hrs					MK. Pri.Mtc BK 4 (Old)Pp 167 – Pp 162-164. Understanding Mtc BK 4 Pp 141.	
			$= 1 \frac{1}{2}$ hrs.						
6	5	MEASU		Pupils should be able to:-	Solving word				
	&	RES	TIME		problems in time.				
	6		Application of time.	i) apply the concept of		Text books			
	0		e.g. A bus takes 41/2		A	TEXT DOOKS		17	
			hours to arrive at K'la.	multiplication of time.	-Adding time.			୍ଷ	
							Discussion	64	
			What time does it take						
			in minutes?		-Multiplying time.			L DD	
								(pg	
			1 hour = 60 min.		-Solving problem			ise	
			$4 \frac{1}{2}$ hrs= 9/2 x 60 min.					e v	
			= 540 ÷ 2min		involving time.			R R	
			$= 340 \div 21000$ = 270 min.					4	
			= 270 mm.					K K	
								MK BK 4 (Revised)Pp 164 &17	
								Σ	
	1					1			

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7	1 & 2	MEASU RES	TIME TIME DURATION. Time duration = length of time <b>Example</b> A girl started walking from home at 7.15am. She reached sch. At 8.15am. How long did it take her? 8.15 - 7.15 = 1 .00 It took her 1 hour to reach.	i) Work out time duration.	Working out time duration	Text books Calendar.	Discussion Demonstration Observation Guided discovery	Mk Pri. Mtc BK 4Pp 17	
8	3 & 4		Hours, days and weeks. i) Conversions. Examples: 1  day = 24  hours 4  days = 24  x 4 hours = 96  hours. 24  hours = 1  day. 48  hours = 1  day. 48  hours = 24  x 4 hours = 96  hours. 24  hours = 1  day. 48  hours = 1  day. 1  week = 7  days. 5  weeks = 7  x 5 days. = 35  days. 7  days = 1  week. $21 \text{ days} = 21 \div 7 \text{ weeks}$ = 3  weeks.	<ul> <li>ii) Convert hours into days.</li> <li>ii) Convert days into hours.</li> <li>iii) Convert days into weeks.</li> <li>iii) Convert weeks into days.</li> </ul>	Converting days into hours. Hours into days. Days into weeks. Weeks into days.	Text books Calendar.	Discussion demonstration	Mk Pri. Mtc BK 4Pp 179	

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8	1 & 2	MEASU RES	i) Using the equivalence table. ii) Converting L into MI and vice – versa. <b>Example</b>	<ul> <li>Pupils should be able to:-</li> <li>i) Build up the table of equivalence in capacity.</li> <li>ii) Convert units of capacity from one to the other.</li> <li>iii) Add units of capacity.</li> </ul>	-Filling in equivalence tables. -Converting units from one to the other. Working out	Text books	demonstration Discussion		
			1litre = 1000 ml 5 litres = 1000 x 5 ml = 5000 ml. 1000 ml = 1 litre. 7000 ml = 7000 ÷ 1000 = 7 litres.	iv) Multiply units of capacity.	capacity problems in addition and multiplication.				
			<ul> <li>iii) Addition of L and MI.</li> <li>Example</li> <li>4 1/2 litres + 2 1/2 litres</li> <li>= 6 + 1 litres</li> <li>= 7 litres.</li> <li>iii) Multiplication of L and MI.</li> <li>Example</li> <li>3 litres 400 ml x 2</li> <li>= 6 litres 800 ml.</li> </ul>					MK Pri. Mtc BK 4 Pp 226 – 227.	
8	7 & 8	MEASU RES	i) Subtraction of L and Ml. 7litres 97ml – 3litres 5ml = 4 litres 92 ml Word problems in capacity.	Subtract units of capacity. Solve word problems in capacity. Workout problems involving capacity.	Working out capacity problems in addition, subtraction, and multiplication.	Text books	demonstration Discussion	MK Pri. Mtc BK 4 Pp 224 – 227.	

9	1 & 2	MEASU RES	<b>MASS</b> Estimates i) Practical measuring of objects. Basic unit – a gram ii) <b>Conversions.</b> Kg to g and vice – versa. 1 kg = 1000  g 5  kg = 1000  x 5 g = 5000  g 1000g = 1 kg $500 \text{ g} = 500 \div 1000 \text{ g}$ $= \frac{1}{2} \text{ kg}$	Pupils should be able to:- i) Make estimates of masses ii) Accurately measure masses iii) Convert units of mass from one to the other.	-Making estimates -Measuring mass -Converting units of mass.	Weighing scale Beans Sand Sugar books	Practical work. Group work Discussion Demonstration	MK Pri. Maths BK 4 Pp 228 – 231
9	5 & 6	MEASU RES	<ul> <li>i) Subtraction and division of kg and grams.</li> <li>i) Application of subtraction and division of kg and g.</li> </ul>	Pupils should be able to:- i) Subtract units of mass. ii) divide units of mass iii) Solve word problems involving subtraction and division of mass.	Subtracting and dividing units of mass. Solving word problems.	Textbooks	Demonstration Discussion.	MK Pri. Mtc BK 4 Pp 233 - 234
9	7&8	GRAPH S AND INTERP RETATI ON OF INFOR MATIO N	<b>GRAPHS</b> -Meaning of graphs. -Types of graphs. -Meaning of pictographs -Features of pictograph. -Read and interpret the given pictograph.	<ul> <li>Pupils should be able to:</li> <li>-Define graphs.</li> <li>-Mention the types of graphs</li> <li>-Give the meaning of pictographs.</li> <li>-Give the features of a pictographs.</li> <li>-Read and interpret the given pictograph.</li> </ul>	-Drawing graphs. -Using scale to solve problems.	Drawn graphs on chats. Textbooks	Observation Guided discovery Discussion	MK Pri Mtc BK4 page 115-117 Understand ing Pri Mtc Pp 120
10	1 &			Pupils should be able to:	Drawing	Drawn	Observation	MK Pri Mtc BK4 page

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	2	Pictographs	-Read and interpret the given information.	pictographs.	graphs on chats.	Guided discovery	115-117
		Drawing pictographs.	-Draw pictograph from the given information.	Drawing scale. Solving graph problems.	Text books	Discussion	Understand ing Pri Mtc Pp 120
10	3 & 4	Bar graphs Reading and	Pupils should be able to: -Read and interpret the given information.	Drawing graphs. Solving graph problems.	Drawn graphs. Textbooks.	Observation Guided discovery	MK Pri Mtc BK4 page 118-123
		interpreting bar graphs.	-Answer questions about the graph correctly.			Discussion	Understand ing Pri Mtc Pp 122
10	5 & 6	Drawing bar graphs.	Pupils should be able to: -Read and interpret the given information.	Drawing graphs. Solving graph		Observation Guided	MK Pri Mtc BK4 page 118-123
			-Draw bar graphs for the given information.	problems.		discovery Discussion	Understand ing Pri Mtc Pp 122

## Kabojja Junior School <u>P.4 Transition Mathematics Scheme Term III</u>

Wk	Pd	Them	Topic	Sub -	Competence		Content	Methods	Activities	Life skills	Materials	Ref	Re
		e		topic	Subject	language							m
REV	<u>ISIOI</u>	N HOLI	DAY WOR	<u> KK</u>									
2	1 & 2	MEASURES	LENGHT, MASS, CAPACITY	LENGHT	The learner uses standard measuring instrument to measure length in M, CM, MM Mass in Kg and g, capacity in litres and Millitres	i. Expresses measurement of length, mass & capacity in English of different items ii. Makes a table of different units of length, mass & capacity/ volume & shows their abbreviation	<ul> <li>i) Measuring and recording lengths of objects.</li> <li>ii) Estimating lengths of objects.</li> <li>iii) Measuring line segments.</li> <li>iv) Conversions.</li> <li>Metres into cm</li> </ul>	Practical work Demonst ration Discussi on	Estimating lengths Measuring length Converting metres to centimetres. Converting centimetres to metres.	Logical thinkin g, Proble m solving Critical thinking		250.	Understanding Mtc bk 4 pp.155.

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	3 & 4		LENGTH	Converts Km into metres.	<ul> <li>i. Expresses measurement of length, mass &amp; capacity in English of different items</li> <li>ii. Makes a table of different units of length, mass &amp; capacity/ volume &amp; shows their abbreviation</li> </ul>	<ul><li>ii) Estimating lengths of objects.</li><li>iii) Measuring line segments.</li></ul>	Practical work Demonst ration Discussi on	Converting units of length. -Computing the equivalence tables.		ext poks	MK Pri. MtcPp 186 - 192	Understanding Mtc Bk 4 pp155.	
	5 & 6			Expresses measurement of length, mass	The leaner adds m and cm. i) Adds Km and	Length: i Adding units of length.	-Adding units of length.	Logical thinking, Problem	Demonstrat ion Discussion	Text Book s			

&			measurement	m and cm.	i Adding units of	units of	thinking,	ion	Book		
6			of length, mass	i) Adds Km and	length.	length.	Problem	Discussion	S		
			& capacity in	m.	Example:		solving	discover	Rules		
			English of		130 cm +20 cm =	Multiplying	Critical	у.	foot		
			different items.	iii) Multiplies -m and cm	150cm.	numbers	thinking	Logical thinking,		.66	
			Makes a table	iv) Multiplies Km	ii) Multiplying units	Solving		Problem			
			of different	and m.	of length.	word		solving		6	
			units of length,		Example:	problems in		Critical			
			mass and	iii) Solve word	4 m 40 cm x 2 =	length.		thinking		190,	
			capacity/	problems in	8m 80 cm.						
			volume &	addition and						Mtc 188,	
		L I	shows their	multiplication of	iii) Application of						
		ENGTH	abbreviation	units of length.	addition and					Pri. 187	
					multiplication of					ΜK Pp [	
					length units						•

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	7	MEAS				The learners	Length.	Subtracting		Demonst			
	&	URES				i) Subtract units	i) Subtracting m	units of		ration			
	8					of length	and cm.	length.		discussio			
						carefully.	Example:			n			
							38m 5cm – 2m	Dividing					
						Divide units of	20cm =	units of					
						length	36m 30 cm.	length					1
							ii) Dividing m and						
			CAPACITY				cm.						
			D V C				Example:						
			AP,				5m 20 cm ÷ 5 =						
							1m 04cm						
			SS,										
			MASS,				Km and m.						
							Example:						
			LENGHT,				7 Km 700m ÷ 7 =						
			Z				1 Km 100m.						
			Ш										
1					1								1

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	7 & 8	MEAS URES	LENGHT, MASS, CAPACITY	Expres measu nt of length, mass & capacit English differe items.	sesThe learnersremei) Work out peof simple polygkii) Apply algebty insolve some comofproblems invol	Perimeter.rimeteri) Perimeter of common polyg -triangles, ra tora toquadrilaterals, pentagonsmplexpentagonslvinghexagons. 0 According to number of sid ii) Finding side rm of	Working out perimeter of polygons. -Finding missing lengths in squares and s + s the given es. perimeter. es of -Sketching squares and rectangles iven. 4 m e of	Demon stratio n Discus sion Discovery	Logical thinking, Problem solving Critical thinking		Mk Pri. Mtc pp 206 - 208	
				Makes table o differen units o length, mass a capacit volume shows abbrev n	ofi) Works out ant& squares rectiii) Identifies d,squares or recandin one shape,ty/dimensions.e &iv) Works out atheircomplex square	area of res. rectangles and squares.	-Working out area of rectangles and squares. Discovering rectangles and squares by the dimensions -Putting together different areas thus finding total area of complex squares and rectangles.	Guided Discov ery Discus sion Demonstr ation.		Text book s Manil e cards cut	MK Pri. Mtc Bk4 Pp210 – 213(Revised Edition)(Old Edition)Pp 206 – 208 Peak Mathematics (six)Pp 10.	

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4	3 & 4	mesa ures		length	Expresses measureme nt of length, mass & capacity in English of different items.	The learner: i) Works out the area of the whole shape and the shaded shape separately. ii) Subtracts area to get the required portion iii) Solves application problems related to area.	Area of shaded and un shaded parts in squares or rectangles.	- Working out areas of squares and rectangles -Subtracting areas -Solving application problems involving area of squares and rectangles.	Discussi on Demonstr ation.	Text books	MK Pri. Mtc. Bk 5 Pp 212 – 213 Peak MtcSix Pp 10 – 11, 47 Pp 209.
			Length, capacity and mass	length	Makes a table of different units of length, mass and capacity/ volume & shows their abbreviatio n	The learner i) Identifies triangles from rectangles and squares. ii) Works out areas of triangles using formula. iii) Identifies perpendicular heights of given iV) Solves problems involving area of triangles.	Area of sq = LX W. = $6 \times 6$ cm <sup>2</sup> = $36 \text{ cm}^2$ area of shaded part = $\frac{1}{2}$ of $36 \text{ cm}^2 = 36 \div 2$ = $16 \text{ cm}^2$ Area of triangles iii) Application of area of triangles. 4 cm 6 cm area = $\frac{1}{2} \times b \times h$ . = $\frac{1}{2} \times 8 \times 6 \text{ cm}^2$ = $48 \div 2 \text{ cm}^2$ = $24 \text{ cm}^2$	<ul> <li>) Identifying triangles from squares and rectangles.</li> <li>ii) Identifying perpendicular heights of triangles</li> <li>iii) Solving area problems in triangles.</li> </ul>	Discussio n Demonstr ation Guided Discovery	Manila cards bearing shapes of rectangles and squares Text books	Peak Mtc(six) Pp 46 MK Pri. Mtc Bk 4 (Revised) Pp 214 – 218 (Old)Pp 211 – 214 MK Pri. Mtc BK 5 Pp 210 Ex. 8

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4	3 & 4		mass, capacity		Encolporto.cd Expresses measureme nt of length, mass & capacity in English of different items. Makes a table of different units of length, mass and capacity	<ul> <li>i) System develo</li> <li>The leaner</li> <li>i) Practically packs cubes to discover volumes of given solids.</li> <li>ii) Uses formula to work out volume of cubes and cuboids.</li> <li>iii) Reads units of volume correctly. (Cubic units)</li> </ul>	<ul> <li>ped by: fulle 075269721</li> <li>Volume.</li> <li>Volume = the space occupied by cubes practical work.</li> <li>i) Using cubes packed in cuboid and bigger cubes, to internalise 'volume'</li> <li>ii) Using formula</li> <li>V = Length x Width x height</li> <li>V = LxWxH.</li> <li>V = LxWXH.</li> <li>V = LxWXH.</li> <li>V = (2x3x4)cm<sup>3</sup></li> <li>V = 24cm<sup>3</sup> Ans.</li> </ul>	Packing cubes. Working out volumes of solids using formula.	Practical work. Discovery Discussio n Observati on	Logical thinking, Problem solving Critical thinking	Small cube s Bigge r cube s cuboi ds Tex book s	ST(P)Mtc !APp 279 – 280 MK Pri. Mtc BK Pp 218 – 221.	
	7 & 8	measures	Length I	Money volume	The learners identifies coins and notes. - Buying and selling calculates simple profits and loss costs and pricing.	- describes different coins and note. - role plays using money in English - uses examples to describe understanding of profit and loss	CM <sup>3</sup> read as cubic cm. MONEY i) <b>Revision of P.3</b> <b>Work.</b> <b>Conversions</b> Changing paper money into their equivalencies in coins. Adding money. <b>Example:</b> 150 sh. + sh.100 = 250 sh. Subtracting money. <b>Example:</b> 7000 sh - 2050 sh = sh.4950	Converting money from coins to paper money equivalents and vice – versa. -Adding money. Subtracting money. -solving word problems involving money	Discussio n Demonstr ation Problem solving	Money in coins and paper form. Text books		MK Pri. Mtc BK 4 (Revised)Pp 148 – 150 BK Pri. MK Pri.	

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	MK Pri. Mtc BK 4 (Revised) Pp 133 – 134.
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5	5				The learner	The learner	MONEY	Drawing	Discussio	Logical	Text		
	&				- Identifies	i) works out	I) more about	tables for	n	thinking,	book		
	6				coins &	shopping bills	shopping bills.	shopping	demonstr	- critical	S		
					notes	correctly.	Example:	lists.	ation	thinking	Coins		
					- Buying &		Juma bought 5 books	-Preparing		Problem	notes		
					selling	ii) Defines profit.	at 7000/=, 5 pens at	shopping		solving			
					- Calculates		1500/= and 4 cups at	lists.					
					simple	iii) Works out	2000/=. Find out the	-Adding				12(	
					profit &	profits of given	total cost of all the	money				<u>م</u>	
					loss	sums.	items.	-Subtracting				H C	
					- cost &		5 book – sh. 7000	money				sed	
					pricing	iv) Find the	5pens – sh. 1500	/				- Vis	
			SSE			buying price B.P	4 cups – sh. 2000					Pp 155(Revised) Pp 156. 157 – 159.	
			Ë			selling price of	Total sh.10500					1 25	
			pu			items when the						101	
			a /			selling price, or							
			Cit			buying price and						Pp Pp	
			ba			profit are given						<b>B</b> 4	
		S	ß			Buying price = SP						걸 좀 !	
		ung	Ê,	l ≥		– profit						tc li	
		Measures	Length, capacity and mass	money		S.P = B.P +						MK Pri.Mtc BK 4 F MK Mtc BK 4 Pp 1	
		Σ	Le l	E		Profit.						ΣΣ	
6	1				1	The learner	MONEY	Working out	Discussio	Logical	Text		
Ŭ	&					i) Defines loss	LOSS	loss problems	n	thinking,	book		
	3					ii) Works out B.P.	Definition	Discussing	demonstr	- critical	S		
						in different sums.	Loss = reduction/less	loss problems	ation	thinking	Coins		
						iii) Finds buying	Loss=Buying price –			Problem	notes		
			S S			/cost prices when	selling price.			solving	notes		
			Jas			the selling and				Southing			
						losses are given.	e.g Bought at 15000/=						
			and			Find selling prices	sold at 10,000/=						
			capacity and mass			when cost /	Loss when S.P is less					157	
			aci			buying prices and	than B.P Loss = B.P –					B I	
			ap			losses are given.	S.P.					×	
		res					$Loss = sh \ 15000$						
		nst	l d l	Je								Ξ	
		Measures	Length,	money			<u>Sh 10000</u>					Mk. Mtc bk pg	
		2					<u>Sh 5000</u>						

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6	3				Uses	The learners	TIME	Changing	Discussi	Critical			
	&				different		Conversions.	unites of time	on	thinking			
	4				types of	Converts seconds		from one to	demonstr	Problem			
					clock to tell	to minutes.	i) Changing minutes to	the other	ation	solving			
					time.		seconds.			Logical			
						ii) minutes to				thinking			
					Converts	seconds.	1  min = 60  sec.						
					measures		$10min = (60 \times 10) sec.$						
					of time e.g	iii) hours to	=600 sec Ans.					bed	
					months to	minutes.						168(Revised)	
					days		ii) Changing hours to					(Re	
						iii) minutes	minutes.					68	
						to hours.	11 60 1						
							1hr = 60 min.					14	
						iv). Tell time in	3hrs = (60x3)min					Pp 16	
			>			both local	=180min.					PP	
			capacity			language &						É K	
			ba			English	iii)1 hour = 60 min					<u><u>t</u> O</u>	
						v) Cives months	1½ hrs = 3/2 x60						
			ISS,			v). Gives months	iv) Changing Min to					line	
		Ś	E E			of the year in	iv) Changing Min to hrs.					l64 ltc	
		nre	Length, mass,			English	60min=1hr					MK. Pri.Mtc BK 4 (Old)Pp 167 – Pp 162-164. Understanding Mtc BK 4 Pp 141.	
		sas	ngt	Time			90min = 90/60 hrs					16 de 16	
		Measures	Le	i i i			$= 1 \frac{1}{2}$ hrs.					돛 목 근	
6	5					The learner:		Solving word	Discussi	Critical	Text		
0	&					Applies the	TIME	problems in	on	thinking	book	17	
	6					concept of	Application of time.	time.	demonstr	Problem	S	1	
	0					multiplication of	e.g. A bus takes 41/2	unic.	ation	solving	3	5	
						time	hours to arrive at K'la.	-Adding time.		Logical			
			5				What time does it take			thinking		l d	
			capacity				in minutes?			ci in incling		MK. Pri.Mtc BK 4 (Old)Pp 164	
			ap					-Multiplying					
			6				1  hour = 60  min.	time.				×	
			last				4 ½ hrs= 9/2 x 60	-					
		es	Length, mass,				min.	-Solving				Σ.	
		Measures	jt				= 540 ÷ 2min	problem				Pri	
1	1	ğ	l Su	Time			= 270 min.	involving					
		<u>e</u>	6	<u> </u>				involving					

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7	1 & 2	Measures	Length, mass, capacity	Time	Uses different types of clock to tell time. Converts measures of time e.g months to days	The learner: Works out time duration	TIME TIME DURATION. Time duration = length of time <b>Example</b> A girl started walking from home at 7.15am. She reached sch. At 8.15am. How long did it take her? 8.15 - 7.15 = 1 .00 It took her 1 hour to reach.	Working out time duration	Text books calendar	Discussion Demonstr ation Observati on Guided discovery	MK. Pri.Mtc BK 4 (Old)Pp 164 - 17	
7	3 & 4	Measures	Length, mass, capacity	Time		The learner Converts hours into days. days into hours. days into weeks. weeks into days.	Hours, days and weeks. i) Conversions. Examples: 1  day = 24  hours 4  days = 24  x 4 hours = 96  hours. 24  hours = 1  day. 48  hours = $48 \div 24 = 2 \text{ hrs}$ . 1  week = 7  days. 5  weeks = 7  x 5 days. = 35  days. 7  days = 1  week. $21 \text{ days} = 21 \div 7 \text{ weeks}$ = 3  weeks.	Converting days into hours. Hours into days. Days into weeks. Weeks into days.	Text books calendar			

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8	1 & 2			Capacity	The learner uses standard measuring instrument to measure length in m, cm, & mm. Mass in kg & g Capacity in I & ml	The learner i) Builds up the table of equivalence in capacity. ii) Converts units of capacity from one to the other. iii) Adds units of capacity. iv) Multiplies units of capacity.	CAPACITY i) Using the equivalence table. ii) Converting L into MI and vice – versa. Example 1litre = 1000 ml 5 litres = 1000 x 5 ml = 5000 ml. 1000 ml = 1 litre. 7000 ml = 7000 $\div$ 1000 = 7 litres. iii) Addition of L and Ml. Example 4 $\frac{1}{2}$ litres + 2 $\frac{1}{2}$ litres = 6 + 1 litres = 7 litres. iii) Multiplication of L and Ml. Example 3 litres 400 ml x 2 = 6 litres 800 ml.	<ul> <li>-Filling in equivalence tables.</li> <li>-Converting units from one to the other.</li> <li>Working out capacity problems in addition and multiplication.</li> </ul>	Discussi on Demons tration	Critical thinking Problem solving Logical thinking	Text book s calen dar	
8	7 & 8	measures	Length mass and capacity			The learner Subtracts units of capacity. Solves word problems in capacity. Works out problems involving capacity.	<ul> <li>i) Subtraction of L and MI.</li> <li>7litres 97ml – 3litres 5ml = 4 litres 92 ml</li> <li>Word problems in capacity.</li> </ul>	Working out capacity problems in addition and multiplication	Discussi on Demons tration	Critical thinking Problem solving Logical thinking	Text book s	

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						The learner i) Makes estimates of masses ii) Accurately measures masses iii) Converts units of mass from one to the other.	<b>MASS</b> Estimates i) Practical measuring of objects. Basic unit – a gram ii) <b>Conversions.</b> Kg to g and vice – versa. 1 kg = 1000  g 5  kg = 1000  x 5 g = 5000  g 1000 g = 1 kg $500 \text{ g} = 500 \div 1000 \text{ g}$ $= \frac{1}{2} \text{ kg}$	Making estimates -Measuring mass -Converting units of mass.	Practical work Group work Discussi on Demons tration	Problem solving Critical thinking	Weig hing scale Bean s Sand Suga r book s	Mk Pri. Maths Bk 4 pg 228 - 231	
		Measures	Length, mass and capacity	mass		The learner i) Subtracts units of mass. ii) divide units of mass iii) Solves word problems involving subtraction and division of mass.	<ul> <li>i) Subtraction and division of kg and grams.</li> <li>ii) Application of subtraction and division of kg and g.</li> </ul>	Subtracting and dividing units of mass. Solving word problems		Problem solving Critical thinking	Text book	Mk Pri. Maths Bk 4 pg 233 - 234	
9	7 & 8		Graph & interpretation of information	Graphs	Use tally marks to collect & group data - Organizes data displays data	<ul> <li>counts object or people</li> <li>describe the graph, records</li> <li>Describes the graphs</li> <li>Explains the graph.</li> </ul>	<b>GRAPHS</b> -Meaning of graphs. -Types of graphs. -Meaning of pictographs -Features of pictograph. -Read and interpret the given pictograph.	Drawing graphs Using scale to solve problems.	Observa tion Guided discover y discussio n	Problem solving Critical thinking		Mk Pri. Mtc Bk 4 pg 115 - 117	
			Graph & interpretat ion of		Use tally marks to collect & group data - Organizes data displays	<ul> <li>counts object or people</li> <li>describe the graph, records</li> <li>Describes the graphs</li> <li>Explains the</li> </ul>	<b>GRAPHS</b> Drawing pictographs	Drawing pictographs Drawing scale Solving problems.	Observa tion Guided discover y discussio	Problem solving Critical thinking	Draw n grap hs on chart s Text	Mk Pri. Mtc Bk 4 pg 115 –	

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	2		data	graph.	Bar graphs	Drawing bar	n	book	
					Reading & interpreting bar graphs	graphs Drawing scale Solving problems.		S	