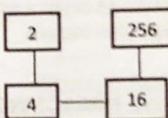
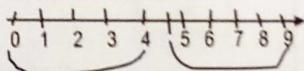
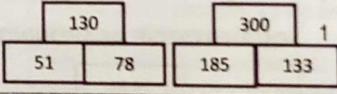
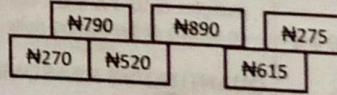
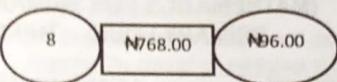
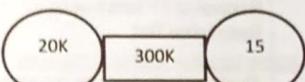




LAGOS STATE MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS
PRE - VOCATIONAL STUDIES
(MATHEMATICS FOR PRIMARY SCHOOL)
PRIMARY FOUR SECOND TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	REVISION OF 1ST TERM'S WORK. Resumption test Fractions <ul style="list-style-type: none"> - Proper fraction - Improper - Mixed fraction - Change of improper fraction to mixed fraction and vice versa. Quantitative reasoning Importance Helps pupils in sharing items and the proportion of items cut or derived from a whole	Pupils should be able to: identify some difficult topics from their 1st term's work demonstrate and explain the definition of fraction identify types of fractions differentiate between types of fractions represent fractions on a number line. solve quantitative reasoning on fraction	Pupils as a group cut a quarter of a circle from a cardboard to get one quarter as a fraction. A pupil divides an orange into 8 parts and give four to their friends to form half. Tell a story on mixed fractions, that is, how it can be obtained.	Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination Citizenship	AUDIO VISUAL RESOURCES Fraction diagram Number lines Orange Card board WEB RESOURCES Site Link https://www.math-only-math.com/_fractions.html Video Links www.youtube.com/watch?v=ISNO_C9FaD8 www.youtube.com/watch?v=N3_8Mmail_E
2	Fractions Equivalent fractions Addition and subtraction of like and unlike fractions. Reducing to lowest term Quantitative reasoning Importance It helps pupils know how to divide whatever they are given among themselves into equal sizes.	Pupils should be able to: obtain equivalent fractions of a given fraction. calculate addition and subtraction of like and unlike terms fractions. apply fractions in sharing commodities in home, market, school etc solve quantitative reasoning on equivalent fractions.	Pupils as individuals design number line showing equivalent fractions. Pupils in small groups design a pattern block card to find equivalent fractions.	Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination	AUDIO VISUAL RESOURCES Paper cuttings of different shapes Squares Cardboards WEB RESOURCES Site Link https://www.math-only-math.com/equivalent_fractions.html Video Links www.youtube.com/watch?v=N1X0v5PUx4 www.youtube.com/watch?v=AQZE-xEleg
3	Decimal fractions Addition and subtraction of decimals. Quantitative reasoning Importance To calculate degree accuracy on weight, money and distances events. To record winning times at a track meet.	Pupils should be able to: identify decimal fractions up to tenths, hundredths and thousandths change from fractions to decimals calculate addition and subtraction of decimals solve quantitative reasoning involving decimal problems	Pupils in a small groups use cardboard to design 0.25 which is one quarter of a circle.	Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination	AUDIO VISUAL RESOURCES Card board Marker Scissors Record of time in sport events. WEB RESOURCES Site Link https://educationwithfun.com/course/view.php?id=19&section=27 Video Link www.youtube.com/watch?v=guBVW5PiHls
4	Multiplication of decimals Division of decimals. Changing common fractions with 10, 100, 1000 as denominator to decimal. Quantitative reasoning Importance To compare the rates of speed over distances.	Pupils should be able to: calculate decimals by multiplying with 1-digit number calculate decimals by dividing with 1-digit number. discover decimals by multiplying with 10, 100 and 1000. divide decimals with 10, 100, 1000 use numbers greater than 10 to multiply and divide decimals.	Pupils in a small group use cardboard to design twice the size of 0.25 which is half of a circle. Pupils in groups use different colours and sizes of cardboards to prepare flash cards on multiplication and division of numbers by multiples of 10, 100 and 1000. Highlight boldly on shifting of the decimal point.	Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination	AUDIO VISUAL RESOURCES Card board Marker Scissors Multiplication chart WEB RESOURCES Site Link https://www.math-only-math.com/multiplication-of-decimal-numbers.html Video Link www.youtube.com/watch?v=rT0of_eO4

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	MATHEMATICS LEARNING RESOURCES
5	Square Square Root of whole numbers Quantitative reasoning Importance It is used in Carpentry, Architects, Civil Engineering etc.	Pupils should be able to: calculate the square of numbers from 1-20 identify the perfect squares in a set of numbers e.g. 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20. 1, 4, 9, 16 are the perfect squares. find the square root of perfect squares up to 400 solving word problems involving the calculation of square of numbers and square root of numbers. solve quantitative reasoning	Pupils in a group design a clock using flash cards where $\sqrt{4}$ represent 2, $\sqrt{9}$ represent 3. Pupils select perfect square numbers from a basket containing number cards of 1-100 and tell the class the square root. Sing songs on squares of numbers and square root of numbers. Pupils calculate the square of number e.g. Find the square of 18 <u>Method 1</u> $\begin{array}{r} 18 \\ \times 18 \\ \hline 144 \\ X18 \\ \hline 324 \end{array}$ <u>Method 2</u> $\begin{array}{r} (18)^2 \\ \swarrow \quad \searrow \\ 1^2 \quad 8^2 \\ 1 \times 2 = 2 \times 8 \\ = 16 \end{array}$ <u>1st step</u> <u>2nd step</u> <u>3rd step</u> $\begin{array}{r} 164 \\ + 16 \\ \hline 324 \end{array}$ QUANTITATIVE REASONING 	Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination	AUDIO VISUAL RESOURCES Flash cards Card board scissors WEB RESOURCES Site Link www.mathsisfun.com/square-root.html Video Link www.youtube.com/watch?v=BjzZD03Sguc
6	ESTIMATION Round up of numbers Round up on addition and subtraction of numbers Quantitative reasoning Importance It is used in budget writing. To estimate the total cost of items at a departmental store.	Pupils should be able to: identify actual numbers. solve round-up numbers. calculate addition and subtraction of round-up of numbers. interpret and solve real life problems on estimation. solve quantitative reasoning.	Pupils in a group fill an empty jar with pebbles, count the number of pebbles that will fill the jar. Then estimate the number. Pupils use a ruler and cardboard to prepare scale chart for estimation.  Round up to 0 Round up to 1 Pupils in a small group check the weights of 5 different books and record. Each of the recordings is then estimated. QUANTITATIVE REASONING 	Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination	AUDIO VISUAL RESOURCES Empty jar Pebbles Hands Supermarket receipt. WEB RESOURCES Site Link https://www.math-only-math.com/estimating-sums-and-differences.html Video Link www.youtube.com/watch?v=LE-X8J4RwKM
7	Review of first half terms and periodic test	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK
8	MONEY Conversion of money Addition and Subtraction Profit and Loss Word problems Quantitative reasoning Importance It is used in obtaining the basic necessities of life including food, clothing and shelter. It is also used for foreign exchange.	Pupils should be able to: convert naira to kobo and vice versa. calculate the sum and difference of money. differentiate between profit and loss. solve real life problems on profit and loss. solve quantitative reasoning on money.	Pupils as a class dramatize classroom sales by using their books, writing materials, school bags, lunch box etc as commodities. They decide upon how much each item will be sold and create fun price tags to be placed on the items. Once the items are labeled, tagged and in place, set up a play cash register and then start shopping. One of them is given a small purse of dummy money and allow them to take turns in shopping for an item. One of the pupils to be at the cash register. QUANTITATIVE REASONING 	Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination	AUDIO VISUAL RESOURCES Books Writing materials School bags Lunch box WEB RESOURCES Site Links https://www.math-only-math.com/addition-of-money.html https://www.math-only-math.com/subtraction-of-money.html Video Link www.youtube.com/watch?v=EPdkGwXif7c
9	MONEY Multiplication of money. Division of money. Word Problem	Pupils should be able to: use whole number to multiply money. divide money by whole number.	Pupils as individual multiply the money in their pocket by 5 and the first to get it shout his or her result. Pupils study a supermarket receipt on purchase of commodities, identify multiplication activity	Critical thinking and problem solving Communication and collaboration	AUDIO VISUAL RESOURCES Money Multiplication chart

MATHEMATICS				
WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS
	Quantitative reasoning Importance It is used in obtaining the basic necessities of life including food, clothing and shelter.	Solve real life problems on multiplication and division of money. (Online shopping to be included) solve quantitative reasoning problems.	and practice it. QUANTITATIVE REASONING  	Leadership and personal development Creativity and imagination
10	OPEN SENTENCE Addition and Subtraction Multiplication Division Quantitative reasoning Importance It is used in finding the miles per gallon achieved by a car.	Pupils should be able to: illustrate and explain the term open sentence. predict the missing numbers in an open sentence. tell stories on open sentence, write and solve the equations. solve quantitative reasoning involving open sentence	Pupils: -respond to the following questions with TRUE or FALSE $8 + 4 = 5 + 7$ $6 \times 8 = 25 + 23$ $5 - 4 = 7 + 7$ -predict missing numbers in these open sentences: e.g. (a) $\square + 5 = 12$ (b) $20 - \square = 9$ -tell stories on open sentences, write the equations and solve them. QUANTITATIVE REASONING 	Critical thinking and Problem solving Communication and Collaboration Leadership and Personal development Creativity and Imagination
11	REVISION	REVISION	REVISION	REVISION
12	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION
13	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION