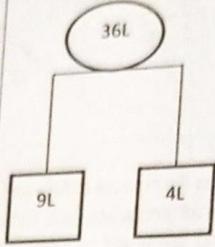
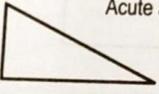
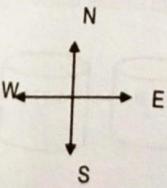
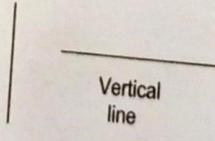




(MATHEMATICS FOR PRIMARY SCHOOL)
PRIMARY FOUR THIRD TERM

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES																											
1	Revision of 2 nd term's work. Resumption Test	Revision of 2 nd term's work Resumption Test	Revision of 2 nd term's work. Resumption Test	Revision of 2 nd term's work. Resumption Test	Revision of 2 nd term's work. Resumption Test																											
2	LENGTH Estimating length Comparing measurement Addition and subtraction of length Quantitative Aptitude Importance - It is used by fashion designers to measure clothes. - carpentry works.-It is used in simplifying measurements.	Pupils should be able to: estimate distances in kilometers and meters. e.g. estimate the width or height of: a wall, a table, a floor, plane shapes to the nearest meters or centimeters compare measurement in meters and kilometers e.g. Dayo treks to the store which is a quarter of a kilometer from his house. If it takes him 15 minutes to get to the store, how many meters does he walk? NB: 1 kilometer = 1000m $\frac{1}{4} \text{km} = \frac{1000\text{m}}{4} = 250\text{m}$ calculate addition and subtraction of length in kilometers and meters. Interpret and solve real life problems on length. Solve quantitative reasoning on length.	Pupils as individual use non standard unit e.g. their fingers to measure the length of their tables and then compare their measurements. Pupils in small groups use ruler or tape measure to measure different dimensions of objects in the classroom as follows. <table border="1" data-bbox="726 560 1133 998"> <thead> <tr> <th rowspan="2">Objects</th> <th colspan="3">Measure</th> </tr> <tr> <th>m</th> <th>cm</th> <th>mm</th> </tr> </thead> <tbody> <tr> <td>Height of door.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Width of door.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Length of a new a pencil.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Length of a marker board.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Length of a index finger.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Objects	Measure			m	cm	mm	Height of door.				Width of door.				Length of a new a pencil.				Length of a marker board.				Length of a index finger.				Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination	AUDIO VISUAL RESOURCES Tape rule Measuring tape Odometer Fingers WEB RESOURCES Site Link https://www.education.com/lesson-plan/whats-the-length/ Video Link www.youtube.com/watch?v=qLruC7rH6Tg&t=828s
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3	WEIGHT Addition and subtraction of weight Multiplication of weight in kilograms by whole numbers Division of weight in kilograms by whole number Quantitative aptitude Importance It helps in the use of weighing heavy objects like haulage. -It helps in the sales of frozen food items such as meat, fish, chicken, turkey, crabs, etc.	Pupils should be able to: solve addition problems on weights of objects e.g. 236g + 362g = 598g calculate difference in weights of objects solve problems on multiplication of weight in kg and grams by whole numbers. solve problems on division of weight in kg and grams by whole numbers. solve real life problems on weight. solve quantitative reasoning on weight	Pupils: as a class discuss the meaning of weight. in pairs compare the weights of their bags. check their individual weight using the weighing scale and record. find the sums and differences of their weights. <table border="1" data-bbox="718 1144 893 1473"> <thead> <tr> <th>m</th> <th>Km</th> </tr> </thead> <tbody> <tr> <td>35000</td> <td>35</td> </tr> <tr> <td>54700</td> <td>54.7</td> </tr> <tr> <td>11200</td> <td>11.2</td> </tr> </tbody> </table> <table border="1" data-bbox="718 1705 901 2046"> <thead> <tr> <th>g</th> <th>Kg</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20000</td> </tr> <tr> <td>3</td> <td>3000</td> </tr> <tr> <td>5</td> <td>5000</td> </tr> </tbody> </table>	m	Km	35000	35	54700	54.7	11200	11.2	g	Kg	20	20000	3	3000	5	5000	Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination Citizenship	AUDIO VISUAL RESOURCES Weighing scale. Pictures of different measuring scales Stone Pupil's school bag WEB RESOURCES Site Link https://study.com/academy/lesson/grams-kilograms-lesson-for-kids.html Video Link www.youtube.com/watch?v=44xeMoi3Hqo											
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4	SQUARE AND RECTANGLE Properties of a square and a	Pupils should be able to: measure and calculate the perimeter of a square.	Pupils: discuss the properties of a square and a rectangle. in pairs use tape measure to record the length of each side of their desks, then add them together to get the	Critical thinking and problem solving Communication	AUDIO VISUAL RESOURCES Cardboard Square chart																											

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<p>rectangle. Perimeter of square Perimeter of rectangle Area of square and rectangle Quantitative aptitude</p> <p>Importance It helps in artistic design of houses and blocks/bricks making industries.</p>	<p>measure and compute the perimeter of a rectangle. solve the area of a square and rectangle. solve real life problems. solve quantitative reasoning related to areas and perimeters of squares and rectangles.</p>	<p>perimeter of their desks. They also multiply two of the lengths to calculate the area. use geoboard to make a square and rectangle. determine the amount of wall papers to decorate a wall of the classroom to understand the concept of an area of plane shape. Then paste the wall papers on the wall.</p> <p>QUANTITATIVE REASONING</p>	<p>and collaboration Leadership and personal development Creativity and imagination</p>	<p>Classroom Tape rule Desktops</p> <p>WEB RESOURCES Site Link https://my.homecampus.com.sg/Learn/Priamry-Grade-4/Masurement/Area-and-Perimeter-of-Rectangles-and-Squares</p> <p>Video Link https://youtu.be/ZMEaXHfLac</p>
5	<p>TIME Calendar Date Quantitative aptitude</p> <p>Importance It helps us to schedule our activities with proper timing. -It helps Weather Forecaster. -To plan events and occasions e.g. festive periods, pregnancy period, arrival and closing at school etc.</p>	<p>Pupils should be able to: discuss the purpose of time. identify the seconds, minutes and hour hands on a clock. tell the time on the clock (digital and analogue). read and interpret and calculate time on daily, weekly and monthly activities using a calendar and recite 60 seconds make 1 minute rhymes of a year calendar. use the notation "a.m. (ante meridian- before noon)" and "p.m. (post meridian- after noon)" for time of the day conversion of hour to minutes, seconds and vice-versa tell stories on time in connection to real life problems solve exercises on quantitative aptitude.</p>	<p>Pupils: discuss the purpose of time and timing in life. in a small groups use flash cards to design seasons (raining, sunny and harmattan) of the year. as a class play a calendar game by picking at random from a box with questions like, today is? tomorrow willbe? How many days are in September? Count days ahead to plan event or back-date to trace historical events etc. NB: Pupils are to be exposed to real life experiences on time so that they can be time conscious for every event or occasion.</p> <p>QUANTITATIVE REASONING</p>	<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination</p>	<p>AUDIO VISUAL RESOURCES Wall clock (analogue and digital) Calendar Chart on seasons of the year.</p> <p>WEB RESOURCES Site Link https://youclevermonkey.com/2018/03/teaching-time.html</p> <p>Video Link www.youtube.com/watch?v=YJPIXvFZQc</p>
6	<p>CAPACITY Basic units of measurements Addition and Subtraction in litres. Quantitative aptitude</p> <p>Importance It is used at the fuel station for fueling car. It helps to know the measurement of a containers and quantity of liquid they can hold. -To help solve problems in science class, laboratory and kitchen.</p>	<p>Pupils should be able to discuss the meaning of capacity. study the usage of standard measurement of some liquid containers e.g. bottles of water and soft drink, gallon of petrol, palm oil, groundnut oil etc.. convert liters to centiliters accurately e.g. 1000cl= 1 liter show the addition and subtraction in liters correctly. solve real life problems. solve quantitative aptitude.</p>	<p>Pupils: in groups fill different sizes of containers with water from a water vessel and then record their observation. in groups prepare a chart on metric unit conversion from smaller unit to bigger unit and vice versa.</p>	<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination Citizenship</p>	<p>AUDIO VISUAL RESOURCES Bottle of coke Bottle water Water vessel Number charts for easy identification</p> <p>WEB RESOURCES Site Link https://theschoolrun.com/what-is-capacity</p> <p>Video Link www.youtube.com/watch?v=CRdOth5TMuY</p>
7	<p>Review of first half terms and periodic test</p>	<p>MID-TERM BREAK</p>	<p>MID-TERM BREAK</p>	<p>MID-TERM BREAK</p>	<p>MID-TERM BREAK</p>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	HEMATIC LEARNING RESOURCES												
8	<p>CAPACITY</p> <p>Multiplication in litres Division in litres Quantitative aptitude</p> <p>Importance It is used at the fuel station. It helps to know the actual capacity of a container.</p>	<p>Pupils should be able to: calculate the multiplication in litres by whole numbers solve in litres using division by whole numbers appreciate litres as the unit of capacity. Solve real life problems on capacity. use quantitative reasoning to solve problems in litres.</p>	<p>Pupils in groups measure and compare the quantity of a smaller container to be derive from a bigger container</p> <p>Unit Hunt Game: Three or four pupils hold 5 index cards each. Each player (pupil) is assigned a unit of measure (e.g. cm, litre, kg) to be written on the index cards. Variety of objects are presented to the pupils to tape the index cards to the appropriate objects. The winner is the first pupil to tape the cards to the appropriate items.</p> <p>QUANTITATIVE REASONING</p> 	<p>Critical thinking and problem solving Leadership and personal development Creativity and imagination Citizenship</p>	<p>AUDIO VISUAL RESOURCES Bottle of coke Bottle water Number charts easy identification</p> <p>WEB RESOURCES Site Link https://www.eplacem.com/worksheets/information/keystage1/year2/pic/877/978/multiplication-and-division-problems-related-to-capacity</p> <p>Video Link www.youtube.com/watch?v=cptXdpT_3FY</p>												
9	<p>PLANE SHAPES</p> <p>Symmetry on plane shapes Horizontal and vertical lines Cardinal points</p> <p>Importance It is used in designing of clothes, buildings etc</p>	<p>Pupils should be able to describe the symmetry of a shape. identify the symmetrical line on plane shapes e.g square, rectangle, triangle etc. in regulation to reflection. locate line(s) of symmetry of plane figures at school and homes identify right angle, acute and obtuse angles in plane shapes.</p>	<p>Pupils: in a group arrange their writing materials vertically and horizontally. in small groups arrange themselves in such a manner to form cardinal points. draw Nigerian flag on plane paper, colour it and draw the lines of symmetry on it. write the capital letters of the alphabets, select the letters that you can draw lines of symmetry on. Draw or write out the reflections of the letters on paper.</p> <p>QUANTITATIVE REASONING Acute angle is less than 90°</p>  <p>obtuse angle i.e. $90^\circ < \theta < 180^\circ$</p> <p>identify the cardinal points i.e North, South, East, West.</p>  <p>distinguish between horizontal and vertical lines.</p> 	<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination Citizenship</p>	<p>AUDIO VISUAL RESOURCES Metre rule Screw driver Pencil Biro</p> <p>WEB RESOURCES Site Link https://www.splashlearn.com/math-vocabulary/geometry/horizontal</p> <p>Video Link www.youtube.com/watch?v=PEY1o6AYC0c</p>												
10	<p>THREE DIMENSIONAL SHAPES (3D) Quantitative Reasoning</p> <p>Importance It is useful in Art and Design, Architecture</p>	<p>Pupils should be able to: explain the meaning of three dimensional shapes. distinguish between 2 and 3 dimensional shapes. list the properties of three dimensional shapes. appreciate the presence and uses of 3 dimensional shapes at home. apply 3-Dimensional shapes into real life situations, solve quantitative reasoning</p>	<p>Pupils in groups use cardboards or cartons to build and design beautiful houses with these shapes - cube, cuboid, cone, pyramid and cylinder.</p> <p>QUANTITATIVE REASONING Copy and complete the table below</p> <table border="1" data-bbox="662 1999 1125 2199"> <thead> <tr> <th>Shapes</th> <th>No of edges</th> <th>No of vertices</th> </tr> </thead> <tbody> <tr> <td>Tin of milk</td> <td></td> <td></td> </tr> <tr> <td>Cube of sugar</td> <td></td> <td></td> </tr> <tr> <td>Box of match</td> <td></td> <td></td> </tr> </tbody> </table>	Shapes	No of edges	No of vertices	Tin of milk			Cube of sugar			Box of match			<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination Citizenship</p>	<p>AUDIO VISUAL RESOURCES Card board Cube of sugar, maggi, die. Wooden pyramid Scissors</p> <p>WEB RESOURCES Site Link https://www.splashlearn.com/math-vocabulary/geometry/3-dimensional</p>
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11	<p>EVERYDAY STATISTICS</p> <p>Pictogram Bar Chart Mode Simple probability</p> <p>Importance It helps in collecting, organizing, interpreting and presenting information in class, school or family.</p>	<p>Pupil should be able to:</p> <ul style="list-style-type: none"> group data or information using diagram, pictures, images and symbols. draw a bar chart identify the mode from the graph. relate the graph to real life situations. tell stories on theoretical probability and solve the problems. solve quantitative reasoning. 	<p>Pupils:</p> <ul style="list-style-type: none"> in the class are grouped according to their ages and represent the information in a chart. tell a story on data collection and interpreting. tell a story on theoretical probability, then solve. <p>QUANTITATIVE REASONING</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P</td><td>S</td><td>S</td><td>V</td><td>C</td><td>S</td><td>P</td><td>P</td><td>S</td> </tr> <tr> <td>S</td><td>P</td><td>V</td><td>S</td><td>C</td><td>C</td><td>P</td><td>V</td><td>S</td> </tr> <tr> <td>P</td><td>S</td><td>V</td><td>C</td><td>C</td><td>V</td><td>P</td><td>V</td><td>C</td> </tr> <tr> <td>V</td><td>S</td><td>S</td><td>C</td><td>S</td><td>S</td><td>P</td><td>S</td><td>S</td> </tr> </table> <p>Copy and complete the following</p> <ul style="list-style-type: none"> Letter P appears how many times? Letter C appears how many times? Letter S appears how many times? Letter V appears how many times? 	P	S	S	V	C	S	P	P	S	S	P	V	S	C	C	P	V	S	P	S	V	C	C	V	P	V	C	V	S	S	C	S	S	P	S	S	<p>Critical thinking and problem solving</p> <p>Communication and collaboration</p> <p>Leadership and personal development</p> <p>Creativity and imagination</p> <p>Citizenship</p>	<p>Video Link www.youtube.com/watch?v=wa19k9bcqhs</p> <p>AUDIO VISUAL RESOURCES</p> <ul style="list-style-type: none"> Pencils Erasers Sharpners Rulers Biros. Number charts for easy identification <p>WEB RESOURCES</p> <p>Site Link https://www.splashlearn.com/math-vocabulary/geometry/baar-graph</p> <p>https://www.splashlearn.com/math-vocabulary/geometry/picture-graph</p> <p>Video Link www.youtube.com/watch?v=gKztzzzqsk</p>
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