MATHEMATICS PRIMARY FOUR SCHEME OF WORK

Teacher's Name:…… **Academic year: 2025/2026**
School's Name:…….. **Term: 1.**
Class: P4 **Number of weeks per term: 15 WEEKS**
Subject: MATHEMATICS. **Number of periods per week: 9 periods**

TERM ONE
UNIT 1: Mathematical operations on whole numbers up to 100,000 **Periods: 48**
Key unit competence: Pupils will be able to read, write, compare, and make calculations on whole numbers up to 100,000**.**

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment	References	Weekly observation/ Remarks
Week 1: 8-12/9/2025	**Lesson 1:** Introduction to the content of the unit **(1 Period)**	Identify the content involving numbers up to 100,000.	Whole numbers, digits, place value, compare, calculate	The teacher presents any picture/video showing the importance of using numbers in our daily life Pupil follows	Manila paper Chalkboard or whiteboards pencils, crayons	Oral questions: tell the objects having numbers up to 100,000 in real life.	Maths P4 Pupil's Book, Version Edited 2025 Page 1	
	Lesson 2: Introduction to Place Values of Whole Numbers up	Identify the place value names for digits in a 5-digit number.	Units, Tens, Hundreds, Thousands, Ten Thousands	The teacher uses a place value chart on the board. Using number cards, the teacher forms a	Abacus, Manila paper, Chalkboard/white board,	Pupils should be given written or oral questions to evaluate place value names for	Maths P4 Pupil's Book, Version Edited 2025 Page 2	

	to five digits **(1 Period)**			number and pupils name the place value. 3. Encourage learners with special educational needs (SEN) to take active participation in this class activity 1.1.1;	Pencils,	digits in a 5-digit number.		
	Lesson 3: Place Values of Whole Numbers up to five digits **(2 Periods)**	State the place value of each digit in a 5-digit number.	Value, Digit, Place Value	The teacher demonstrates that the value of a digit is the digit multiplied by its place value. Encourage learners with special educational needs (SEN) to take active participation in this class activity 1.1.1.	**Abacus (counting frame)** chalkboard, pencils, crayons, Place value chart, etc.	Pupils should be given oral questions to state the value of each digit in a 5-digit number.	Maths P4 Pupil's Book, Version Edited 2025 Page 2	
	Lesson 4: Forming and reading numbers up to 100,000 **(2 Period)**	Arrange number cards correctly to form and read numbers up to 100,000 with accuracy	Read, Form,	The teacher shows how to read numbers, focusing on the thousands group. Call learners with the help of the teacher to do the example and the	Textbook, Manila paper, pencils, markers, geometry set, scissors, chalk, blackboard, number	The pupil should be given written activities about forming and reading, and writing numbers	Maths P4 Pupil's Book, Version Edited 2025 Page 4	

				application activity 1.1..	cards, counters, etc.	beyond 100000		
	Lesson 5: Reading and writing numbers up to 100,000 in figures and in words **(2 Period)**	Read and write a number given in words as figures, and vice versa.	Figures, Words, Comma (,)	The teacher demonstrates on the board how to write numbers in words. Assign them the activity 1.3, move around to check progress	Textbook, Manila paper, pencils, markers, geometry set, scissors, chalk, blackboard, number cards, counters	The pupil should be given written activities about reading and writing numbers beyond 100000.	Maths P4.PB Version Edited 2025 Page 5	
	Remedial session **(1 Period)**	To reinforce the concepts of place value, reading, and writing numbers.	All keywords from the week	Diagnosis of learning difficulties Individualized instruction Invite the learner to participate actively	Textbook, Manila paper, pencils, markers, geometry set, scissors, chalk, Chalkboard number cards, counters	Pupil shoul be given more exercises on additional activities or others.	Maths P4.S B Version Edited 2025 Page 6	
Week2:	**Lesson 6:** Comparing	Compare two numbers up to	Greater than (>), Less than	Form group	Comparison symbols	Pupil should be given	Maths P4.PB Version	

15-19 Sept 2025	Numbers using <, > or = **(2 Period)**	100,000 using the correct symbol.	(<), Equal to (=), Compare	Compare numbers with different digits. Call them to do activity 1.4.1	flashcards, number cards (0-9), Textbook, Manila paper, pencils, markers, geometry set, scissors, chalk, Chalkboard number cards, counters	written exercises to compare numbers using <,>, or =	Edited 2025 Page 7	
	Lesson 7: Arranging numbers **(2 Period)**	Arrange a set of numbers in ascending and descending order.	Ascending Order, Descending Order, Order	Form groups Help learners to do the application activity 1.4.2.	Large number cards, textbook, Manila paper, pencils, markers, geometry set, scissors, chalk, Chalkboard number	The pupil should be given written exercises to arrange numbers	Maths P4.PB Version Edited 2025 Page 9	

					cards, counters			
	Lesson 8: Addition of numbers by the use of local abacus **(2 Period)**	Solve multi-digit addition numbers (up to 4-digit numbers) correctly without regrouping/carrying, showing all working steps clearly	Abacus, Bead, Column, Represent	Together, discuss on this question as an activity 1.5.1.A; Correct the example, then assign learners to do the application activity 1.5.1 as a group activity, and then move around to check progress	Two-five bead abacus, problem cards, Manila paper, pencils, markers	Pupil should be given written exercises to add using abacus to.	Maths P4.PB Version Edited 2025 Page 10	
	Lesson 9: Addition of 2 or more whole numbers whose sum does not exceed 100,000 without carrying **(2 Period)**	Add numbers vertically without carrying.	Vertical Addition, Columns, Sum	The teacher demonstrates setting up addition in vertical form. Together, discuss on this question as an activity 1.5.1.A; Correct the example then assign learners to do the application activity 1.5.1.A as a group activity and then move	Manila paper, pencils, markers	Pupil should be given written exercises to add without carrying..	Maths P4.PB Version Edited 2025 Page 11	

				around to check progress				
	Remedial activities **(1 Period)**	To reinforce comparison, ordering, and basic addition.	Compare, Order, Add	Diagnosis of learning difficulties Individualized instruction Invite learner to participate actively	Manila paper, pencils, markers, geometry set, scissors, chalk, black board, number cards,	Teacher gives written or oral question to check understandin g .	Maths P4.T B Version Edited 2025 Page 11	
Week 3: 22-26 Sept 2025	**Lesson 10:** Addition of 2 or more whole numbers whose sum does not exceed 100,000 with carrying **(2 Period)**	Add numbers vertically, correctly performing the carrying process.	Carry Over, Regroup, Exchange	Form groups of learners and assign them to do draw a table of place values; Provide numbers to the groups, from activity 1.5.1.B	Manila paper, pencils, markers, geometry set, scissors, chalk, black board, number cards,	Pupil should be given written activity. to add numbers vertically, correctly with arraying	Maths P4.PB Version Edited 2025 Page 11	
	Lesson 11: Solve real life problems	Solve word problems that require addition.	Word problem, Sum, Total, Altogether	Teacher models the problem-solving process.	Manila paper, pencils, markers,	Pupil should be given written or oral question to Solve word problems that	Maths P4.PB Version Edited 2025 Page 11	

	involving addition **(2 Period)**			Guided practice. 3Let learners do Application activity 1.5.1.b	geometry set, scissors, chalk, black board, Samples of word problems	require addition.		
	Lesson 12: Subtraction of whole numbers between 0 and 100,000 without borrowing **(2 Periods)**	Subtract numbers vertically without borrowing.	Vertical Subtraction, Difference, Minus	The teacher demonstrates setting up subtraction. Emphasize starting from the unit's column. Activity 1.5.2.A	Textbook, Manila paper, pencils, markers, geometry set, scissors, chalkboard, Samples of word problems	The pupil should be given written or oral question to subtract numbers vertically without borrowing	Maths P4.PB Version Edited 2025 Page 12	
	Lesson 13: Subtraction of whole numbers between 0 and 100,000 with borrowing. **(1 period)**	To subtract numbers that require borrowing.	Borrow, Regroup, Exchange	Use the abacus to demonstrate borrowing. Continue the application activity 1.5.2.A with the guidance of the teacher	Manila paper, pencils, markers, geometry set, scissors, chalk, black board	Pupil should be given written or oral question to Subtract numbers vertically with borrowing	Maths P4.PB Version Edited 2025 Page 13	

	Introduction of the project: Using the abacus **(1 period)**	Understand the project goal.	Project, Steps, Represent	Teacher explains the project: poster showing addition and subtraction on an abacus. The teacher shows an example. 3. Pupils choose their problems and start planning.	Manila paper, pencils, markers, geometry set, scissors, chalkboard	Pupils should presents their chosen project.	Maths P4.PB Version Edited 2025 Page 21	
	Remedial activities **(1 period)**	To provide targeted support on subtraction with borrowing.	Borrow, Regroup	Small group instruction. Using base-ten blocks to physically break apart numbers. Extra practice with 2 and 3-digit numbers.	Manila paper, pencils, markers, geometry set, scissors, chalk, blackboard	Teacher checking for Pupils 'understanding on subtraction with borrowing.	Maths P4.PB Version Edited 2025 Page 13	
Week 4: 29 Sep-3 Oct 2025	**Lesson14**: Solve real life problems involving subtraction **(1 period)**	Solve word problems that require subtraction.	Word problem, Difference, How many more/less, Left	Review problem-solving steps. Identify key words for subtraction ('left', 'difference', 'how many more').	Textbook, Manila paper, pencils, markers, geometry set, scissors, chalkboard.	The pupil should be given written or oral questions to solve word problems that require subtraction	Maths P4.PB Version Edited 2025 Page 13	

				Guided and independent practice with subtraction word problems.				
	Lesson15: Use of multiplication table **(1 period)**	Use multiplication facts up to 10x10 fluently.	Multiply, Product, Times, Multiplication Table	Quick-fire multiplication drills (e.g., 6 x 7, 8 x 9). Singing multiplication songs/raps. Games: Multiplication Bingo. Timed multiplication challenges. Let learners do activity 1.5.3.b	Multiplication table charts, bingo cards, timer, Manila paper, pencils, markers, geometry set, scissors, chalkboard.	The Pupil should be given of multiplication table to complete	Maths 4. PB Version Edited 2025 Page 15	
	Lesson16: Multiplying whole numbers by a two digits' number **(1 period)**	Multiply a number by a two-digit number using the vertical method.	Vertical Multiplication, Place Holder	Form groups of learners; Provide the multiplication table to each group,	Manila paper, pencils, markers, geometry set, scissors, chalk, black board Grid paper for	Pupil should be given exercises multiply to number by a two-digit number using the vertical method.	Maths P4.PB Version Edited 2025 Page 16	

				Assign them to do the activity 1.5.3C, Let learners do the application activity 1.5.3.C and check their answers	alignment, worksheets			
	Lesson17: Product of a 2-digit number by 10 and quick multiplication by 10 **(1 period)**	Quickly multiply any whole number by 10.	Pattern, Place Value, Zero	Investigate pattern: 4 x 10 = 40, 12 x 10 = 120, 235 x 10 = 2,350. Conclude rule: When multiplying by 10, "add one zero" or "move the digits one place to the left". Rapid practice exercises.	Manila paper, pencils, markers, geometry set, scissors, chalkboard	Pupil should be given Written exercises multiply to number by a two-digit number using the vertical method.	Maths P4.PB Version Edited 2025 Page 17	
	Lesson18: Product of a 2 digit number by 100 and quick multiplication by 100	Quickly multiply any whole number by 100.	Pattern, Place Value, Zeros	Investigate pattern: 4 x 100 = 400, 12 x 100 = 1,200, 35 x 100 = 3,500. Conclude rule: When multiplying by 100, "add two zeros" or	Manila paper, pencils, markers, geometry set, scissors, chalk, black board	Quick-fire questions on whiteboards.	Maths P4.PB Version Edited 2025 Page 17	

				"move the digits two places to the left". Rapid practice exercises.				
	Remedial activities **(1 period)**	To reinforce multiplication concepts, especially the standard algorithm and rules for 10/100.	Multiply, Product, Place Holder, Pattern	Small group work. Let learner do Activity 1.5.3.b	Simplified worksheets, multiplicati on charts	Teacher observation and targeted help.	Maths P4.PB Version Edited 2025 Page (16)	
Week 5: 6-10 Oct 2025	**Lesson 19:** Product of a 2-digit number by 1,000 and quick multiplicatio n by 1,000 **(2 periods)**	Quickly multiply any whole number by 1,000.	Pattern, Place Value, Zeros	Form groups of learners; Ask to do activity 1.5.3B in group; Invite some groups to present their findings	Place value chart, Manila paper, pencils, markers, geometry set, scissors, chalk, black board	Pupil should be given exercises multiply to number by a two-digit number using the vertical method.	Maths P4.PB Version Edited 2025 Page	
	Lesson 20: Product of a 2-digit number by 10 00 0	Solve multiplicati on problems involving 10,000 mentally	Pattern, Place Value, Zeros	Form groups of learners; Ask to do activity 1.5.3B in group;	Place value chart, Manila paper, pencils, markers,	Pupils should be given oral evaluation Solving problems like	Maths P4 PB (2025 Ed) Page16.	

	Multiplying by 10,000 **(2 periods)**			Invite some groups to present their findings.	geometry set, scissors, chalk, black board	"What is 10,000 x 8?"		
	Lesson 21: Multiply numbers using quick multiplicatio n by 5methods **(2 periods)**	Multiply numbers using quick multiplication by 5methods (2 periods)	Strategy, Efficient, Mental Math	Form groups of learners; Ask to do activity 1.5.3B in group; Invite some groups to present their findings	Manila paper, pencils, markers, geometry set, scissors, chalk, black board	Oral evaluation to. Multiply numbers using quick multiplicatio n by 5	Maths P4 PB (2025 Ed). Page16	
	Lesson 22: Solve real-life problems involving multiplicatio n **(2 periods)**	Solve word problems that require multiplication.	Word problem, Each, Per, Times, Multiplied by	Form groups of learners; Ask to do activity 1.5.3B in group; Invite some groups to present their findings	Text Book, Manila paper, pencils, markers, geometry set, scissors, chalk, black board Word problem worksheets	Pupils will be given written exercise on Solve word problems that require multiplicatio n	Maths P4 PB (2025 Ed). Page16	
	Remedial activities **(1 period)**	To address difficulties with word problems and multi-digit multiplication.	All multiplication keywords	Diagnosis of learning difficulties Individualized instruction	Manipulativ es for acting out problems,	Teacher observation.	Maths P4.PB Version Edited 2025 Page16	

				Invite learner to participate actively	simplified worksheets			
Week 6: 13-17 Oct 2025	**Lesson 23:** Divide numbers by a one-digit number without a remainder **(2 periods)**	Divide using the standard algorithm with no remainder.	Divide, Dividend, Divisor, Quotient, Equal groups	Link division to multiplication and repeated subtraction. Assign them to do the activity 1.5.3C where they have to multiply a number by a one-digit number or a two digits number	Text Book, Manila paper, pencils, markers, geometry set, scissors, chalk, black board Division worksheets, place value counters (if available)	. Pupils will be given written exercise to Divide using the standard algorithm with no remainder	Maths P4.PB Version Edited 2025 Page 19	
	Lesson 24: Divide numbers by a one-digit number with a remainder **(2 periods)**	By the end of the lesson, pupils should be able to perform division and express the answer with a remainder.	Remainder, Left Over, R	Use manipulatives to show a remainder (e.g., 14 ÷ 4 = 3 groups with 2 left over). Assign them to do the activity 1.5.4.b where they have to multiply a number by a one-digit number or a two digits number	Text Book, Manila paper, pencils, markers, geometry set, scissors, chalkboard Counters or beans for grouping, worksheets	Marking of worksheets. Explaining what the remainder represents.	Maths P4 PB (2025 Ed).page 20	

	Lesson 25: Solve real life problems involving division by a single digit number **(1 Period)**	Solve word problems that require division.	Word problem, Share, Group, Split, Each	Identify key words for division ('share', 'each', 'group', 'split equally'). Discuss whether a remainder makes sense in the context (e.g., can you have a remainder of a person?). 3. Practice solving division word problems.	Text Book, Manila paper, pencils, markers, geometry set, scissors, chalk, chalk board Word problem worksheets	. Pupils will be given written exercise to Solve word problems that require division	Maths P4 PB (2025 Ed).Page 21	
	End unit assessment **(1 period)**	To assess pupil mastery of all unit competencies.	Assessment	Teacher administers a written test covering reading, writing, comparing, adding, subtracting, multiplying, and dividing numbers up to 100,000.	Test papers	Formal marking of test papers.	Maths P4 PB (2025 Ed). Page 21 Teacher-created test.	
	Presentation of Project on the use of two five bead abacus to add and subtract numbers	Pupils can demonstrate their understanding of operations using the abacus.	Presentation, Explain, Model	Pupils present their posters to the class or in small groups, explaining the steps they took on the abacus to solve their problems.	Beads rods	Teacher rubric for presentation and poster accuracy.	Reference to previous lessons	

	(1 Period)			Peer assessment and questioning.				
	Remedial activities (1 Period)	To address any final misconceptions identified in the end-of-unit assessment.	Based on assessment analysis	Teacher works with individuals or small groups on specific problems they struggled with on the test. Re-teaching of key concepts using alternative methods.	Test papers, manipulatives, targeted worksheets	Teacher observation and re-checking of corrected work.	Maths P4 PB (2025 Ed). Analysis of all 25Lessons assessment results	

UNIT 2: Positive and negative integers **Periods:16**

Key unit competence: Pupils will be able to solve problems related to comparing, ordering, and finding the distance between negative and positive integers

Dates/weeks	**Lesson title/periods**	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**

Week 7:20-24 Oct 2025	**Lesson 1:** Introduction on the content of the unit **(1 Period)**		Negative, Positive, Integers, Below zero, Loss	Demonstration method: Introduce integers using real life examples as temperature, profit, loss etc.	Pictures of thermometers, elevators with negative floors, video clip	Oral questions: "What does a temperature of -5°C mean?"	Maths P4.PB Version Edited 2025 Page 23	
	Lesson 2: Meaning of negative and positive numbers **(2 Periods)**	Define and identify positive and negative integers.	Positive numbers, Negative numbers, Sign, Plus (+), Minus (–)	Define positive numbers (greater than zero) and negative numbers (less than zero). Use cards with numbers like +3, -2, +10, -5. Pupils sort them into 'Positive' and 'Negative' groups. Practice writing numbers with their correct signs.	Integer cards, cotton thread, manila paper of different colors (red, green and yellow), a pair of scissors, Number cards with + and – signs, two sorting hoops	Sorting activity check. Quick quiz: "Is -7 a positive or negative number?"	Maths P4.PB Version Edited 2025 Page24	

	Lesson 3: Location of positive and negative numbers on a number line **(2 Periods)**	Accurately place integers on a horizontal number line.	Number line, Zero, Origin, Left, Right	Draw a number line on the board extending left through zero. Explain that numbers to the right of zero are positive and to the left are negative. Harmonize the leaner's activity 2.2	Large floor number line, number cards, individual number line Integer cards, cotton thread, manila paper of different colors (red, green and yellow), a pair of scissors,	Pupils will be given. Written exercises to place integers on a horizontal number line	Maths P4.PB Version Edited 2025 Page 26	
	Lesson 4: The opposite of an integer **(1 Period)**	To find the opposite of any given integer.	Opposite, Same distance inverse	Explain that opposites are numbers that are the same distance from zero but on opposite sides (e.g., -3 and +3).	Integer cards, cotton thread, manila paper of different colors (red, green and yellow), a pair of scissors, Integer cards,	Pupils should be given. Written exercises to give opposite.	Maths P4. PB Version Edited 2025 Page27	

				Let learner do activity 2.5.3..	cotton thread manila paper of different colors (red, green and yellow), a pair of scissors, Whiteboards, markers, number line	What is the opposite of +8?"		
	Lesson 5: Comparing negative and positive numbers using a number line **(2 Periods)**	Use a number line to compare integers using < and >.	Greater than (>), Less than (<), Compare	Do the activity 2.4 in group, Guide learners to do example and application activity 2.4 and game-based practice.	Integer cards, cotton thread manila paper of different colors Number lines, comparison worksheets, inequality symbol cards	Pupils should be given written exercise on comparison of integers.	Maths P4.PB Version Edited 2025 Page 28	
	Remedial activities **(1 Period)**	To reinforce the concepts of identifying, placing, and comparing integers.	All key words from the week	Teacher helps slow leaner to participle actively.	Number cards, number lines, chalkboard	Teacher observation and questioning.	Maths P4.PB Version Edited 2025 page 28	

Week 8: 27-31/10/2025	**Lesson 6:** Ordering negative and positive numbers **(2 Periods)**	Order a set of integers from least to greatest and vice versa.	Order, Ascending, Descending, Least, Greatest	Review comparing using a number line. Demonstrate how to order numbers by placing them on a number line first. Group activity: Each group gets a set of number cards to arrange in order on their desk. Practice ordering numbers without a drawn number line.	Chalkboard Number line manila paper	Written activity checks. Ordering of integers Marking of ordering integers.	Maths P4.PB Version Edited 2025 Page 29	
	Lesson 7: Distance between integers on a number line	To define "distance" between two numbers as the number of	Distance, Units apart, Interval	Ask learners, in pairs the activity 2.5 Ask the learners to use the	Large number line, student steps to demonstrate distance	Oral questioning: "What is the distance between 0	Maths P4.PB Version Edited 2025 Page 30	

	(1 Period)	units between them.		number line to work out example A and B with them and do the application activity 2.5 ..		and 4? Between -1 and 3?"		
	Lesson 8: Computing distance between integers **(2 Periods)**	Calculate the distance between any two integers.	Calculate, Difference, Absolute value (as concept)	Introduce a method: find the difference between the numbers (ignore signs), or count on a number line. Practice with pairs of numbers: (3 & 7), (-2 & 4), (-5 & -1). Problem-solving: "If a frog is on -3 and jumps to 2, how far did it jump?"	Worksheets with number lines, word problem cards	Pupils should be given written exercises to Calculate the distance between any two integers	Maths P4.PB Version Edited 2025 Page 30	

	Lesson 9: Solve problems involving integers **(2 Periods)**	Solve word problems involving integers	Word problem, Temperature, Elevation, Debt	Teacher models solving problems involving temperature change (e.g., from -5°C to +3°C), floor levels, Ask learners to do activity 2.6 in group problem and presents it.	Word problem worksheets, thermometer	Pupils will be given written exercises to Solve real-life problems using integers	Maths P4.PB Version Edited 2025 Page 31	
	Remedial activities **(1 Period)**	To reduce learning gaps and enhance understanding of ordering and distance.	Order, Distance, Compare	Targeted support for pupils struggling with ordering negative numbers or calculating distance. Use of number lines and manipulatives..	Number lines, number cards	Written exercises accordingly.	Maths P4.PB Version Edited 2025 Page 31	
	End unit assessment **(1 Period)**	To assess pupil mastery of all unit competencies:	Assessment	Teacher administers a written test covering	Test papers	Formal marking of test papers.	Maths P4.PB Version Edited 2025 page 32	

		comparing, ordering, finding distance.		identification, placement on a number line, comparison, ordering, and calculating distance between integers.				

UNIT 3: Classifying numbers by their properties **Periods:16**

Key unit Competence: Pupils will be able to classify numbers flexibly, seeing them as belonging to various sets.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment	References	Weekly observation/Remarks
Week 9: 3-7/11/2025	**Lesson 1:** Introduction on the content of the unit **(1 Period)**	Arouse the curiosity of learners on the classification of numbers.	Classify, Sort, Group, Properties	Teacher introduces the unit: "Numbers have families and groups	Text Book, Manila paper, pencils, markers, geometry set,	Oral questions: "What is one way we can group numbers?"	Maths P4.PB Version Edited 2025 Page 33	
	Lesson 2: Introduction to Natural Numbers **(1 period)**	Define and identify natural numbers.	Natural Numbers, Counting Numbers, 1, 2, 3...	Organize the learners in groups and ask them to be attentive;	Textbook, Manila paper, pencils, markers,	Pupils should be given oral questions	Maths P4.PB Version Edited 2025 Page34	

				Ask learners to do activity 3.1	geometry set,			
	Lesson 3: Even numbers and odd numbers **(2 Periods)**	Classify numbers as even or odd and state the rule for each.	Even, Odd, Pair, Digit in the units place	Prepare and engage them to participate in playing game as in the activity 3.2	Text Book, Manila paper, pencils, markers, geometry set ,Counters, number cards, hundred chart	Pupils will be given written exercises to Classify numbers as even or odd and state the rule for each.	Maths P4.PB Version Edited 2025 Page 34	
	Lesson 4: Prime Numbers and Composite Numbers **(2 Periods)**	Determine whether a given number (up to 100) is prime or composite by systematically testing for factors.	Prime Number, Composite Number, Factors, Exactly two factors	Assign them to do activity 3.3 Walk around the group, and support straggling learners	Text Book, Manila paper, pencils, markers, geometry set, Counters, number cards, hundred chart	Pupils will be given written exercises .	Maths P4.PB Version Edited 2025 Page 38	
	Remedial activities	To reinforce the concepts of even/odd and	Even, Odd, Prime,	Teacher helps struggling learners.	Manila paper, pencils, markers	pupils will be given	Maths P4.PB Version	

	(1 Period)	prime/composite numbers.	Composite, Factors		Counters, number cards, simplified worksheets	written exercises	Edited 2025 Page 38	
Week 10: 10-14/11/2025	**Lesson 5:** Square numbers **(2 Periods)**	Identify and list square numbers up to 100.	Square Number, Multiply a number by itself, 1x1, 2x2, 3x3	Show square numbers by arranging counters into actual squares (1, 4, 9, 16). Learn the pattern: $1^2=1$, $2^2=4$, $3^2=9$, $4^2=16$, $5^2=25$, up to $10^2=100$. 3. Assign them to do activity 3.5	Text Book, Manila paper, pencils, markers Counters, grid paper, bingo cards	pupils will be given written exercises to Identify and list square numbers up to 100.	Maths P4. PB Version Edited 2025 Page 39	
	Lesson 6: Exact square root of a number less or equal to 100 **(1 Period)**	Find the square root of perfect squares up to 100.	Square Root, √, Opposite of squaring, "Which number multiplied by itself gives...?"	Introduce the square root symbol (√). Ask them to do activity 3.6	Text Book, Manila paper, pencils, markers Counters Flashcards (e.g., 49 and 7, 81 and 9),	Pupils should be given written exercises to Find the square root of perfect squares up to 100	Maths P4.PB Version Edited 2025 Page 40	

	Lesson 7: Multiples of a number **(2 Periods)**	List the multiples of any given number.	Multiples, Skip-counting, Times tables	Find the activity relative to find multiple of number	Text Book, Manila paper, pencils, markers Counters Hundred chart, number lines	pupils should be given written exercises to list the multiples of any given number.	Maths P4. PB Version Edited 2025page 41	
	Lesson 8: Lowest Common Multiple (LCM) using list of multiples **(2 Periods)**	Find the LCM of two numbers by listing their multiples.	Least Common Multiple, LCM, Smallest same multiple	Teacher models: find LCM of 4 and 6. List multiples (4,8,12,16,20...; 6,12,18,24...). The smallest common multiple is 12. Guided practice with other pairs (e.g., 3 and 5, 4 and 5). Paired worksheet practice.	Text Book, Manila paper, pencils, markers Counters Whiteboards for listing multiples, worksheets	pupils will be given written exercises to Find the LCM of two numbers by listing their multiples.	Maths P4.PB Version Edited 2025 Page 41	

	Lesson 9: Greatest Common Factor (GCF) using list of factors **(2 Periods)**	Find the GCF of two numbers by listing their factors.	Greatest Common Factor, GCF, Highest common factor	Review finding all factors of a number. Teacher models: find GCF of 12 and 18. List factors (1,2,3,4,6,12; 1,2,3,6,9,18). The largest common factor is 6. Guided and independent practice.	Text Book, Manila paper, pencils, markers Counters Factor tables, s	pupils will be given written exercises to Find the GCF of two numbers by listing their factors.	Maths P4.PB Version Edited 2025page42	
	Remedial activities **(1 Period)**	To provide targeted support on LCM and GCF.	Multiples, Factors, LCM, GCF	Organize learners into groups, distribute flash cards containing numbers, Ask learners to do the activity 3.7 and help them to find the solution	Simplified worksheets, Venn diagram templates	Pupil should be given written exercises	Maths P4.PB Version Edited 2025 Page 41-42	

	End unit assessment (1 period)	To assess pupil mastery of classifying numbers and finding LCM/GCF.	Teacher helps struggling learners Learner must be active	Teacher administers a written test covering even/odd, prime/composite, square numbers, square roots, and finding LCM and GCF for small numbers.	Test papers	Test.	Maths P4.PB Version Edited 2025page43	

UNIT 4: Fractions with the same denominator **Periods:24**

Key unit Competence: Pupils will be able to add, subtract, multiply and divide like fractions accurately.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 11: 17-21/11/25	**Lesson 1:** Introduction	Arouse the curiosity of	Fraction, Part of a	Teacher introduces the	Real objects	Oral questions: "If we share this banana	Maths P4.PB	

	on the content of the unit **(1 Period)**	learners on fractions.	whole, Equal parts, Share	unit using real objects: cutting a fruit, sharing banana. a potato..	(orange, chocolate bar), pictures of pizza/pie	equally between us, what do we call each part?"	Version Edited 2025 Page 45	
	Lesson 2: Introduction to the meaning of fractions using real materials **(1 Period)**	Represent simple fractions and name its parts.	Whole, Half, Quarter, Eighth, Numerator, Denominator Bar of fraction	Using, real objects like oranges or chocolate to demonstrate to learners the concept of a fraction of a whole. Put learners in groups and guide them to do the activity 4.1.	Concrete objects like oranges, paw paws, sugar canes; wall charts to show fractions; scissors, knives, plain papers or manila cards for learners to cut, set fractions	Pupils should be given a written exercise	Maths P4. PB Version Edited 2025 Page45-46	
	Lesson 3: Reading and writing fractions	Read fractions aloud correctly .	Vinculum (fraction bar), Read as "one half",	Teacher models how to write a fraction (e.g.,	Concrete objects like oranges,	Matching activity. Dictation: teacher says a fraction, pupils write it.	Maths P4.PB Version Edited	

	(1 Period)		"three quarters"	¾) and how to say it ("three quarters"). Show to the learners a few fraction cards and demonstrate how they are read. Put learners in groups and guide them to do activity 4.2	paw paws, sugar canes; wall charts to show fractions; scissors, knives, plain papers or manila cards for learners to cut, set fractions		2025 Page 47	
	Lesson 4: Simplifying fractions **(1 Period)**	Simplify fractions to their simplest form.	Simplify, Reduce, Equivalent, Lowest terms	Use fraction strips to show that 2/4 is the same as 1/2. Introduce the term 'equivalent'. Teach the rule: divide	Textbooks Manila paper Pens pencils chalkboard	Pupils should be given written or oral questions exercises on Simplify fractions	Maths P4.PB Version Edited 2025page50	

				the numerator and the denominator by the same number (GCF). Guided practice with simple fractions (4/8, 2/6, 3/9).				
	Lesson 5: Comparing fractions with the same denominator **(1 Period)**	Compare fractions with like denominators using > and <.	Compare, Greater than, Less than, Same-size parts	Put learners in groups of and guide them to do activity 4.4 Move around to facilitate learner's group activities.	Chalkboard Manilla paper Pens Pencil Charts of fractions	Pupils should be given written or oral questions Comparing fractions with the same denominator	Maths P4.PB Version Edited 2025 Page 52	
	Lesson 6: Addition of fractions with the same	Add fractions with the same denominator.	Add, Total, Sum, Combine	Harmonize their answers. Put learners in groups and	Manilla paper Pens Pencil	Chalkboard/Whiteboard practice. Solving simple word problems.	Maths P4.PB Version Edited	

	denominator **(1 Period)**			guide them to do activity 4.5	Charts of fractions Fraction pieces, Chalks worksheets		2025page54	
	Remedial activities **(2 Periods)**	To reinforce the concepts of representing, comparing, and adding like fractions.	All key words from the week	Intensive work with fraction manipulatives for struggling pupils. Re-teaching of key concepts and extra practice.	Fraction strips, circles, worksheets	Written exercises.	Maths P4.PB Version Edited 2025 Page 54-55	
Week 12: 24-28/11/25	**Lesson 7:** Subtraction of fractions with the same denominator **(2 Periods)**	Subtract fractions with the same denominator.	Subtract, Difference, Take away, Left	Harmonize their answers by reminding them that to add fractions of the same denominator add only the numerators and use the	Manilla paper Pens Pencil Charts of fractions Fraction pieces, Chalks worksheets	Pupils should be given written or oral questions to subtract fractions with the same denominator	Maths P4.PB Version Edited 2025, Page 55	

				denominator once. Put learners in groups and guide them to do activity 4.6.				
	Lesson 8: Problems involving addition and subtraction of fractions **(1 Period)**	Solve word problems involving adding and subtracting like fractions.	Word problem, Sum, Difference, Altogether, Left	Teacher models the problem-solving process: read, identify the operation(s), write the number sentence, solve, check. Guided practice with mixed problems. Put learners in groups and guide them to	Pencil Charts of fractions Fraction pieces, Chalks worksheets Word problem worksheets	Pupils will be given written exercises to to solve word problems involving adding and subtracting like fractions	Maths P4.PB Version Edited 2025 Page 56	

				do activity 4.7.				
	Lesson 9: Multiplication of fractions by whole numbers **(1 Period)**	Multiply a fraction by a whole number.	Multiply, Repeated addition, Whole number	Put learners in groups and guide them to do the activity 4.8	Pencil Charts of fractions Fraction pieces, Chalks worksheets	Pupils should be given written exercises to Multiply a fraction by a whole number	Maths P4.PB Version Edited 2025page 58	
	Lesson 10: Multiplication of fractions by fractions **(1 Period)**	Multiply a fraction by a fraction using a visual model.	Part of a part, Multiply numerators, Multiply denominators	Put learners in groups and guide them to do activity 4.9	Pencil Charts of fractions Fraction pieces, Chalks worksheets	Pupils should be given written exercises to Multiply a fraction by a fraction	Maths P4.PB Version Edited 2025 Page page 59	
	Remedial activities **(1 Period)**	To reinforce multiplication of fractions and address misconceptions.	Multiply, Numerator, Denominator, Of	Small group work. Focus on the difference between multiplying by a whole number and multiplying by a fraction.	Pencil Charts of fractions Fraction pieces, Chalks worksheets	Teacher checking for understanding of the concept of "finding a part of a part".	Maths P4.PB Version Edited 2025page60	

				Extra practice with shading grids.				
Week 13: 1-5/12/2025	**Lesson 11:** Problems involving multiplication of fractions **(1 Period)**	Solve word problems involving multiplication of fractions.	Word problem, Of, Product, Times	Teacher models solving problems like "What is 1/2 of 8 meters?" and "What is 1/3 of 1/2 a cake?" Guided and independent practice. Discuss real-life scenarios for each type of multiplication .	Pencil Charts of fractions Fraction pieces, Chalks, chalkboard worksheets Textbook	Pupils should be given written exercises to Solve word problems involving multiplication of fractions	Maths P4.PB Version Edited 2025 Page page61	
	Lesson 12: Division of fractions by a	Divide a fraction by a whole number.	Divide, Share equally, Reciprocal	Use a practical example: "How do we	Pencil Charts of fractions	Pupils should be given written exercises to divide fraction.	Maths P4.PB Version Edited	

	whole number **(1 Period)**			share 1/2 a pizza equally between 2 people?" Each gets 1/4. Teach the rule: multiply the fraction by the reciprocal of the whole number (or flip the whole number to 1/x). For P4, focus on the sharing concept. Practice with simple fractions and divisors.	Fraction pieces, Chalks, chalkboard worksheets Textbook		2025page61	
	Lesson 13: Problems involving division of fractions	Solve word problems involving dividing a	Word problem, Share, Divide	Teacher models solving problems like "1/4 kg of	Pencil Charts of fractions	Pupils should be given written exercises. to solve word problems involving dividing a	Maths P4.PB Version Edited	

	(1 Period)	fraction by a whole number.	equally, Each	sugar is shared equally into 3 bags. How much is in each bag?" Guided and independent practice. Ensure pupils can identify division scenarios.	Fraction pieces, Chalks, chalkboard worksheets Textbook	fraction by a whole number.	2025 Page 1	
	Remedial activities **(1 Period)**	To provide final targeted support before the assessment.	All operations, Word problems	Focus on individual and small group weaknesses identified during the unit. Practice with mixed operation	Worksheet s tailored to pupil needs	Teacher observation and assistance.	Maths P4.PB Version Edited 2025	

				word problems.				
	End unit assessment **(1 Period)**	To assess pupil mastery of all fraction operations.	Assessment	Teacher administers a written test covering all operations (+, -, x, ÷) with like fractions and related word problems.	Test papers	Formal marking of test papers.	Maths P4.PB Version Edited 2025 Page 62	
Weeks 14 and 15;8-12 and 15-19 Dec 2025			**EXAMS OF FIRST TERM**					

Teacher's Name:……
School's Name:……..
Class: P4
Subject: Mathematics.

Academic year: 2025-2026.
Term: 2
Number of weeks per term: 13 weeks.
Number of periods per week: 9 periods.

UNIT 5: Decimal numbers **Periods :16**

Key Unit Competence: Pupils will be able to add, subtract and compare decimal numbers using place values of decimals up to 2 decimal places

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 1: 5-9 Jan 2026	**Lesson 1:** Introduction to the content of the unit (2 periods)	Arouse the curiosity of learners to learn decimals..	Decimal, Tenths, Hundredths, Point, Money, Measurement	The teacher introduces decimals using realia: currency notes and coins (e.g., 1.00 FRW, 0.50 FRW), a meter rule showing centimeters. Discussion: "Where have you seen numbers with a point?" Explain that decimals help us be more precise than whole numbers.	A ruler, a geometry set, a rope, charts with a number line, and textbooks	Pupils should be able to explain how decimal numbers are essential in everyday calculations, especially in activities like shopping, measuring, and cooking.	Maths P4.PB Version Edited 2025page64	

	Lesson 2: Decimals on a number line (2 periods)	Accurately place and identify decimals up to hundredths on a number line.	Number line, Interval, Between, Estimate	Harmonize their answers, emphasizing the features of decimals and how decimals link to fractions. Put learners in groups of five and guide them to do activities 5.1	A ruler, geometry set, a rope, charts with a number line, and textbook markers	Pupils will use worksheet to place decimals on a number line.	Maths P4.PB Version Edited 2025 Page 65	
	Lesson 3: Place value of decimal numbers up to 2 decimal places (2 periods)	Name the place value and state the value of each digit in a decimal number.	Tens, Units, Decimal Point, Tenths, Hundredths, Value	Put learners in groups and guide them to do activities 5.2. Move around to facilitate learners' group activities to check and clarify any unclear instructions.	A ruler, a geometry set, a rope, charts with a number line, and textbooks. Place value charts, base-ten blocks (or drawn representations), digit cards	Pupils should be given written exercises to name the place value and state the value of each digit of a decimal number.	Maths P4.PB Version Edited 2025page 67	

				Let learners present their work.				
	Lesson 4: Comparing decimal numbers. **(2 periods)**	Compare two decimals using >, <, or = by comparing digits from left to right.	Compare, Greater than, Less than, Align decimal points	Harmonize their answers, emphasizing that the place values after the decimal point start with tenths, hundredths, thousandths, etc. Guide learners through activity 5.3, explaining the steps of comparing decimals.	Place value charts for comparing, worksheets, and number cards, Chalkboard	Pupils should be given written exercises to compare two decimals using >, <, or = by comparing digits from left to right.	Maths P4.PB Version Edited 2025 Page 68	
	Remedial activities **(1 Period)**	Reinforce the concepts of place value, number line placement,	All keywords from the week	Small group instruction. Intensive work with base-ten	Place value charts for comparing, worksheets, and number cards	Teacher observation and questioning.	Maths P4.PB Version Edited 2025page 68	

		and comparison of decimals.		blocks and place value charts. 3. Re-teaching the comparison strategy.				
Week 2:12-16 Jan 2026	**Lesson 5:** Addition of decimal numbers **(2 periods)**	By the end of the lesson, pupils should be able to add decimals up to 2 decimal places by aligning decimal points.	Add, Sum, Align, Decimal Point, Regroup	**Golden Rule:** First, align the decimal points. This aligns the place values. hundredths = 1 tenth. Put learners in groups and guide them to do activity 5.4. Demonstrate to learners how addition of decimals is done using an example.	Place value charts for comparing, worksheets, and number cards	Marking of worksheets. Problems on the board for pupils to solve step-by-step.	Maths P4.PB Version Edited 2025 Page 70	
	Lesson 6: Subtraction of decimal	Subtract decimals up to 2 decimal	Subtract, Difference, Align,	**Golden Rule:** Align the decimal points.	Base-ten blocks, grid paper, worksheets	Pupils should be given written	Maths P4.PB Version	

	numbers (2 periods)	places by aligning decimal points.	Decimal Point, Regroup	Use base-ten blocks to model subtraction, showing how to regroup a tenth into 10 hundredths if needed.		exercises to subtract decimals up to 2 decimal places by aligning decimal points.	Edited 2025page71	
	Lesson 7: Problems involving addition and subtraction of decimal numbers (2 periods)	Solve word problems involving the addition and subtraction of decimals.	Word problem, Sum, Difference, Total, Change, Length, Money	Teacher models the problem-solving process with contexts of money (adding costs, calculating change) and measurement (adding lengths). Guided practice. Emphasize writing the number	Word problem worksheets, pretend money, rulers	Pupils should be given written exercises to solve word problems involving the addition and subtraction of decimals.	Maths P4.PB Version Edited 2025 Page 72	

				sentence with aligned decimals. Paired work: create and solve word problems for a partner.				
	Remedial activities (1 period)	To provide targeted support on adding and subtracting decimals, especially regrouping.	Regroup, Align, Place value	Small group work. Focus on the mechanical process of aligning decimals and regrouping. 3. Use grid paper to ensure alignment is correct.	Grid paper, worksheets focused on regrouping	Teacher checking alignment and regrouping steps.	Maths P4.PB Version Edited 2025 page 72	
	End unit assessment (2 periods)	Assess pupil mastery of reading, writing, comparing, adding, and	Assessment	The teacher administers a written test covering all unit competencies,	Test papers	Formal marking of test papers.	Maths P4.PB Version Edited 2025 Page 73	

		subtracting decimals.		including word problems.				

UNIT 6: Length measurements **PERIOD:24**

Key competence: Pupils will be able to convert between units of length and apply this knowledge in solving mathematical problems related to daily life situations, including perimeters.

Dates/weeks	**Lesson title/periods**	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
Week 3: 19-23 Jan 2026	**Lesson 1:** Introduction to the content of the unit (1 period)	Identify different things we measure by length and why it is important.	Length, Distance, Height, Width, Measure	The teacher introduces the unit with a discussion: "What things can we measure? (e.g., desk, book, height of a friend, distance to the door). 2. Brainstorm why we need to measure length (to build, to buy clothes, to share	Meter, decameter, ruler, rope, sticks, charts Pictures of tall buildings, fabric, roads, etc.	Oral questions: "Name one thing in this room we could measure."	Maths P4. PB Version Edited 2025page 74	

				equally). 3. Show pictures of various objects and ask what length we might measure.				
	Lesson 2: The concept of distance/length **(1 period)**	Define and measure any distance	Length, Width, Height, Dimension	Use a familiar object like a book or a box. Point out its length (longest side), width (shorter side), and height (how tall it is). Pupils find objects in the classroom and describe their length, width, and height to a partner.	Meter, decameter, ruler, rope, sticks, charts Classroom objects (books, pencils, boxes, windows)	Partner sharing: "Describe the dimensions of your pencil case."	Maths P4.PB Version Edited 2025 Page 75	

	Lesson 3: Instruments for measuring length (2 periods)	Identify and describe the use of different measuring tools.	Ruler, Meter stick, Tape measure, Trundle wheel, Instrument	Show and tell: teacher shows a ruler, meter stick, tape measure, and pictures of a trundle wheel and measuring tape. Discuss what each tool is best for (ruler for a book, tape measure for waist, trundle wheel for the field). 3. Sorting activity: match pictures of objects to the best tool to measure them.	Real measuring tools (ruler, meter stick, tape measure), pictures of tools and objects	Sorting activity check. Questions: "What would you use to measure a football field?"	Maths P4.PB Version Edited 2025page76	
	Lesson 4: Non-standard units (2 periods)	Measure length using non-standard units and explain why they are not always accurate.	Non-standard, Unit, Handspan,	Ask learners to do the activity 6.3	Meter ruler, sticks, flat horizontal	Comparison of results. Class discussion on	Maths P4.PB Version Edited	

			Footspan, Cubit, Inaccurate		table, and textbooks.)	why answers vary.	2025 Page 77	
	Lesson 5: Standard units of measuring length (2 periods)	Identify the metre and centimeter as standard units.	Metre (m), Centimetre (cm), Standard Unit	Ask them to go through the Class to do Activity 6.4. Do the example with learners	Meter ruler, sticks, a flat horizontal table, and textbooks. Meter sticks, rulers, and classroom objects	Estimation and checking activity. "Find something that is about 10cm long."	Maths P4.PB Version Edited 2025page 79	
	Remedial activities **(1 period)**	To reinforce the concepts of measurement, including the use of tools and the difference between standard and non-standard units.	Measure, Unit, Standard, Estimate	Small group work. Hands-on practice with rulers and meter sticks. Re-measuring objects from previous lessons for accuracy.	Various measuring tools, objects to measure	Teacher observation of measuring technique.	Maths P4.PB Version Edited 2025 Page 78-79	

Week 4: 26-30 Jan 2026	**Lesson 7:** Estimation and measuring small distances **(2 periods)**	Estimate lengths of small objects (e.g., books, pencils	Estimate, Measure, Accuracy, Reasonable	Call learners to do activity 6.5. And present the findings. Do the example with them	Rulers, small classroom objects, and worksheets for recording	Review of recorded estimates and actual measurements.	Maths P4.PB Version Edited 2025page81	
	Lesson 8: Measure length using a meter ruler in centimeters **(2 periods)**	Measure and record th e lengths of various objects	Meter stick, Centimeters, Record, Length	The lesson 6.5.7 related to measuring different lengths using a meter ruler in centimetres is taught in the same way as the previous lesson (lesson 6.5.6).	Meter sticks, large objects to measure, and recording sheets	Accuracy of group measurements and recordings.	Maths P4.PB Version Edited 2025 Page 82	
	Lesson 9: Reading and writing measurements of length. (2 periods)	To read and write measurements of length	Read, Write, Unit, cm, m, Decimal	Practice reading measurements where the end of the object falls between	Rulers with objects placed, worksheets	Worksheet on reading rulers. Dictation: the teacher describes a	Maths P4.PB Version Edited 2025 Page 83	

				two marks on a ruler. Learn to write measurements in different ways (e.g., 2m 35cm, 235cm, 2.35m). Worksheet practice on reading and writing measurements .		length, pupils write it.		
	Lesson 10: Conversion of length measurements (2 periods)	Convert between different units of length	Convert, Multiply, Divide, 1m = 100cm	Organize groups of learners and give them activities 6.8.	Place value charts, conversion worksheets	Timed conversion drills. Matching cards (e.g., 3m and 300cm).	Maths P4.PB Version Edited 2025 Page 83	
	Remedial activities (2 periods)	To provide targeted support on reading measurements and conversion between units.	Read, Convert, cm, m	Small group instruction. Intensive practice with	Rulers, conversion worksheets with real-	The teacher checks for understanding of the	Maths P4.PB Version Edited	

				rulers and conversion calculations. Use real-life examples for conversion (e.g., "Your height is 125cm, how many metres is that?").	life contexts	conversion process.	2025 Page 83	
Week 5:2-6 Feb 2026	**Lesson 12:** Addition and subtraction of length measurement (2 periods)	Solve real-world problems involving the addition/subtraction of lengths	Add, Subtract, Total, Difference, Convert	Organize groups of pupils and give them activities 6.9..	Worksheets with length word problems	Marking of worksheets Pupils are creating their own problems.	Maths P4.PB Version Edited 2025 Page 86	
	Lesson 13: The Perimeter of a 2D shape (2 periods)	Calculate the perimeter of various 2D shapes (regular and irregular) using appropriate formulas and measurement techniques.	Perimeter, Distance around, Add, Side, Length	Provide group work activities and do the activity 6.10	Meter, decameter, ruler, rope, sticks, charts	Finding the perimeter of objects in the classroom.	Maths P4.PB Version Edited 2025 Page 88	
	Lesson 14: Solving real-life problems	Solve problems involving perimeter in real-life contexts.	Word problem, Fence,	Teacher models problems:	Word problem worksheets	A project of designing a garden and	Maths P4.PB Version	

	involving perimeter and length (2 periods)		Border, Frame, Total length	"How much fencing is needed for a garden?" " Call learners to do activity 6.11.	, grid paper for designing	calculating its perimeter.	Edited 2025 Page 89	
	Remedial activities (1 period)	To provide final support on calculating the perimeter and solving related word problems.	Perimeter, Add, Side, Word problem	1. Small group work. 2. Focus on identifying all side lengths before adding. 3. Practice with multi-step problems.	Meter, decameter, ruler, rope, sticks, charts	Teacher observation of problem-solving strategies.	Maths P4.PB Version Edited 2025 Page 89	
	End unit assessment **(2 periods)**	To assess pupil mastery of measuring, converting units, and calculating perimeter.	Assessment	The teacher administers a practical and written test. Practical: measure objects and record. Written: conversions, calculations, and word problems.	Test papers, rulers, and objects for the practical test	Formal marking of practical and written components.	Maths P4.PB Version Edited 2025 Page 90	

UNIT 7: Capacity Measurements **Periods: 8**

Key Unit Competence: Pupils will be able to convert between units of capacity and apply this knowledge in solving real-life problems.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 6:9-13 Feb 2026	**Lesson 1:** Introduction on the content of the unit (1 period)	Identify things that are measured by capacity and give examples from daily life.	Capacity, Volume, Liquid, Container, Hold	Teacher introduces the unit with a show-and-tell of different containers (cup, bottle, jug, bucket). Discussion: "Which container holds more? How do we know?" Brainstorm a list of liquids we measure (water, milk, juice, petrol).	Text books Bottle Chart Chalkboard	Oral questions: "Name something we measure using capacity."	Maths P4.PB Version Edited 2025 Page 91	
	Lesson 2: The concept	Measure and compare the capacities of	Litre (L), Millilitre	Organize learners outside the class	Text books Bottle	Pupils should be given	Maths P4.PB	

	of capacity and units of capacity (1 period)	different containers using appropriate units and tools (e.g., measuring cups, jugs, or cylinders),	(mL), Unit, Measure	into small groups and ask them to be attentive Ask them to do the activity 7.1.	Chart Pens pencil Chalkboard 1L bottle, 1L jug, measuring cups, spoons, small bottles (100mL, 500mL)	written or oral questions to measure and c ompare the capacities of different containers using appropriate units and tools.	Version Edited 2025 Page 92	
	Lesson 3: Estimation and measuring capacities of different containers in litres (1 period)	Estimate and accuratel y measure the capacity of various containers using standard tools (e.g., measuring jugs, cylinders) and record results in litres (L) or millilitres (mL)	Estimate, Measure, Litre, Accuracy	Organize learners in the class into small groups and ask them to be attentive Guide the learners to discuss the statement given in activity 7.2 with their classmates..	Various containers, 1L measuring jug, water/rice/sand, funnels	Pupils should be given written or oral questions related to estimate and ac curately measuring the capacity of various containers using standard tools.	Maths P4.PB Version Edited 2025 Page 93	
	Lesson 4: Conversion of capacity measuremen ts (1 period)	Convert between different units of capacity (e.g., litres to millilitres, gallons to litres) accurately using	Convert, Multiply, Divide, 1L = 1000mL	Organize learners in the class into groups and ask them to be attentive,	Place value chart, conversion worksheets with	Pupils should be given written or oral questions related to	Maths P4.PB Version Edited	

		multiplication, division, or conversion factors,		Present a conversion table of capacity measurements to learners, guide them to read capacity measurements in kl, hl, dal, l, dl, cl, and ml; and ask them to write the given measurements in the table, and to convert from one unit to another. Organize groups of learners and give them activity 7.3.	practical examples	converting bet ween different units of capacity.	2025 Page9 4	
	Lesson 5: Addition and subtraction of capacity measuremen	Solve real-world problems (e.g., mixing liquids, measuring ingredients) by accurately adding or subtracting capacity measurements	Add, Subtract, Total, Differenc e, Convert	Organize learning materials to be used and distribute them to the groups,	Worksheets with capacity word problems (recipes, filling containers)	Pupils should be given written or oral questions related to real-world problems (e.g.,	Maths P4.PB Version Edited 2025 Page 96	

	ts (2 periods)	(whole/decimal numbers up to 2 d.p.), ensuring proper unit conversion if needed.		Organize groups of pupils and give them activity 7.4.		mixing liquids, measuring ingredients) by accurately adding or subtracting capacity measurements (whole/decimal numbers up to 2 d.p.), ensuring proper unit conversion if needed.		
	Lesson 6: Application: Compare capacities and solve real-life problems **(1 period)**	Compare capacities and solve multi-step problems.	Compare, More than, Less than, Problem-solving	Start by guiding pupils to solve some problems in groups or in a whole-class discussion (use activity 7.5), Provide examples to be done by learners	Word problem worksheets, actual containers for comparison	Pupils will be given written or oral questions related to the lesson	Maths P4.PB Version Edited 2025 Page 97	
	Remedial activities (1 period)	To provide targeted support on conversion and solving word	Convert, Add, Subtract,	Small group instruction.	Measuring cups, water/rice,	Pupils should be given written or oral	Maths P4.PB Version	

		problems involving capacity.	Word problem	Focus on the conversion step within word problems. Use manipulatives like measuring cups to visualize the problems.	simplified worksheets	questions related to provide targeted support on conversion and solving word problems involving capacity.	Edited 2025 Page 97	
	End unit assessment (1 period)	To assess pupil mastery of measuring, converting units, and solving capacity problems.	Assessment	Teacher administers a written test covering conversions, comparisons, addition, subtraction, and multi-step word problems related to capacity.	Test papers	Formal marking of test papers.	Maths P4.PB Version Edited 2025 Page 98	

UNIT 8: Mass measurements **Periods: 8**

Key unit competence: Pupils will be able to convert between units of mass and apply this knowledge in solving mathematical problems related to daily life situations.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 7: 16-20 Feb 2026	**Lesson 1:** Introduction on the content of the unit **(1 period)**	Identify things that have mass and give examples from daily life.	Mass, Weight, Heavy, Light, Measure	The teacher introduces the unit by having pupils hold different objects (rock, feather, book, pencil). Discussion: "Which is heavier? How do you know?" 3. Brainstorm a list of things we measure by mass (flour, sugar, people, animals).	A collection of objects with different masses (rock, feather, ball, book)	Oral questions: "What is the difference between weight and mass?" (For P4, the terms can be used interchangeably in this context).	Maths P4.PB Version Edited 2025 Page 99	
	Lesson 2: The concept of mass and units of mass **(1 period)**	Understand and explain the meaning of mass measurements.	Kilogram (kg), Gram (g), Unit, Measure, Balance	Organize learners in the class into small groups and ask them to be attentive	1kg weight, 1kg bag of rice, gram weights, small objects (paperclips),	Pupils should be given written or oral questions related to the lesson "	Maths P4.PB Version Edited 2025 Page 100	

				Ask learners to read the name of object which are in the learner's book activity 8.1.	pictures of items			
	Lesson 3: Estimating and measuring different masses in kg using a balance (1 period)	Measure the mass of various objects using a balance scale, recording results accurately in kilograms (including decimal fractions up to 2 places)	Estimate, Measure, Kilogram (kg), Balance Scale, Accuracy	Organize learners in the class into small groups and ask them to be attentive. Guide the learners to discuss the activity 8.1 with their classmates.	Balance scale, 1kg weights, various objects to measure (e.g., a bag of oranges)	Pupils should be given written or oral questions related to measuring the mass of various objects using a balance scale, and recording results accurately in kilograms	Maths P4.PB Version Edited 2025 Page 101	
	Lesson 4: Measuring Mass **(1 period)**	Convert measurements between different metric units of mass (t → kg → g → mg) accurately in both numerical and real-world contexts (e.g., cargo shipments, medication dosages)	Read, Scale, Pointer, Digital, Mass	Assign groups the activity 8.3 for discussion, and some groups present the findings. Introduce the unit of tonne and show how bigger it is, compared with the kilograms.	Various scales (balance, spring, digital if available), objects to weigh	Pupils should be given written or oral questions related to converting measurements between different metric units of mass (t → kg → g → mg) accurately in both	Maths P4.PB Version Edited 2025 Page 102	

						numerical and real-world contexts		
	Lesson 5: Conversion of mass measurements (1 period)	convert between different units of mass	Convert, Multiply, Divide, 1kg = 1000g	Present a conversion table of mass measurements to learners, Guide them to read mass measurements in kg, hg, dag, and g; organize groups of pupils and ask them to work on activities 8.4..	Place value chart, conversion worksheets with practical examples	Pupils should be given written or oral questions related to the lesson	Maths P4.PB Version Edited 2025 Page 103	
	Lesson 6: Addition and subtraction of mass measurements **(1 period)**	Add and subtract masses, converting units when necessary.	Add, Subtract, Total, Difference, Convert	Organize groups and give them activities to do, activity 8.5. Move around in the classroom and provide probing questions for assistance where necessary;	Worksheets with mass word problems (parcels, ingredients, people)	Pupils should be given written or oral questions related to adding and subtracting masses and converting units.	Maths P4.PB Version Edited 2025 Page 105	

	Lesson 7: Application: Solving real-life problems involving mass **(1 period)**	Apply mass measurement skills to solve practical problems.	Problem-solving, Compare, Multi-step	Ask learners to show how the mass measurements are done and how to convert them. Help pupils to solve a one–step or a two-step problem Start by guiding learners to solve some problems in groups or in a whole-class discussion using activity 8.6.	Word problem worksheets, pictures of food items with weights	Pupils should be given written or oral questions related to applying mass measurement skills to solve practical problems.	Maths P4.PB Version Edited 2025 Page 106	
	Remedial activities **(1 period)**	To provide targeted support on conversion and solving word problems involving mass.	Convert, Add, Subtract, Word problem	Small group instruction. Focus on the conversion step within word problems. Use realia (kg and g weights) to	kg and g weights, simplified worksheets	Teacher observation of problem-solving strategies.	Maths P4.PB Version Edited 2025 Page 106	

				visualize the problems.				
	End unit assessment **(1 period)**	To assess pupil mastery of measuring, converting units, and solving mass problems.	Assessment	The teacher administers a written test covering conversions, comparisons, addition, subtraction, and multi-step word problems related to mass.	Test papers	Formal marking of test papers.	Maths P4.PB Version Edited 2025 Page 107	

UNIT 9: Area and land measurements **Period:16**

Key Unit competence: Pupils will be able to use square and land units in solving related problems.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 8: 23-27 Feb 2026	**Lesson 1:** Introduction on the content of the unit **(1 period)**	Arouse learners' curiosity about area and land measurements	Area, Surface, Cover, Space, Land	Teacher introduces the unit by asking what is needed to cover the top of a desk (e.g., books, paper).	Pictures of tiled floors, painted walls, farmland	Oral questions: "Why would a farmer need to know the area of a field?"	Maths P4.PB Version Edited 2025 Page 108	

				Discussion: "What does area tell us?" (How much surface is covered). Brainstorm real-life uses of area (tiling a floor, painting a wall, planting a field).				
	Lesson 2: The concept of unit area, using real objects or a geoboard (2 periods)	To be able to explain the concept of unit area.	Unit Area, Square Unit, Cover, Geoboard, Count	Describe the concept of a unit square by demonstration using a square of paper or a geoboard. Put learners in groups and guide them to work on activity 9.1	Square tiles, sticky notes, geoboards and rubber bands, worksheets with shapes	Pupils should be given written or oral questions related to the concept of unit area.	Maths P4.PB Version Edited 2025 Page 109	
	Lesson 3: Reading, writing, converting measurements of area/land (2 periods)	Calculate the area of regular shapes.	Square Centimetre (cm^2), Square Metre (m^2), Hectare (ha), Unit	Harmonise their answers and emphasize how the total area is the number of all unit squares making up the area.	1cm grid paper, a large square of paper (1m x 1m), pictures of farms	Pupils should be given written or oral questions related to the lesson.	Maths P4.PB Version Edited 2025 Page 111	

				Let learners in their respective groups do a read-aloud activity 9.2 of areas. Ask learners in their respective groups to do an example.		Matching units to objects (cm^2 for a stamp, m^2 for a door, ha for a farm).		
	Lesson 4 Conversion of area and land measurements (4 periods total)	Convert between different units of land measurement.	Convert, Multiply, Divide, 1 ha = 10,000 m^2	Harmonise their answers, emphasizing the different units of area and how they are converted. Assign the learners to work on the activity 9.3 in groups.	Place value chart, conversion worksheets with land problems	Pupils will be given written or oral questions related to the lesson.	Maths P4.PB Version Edited 2025 Page 112	
	Remedial activities (1 period)	To reinforce the concepts of unit area and conversion between m^2 and ha.	Unit Area, Convert, m^2, ha	Small group instruction. 2. Revisit covering shapes with unit squares. Extra practice with conversion calculations using a	Unit squares, calculators, simplified worksheets	Teacher observation of counting and conversion strategies.	Maths P4.PB Version Edited 2025 Page 111	

				calculator for the large numbers, if needed.				
Week 9:2-6 Mar 2026	**Lesson 5:** Area of a square and a rectangle (2 periods)	Calculate the area of square and rectangular land plots using the given dimensions	Length, Width, Formula, Area = Length x Width, Square, Rectangle	Ask learners to do the activity 9.4 with the assistance of the teacher. Guide and explain to learners how the area of a rectangle is calculated.	Grid paper, rulers, worksheets with drawn shapes	Pupils should be given written or oral questions related to the lesson. Calculating the area of shapes on a worksheet.	Maths P4.PB Version Edited 2025 Page 113-114	
	Lesson 6: Addition and subtraction of area (2 periods)	Solve real-world land area problems	Add, Subtract, Total area, Remaining area, Compound shapes	Call learners to make two groups of learners and ask them to do the activity 9.5. Assign one group will measure the length and width of one classroom and the second group will measure the length and width of the other classroom.	Worksheets with word problems and compound shapes	Pupils should be given written or oral questions related to the lesson. Marking of worksheets.	Maths P4.PB Version Edited 2025 Page 115	

	Lesson 7: Application: solving real-life problems involving area and land measurement. **(2 periods)**	Apply area calculation techniques to solve practical land measurement problems	Word problem, Multi-step, Plan, Design, Cost	1. Teacher models problems: "How many tiles are needed for a floor 4m long and 3m wide if each tile is 1m²?" (12 tiles). Use activity 9.6 and application activity 9.6..	Word problem worksheets, grid paper for designing	Pupils will be given written or oral questions related to the area calculation techniques to solve practical land measurement problems.	Maths P4.PB Version Edited 2025 Page 116	
	Remedial activities **(1 period)**	To provide targeted support on using the area formula and solving word problems.	Formula, Length x Width, Word problem	1. Small group work. 2. Focus on identifying the length and width correctly in a problem. 3. Practice the multiplication step.	Worksheets with guided practice problems	The teacher is checking for the correct use of the formula.	Maths P4.PB Version Edited 2025 Page 117	
	End unit assessment (2 periods)	To assess pupil mastery of calculating area and solving related problems.	Assessment	Teacher administers a written test covering calculating the area of squares/rectangles, conversions, and	Test papers	Formal marking of test papers.	Maths P4.PB Version Edited 2025 Page 117	

				multi-step word problems.				

UNIT 10: Time **Periods:8**

Key Unit Competence: Pupils will be able to tell, write, and convert time appropriately.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 10: 9-13 Mar 2026	**Lesson 1:** Introduction to the content of the unit **(1 period)**	To arouse curiosity during learning time.	Time, Schedule, Clock, Daily life, Punctual	Teacher introduces the unit with a discussion: "What would happen if no one knew what time it was?" (Miss school, be late, etc.). Brainstorm all the things we use time for (catching the bus, knowing when to eat, watching a favorite show).	A large class schedule poster, pictures of clocks in different settings (bus station, school, kitchen)	Oral questions: "Why is it important to be on time?"	Maths P4.PB Version Edited 2025 Page 118	

				Create a class schedule on the board showing different times for activities.				
	Lesson 2: Reading and telling the time on digital and analogue watches (1 period)	Demonstrate the ability to read, record, and communicate time accurately	Analogue Clock, Digital Clock, Hour Hand, Minute Hand, O'clock, Half past, Quarter past, Quarter to	Harmonize the learners' answers by explaining the three hands: the hour hand, minute hand, and the second hand. Put learners in groups and guide them to work on the activity 10.1.	Large demonstration analogue clock with movable hands, individual student clocks, and digital clock flashcards	Pupils should be given written or oral questions related to the lesson "Show me the time..." on student clocks. Matching analogue to digital times.	Maths P4.PB Version Edited 2025 Page 119	
	Lesson 3: Writing time using AM and PM (1 period)	Convert between 12-hour (AM/PM) and 24-hour time formats accurately.	AM (Ante Meridian), PM (Post Meridian), Noon, Midnight, Morning, Afternoon, Night	Put learners in groups and guide them to work on activity 10.2. Let learners present and harmonize their answers by using a.m. and p.m.	Pictures of activities at different times of day, AM/PM sorting cards	Pupils should be given written or oral questions related to the lesson Sorting activity. Writing times from descriptions:	Maths P4.PB Version Edited 2025 Page 122	

						"School starts at seven in the morning."		
	Lesson 4: Conversion of units of time (1 period)	Convert accurately between seconds, minutes, and hours.	Convert, Seconds, Minutes, Hours, Days, 1 minute = 60 seconds, 1 hour = 60 minutes, 1 day = 24 hours	Harmonize their answers by reminding them that how writing time. Put learners in groups and guide them to work on activity 10.3	Time conversion chart, worksheets with practical problems	Pupils should be given written or oral questions related to the lesson Worksheet on conversions. Quick-fire questions.	Maths P4.PB Version Edited 2025 Page 122	
	Lesson 5: Reading the Calendar **(1 period)**	. Read the Calendar	Calendar, Date, Day, Week, Month, Year, Leap Year	Harmonize their answers by reminding them of how reading time. Put learners in groups and guide them to work on activity 10.4.	Large wall calendar, individual calendar worksheets	"Find the date" scavenger hunt on the calendar. Questions about days in a month.	Maths P4.PB Version Edited 2025 Page 124	
	Lesson 6: Solve problems involving time	. Solve real-world time problems	Elapsed Time, Start Time, End Time, Duration,	Guide learners to work on activity 10.5 in small groups.	Number lines, sample schedules (bus, school, TV), worksheets	Pupils will be given written or oral questions related to the lesson,	Maths P4.PB Version Edited	

	(1 period)		Schedule, Calendar	. Harmonize their answers by reminding them that how reading time..		solving elapsed time problems on worksheets.	2025 Page 125	
	Remedial activities (1 period)	To reinforce reading analogue clocks, understanding AM/PM, and calculating simple elapsed time.	All keywords from the week	Small group instruction. Intensive practice with individual clocks. Use simple, real-life examples for elapsed time (e.g., how long from breakfast to lunch).	Individual student clocks, simplified worksheets	Teacher observation of clock reading skills.	Maths P4. PB Version Edited 2025 Page 125	
	End unit assessment (1 period)	To assess pupil mastery of telling time, conversions, and solving time-related problems.	Assessment	The teacher administers a written test covering reading analogue/digital clocks, using AM/PM, converting units of time, and	Test papers	Answer to questions of the end unit assessment	Maths P4.PB Version Edited 2025 Page 127	

				solving word problems.				

UNIT 11: Number Patterns **Periods: 8**

Key Unit Competence: Pupils will be able to describe and generate number patterns following a rule.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 11: 16-20 Mar 2026	**Lesson 1:** Introduction to the content of the unit **(1 period)**	To arouse the curiosity of learning this unit	Pattern, Sequence, Repeat, Predict, Rule	The teacher introduces the unit with visual patterns (e.g., shapes, colors on the board: △ □ ○ △ □ ○ ...). Transition to number patterns: "What comes next? 2, 4, 6, 8, __?"	Visual pattern cards, number sequence on the board	Oral questions: "What is repeating in this pattern?"	Maths P4.PB Version Edited 2025 Page 128	

				Discussion: "What is a pattern?" (Something that repeats predictably).				
	Lesson 2: Arrange whole numbers in increasing and decreasing order **(1 period)**	Order a set of whole numbers to create simple ascending and descending patterns.	Ascending Order, Descending Order, Pattern, Sequence	Show learners the activity 11.1, do it in a group, and present the findings. Guide learners to go through examples from the pupil's book. Harmonize the learners' presentation and move around to facilitate learners'	papers, various number patterns, Number cards, sequencing worksheets	Pupils should be given written or oral questions related to ordering a set of whole numbers to create simple ascending and descending patterns.	Maths P4.PB Version Edited 2025 Page 129	

				group activities.				
	Lesson 3: Arithmetic progressions **(1 period)**	Solve problems involving.	Arithmetic Sequence, Term, Difference, Common Difference, Rule (+/-)	Put learners in groups and ask them to do activity 11.2 and move around to facilitate learners' group activities.	papers, various number patterns, Number sequences on posters, whiteboards	Pupils will be given written or oral questions related to the lesson. Whiteboard activity: "What is the rule for this pattern?"	Maths P4.PB Version Edited 2025 Page 130	
	Lesson 4: Finding the missing number in an arithmetic progression (2 periods)	Determine missing numbers in an AP by calculating the common difference (*d*) and applying the n^{th} term formula, then verify solutions for accuracy.	Missing Term, Apply the Rule, Pattern	Put learners in groups and ask them to do activity 11.3 and move around to facilitate learners' group activities.	papers various number patterns	Pupils will be given written or oral questions related to the lesson ".	Maths P4.PB Version Edited 2025 Page 131	
	Lesson 5: Introduction to geometric progression	Find missing terms or the common ratio in a GP.	Geometric Sequence, Multiply, Rule (x),	Ask learners to work on the activity 11.4 in groups and	papers, various number patterns, Visual aids	Sorting patterns into "Add/Subtract" and "Multiply" groups.	Maths P4.PB Version Edited 2025 Page 131	

	(1 period)		Double, Triple	correct related questions.	showing doubling (e.g., pairs of eyes, legs on animals), sequence cards			
	Remedial activities **(1 period)**	To reinforce identifying the rule and finding missing terms in arithmetic sequences.	Pattern, Rule, Missing Term, Common Difference	Small group instruction. Use number lines to visualize arithmetic sequences. Extra practice with simpler numbers and more guided steps.	Number lines, simplified worksheets with guided steps	Teacher observation of strategy use.	Maths P4.TG Version Edited 2025 Page 155	
	End unit assessment **(1 period)**	To assess pupil mastery of describing, continuing, and finding missing terms in number patterns.	Assessment	Teacher administers a written test covering identifying	Test papers	Formal marking of test papers.	Maths P4.PB Version Edited 2025 Page 132	

				rules, continuing sequences, and finding missing terms in both arithmetic and simple geometric patterns.				
Week 12 and 13	**Exams of term 2**							

Teacher's Name: …… **Academic year: 2025-2026.**
School's Name: …….. **Term: 3.**
Class: P4 **Number of weeks per term: 11 weeks.**
Subject: Mathematics **Number of periods per week: 9 periods.**

UNIT 12: Solving problems involving missing numbers in addition and subtraction **Periods: 8**
Key Unit Competence: Pupils will be able to solve missing number problems involving addition and subtraction.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 1:20-24 Apr 2026	**Lesson 1:** Introduction on the content of the unit **(1 period)**	To arouse the curiosity of learners to solve missing number problems.	Missing Number, Equation, Balance, Equal Sign (=), Symbol (☐, ?)	Teacher introduces the unit with a simple puzzle: "I'm thinking of a number. If I add 5, I get 12. What is my number?" Explain that we can write this as ☐ + 5 = 12. The box is hiding the	Balance scale visual, equation cards with missing numbers represented by ☐	Oral questions: "What does the equal sign mean?"	Maths P4.PB Version Edited 2025 Page 133	The balance scale metaphor was very effective for introducing the concept of equality.

				number we need to find Use a balance scale metaphor: both sides of the = sign must be equal.				
	Lesson 2: Solve simple missing number problems involving addition (1 period)	Solve for the missing number in basic addition problems (up to 2-digit numbers) using strategies like counting on, using inverse operations (subtraction), or visual aids (e.g., number lines).	Addend, Sum, Inverse Operation, Subtract	Harmonize the learners' answers. Show the learners what an arithmagon looks like and explain how it works. Guide learners through the activity 12.1 of the arithmagon.	Number lines, part-part-whole diagrams, and equation cards	Pupils should be given written or oral questions related to the lesson	Maths P4.PB Version Edited 2025 Page 134	.
	Lesson 3: Solve simple missing	Solve for the missing number in basic subtraction n	Minuend, Subtrahend, Difference,	Harmonize by emphasizing that we		Pupils should be given written or	Maths P4.PB Version	

	number problems involving subtraction (2 periods)	problems (up to 2-digit numbers) using strategies like counting on, using inverse operations (subtraction), or visual aids (e.g., number lines).	Inverse Operation, Add	subtract the numbers at the vertex to get the number on the edge Guide learners to work on Activity 12.2 of the arithmagon.		oral questions related to the lesson	Edited 2025 Page 135	
	Lesson 4: Solve problems involving addition and subtraction (2 periods)	Solve for unknown numbers in mixed addition/subtraction problems	Word Problem, Equation, Represent, Solve	Harmonize by emphasizing that we add and subtract the numbers at the vertex to get the number on the edge Guide learners as in the lessons 12.4.1 and 12.4.2, but give learners a variety of problems that have both subtraction and addition.	Word problem cards, worksheets	Pupils should be given written or oral questions related to the lesson.	Maths P4.PB Version Edited 2025 Page 136	Translating word problems into equations is a key skill that needs continuous practice.

				Guide learners in their groups to do an example				
	Remedial activities (1 period)	To provide targeted support in choosing the correct inverse operation to solve for the missing number.	Inverse Operation, Add, Subtract, Check	Small group instruction. Focus on identifying what the missing number represents (addend, minuend, subtrahend) to choose the right strategy. Use manipulatives like counters to act out the problem and check answers.	Counters, number lines, simplified equation cards	Teacher observation of strategy use. Checking answers by substituting back into the equation.	Maths P4.TB Version Edited 2025 Page 162	
	End unit assessment (1 period)	To assess pupil mastery of solving missing number problems in	Assessment	1. Teacher administers a written test with a mix of	Test papers	Formal marking of test papers.	Maths P4.PB Version	

		equations and word problems.		missing number equations and word problems involving addition and subtraction.			Edited 2025 Page 137	

UNIT 13: Lines and angles **Periods:8**

Key Unit Competence: Pupils will be able to use geometric properties, including symmetry, to sort shapes.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 2:27/4 - 1 May 2026	**Lesson1:** Introduction to the Unit (1 period)	To arouse the curiosity of learners to discuss the types of lines and angles, and use a protractor to measure angles..	Geometry, Lines, Angles, Shapes, Sort, Properties	1. **Introduction:** Show pictures of various objects and shapes. Ask students how they might group them.2. **Discussion:** Guide a class discussion on different	Pictures of real-life objects (buildings, nature, etc.), whiteboard, markers	Oral questions: "How is a ruler different from a plate?" "What makes a triangle a triangle?"	Maths P4 TB (2025 Ed.) p.138	

				features like straight edges, curved edges, corners.3. **Overview:** Briefly introduce the unit vocabulary and outline what they will learn.				
	Lesson 2: Types of Lines (1 period)	Classify and draw various types of lines.	Vertical, Horizontal, Parallel, Perpendicular, Straight, Curved	Form groups of learners and then ask them to work on activity 13.1. Move around in the class to facilitate learning where necessary and ask probing questions to guide them.	Rulers, notebooks, pencils, pictures with clear lines	Spot check drawings in notebooks. Quick quiz: "Hold up your whiteboard: is this line vertical or horizontal?"	Maths P4 TB (2025 Ed.) p.139	

	Lesson3: Line Segment **(1 period)**	Measure and compare lengths of line segments accurately using rulers/measuring tapes (in cm/mm).	Line, Line Segment, End Points, Measure, Length (cm)	Organize the class and call learners to be attentive. Pair the learners and ask them to draw a segment respecting instruction given in activity 13.2.	Rulers, pencils, worksheets with exercises	Accuracy in drawing and measuring line segments. Peer assessment during pair work.	Maths P4 TB (2025 Ed.) p.140	
	Lesson4: The Concept of Angles **(1 period)**	Measure and draw angles accurately using a protractor	Angle, Turn, Vertex, Arms, Corner	Organize the class and call learners to be attentive. Pair the learners and ask them to do the activity 13.3.	Two straws/pencils per student, paper fasteners, drawn angle diagrams	Observation of physical demonstrations. Labeling activity on a worksheet.	Maths P4 PB (2025 Ed.) p.141	
	Lesson 5: Measuring Angles **(1 period)**	Measure existing angles and draw new angles (to the nearest degree) using a protractor, ensuring correct alignment and scale in	Protractor, Degrees (°), Measure, Scale	Invite learners to follow and guide them to demonstrate how to use a	Large demonstration protractor, student protractors,	Completion and accuracy of the angle measurement worksheet.	Maths P4 PB (2025 Ed.) p.142	

		practical tasks (e.g., map navigation, design sketches).		protractor and a ruler to draw angles with different values. Invite each learner to use his/her materials and draw angles of different values that are assigned in activity 13.4.	angle worksheets			
	Lesson 6: Types of Angles **(2 periods)**	Identify and label different angle types in everyday contexts (e.g., clock hands, road junctions, book corners) using protractors or angle estimation.	Right Angle (90°), Acute Angle (<90°), Obtuse Angle (>90°)	Invite learners to work in groups and discuss activity 13.5, to draw an acute, obtuse, right, straight, complementary, supplementary and reflex angles using a	Right-angle testers (paper), angle sorting cards, drawing paper	Successful sorting of angle cards. Labeled drawing showing understanding of the three types.	Maths P4 PB (2025 Ed.) p.143	

				ruler and a protractor.				
	Remedial Activities (1 period)	- Reinforce identifying line types and angles.- Provide hands-on practice for struggling learners.	Review, Practice, Hands-on, Support	**Small Group:** Work with the teacher using physical manipulatives (sticks, angle makers). **Games:** Matching games (picture to word: e.g., parallel lines picture to the word "parallel").3. **Re-teaching:** Re-explain key concepts using simpler language and more examples.	Manipulatives, matching card games, and simple worksheets	Teacher observation of improved confidence and participation.	Maths P4 TG (2025 Ed.) p.132	
	End of Unit	- Assess understanding of lines, angles, and the	Assessment, Properties, Sort, Identify	1. **Written Test:** A short test with questions on: -	Assessment papers, pencils,	Summative assessment score based	Maths P4 PB (2025 Ed.) p.146	

	Assessment (1 period)	ability to sort shapes based on their properties.		Naming types of lines and angles. - Measuring an angle. - Sorting shapes based on given properties (e.g., number of sides, right angles).	rulers, protractors	on a marking scheme.		

UNIT 14: Shapes in the plane **Periods:16**

Key Unit Competence: Pupils will be able to use geometric properties, including symmetry, to sort shapes.

Dates/weeks	**Lesson title/periods**	**Learning objectives**	**Content summary**	**Teaching and learning activities and approaches**	**Teaching and learning aids**	**Assessment.**	**References**	**Weekly observation/Remarks**
Week 3: 4-8 May 2026	**Lesson1:** Introduction to the Unit **(2 periods)**	To arouse the curiosity of learning this unit.	Triangle, Quadrilateral, Property, Sort, Side, Angle, Symmetry	**Shape Hunt:** Find triangles and quadrilaterals in the classroom and	Picture books, real-world objects, cut-out shapes, and a whiteboard	Oral questioning and participation in the group discussion.	Maths P4 PB (2025 Ed.) p.147	

				in picture books. **Group Discussion:** "How are these shapes different? How are they the same?"3. **Overview:** Introduce the unit's goal: to become experts at classifying shapes based on their properties.				
	Lesson 2: Naming triangles based on edge lengths **(2 periods)**	Classify triangles as equilateral, isosceles, or scalene based on their side lengths.	Equilateral, Isosceles, Scalene, Side Length, Congruent, Measure	**Hands-on:** Use straws or strips of paper of different lengths to build each type of triangle.	Rulers, straws/card strips, worksheets with triangles, sorting cards	Accuracy in measuring and classifying triangles on a worksheet. Observation during the sorting game.	Maths P4 PB (2025 Ed.) p.148	

				Guided Practice: Measure the sides of drawn triangles and classify them. **Game:** "Triangle Sort" - teams race to sort a pile of triangle images into the correct categories.				
	Lesson 3: Naming triangles based on the greatest angle (2 periods)	Classify triangles as right-angled, acute-angled, or obtuse-angled based on their angles.	Right-Angled, Acute-Angled, Obtuse-Angled, Angle, Protractor	**Demo:** Use a large triangle and a right-angle finder to identify a right angle. **Practice:** Students use protractors to measure the angles of various	Protractors, right-angle finders, worksheets, scissors, glue, magazines	Successful classification of triangles based on angle measurements. Completion of the collage.	Maths P4 PB (2025 Ed.) p.150	

				triangles and classify				
	Lesson 4: Exploring triangles and quadrilaterals (2 periods)	Compare and contrast the properties of triangles and quadrilaterals.	Vertex (vertices), Compare, Contrast, Sides, Angles	**Venn Diagram:** Ask learners to work on activity 14.3 **Matching Game:** Match properties (e.g., "3 sides", "4 angles") to the correct shape family. **Creation:** Use geoboards or dot paper to create different triangles and quadrilaterals.	Large chart paper for Venn diagram, property cards, geoboards/rubber bands, dot paper	Contribution to the class Venn diagram. Accuracy in the matching game.	Maths P4 PB (2025 Ed.) p.152	
	Remedial Activities (1 period)	Reinforce the concepts of classifying triangles	Review, Practice, Sides,	**Small Group:** Re-measure and	Pre-made triangles, tracing paper,	Teacher observation of improved	Maths P4 TG (2025 Ed.) p.181	

		by sides and angles.- Provide hands-on support for using measuring tools.	Angles, Classify	re-classify triangles with teacher guidance. **Templates:** Use tracing paper to compare angles to a right angle.3. **Simple Sorting:** Sort a smaller set of clear, obvious examples to build confidence.	rulers, protractors	confidence and accuracy in a small group setting.		
Week 4: 11-15 May 2025	**Lesson 5:** Quadrilaterals and their properties **(2 periods)**	Classify quadrilaterals accurately by analyzing given attributes (e.g., «A shape with 4 equal sides and right angles is a square»).	Square, Rectangle, Rhombus, Parallelogram, Trapezium, Parallel, Equal	**Property Hunt:** In groups, students are given a specific quadrilateral and must list its properties (e.g., "My	Cut-out quadrilaterals, poster paper, markers	Pupils should be given written or oral exercises. Quality of group presentation and contribution	Maths P4 PB (2025 Ed.) p.155	

				shape has 4 equal sides and 4 right angles"). Analyze the properties of each shape and discuss them in class. Assign the groups to work on the application activity 14.4.		to the class property table.		
	Lesson 6: Distinguish quadrilaterals by sides, angles, and diagonals **(2 periods)**	Use properties of sides (equal, parallel), angles (right angles), and diagonals to differentiate between quadrilaterals.	Diagonal, Bisect, Perpendicular, Properties, Differentiate	**Investigation :** Fold paper quadrilaterals to discover if the diagonals bisect each other or are perpendicular. **Debate:** "Is a square also a rectangle? Why or why not?"3. Ask learners with the	Paper quadrilaterals for folding, scissors, and large flowchart paper	Participation in the investigation and debate. Ability to use the flowchart to identify a mystery shape.	Maths P4 PB (2025 Ed.) p.155-156	

				quadrilaterals cut out in the previous lesson, do activity 14.5.				
	Lesson 7: Distinguish quadrilaterals by symmetry **(2 periods)**	Identify lines of symmetry in quadrilaterals.- Understand the concept of rotational symmetry.	Line of Symmetry, Rotational Symmetry, Order, Mirror Line	Assign learners to work on activity 14.6.	Mirrors, cut-out shapes, drawing paper, markers	Accurate recording of lines and the order of rotational symmetry on the poster.	Maths P4 PB (2025 Ed.) p.156	
	Remedial Activities (1 period)	Provide additional practice on identifying quadrilateral properties, focusing on symmetry. Use structured aids like property checklists.	Checklist, Symmetry, Review, Sides, Angles	**Guided Practice:** Work with a checklist of properties to identify unknown quadrilaterals. **Tracing:** Trace shapes and draw on lines of symmetry with a ruler. **Peer Teaching:** Students	Property checklists, tracing paper, rulers	Successful use of a checklist to correctly identify 3-4 quadrilaterals.	Maths P4 PB (2025 Ed.) p.132	

				explain a concept to a partner in their own words.				
	End of Unit Assessment (2 periods)	Assess the ability to classify triangles and quadrilaterals based on their geometric properties, including symmetry.	Assess, Classify, Properties, Symmetry	**Written Test:** A comprehensive test including: - Classifying triangles by sides and angles. - Naming quadrilaterals from a description of properties. - Drawing lines of symmetry on shapes. - Sorting shapes into Venn diagrams or tables.	Test papers, pencils, rulers	Pupils will answer to questions of the end unit assessment.	Maths P4 PB (2025 Ed.) p.157	

UNIT 15: Area of shapes in the plane **Periods:16**

Key Unit Competence: Pupils will be able to use rectangles to determine the area of triangles and special quadrilaterals.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 5:18-22 May 2026	**Lesson 1:** Introduction to the Unit **(1 period)**	- Understand that area is the amount of surface a shape covers.- Introduce the concept of using a rectangle as a base for finding other areas.	Area, Surface, Cover, Square Units, Rectangle	**Introduction:** Compare two books of different sizes. Ask which one covers more desk space. **Demo:** Cover a small rectangle with unit squares (e.g., tiles, paper squares) and count them to define the area. **Discussion:** "How could we find the area without counting	Different-sized books, unit squares (paper/tiles), small rectangles	Oral questions: "Which shape has a larger area? How do you know?"	Maths P4 PB (2025 Ed.) p.159	

				every single square?"				
	Lesson 2: Area of a Rectangle and the use of a Geoboard (1 period)	Discover the formula for the area of a rectangle (Area = length × width). Use a geoboard to create rectangles and calculate their area.	Length, Width, Formula, Multiply, Geoboard, Square Units	Put learners in groups and guide them to work on activity 15.1.2. **Discovery:** For each rectangle, count the length, width, and total squares. Guide them to see L × W = Area. **Practice:** Calculate the area of the drawn rectangles using the formula.	Geoboards & rubber bands, worksheets with rectangles	Accuracy in calculating the area of rectangles on a worksheet.	Maths P4 PB (2025 Ed.) p.159	
	Lesson 3: Area of a Square and the use of a Geoboard (1 period)	Construct squares on a geoboard and calculate thei r areas.	Square, Side, Length × Width, Formula	Harmonize by emphasizing that the area of a rectangle is length x width. Put learners in groups and guide them to do	Geoboards & rubber bands, worksheets with squares	Successful calculation of square areas.	Maths P4 PB (2025 Ed.) p.157	

				activity 15.2 in groups.				
	Lesson 4: Area of a Triangle **(2 periods)**	- Use a rectangle to derive the formula for the area of a triangle (Area = ½ × base × height).	Triangle, Base, Height, Half, Rectangle, Derive	**Investigation:** Draw a rectangle on grid paper, and draw a diagonal to create two triangles. Each triangle is half the rectangle. Put learners in groups and guide them to work on activity 15.3. **Practice:** Solve problems involving the area of triangles.	Grid paper, scissors, worksheets with triangles	Correct application of the formula to solve for area on practice problems.	Maths P4 PB (2025 Ed.) p.161	
	Lesson 5: Area of a Parallelogram **(2 periods)**	Use a rectangle to derive the formula for the area of a parallelogram (Area = base × height).	Parallelogram, Base, Height, Transform, Rectangle	**Transformation :** Cut a parallelogram from paper. Cut a triangular piece off one end and slide it to the other to form a rectangle 2.	Paper parallelograms, scissors, rulers, worksheets	Ability to explain the transformation and correctly use the formula.	Maths P4 PB (2025 Ed.) p.163	

				Discovery: The area hasn't changed. The base and height of the rectangle are the same as the parallelogram. Put learners in groups and guide them to do activity 15.4.				
	Remedial Activities (1 period)	Reinforce the concepts of area for rectangles and triangles.- Provide hands-on support with cutting and transforming shapes.	Review, Practice, Hands-on, Formula	**Small Group:** Re-create the rectangle-to-triangle and parallelogram transformations with teacher guidance. **Guided Practice:** Work through area problems step-by-step.	Pre-cut shapes, grid paper, highlighters, step-by-step guides	The teacher observed improved understanding during the activities.	Maths P4 PB (2025 Ed.) p.165	

				Visual Aids: Use highlighters to mark the base and height on shapes.				
Week 6:25-29 May 2026	**Lesson 6:** Area of a Rhombus **(2 periods)**	- Understand that a rhombus is a special parallelogram.- Apply the parallelogram area formula to a rhombus (Area = base × height).	Rhombus, Parallelogram, Base, Height, Diagonal	**Review:** Compare properties of a rhombus and a parallelogram. **Application:** Since a rhombus is a parallelogram, its area is also base × height. Put learners in groups and guide them to do activity 15.5.	Paper rhombuses, rulers, worksheets	Accurate calculation of the rhombus area using base and height.	Maths P4 PB (2025 Ed.) p.165	
	Lesson 7: Area of a Trapezium (2 periods)	Use a rectangle or two triangles to find the area of a trapezium.	Trapezium, $Base_1$, $Base_2$, Height, Decompose, Rectangle	Put learners in groups and guide them to do activity 15.6 **Decomposition:** Show how a trapezium can be divided into	Paper trapeziums, scissors, rulers, worksheets	Successful problem-solving using the trapezium area formula.	Maths P4 PB (2025 Ed.) p.166	

				simpler shapes (e.g., two triangles or a rectangle and triangles). **Guided Derivation:** Help students see that Area = ½ × (sum of parallel sides) × height. **Practice:** Solve problems involving the area of a trapezium.				
	Lesson 8: Problems involving the area of shapes **(2 periods)**	- Solve real-world and mathematical problems involving the areas of various shapes.	Word Problems, Apply, Solve, Real-world	**Problem-Solving Session:** Work through word problems as a class, identifying the shape and the correct formula.	Word problem cards, chart paper for groups, grid paper for designs	Quality of solutions presented in group work. Creativity and accuracy in the design task.	Maths P4 PB (2025 Ed.) p.157	

				Group Work: In small groups, solve different area problems and present solutions. **Design Task:** "Design a dream bedroom" with furniture of the given areas.				
	Remedial Activities (1 period)	- Provide targeted practice on selecting and applying the correct area formula.- Focus on problem-solving strategies.	Strategy, Select, Formula, Word Problems	**Formula Review:** Create a graphic organizer of all area formulas learned. **Matching:** Match word problems to the shape and formula required. **Step-by-Step:** Break down word problems into manageable	Formula graphic organizer, word problem cards	Successful matching of problems to formulas and correct execution of steps.	Maths P4 PB (2025 Ed.) p.157	

				steps (Find: Shape -> Formula -> Numbers -> Calculate).				
	End of Unit Assessment (2 periods)	Assess the ability to calculate the area of rectangles, triangles, and special quadrilaterals.	Assessment, Calculate, Apply, Formula	**Written Test:** A test including: - Calculating area from diagrams. - Solving word problems. - Deriving the area of a shape using a rectangle. **Independent Work:** Students complete the test individually.	Test papers, pencils, rulers	Summative assessment score based on a marking scheme.	Maths P4 PB (2025 Ed.) p.157	

UNIT 16: Introduction to data handling **Periods:16**

Key Unit Competence: Pupils will be able to collect, represent, and interpret data.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning	Teaching and	Assessment.	References	Weekly observation/Remarks

				activities and approaches	**learning aids**			
Week 7:1-5 Jun 2026	**Lesson 1:**Introduction to the Unit (1 Period)	- Understand that data is a collection of information.- Identify examples of data in everyday life.	Data, Information, Facts, Statistics	**Brainstorm:** "What is information?" Discuss examples like favourite colours, number of siblings. **Class Example:** Collect data on students' favourite fruit by a show of hands. **Discussion:** "Why is this information useful?"	Whiteboard, markers, examples of data (weather chart, sports scores)	Oral participation in brainstorming and discussion.	Maths P4 PB (2025 Ed.) p.168	
	Lesson 2: Qualitative and Quantitative Data **(2 Periods)**	Differentiate between qualitative (descriptive) and quantitative	Qualitative Data, Quantitative Data, Categories, Numbers	**Sorting Activity:** Give cards with words (e.g., "red", "happy") and numbers (e.g., "5 books", "10	Word and number cards, classroom objects, worksheets	Accurate sorting and classification on the worksheet.	Maths P4 PB (2025 Ed.) p.169	

		(numerical) data. Classify given data sets.		years old"). Students sort them into two groups. Learners do activity 16.1 in groups.				
	Lesson 3: Ways of Collecting Data **(2 Periods)**	Use different methods to collect data: tallying, surveys, and counting.	Tally Marks, Survey, Questionnaire, Count, Vote	**Tally Demo:** Demonstrate how to use tally marks to count quickly (groups of 5) **Survey Creation:** In pairs, students create a simple survey question (e.g., "What is your favourite pet?") with options. Do the example in class after learners do the application activity 16.2 individually, and the teacher	Paper, pencils, clipboards (if available), example tally chart	Completion of a survey and accurate use of tally marks to record results.	Maths P4 PB (2025 Ed.) p.171	

				checks the progress and gives help.				
	Lesson 4: Presentation of Data using Tables **(3 Periods)**	Organize collected data into a simple frequency table.- Create a table with titles, categories, and counts.	Frequency Table, Tally, Total, Category, Title	**Modeling:** As a class, transfer the favourite fruit data from Lesson 1 into a table on the board. Guide learners through activity 16.3 in a group and present the findings. Invite learners to explore examples on the blackboard. **Independent Practice:** Given raw data, students create their own frequency tables.	Whiteboard, student survey data, worksheets with raw data	Neatness and accuracy of independently created frequency tables.	Maths P4 PB (2025 Ed.) p.172	

	Remedial Activities (1 Period)	Practice the skill of tallying and transferring data to a table.- Use hands-on, concrete examples.	Practice, Tally, Table, Review	**Small Group:** Re-count a set of objects (e.g., coloured counters) using tally marks together. **Step-by-Step:** Help students transfer their tallies into a table, one row at a time. **Peer Check:** Students swap tables and check each other's work for accuracy.	Coloured counters, pencils, paper	Accurate completion of a tally and table with teacher support.	Maths P4 PB (2025 Ed.) p.173	
Week 8:8-12 Jun 2026	**Lesson 5:**Presentation of Data using Bar Graphs (2 Periods)	- Represent data from a frequency table in a bar graph.- Understand the parts of a bar graph: title,	Bar Graph, Axes, Horizontal, Vertical, Scale, Labels, Bars	**Demo:** Use grid paper to demonstrate how to draw a bar graph step-by-step from the class fruit table.2.	Grid paper, rulers, pencils, coloured pencils, demo data	Correct construction of a bar graph with all necessary components.	Maths P4 PB (2025 Ed.) p.176	

		axes, labels, scale.		Guide learners through activity 16.3 in group and present the findings. •• Invite learners to explore examples on the blackboard.				
	Lesson 6: Interpreting Information from Tables (2 Periods)	Organize raw data into bar graphs with clear categorie	Interpret, Read, More, Less, Most, Least, Difference	1. **Question Session:** Show a table on the board. Ask questions like "Which is most popular?", "How many more liked X than Y?"2•..	Sample tables on board or handouts, question worksheets	Accuracy in answering questions and quality of student-created questions.	Maths P4 PB (2025 Ed.) p.177	
	Lesson 7: Interpreting Information from Bar Graphs (1 Period)	- Read information presented in a bar graph.- Compare data points on a bar graph.	Interpret, Compare, Taller, Shorter, Column	1. **Graph Analysis:** Show various bar graphs. Students make statements about what the graph shows.2. •• Ask learners to work on activity 16.5 in groups.. **Worksheet:**	Sample bar graphs, true/false cards, worksheets	Participation in analysis and accurate completion of the worksheet.	Maths P4 PB (2025 Ed.) p.177	

				Answer questions based on bar graphs.				
	Lesson 8: Project Activities in Statistics (1 Period)	- Apply all skills (collect, represent, interpret) in a mini-project.	Project, Collect, Represent, Interpret, Present	1. **Project:** In small groups, choose a topic, collect data from the class using a survey, create a table and bar graph, and write 3 questions about their data.2. **Gallery Walk:** Groups present their posters. Other students answer the questions.	Poster paper, markers, rulers, graph paper	Quality of the final poster and the ability to answer questions about other groups' data.	Maths P4 PB (2025 Ed.) p.179	
	Remedial Activities (1 Period)	- Focus on interpreting one type of data representation (either table or graph).- Use simple, clear examples.	Review, Interpret, Read, Simple	1. **One-on-One:** Work with students to read a simple bar graph, asking basic questions ("Which bar is tallest? What does that mean?").2.	Simple graphs and tables, matching cards	Improved confidence in answering verbal questions about a graph.	Maths P4 PB (2025 Ed.) p.157	

				Matching: Match statements (e.g., "most popular") to the correct part of a graph or table.				
	End of Unit Assessment (1 Period)	- Assess the ability to collect, represent data in a table and graph, and interpret information.	Assessment, Collect, Represent, Interpret	1. **Practical Assessment:** Provide a small data set. Students must: - Create a frequency table. - Draw a bar graph. - Answer questions about the data.2. **Independent Work:** Students complete the tasks.	Assessment sheet, graph paper, ruler, pencil	Summative assessment score based on accuracy in all three tasks.	Maths P4 PB (2025 Ed.) p.180	

UNIT 17: Introduction to games of chance **Periods:8**

Key Unit Competence: Pupils will be able to play games of chance and be able to decide whether or not the games are fair.

Dates/weeks	Lesson title/periods	Learning objectives	Content summary	Teaching and learning activities and approaches	Teaching and learning aids	Assessment.	References	Weekly observation/Remarks
Week 9:15-19 Jun 2026	**Lesson 1:**Introduction to the Unit (1 period)	- Understand that some games involve chance or luck.- Introduce the concept of a "fair" game.	Chance, Luck, Fair, Unfair, Predict, Outcome	1. **Discussion:** "What games do you play that involve luck?" (e.g., snakes and ladders). Discuss why they are lucky.2. **Define:** Introduce the terms "chance" and "fair game". A fair game is one where everyone has an equal chance to	Examples of games (dice, coin), chalkboard/whiteboard	Oral responses to discussion questions.	Maths P4 PB (2025 Ed.) p.181	

				win.3. **Example:** Is a race fair if one person starts closer to the finish line?				
	Lesson 2:A game of tossing a coin (1 period)	- Identify the two possible outcomes of a coin toss.- Understand that for a fair coin, heads and tails are equally likely.	Coin Toss, Heads, Tails, Equally Likely, Outcomes, Fair	1. **Demo:** Show a coin and identify the two sides.2. **Prediction:** Ask students to predict the outcome of 10 tosses.3. **Experiment :** In pairs, students toss a coin 20 times and record the results using tally marks. •• Form groups of learners, give each	Coins (one per pair), worksheets for tallying	Completion of tally chart and participation in discussion on fairness.	Maths P4 PB (2025 Ed.) p.182	

				group a coin to use and let them work on activity 17.1..				
	Lesson 3:A game of Tossing three coins at the same time (1 period)	- Explore the possible outcomes of a more complex chance event.- Record results in a simple way.	Combination , Record, Results, Possible Outcomes	Organise learners in class and ask them to be attentive, then tell them to work on the activity 17.2 2. **Recording:** Groups create a simple code (e.g., HHT for two heads, one tail) and tally how many of each combination they get in 10 tosses.3. **Share:**	Three coins per group, paper for recording	Group ability to create a recording system and share results.	Maths P4 PB (2025 Ed.) p.183	

				Groups share their most common outcome. Discuss if it was easy to predict.				
	Lesson 4:A game of playing cards (2 periods)	- Understand that a deck of cards has different types of outcomes (suits, colours, numbers).- Play a simple game based on colour or suit.	Playing Cards, Suit, Colour, Rank, Probability	1. • Organise learners in class and ask them to be attentive, then assign them to work on the activity 17.3 2. **Game:** Play a simple game: "Guess the Colour". A card is drawn, students guess red or black. Track correct guesses.3.	Deck of playing cards, whiteboard to track guesses	Participation in the game and understanding that the chance is ½.	Maths P4 PB (2025 Ed.) p.185	

				Analysis: Discuss the chance of guessing correctly (½). Was it a fair game?				
	Lesson 5:A game of rolling one die (2 periods)	- Identify the six possible outcomes of rolling a die.- Design and analyze a simple game using a die to determine if it is fair.	Die, Dice, Outcomes (1-6), Fair Game, Rules	1. **Review:** What are the possible outcomes? Are they equally likely?2. **Game Design:** In pairs, students invent a simple game: e.g., "Roll a 5 or 6 to win."3. **Testing & Analysis:** Play the game 20 times. Is it fair? If not,	Dice (one per pair), paper for recording game results	Quality of game design and ability to evaluate its fairness based on results.	Maths P4 PB (2025 Ed.) p.185	

				how could you change the rules to make it fair?				
	Remedial Activities (1 period)	- Reinforce the concept of fairness in simple games (coin toss, die roll).- Use physical manipulatives for clarity.	Review, Fair, unfair, Equal Chance	1. **Small Group:** Re-play the coin toss or die roll game with teacher guidance.2. **Guided Questions:** "How many ways can you win? How many ways can you lose? Is it the same?"3. **Simple Rules:** Help students create a very simple, obviously fair or unfair game.	Coins, dice, simple game boards	Verbal explanation of why a simple game is fair or unfair.	Maths P4 PB (2025 Ed.) p.180	

	End of Unit Assessment (1 period)	- Assess the understanding that a fair game gives all players an equal chance to win.	Assessment, Fair, Unfair, Equal, Chance	1. **Practical & Written:** Students are given scenarios (e.g., a game where you win on a roll of 1, 2, 3, 4, or 5 but lose on a 6).2. **Task:** Is this game fair? Explain why or why not.3. **Design:** Design a fair game using a coin or a die.	Assessment sheet, dice/coins for testing	Correct identification of fairness and a plausible design for a fair game.	Maths P4 PB (2025 Ed.) p.180	