

# **INTRODUCTION TO THE LEARNING ACHIEVEMENT TARGETS (LATs) HANDBOOK**

The Learning Achievement Targets (LATs) booklet is an important source of reference material for teachers in the preparation of teaching and learning guides or notes. This revised version has been aligned with the revised syllabi and course textbooks for the Lower Basic, in the Core Subjects (English, Mathematics and Integrated Studies for grades 1 – 4 and English, Mathematics, Science and Social and Environmental Studies for grades 5 & 6). In addition, the revised booklet lays great emphasis on the three domains of teaching and learning, namely: **knowledge, skills and attitudes**. Hence, for effective lesson preparation and delivery, LAT booklets should not be used in isolation but alongside with the syllabi, textbooks and teachers' guides.

As the Ministry of Basic and Secondary Education strives to achieve its policy objectives of Quality Education by the year 2015, we call upon all stakeholders at school level particularly teachers in the classroom to effectively use this LATs booklet to adequately prepare our children who are our future generation for responsible citizenship. Teachers should acquaint themselves with the content of the booklets and endeavour to see that pupils achieve the targets stated therein at the end of each term and school year respectively. This is because items/questions for the National Assessment Tests (NAT) are developed from the LATs and failure to achieve the targets may pose a problem for pupils during NAT examinations.

In a similar vein MOBSE calls on both internal monitors such as head teachers and senior teachers and external monitors including Cluster Monitors and Regional Officers to familiarise themselves with the LATs in order to ensure their proper usage in the classroom. In addition we urge monitors to closely monitor the impact of the LATs on pupils' performances, as well as provide support to teachers whenever needed. In fact, this is the main route for the Quality Assurance of Teaching and Learning in schools as encapsulated in the MOBSE Quality Assurance Framework (QAF). Stakeholders at different levels i.e. classroom teachers, head teachers, deputies, senior teachers and SMCs, Cluster Monitors and Regional Officers should attend to their duties as well as give support to those under them to achieve quality education. Furthermore the LAT booklets can also serve as an important source of reference material for such professional development activities for teachers at school, cluster and regional levels.

On a final note, MOBSE wishes to acknowledge with sincere gratitude, the effort, commitment the trust, confidence and invaluable input of all partners who in one way or the other took part in the development and validation of the LATs for the Lower Basic Schools.

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**Permanent Secretary**  
**Ministry of Basic and Secondary Education**

## **ENGLISH LANGUAGE GRADE 4**

### **ATTITUDES**

Pupils should be able to :

- Demonstrate awareness that words convey meaning.
- Show that they recognize that listening, speaking, reading and writing are important tools for communication.
- Appreciate the necessity of understanding and being understood when one uses language.
- Show a willingness to use English in a variety of contexts and situations.
- Build confidence in using English as a medium for transacting their daily activities.
- Demonstrate awareness that reading is enjoyable.
- Demonstrate awareness that reading can impart knowledge.
- Show that they recognise that neat and legible writing is necessary for effective communication.
- Appreciate that to develop their skills in reading for information and pleasure they need to read a variety of written texts. E.g. books, newspapers, posters, magazines, etc.
- Show respect for books

**ENGLISH LANGUAGE  
GRADE 4  
TERM 1**

<b>KNOWLEDGE</b>	<b>SKILLS</b>
<b>1. Review Exercise (on Phonics)</b>	Pupils should be able to use their previous knowledge of phonics to pronounce sounds of new words.
<b>2. Review Exercise (on Tenses)</b>	Pupils should be able to use the following tenses in speech and in writing: <ul style="list-style-type: none"> <li>- <b>Simple Past</b>.e.g.</li> <li>- I saw Biran yesterday.</li> <li>- <b>Past Continuous</b>. e.g</li> <li>- I was reading a book about Abu Khan.</li> <li>- <b>Future</b>.e.g</li> <li>- I will visit my uncle tomorrow.</li> </ul>
<b>3. Conjunctions</b>	Pupils should be able to form sentences using the following conjunctions: and, but, because, although.e.g. <ul style="list-style-type: none"> <li>- Lamin <b>and</b> Fatou are playing in the field.</li> <li>- Jegan is small <b>but</b> strong.</li> <li>- <b>Although</b> I live far from the school, I always arrive early.</li> <li>- I like my teacher <b>because</b> she is kind to me.</li> </ul>
<b>4. Conditionals</b>	Pupils should be able to use the conditional ‘If’ to construct sentences. e.g. <ul style="list-style-type: none"> <li>- If you don’t give me my book I will report you to the teacher.</li> <li>- If you work hard you will pass the exam.</li> </ul>
<b>5. Indefinite Articles</b>	Pupils should be able to use the following indefinite articles, a/an, Some/any, in speech and in writing. e.g: <ul style="list-style-type: none"> <li>- I have some bananas in my bag?</li> <li>- Do you have any money?</li> </ul>

<p><b>6. Reflexive Pronouns</b></p> <p><b>7. Adjectives, Adverbs</b></p> <p><b>8. Vocabulary Development</b></p> <p><b>9. Listening and Reading</b></p>	<ul style="list-style-type: none"> <li>- Modou has a bag.</li> <li>- She bought an umbrella today.</li> </ul> <p>Pupils should be able to use the following reflex pronouns (myself, ourselves, yourself, himself, herself, themselves) correctly in speech and in writing.</p> <p>Pupils should be able to :</p> <ul style="list-style-type: none"> <li>• Compare two or more objects, animals and people using adjectives. e.g. <ul style="list-style-type: none"> <li>- The giraffe is the tallest animal.</li> <li>- Beran is cleverer than Musa.</li> </ul> </li> <li>• Demonstrate Adverbs through meaning.e.g. walk <b>slowly</b>, sit <b>properly</b>, walk <b>fast</b>, laugh <b>loudly</b>.</li> </ul> <p>Pupils should be able to use a wide range of vocabulary through discussion on the following:-</p> <ul style="list-style-type: none"> <li>- Daily routine, school travel, environment, excursion, sports, emotions e.g. Bintu is happy. Fatou is angry.</li> </ul> <p>Pupils should be able to listen to, and read stories, poems, rhymes, songs, and dialogue for pleasure.</p>
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**ENGLISH LANGUAGE  
GRADE 4  
TERM 2**

<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p><b>1. Review of (Conditional sentences, Reflexive Pronouns, and Past Continuous Tense) done in Term One.</b></p> <p><b>2. Quantity</b></p> <p><b>3. Time</b></p> <p><b>4. Conjunctions</b></p>	<p>Pupils should be able to do further work on the following.</p> <ul style="list-style-type: none"> <li>• Forming simple sentences using the Conditional ‘If’ e.g.</li> <li>- I will go home if I finish my work.</li> <li>• Using reflex Pronouns. e.g.</li> <li>- She carried the book herself.</li> <li>• Using the Past Continuous Tenses</li> <li>- I was reading a book when the teacher arrived.</li> </ul> <p>Pupils should be able to use quantity to be able to describe people or objects. e.g</p> <ul style="list-style-type: none"> <li>- There is a piece of bread on the table.</li> <li>- There are a few children in the classroom.</li> </ul> <p>Pupils should be able to use more time expressions. e.g.:- ago, usually, never, sometimes, in speech and in writing.e.g.</p> <ul style="list-style-type: none"> <li>- The aeroplane left an hour ago.</li> <li>- I never fail exams.</li> <li>- Pateh usually cleans the blackboard.</li> </ul> <p>Pupils should be able to use the conjunctions (either/or, neither/nor) correctly in speech and in writing. e.g.</p> <ul style="list-style-type: none"> <li>- You either stay or you go home.</li> <li>- We had neither breakfast nor lunch.</li> <li>- Essa has neither a book nor a pencil.</li> </ul>

## 6. Modal Verbs

Pupils should be able to use the following verbs in speech and writing; must/mustn't, can/can't, could/couldn't, would/wouldn't. e.g.

- You must come to school early.
- You mustn't eat in class.
- Lamin can sweep.
- Fanta can't sweep.
- would you please clean the blackboard?
- Alhagie wouldn't eat 'fufu'

## 7. Questions

Pupils should be able to construct a range of questions using who, when where, how, why, which, what. e.g.

- Which subject do you like best?
- How old are you?
- Who is that?
- When are you going home?
- Why did Modou come late?

## 8. Poems and Dialogue

Pupils should be able to:

- Read and recite poems.
- Take part in dialogue. e.g. Visiting Friends and Relatives, Asking Permission (on the pupils' book)

## 9. Listening Comprehension

Pupils should be able to listen to stories, ask and answer questions orally and in writing.

**ENGLISH LANGUAGE  
GRADE 4  
TERM 3**

<b>KNOWLEDGE</b>	<b>SKILLS</b>									
<b>1. Revision</b>	<p>Pupils should be able to do further work on the following :</p> <ul style="list-style-type: none"> <li>• Verbs - can/can't, must/ musn't, could/couldn't, would/wouldn't.</li> <li>• Conjunctions - either...or, neither...nor</li> <li>• Question words - who, which, when, where, how, what.</li> </ul>									
<b>2. Vocabulary Development</b>	<p>Pupils should be able to extend knowledge of vocabulary on :</p> <ul style="list-style-type: none"> <li>• Tourism, e.g crocodile, tourist, sunshine, etc.</li> <li>• Environment, e.g forest, woodland, hunter, etc</li> <li>• Health Centre, e.g. medicine, patient, consult, etc</li> </ul>									
<b>3. Present Perfect Tense</b>	<p>Pupils should be able to identify and use the Present Perfect Tense to answer questions. e.g</p> <ul style="list-style-type: none"> <li>- Where are your keys?</li> <li>- I have lost my keys. (Present Perfect)</li> <li>- Where is Ebrima?</li> <li>- I have not seen him since Monday. (Present Perfect)</li> </ul>									
<b>4. Conjunctions</b>	<p>Pupils should be able to recognise and join sentences using the conjunctions 'who' and 'which'. e.g.</p> <ul style="list-style-type: none"> <li>- A teacher is a person who teaches.</li> <li>- The lion is an animal which lives in the forest.</li> </ul>									
<b>5. comparison of Adjectives</b>	<p>Pupils should be able to do further work on comparison of regular and irregular adjectives. e.g.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">positive</th> <th style="text-align: left;">comparative</th> <th style="text-align: left;">superlative</th> </tr> </thead> <tbody> <tr> <td>small</td> <td>smaller</td> <td>smallest</td> </tr> <tr> <td>careful</td> <td>More careful</td> <td>Most careful</td> </tr> </tbody> </table>	positive	comparative	superlative	small	smaller	smallest	careful	More careful	Most careful
positive	comparative	superlative								
small	smaller	smallest								
careful	More careful	Most careful								

good	better	best
bad	worse	worst

**6. Possessive Adjectives and Pronouns**

Pupils should be able to use Possessive Adjectives (my, your, our, etc) and Possessive Pronouns (mine, yours, ours, etc) correctly in speech and in writing.

**7. Apostrophe**

Pupils should be able to use apostrophe:

- To show possession e.g.
  - This is Binta's book.
- For contractions, e.g.
  - I can't read well.

**8. Opposite Adjectives**

Pupils should be able to use a wide range of opposite adjectives. e.g. tall/short, sad/happy, rich/poor, etc in both written and oral work.

**9. Parts of Speech**

Pupils should be able to identify and use the parts of speech; Nouns, Verbs and Adjectives in speech and in writing.

**10. Spelling and Dictation**

Pupils should be able to spell words correctly and write out passages dictated to them

**11. Punctuation**

Pupils should be able to use the following punctuations correctly; capital letters, full stop, question mark, comma, and inverted commas.

**12. Writing**

Pupils should be able to :

- Write neatly and legibly.
- Use their writing skills to write on a variety of topics. e.g. Descriptive, Narrative, and argumentative composition, informal letters etc.



# **MATHEMATICS**

## **GRADE 4**

### **Learning targets at the end of grade 4**

Grade 4 builds on and reinforces the work done in grade 1, 2 & 3

### **KNOWLEDGE AND SKILLS**

Students should be able to:

1. form different types of sets (numbers, or others, ...) and describe and represent sets using set notations
2. state the value of digits in whole and decimal numbers and perform simple operation
3. use common fractions and decimals in addition, subtraction, multiplication and division
4. use numbers in money and shopping activities
5. write word statements as mathematical statements and solve simple equations
6. form and determine right angles
7. use right angles to determine directions
8. calculate the perimeter of plane shapes and the area of a rectangle
9. use standard unit and sub-unit to measure weight and time and handle calculations involving weight and time
10. collect, represent and interpret statistical information (pictogram, block and bar)

### **ATTITUDES**

Students should be able to:

1. begin to develop imaginative thinking
2. appreciate the important role that mathematics play in student's routine activities
3. appreciate the links between mathematics and other subjects of the curriculum
4. appreciate the intrinsic value of mathematics
5. appreciate and recognise mathematics as a means of communication

<b>LEARNING ACHIEVEMENT TARGETS</b>			
<b>Theme 1 : Number, Numeration &amp; Operations</b>		<b>Students should be able to*</b>	<b>Terms</b>
<b>Unit 1</b>	Sets	<ul style="list-style-type: none"> <li>Recognise different types of numbers (factors, multiples, odd, even, prime)</li> <li>Be familiar with set notations (curly brackets ( { } ), intersection (<math>\cap</math>), member of (<math>\in</math>), not a member (<math>\notin</math>) and use them in interpreting and representing sets (Venn diagram)</li> </ul>	<b>First term</b>
<b>Unit 2</b>	Place value	<ul style="list-style-type: none"> <li>State the value of digits in whole numbers and decimal numbers and perform simple operations involving place values</li> </ul>	
<b>Unit 3</b>	Fractions	<ul style="list-style-type: none"> <li>Identify fractions and perform basic operations with fractions</li> <li>Convert common fractions to decimal numbers</li> </ul>	
<b>Unit 4</b>	Decimal numbers	<ul style="list-style-type: none"> <li>Perform simple operation with decimal numbers up to 2 decimal places</li> <li>Convert decimal numbers to common fractions</li> </ul>	
<b>Unit 5</b>	Money and shopping	<ul style="list-style-type: none"> <li>Apply knowledge of basic operations to perform money and shopping activities</li> </ul>	
<b>Theme 2 : Algebraic processes</b>		<b>Students should be able to</b>	<b>Second term</b>
<b>Unit 1</b>	Equations	<ul style="list-style-type: none"> <li>Represent numbers with letters and write word statements as mathematical statements</li> <li>Solve equations with one variable</li> </ul>	
<b>Theme 3 : Geometry</b>		<b>Students should be able to</b>	
<b>Unit 1</b>	Angles	<ul style="list-style-type: none"> <li>Draw and measure angles using unit angles (right angle)</li> </ul>	
<b>Unit 2</b>	Compass and direction	<ul style="list-style-type: none"> <li>State the four cardinal compass points and determine the direction of places</li> </ul>	
<b>Theme 4 : Measurement</b>		<b>Students should be able to</b>	
<b>Unit 1</b>	Perimeter & area	<ul style="list-style-type: none"> <li>Determine the perimeter of plane shapes</li> <li>Calculate the area of rectangles</li> <li>perform simple calculations involving lengths</li> </ul>	

<b>Unit 2</b>	weight	<ul style="list-style-type: none"> <li>state and use standard unit and sub-unit of measuring weight and perform calculation involving weights of objects (g, kg)</li> </ul>	<b>Third term</b>
<b>Unit 3</b>	Time	<ul style="list-style-type: none"> <li>Use the standard unit and sub-unit of measuring time and perform calculations involving time (hours, minutes)</li> </ul>	
<b>Theme 5: Everyday Statistics</b>		<b>Students should be able to</b>	
<b>Unit 1</b>	Representation of information	<ul style="list-style-type: none"> <li>Collect, represent and interpret statistical information (from the environment)</li> </ul>	

## **INTERGRATED STUDIES**

### **GRADE 4**

#### **ATTITUDES**

- Recognise the importance of natural features e.g. hills, forest, rivers.
- Appreciate the Importance of the seasons and the effect they have on the people of The Gambia. E.g. wet and dry seasons.
- Recognise and appreciate the various stages of human development with regards to age, physical changes and maturity. E.g. Childhood, adulthood.
- Beware of the negative consequences in the stages of human development and how to protect oneself.
- Appreciate the importance of stable (cordial) relationship.
- Recognise the implications of early sex on health and education and make informed decisions.
- Appreciate the importance of protecting oneself against diseases from insects and human carries eg. Malaria, STI and HIV/AIDS.
- Empathise people living with the virus.
- Respect the peoples from the sub-region and appreciate their norms and values.
- Respect people in authority, appreciate the roles they played and emulate their good examples.
- Appreciate the importance of natural features.
- Appreciate the importance of water sources and their uses by living things
- Appreciate and recognise the wise use of fuel, eg. Firewood, kerosene.
- Appreciate the importance of natural resources to life.
- Appreciate the value of land use and avoid wastage of natural resources.
- Appreciate the importance of energy in our lives e.g. light, heat, sound and kinetic.
- Recognise the importance of the proper use and preservation of energy.
- Be considerate of their neighbours in the use of energy e.g. Playing music loudly, making illegal connections to power lines, lighting fires at inappropriate times.

**INTEGRATED STUDIES**  
**GRADE 4**  
**TERM 1**

<b>KNOWLEDGE</b>	<b>SKILLS</b>
<ul style="list-style-type: none"> <li>• Explain the relationship of the earth to the moon and the sun. E.g. Day and Night, the seasons.</li> <li>• Identify the natural features of the earth. E.g. Oceans, land, forest, rivers.</li> <li>• Describe the different types of human settlements. E.g. Towns, villages, countries.</li> <li>• State some important effects of the sun and difference between sunrise and sunset. E.g. Warmth, drying, energy.</li> <li>• Name the different seasons of the Gambia and state the types of crops grown during each season.</li> <li>• Name the different types of weather and state their effects: wind.</li> <li>• Describe the stages of human growth and development and relate it to age.</li> <li>• State how to cope with the physical and emotional changes eg. Menstruation and wet dreams.</li> <li>• Explain relationship and differentiate between stable and non-stable relationship and state its importance to the family. E.g. Marriage,</li> <li>• State the consequences of the following; premarital sex, teenage pregnancy disrupted education, poor health etc.</li> <li>• Explain the sign of pregnancy and state the implication it has on teenagers.</li> <li>• Explain the care needed during pregnancy and state the importance of good child spacing.</li> <li>• Name some infectious diseases in The Gambia; their causes, symptoms, mode of transmission; methods of prevention and control.</li> <li>• Name some common diseases in The Gambia, their causes, symptoms, mode of transmission, methods of prevention and control. E.g. Malaria, diarrhoea, Sleeping sickness.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an elementary map reading exercise and locate the following Gambia’s neighbour, physical features (hills, rivers, forest).</li> <li>• Conduct a simple experiment on the effects of the seasons on crop production.</li> <li>• Make and use a weather calendar.</li> <li>• Draw a diagram to show the stages of human growth.</li> <li>• Demonstrate how to take care of themselves during/after menstruation and wet dreams.</li> <li>• Dramatize or get a play resisting to sex i.e. ‘No’ to sex.</li> <li>• Draw pictures depicting the effects of teenage pregnancy: e.g. baby dumping.</li> <li>• Draw some disease carrying insects and role play on how some diseases are transmitted.</li> <li>• Demonstrate the preparation of some remedial solutions e.g. salt and sugar solution in water for dehydration.</li> </ul>

**INTERGRATED STUDIES  
GRADE 4  
TERM 2**

<b>KNOWLEDGE</b>	<b>SKILLS</b>
<ul style="list-style-type: none"> <li>• Define HIV/AIDS and state its effects on development.</li> <li>• State the various methods of transmission and prevention of HIV/AIDS</li> <li>• State how to take care of people with HIV/AIDS.</li> <li>• State the misconceptions about HIV/AIDS. E.g. Shaking hands, sharing etc.</li> <li>• Name and explain some countries that have economic and cultural links with The Gambia. E.g. Life style.</li> <li>• State why people visit Gambia and why Gambians visit other countries e.g. Trade, pilgrims, tourism.</li> <li>• Name all the countries in the sub-region (West Africa).</li> <li>• Explain the patterns of movement of people within the sub-region e.g. Trade, sport, migration.</li> <li>• Name some rulers that existed in your community and explain their duties and responsibilities.</li> <li>• State the system used for selecting chiefs or kings in your community.</li> <li>• Name the conditions that affect the lives of children e.g. climate, food clothing.</li> <li>• Identify children from around the world by their colour.</li> <li>• Name and identify different types of natural features and explain their uses. E.g. Streams, hills, forest.</li> <li>• State the different sources of water, tap, river, well etc.</li> <li>• Explain some use of water. E.g. drinking, cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatize the prevention methods for AIDS.</li> <li>• Draw a map of The Gambia in relation to other countries. Eg. West Africa.</li> <li>• Dramatize the role of chief.</li> <li>• Narrate a story about a named chief.</li> <li>• Sing songs and role-play different life styles during commonwealth day, African Union Day etc.</li> <li>• Draw some natural features formed in your community.</li> <li>• Draw wall charts to show different sources and uses of water.</li> </ul>

## INTERGRATED STUDIES

### GRADE 4

### TERM 3

KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> <li>• Name and identify different types of fuels and state sources and uses.</li> <li>• State the negative consequences of fuel use on life and the environment, e.g. Pollutions.</li> <li>• Explain what deforestation and pollution are.</li> <li>• State how population growth can affect natural resources.</li> <li>• Explain possible harmful effects of human activity on the environment of cutting down trees, water wastage etc.</li> <li>• State some examples of human reliance on the natural resources of livestock farming, building materials.</li> <li>• State some ways of conserving natural resources, e.g. protection and replanting trees.</li> <li>• Explain why it is importance to care for the environment and state methods of caring for the environment.</li> <li>• State the methods of caring for our environment.</li> <li>• Explain some ways of conserving natural resources.</li> <li>• Define energy and name the different forms of energy e.g. Heat, light, sound, kinetic.</li> <li>• Explain how one form of energy changes into other forms.</li> <li>• State basic facts about energy eg. Energy can neither be created nor destroyed.</li> <li>• State the effects of different forms of energy.</li> <li>• Define heat and state sources of heat e.g. fire friction, sun.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to use fuel.</li> <li>• Conduct practical activities to demonstrate erosion.</li> <li>• Draw flow charts indicating the effects of human activity on the environment.</li> <li>• Draw or model a cooking stove.</li> <li>• Design a poster to promote conservation for forests and protection of wildlife.</li> <li>• Conduct experiments on forms of energy</li> <li>• Construct an energy producing instrument eg. Lamp, candle, circuit, spring, drum, catapult.</li> <li>• Conduct practical activities to demonstrate the use and creation of energy eg. Running, jumping.</li> <li>• Use thermometers to measure temperature change.</li> <li>• Construct a model telephone with empty tins and string and demonstrate how to use it.</li> <li>• Demonstrate how sound is produced by singing and playing instruments in the class eg. A drum.</li> <li>• Demonstrate how shadows can be form.</li> <li>• Conduct an experiment to show that light travels in straight lines.</li> <li>• Group objects according to whether they are opaque translucent or transparent.</li> <li>• Use energy effectively in the environment.</li> </ul>

- Explain the importance of heat, eg. Cooking
- Explain how to measure heat using thermometers.
- Identify materials that are good and bad conductors of heat.
- State some dangers in using heat energy.
- Define sound and state its importance
- Explain how sound is produced.
- Describe some sound producing objects.
- Explain how sound is transmitted and why there are differences in pitch (frequencies).
- State the negative effects of sound.
- State the sources of light and say if they are primary or secondary sources and state their uses.
- State the objects that light can and cannot pass through and explain how it travels.
- Differentiate between refraction and reflection.
- State different domestic uses of energy. E.g. cooking light.
- Explain why energy is important in our lives.
- State some effective uses of energy in their community.
- State some of the consequences of inappropriate uses of energy on the environment.
- Identify some sources of energy within the environment in relation to other places.
- Explain how energy can be conserved/sustained.

- Draw a diagram to show pollution caused by improper use of energy.