



LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS
FOR PRIMARY ONE

3RD TERM

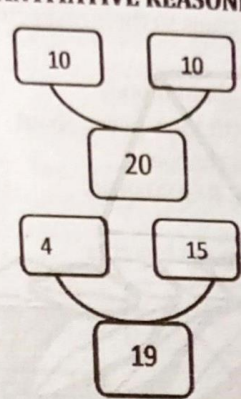
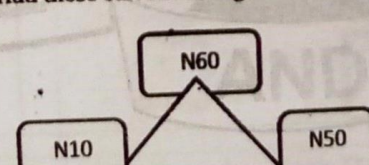
AGE: 6 YEARS
LEARNING RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Revision of second term's work Counting Skill: Numbers 1- 170 Writing Skill: Revision	Pupils should be able to: count numbers 1 -170 order numbers from 1 – 100 identify numbers from 1 – 170 add two 1- digit numbers with sum not more than 20 using math facts describe the value of zero when zero is added and subtracted from numbers identify fractions: halves and quarters	Pupils: classify objects in groups according to their numbers. create quantities based on numbers given to them in groups. colour shapes in groups of numbers work in groups to count objects rote count from 1 – 150 match fractions to divided objects	Communication and collaboration Problem solving Personal development	Flashcards, Shells, Crayons, Chart of fractions
2	Introduction to Math facts: Addition of numbers Counting Skill:	At the end of the lesson, pupils should be able to: count and identify numbers from 171 –180 write numbers 1 – 180 in numerals add two whole numbers with sum not more than 50	Pupils: sing songs on addition add numbers using objects Pupils count from 1 – 150 perform role play as a class. Five pupils are called in front of the class. Pupil A is given 12 books, pupil B is given 14 pens. Afterwards, the	Communication and collaboration Critical thinking and problem solving Student leadership and personal	AUDIO VISUAL RESOURCES Bottles tops, balls, pebbles WEB RESOURCES https://www.education.com/lesson-plans/first-grade/addition/ https://www.splashlearn.com/math-skills/firstgrade/addition-using-pictures-within-20 https://www.verywellfamily.com/1st-grade-math-who-fact-family-62098
	-Numbers 171- 180- Count forward in 2s, 3s Writing Skill: -Writing of the numbers -Addition of two 2-digit numbers with sum not greater than 50 -Place value -Addition without regrouping -Fact families Importance: - Vocational Skills -Trading -Banking and Finance	solve simple math addition e.g. $10 + 20 = ?$, $31 + 15 = ?$ identify fact families in addition: $20 + 30 = 50$ and $30 + 20 = 50$ identify place value of two digit numbers skip count in 2s, 3s and 10s apply addition of two double digit numbers to real life situations (Real life problems) solve quantitative reasoning on addition	remaining pupils are asked to count aloud the total numbers of items held by the two pupils standing in front of the class QUANTITATIVE REASONING <div style="display: flex; justify-content: center; align-items: center;"><div style="border: 1px solid black; padding: 5px; margin: 5px;">13</div><div style="border: 1px solid black; padding: 5px; margin: 5px;">23</div><div style="border: 1px solid black; padding: 5px; margin: 5px;">36</div></div> <div style="display: flex; justify-content: center; align-items: center;"><div style="border: 1px solid black; padding: 5px; margin: 5px;">32</div><div style="border: 1px solid black; padding: 5px; margin: 5px;">12</div><div style="border: 1px solid black; padding: 5px; margin: 5px;">44</div></div>	development	

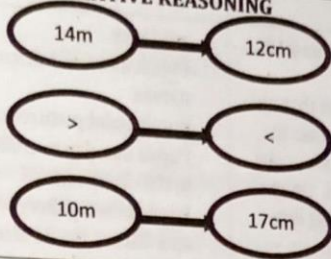
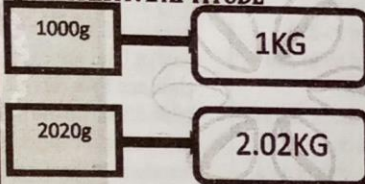
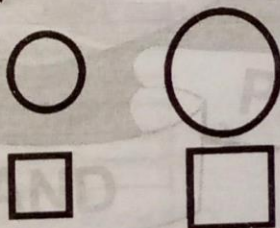
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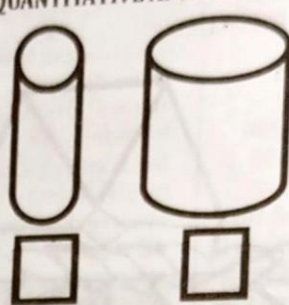
AND

PROGRESS

<p>Introduction to math facts:</p> <p>Subtraction of numbers</p> <p>Counting Skill:</p> <ul style="list-style-type: none"> -Numbers 181 -190 -Skip count in 2s and 3s <p>Writing Skill:</p> <ul style="list-style-type: none"> -Writing of the numbers -Subtraction involving addition <p>Importance:</p> <ul style="list-style-type: none"> -Vocational Skills -Trading -Banking and Finance 	<p>By the end of the lesson, pupils should be able to:</p> <p>count and identify numbers from 181 -190</p> <p>count from 1 - 190</p> <p>Skip count in 2s and 3s</p> <p>write numbers 1 - 190 in numerals</p> <p>interpret the functions of these symbols: '+', '-' and '='</p> <p>solve missing number problems involving numbers up to 20 given statements using the symbols '+', '-' and '='</p> <p>add and subtract 1-digit and 2-digits numbers up to 50, including zero</p> <p>apply numbers in real life situations (Real Life Problems).</p>	<p>Pupils:</p> <p>in pairs do a role play independent of other pairs. 20 books are given to Pupil A and 8 books to Pupil B, the other Pupils in the class then count aloud the number of books Pupil A has more than Pupil B,</p> <p>in groups use connecting cubes, shells or marbles to solve addition statements with missing numbers.</p> <p>use dominoes to solve addition statement problems.</p> <p>NOTE: Different materials should be given to different pairs for easy understanding of the concept.</p> <p>QUANTITATIVE REASONING</p> 	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Student leadership and personal development</p>	<p>AUDIO VISUAL RESOU</p> <p>Dominos, Shells, Marb</p> <p>Bottle tops, Beans, Orar</p>
<p>Money:</p> <p>Nigerian Currencies</p> <p>Counting Skill:</p> <p>Numbers 190- 200</p> <p>Writing Skill:</p> <ul style="list-style-type: none"> -Writing of the numbers -Recognition of Coins and notes <p>Importance:</p> <ul style="list-style-type: none"> -Petty trading -Banking and Finance -Foreign Exchange -Buying and Selling 	<p>At the end of the lesson, pupils should be able to:</p> <p>count and identify numbers from 1 -200</p> <p>count forward to 200 and backward to 1</p> <p>skip count in 2s, and 5s</p> <p>using money</p> <p>explain money and its importance and describe ways money can be spent and kept</p> <p>recognize different denominations in Nigeria Currencies 1k, 5k, 10k 25k, 50k, ₦1, ₦5, ₦10, ₦20, ₦50, ₦100, ₦200, ₦500</p> <p>arrange coins in order of their real values.</p> <p>differentiate between coins and notes.</p> <p>express one coin in terms of another (in value)</p> <p>arrange naira note and coins in order of their values using ordinal numbers to identify their position and order.</p>	<p>Pupils:</p> <p>practice spending and identifying laminated copies of money at shopping corner in the classroom.</p> <p>practice addition and subtraction by giving smaller denominations of money and collecting change.</p> <p>paint blocks of fractions. For example, 10 blocks to indicate 10 naira and a block of hundred squares to understand that 1 naira is 100 kobo.</p> <p>match pictures of money(Naira and coins to their respective price tags on commodities.</p> <p>discuss about situations where adults spend money without tendering cash.</p> <p>sing money songs.</p> <p>take a gallery walk where money charts containing pictures of different denominations are placed around in the classroom</p> <p>paint pictures of plain naira notes in worksheets.</p> <p>randomly pick out coins or naira notes from a collection as the teacher calls out the value.</p> <p>QUANTITATIVE REASONING</p> <p>Add these currencies together</p> 	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Student leadership and personal development</p>	<p>AUDIO VISUAL RESOURC</p> <p>Real coins</p> <p>Model coins or traced coins</p> <p>Real naira notes</p> <p>Model naira note or traced notes</p> <p>Brown paper</p> <p>White paper</p> <p>WEB RESOURCES</p> <p>https://www.twinkl.com.ng/</p> <p>urces/shape-spaces-andmeasures/money-coins/moneycoins-activities-and-games</p> <p>https://nigerianteacher.blog/018/06/06/money/</p> <p>VIDEO LINKS</p> <p>https://m.youtube.com/watch?v=WNEPG5r1a7Q&t=8s</p>

<p>5</p> <p>Money (contd.)</p> <p>Counting Skill: 201 - 210</p> <p>Writing Skill:</p> <ul style="list-style-type: none"> -Writing of the numbers -Addition and Subtraction of coins and the naira notes (without regrouping) <p>Learn the use of money in transactions</p>	<p>At the end of the lesson, pupils should be able to:</p> <p>count and identify numbers from 1 -210</p> <p>count forward to 200 and backward to 1.</p> <p>skip count in 2s, 3s and 5s using money</p> <p>arrange naira notes and coins in order of their values using ordinal numbers to identify their position and order.</p> <p>add and subtract in kobo and Naira with different value not exceeding 50 kobo and 50 Naira</p> <p>buy, sell and calculate the balance</p>	<p>Pupils practice addition and subtraction by giving smaller denominations of money and collecting change.</p> <p>Pupils as a class do a role play of class business. Pupils are shared into two groups. A group sells products while the other buys the products. Money is required for exchange.</p> <p>Pupils practice adding pictures of coins the teacher presents to groups to sum up in Naira.</p> <p>Pupils match pictures of money (Naira and coins to their respective value.</p> <p>Pupils sing about money</p> <p>Pupils discuss with their peers about money given and change.</p> <p>QUANTITATIVE REASONING</p> <p>Add these currencies together</p> <div data-bbox="702 745 1077 924"> </div>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Student leadership and personal development</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Nigeria currency chart</p> <p>Flash cards</p> <p>WEB RESOURCES</p> <p>https://nigerianteachers.org/018/06/06/money/</p> <p>https://www.math-aids.com/Money/CoinsofNigeria.html</p> <p>VIDEO LINKS</p> <p>https://m.youtube.com/watch?v=orSp6eXkAGQ</p>
<p>6</p> <p>Length:</p> <p>Counting Skill:</p> <p>Numbers 211- 220</p> <ul style="list-style-type: none"> -Skip count in 2s, 5s, 10s <p>Writing Skill:</p> <p>Writing of the numbers</p> <p>Introduction to length</p> <p>Non-standard measurement of length</p> <p>Standard measurement of length</p> <p>Comparison of length of objects.</p> <p>Importance:</p> <ul style="list-style-type: none"> - Carpentry work - Garment making - Survey - Architecture - Sports field 	<p>At the end of the lesson, pupils should be able to:</p> <p>count and identify numbers from 211 -220</p> <p>count forward to 220 and backwards.</p> <p>skip count in 2s, 5s and 10s.</p> <p>give the meaning of length</p> <p>estimate length and given distances with natural unit (non- standard unit) such as hand span, index finger length,</p> <p>measure length with natural units such as foot length, fingerspan, hand span.</p> <p>compare the length of two or three objects using the vocabulary: long, longer, longest or short, shorter</p> <p>differentiate between height and length.</p> <p>apply measurement in real life situation e.g, positioning of common objects in their classroom desktop, white maker board and books.</p>	<p>Pupils:</p> <p>observe the length of objects in the classroom like pencils, carrots, ruler.</p> <p>are engaged to sharpen pencils with sharpener to show how length reduces.</p> <p>in pairs compare pencils of different lengths with their partners to determine the long, longer and the longest.</p> <p>draw lines with the span of their fingers to determine length.</p> <p>use the span of their fingers to measure lengths of their books and other objects in the classroom.</p> <p>work in pairs; use the tape measure to measure length of the classroom, teacher's table and pupils' desks, record and then compare their differences.</p> <p>use the vocabulary long for length and tall for height as the teacher shows them flashcards of objects, buildings, people around.</p> <p>match objects of the same height or length in their workbooks after measuring with their fingers, hand-span, ruler or tape.</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Student leadership and personal development</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Stick</p> <p>Pencil</p> <p>Ruler</p> <p>Classroom</p> <p>Books</p> <p>WEB RESOURCES</p> <p>SITE LINKS</p> <p>https://www.splashlearn.com/math/vocabulary/measurements/length</p> <p>https://www.education.com/lesson-plan/el-su-lesson-long-longer-longest-support-lesson-long-longest.pdf</p> <p>VIDEO LINK</p> <p>https://m.youtube.com/watch?v=ftB5VU64yGA</p>

TOPICS		LEARNING OBJECTIVES		LEARNING ACTIVITIES		EMBEDDED CORE SKILLS		MATHEMATICS	
				QUANTITATIVE REASONING				LEARNING RESOURCES	
									
MID TERM BREAK		MID TERM BREAK		MID TERM BREAK		MID TERM BREAK		MID TERM BREAK	
Weight		At the end of the lesson, pupils should be able to:		Pupils: discuss about heavy and light objects in the classroom in small groups, make use of weighing scale to record the weight of five bottle tops, the school bell, a notebook, and a food flask. Then observe their similarities and differences sing songs on heavy or light weight objects e.t.c circle pictures of heavy objects in a collection of objects.		Communication and collaboration Critical thinking and problem solving Student leadership and personal development		AUDIO VISUAL RESOURCES	
Counting Skill: - Number 221 – 230 -Skip count in 2s, 5s and 10s. Writing Skill: -Writing of the numbers -Weight measurement and comparison. Importance: -Hospital -Pharmacy -Abattoir -Fish Depot		count and identify numbers from 221 – 230 Count forward 1 to 230 and backwards. skip count in 2s, 5s and 10s. give the meaning of weight compare the weight of some common objects around the school using the terms "light" and "heavy" or "lighter than" or heavier than" apply weight in real life situation (Real life Problems) subtract 1 digit numbers from 2 digit numbers using weight parameters.		QUANTITATIVE APTITUDE 				WEB RESOURCES SITE LINKS https://www.education.com/lesson-plan/el-support-lesson-measurement-tools/	
Two dimensional shapes		By the end of the lesson, pupils should be able to:		Pupils: match 2D shapes with their names paint pictures of 2D shapes in pairs cut cardboards into different shapes such as rectangle, square, circle etc. These shapes are two-dimensional shapes, they are then placed around the class with their name imprinted on it for future references use plastercine or clay to mold 2D-shapes in the classroom. Take a gallery walk to observe and discuss the 2D shapes created		Communication and collaboration Critical thinking and problem solving Student leadership and personal development		AUDIO VISUAL RESOURCES	
Counting Skill: -Numbers 231 – 240 -Skip count in 2s, 5s, 10s. Writing Skill: Writing of the numbers Recognition of curved line, straight lines Description of shapes and figures Importance: -Textile Industries -Engineering Companies -Architecture		count and identify numbers from 231 – 240 count forward to 240 and backwards. skip count in 2s, 5s and 10s . recognized and identify curved lines or straight lines mention and identify the objects that belongs to 2 dimensional shapes around them identify different shapes such as Square-chess board, Circle-tyre or coin, Rectangle- door Triangle- C-caution mention 2 dimensional shape containers used at home apply capacity in real life situation solve quantitative reasoning.		QUANTITATIVE REASONING Tick which is bigger in the shapes given below 				https://www.education.com/download/lesson-plan/2-d-shapes-create/2-d-shapes-create.pdf	
Capacity: 3-Dimensional shapes		By the end of the lesson, pupils should be able to:		Pupils work in group. They are to cut card boards into different two-dimensional shapes, after doing that, they then join they using glue to form three dimensional shapes Pupils create 3d shapes using cardboard and with the teacher's		Communication and collaboration Critical thinking and problem solving Student		AUDIO VISUAL RESOURCES	
Counting Skill: Numbers 241 – 250		count and identify numbers from 241 – 250 count forward to 250 and backwards.						Maggi/Sugar cubes Choco milo Tins of milk or beverages Matches box	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES														
	Writing Skill: -Writing of the numbers -Description of shapes and figures -Compose a big 2-D shape using smaller given shapes -Decompose a larger shape into a given number of smaller shapes. Importance: -Plastic Industries -Textile Industries -Pharmaceutical Companies	skip count in 2s, 5s and 10s up to 250 mention the objects that are 3 - dimensional shapes in nature e.g. sugar cube -cube, match-box - cuboid, tin of milk - cylinder, flying kite - kite. mention 3 -dimensional shape containers used at home for storage of concrete objects and storage of liquids compose and decompose 3-D shapes Apply capacity in real life situation Solve quantitative reasoning in exercise related to 3 dimensional.	guidance. Pupils match 3d shapes to their names Pupils paint pictures of 3d shapes. Pupils use clay to create 3d shapes in the classroom. Pupils take a gallery walk to observe and discuss the 3d shapes created. QUANTITATIVE APTITUDE 	leadership and personal development	Charts of solid shapes SITE LINKS https://www.education.com/download/lesson-plan/3-d-shapes-create/3-d-shapes-create.pdf														
11	Data collection Counting Skill:- Numbers 1 -250 -Skip count in 2s, 5s and 10s up to 250 and backwards. Writing Skill: -Writing of the numbers -Data collection -Pictograph -Retrieve and interpret data * Collate their age group (mates) with their heights Importance: -It help to find the population of schools or communities -Census	By the end of the lesson, pupils should be able to: count and identify numbers from 1 -250 count forward up to 250 and backwards. skip count in 2s, 5s and 10s to 250 and back. give simple meaning of data collection retrieve information on pictograph and interpret data presented in displays compare the result on two or more information retrieve on pictograph e.g. the difference in children loving colours apply data collection in real life situations Solve quantitative reasoning in exercises relating to data collection	Pupils: work as a class. The whole class are asked which food they like best, they are recorded by a leader appointed. After writing them, similar likes are counted by the class and then represented on a table drawn on the board practice collecting data from members of their family and represent the data in a pictograph, bar graph or tally marks. paint bars with colours to represent data on a bar graph, <div data-bbox="612 1237 1011 1499" style="border: 1px solid black; padding: 5px;">QUANTITATIVE APTITUDE Arrange these letters in tabular form T V T N N H K N T V N T T H H M H H T H M T T H</div> <div data-bbox="596 1681 1011 1923"><table><tr><th>Letters</th><th>Numbers</th></tr><tr><td>T</td><td>9</td></tr><tr><td>V</td><td>2</td></tr><tr><td>N</td><td>4</td></tr><tr><td>M</td><td>4</td></tr><tr><td>K</td><td>3</td></tr><tr><td>H</td><td>8</td></tr></table></div>	Letters	Numbers	T	9	V	2	N	4	M	4	K	3	H	8	Communication and collaboration Critical thinking and problem solving Student leadership and personal development	AUDIO VISUAL RESOURCES The pupils Chart showing graph Cards written ages Boards ruler SITE LINKS https://www.education.com/download/lesson-plan/graphing-data-tally-marks/graphing-data-tally-marks.pdf
Letters	Numbers																		
T	9																		
V	2																		
N	4																		
M	4																		
K	3																		
H	8																		
Revision	Revision	Revision	Revision	Revision	Revision														