

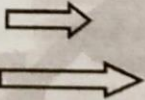




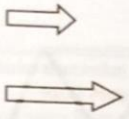
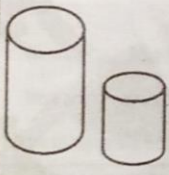
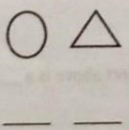
**LAGOS STATE GOVERNMENT**  
**MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**  
**SUBJECT: MATHEMATICS CLASS: PRIMARY 2**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	3rd TERM LEARNING RESOURCES
1	<p>Revision of second term's work</p> <p><b>Money:</b></p> <p><b>Counting Skill:</b></p> <p>Numbers 450-470 and 1-470.</p> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>-Writing of the numbers.</li> <li>- Use of money</li> <li>- Nigerian coins and notes</li> <li>- Units of Money</li> </ul> <p><b>IMPORTANCE:</b></p> <ul style="list-style-type: none"> <li>-It is used for buying and selling of commodities</li> <li>-To settle bills for services.</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>identify numbers from 450 -470</li> <li>order numbers from 1 - 470</li> <li>count from 1 - 470, skip count in 2s, 3s, 5s and 10s</li> <li>write numbers 450 - 470 in numerals and in words</li> <li>discuss on money and its importance.</li> <li>recognize all types of money - coins and bank notes</li> <li>convert naira to kobo and kobo to naira.</li> <li>change money up to ₦100 into smaller units</li> <li>shop with money not greater than ₦100</li> <li>solve real life problems on money.</li> </ul>	<p>Pupils as a class mention all Nigerian denominations starting with the smallest</p> <p>Pupils in small groups use dummy money to change money into smaller units.</p> <p>Sing songs on money.</p> <p>Pupils in pairs shop with dummy money.</p> <p><b>QUANTITATIVE REASONING</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>43K</p> <p>25K</p> <p> </p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>65K</p> <p>33K</p> <p> </p> </div>	<p>Problem solving</p> <p>Communication and collaboration</p> <p>Digital Literacy</p> <p>Creativity and imagination</p> <p>Leadership and Personal Development</p> <p>Citizenship</p>	<p><b>AUDIO VISUAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>- Number cards</li> <li>-Cardboard strips with numerals and number lines</li> <li>-Number beads</li> </ul> <p><b>Counters</b> such as:</p> <ul style="list-style-type: none"> <li>- Oranges</li> <li>-Beans seeds</li> <li>-Bottle tops</li> <li>-Nigerian coins and bank notes</li> <li>-Articles with price tags.</li> <li>-Chart of Nigerian currencies</li> <li>-Dummy monies.</li> </ul> <p><b>Video Link</b></p> <p>You tube - flip learn Kids</p> <p><a href="https://www.MageMaths.com/">https://www.MageMaths.com/</a></p>
2	<p><b>Time:</b></p> <p><b>Counting Skill:</b></p> <p>Numbers 470-490 and 251-490.</p> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>-Writing and reading of the numbers.</li> </ul> <p>Clock; hour, minute and second hands</p> <p><b>IMPORTANCE:</b></p> <ul style="list-style-type: none"> <li>-To meeting with appointments.</li> <li>-To plan activities for the day.</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>identify numbers from 470 -490</li> <li>order numbers from 1 - 490</li> <li>count from 1 - 490, skip count in 2s, 3s, 5s and 10s</li> <li>write numbers 470 - 490 in numerals and in words</li> <li>discuss time and its usefulness.</li> <li>identify hour, minute and second hands</li> <li>read time to the hour and half hour using analogue and digital clock.</li> <li>mention importance of time</li> <li>apply time into daily activities</li> </ul>	<p>Pupils discuss the importance of time.</p> <p>Pupils as individuals read clock on the whole hour (o'clock)</p> <p>Pupils as individuals use analogue clock to read clock on half hour (30 mins after)</p> <p>Pupils recite rhyme on 60 seconds make 1 minute...</p> <p><b>QUANTITATIVE REASONING</b></p> <div style="text-align: center;">  <p>— O' Clock</p>  <p>----- past 3</p> </div>	<p>problem solving</p> <p>Communication and collaboration</p> <p>Digital Literacy</p> <p>Creativity and imagination</p> <p>Leadership and Personal Development</p> <p>Citizenship</p>	<p><b>AUDIO VISUAL RESOURCES</b></p> <p>Real clock, Dummy cardboard clock</p> <p><b>Clock chart</b></p> <p><b>Video Link</b></p> <p>•</p> <p><a href="https://www.MageMaths.com/">https://www.MageMaths.com/</a></p>
3	<p><b>Time:</b></p> <p><b>Counting Skill:</b></p> <p>Numbers 490-510,</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>identify numbers from 490 -510</li> <li>order numbers from 1 - 510</li> <li>count from 1 - 510,</li> </ul>	<p>Pupils as a class read all the days of the week using rhymes or songs.</p> <p>Pupils as a small group arrange and learn the days of the week in order - from Sunday to Saturday</p> <p>Pupils as individuals state if a given</p>	<p>Problem solving</p> <p>Communication and collaboration</p> <p>Digital Literacy</p> <p>Creativity and imagination</p>	<p><b>AUDIO VISUAL RESOURCES</b></p>

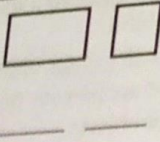

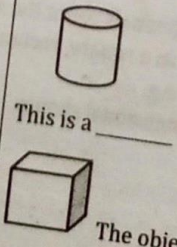


WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<p>1-250 and 251-510</p> <p><b>Writing Skill:</b></p> <p>-Writing and reading of the numbers.</p> <p>Days of the week, months of the year.</p> <p><b>IMPORTANCE:</b></p> <p>-Fixing dates for important events or occasions.</p> <p>-For weather forecast.</p> <p>-Tracing historical events.</p>	<p>skip count in 2s, 3s, 5s and 10s</p> <p>write numbers 490 - 510 in numerals and in words</p> <p>name and arrange the days of the week</p> <p>identify week days and weekend</p> <p>list certain activities performed on certain days of the week, e.g. going to school on Monday to Friday</p> <p>Muslims go to mosque on Fridays.</p> <p>Christians go to church on Sunday.</p> <p>use calendar to fix date to plan future activities. E.g. 3-day programme, 7-day programme, birthdays, expiry date of medicine etc.</p> <p>use calendar to trace and calculate dates of historical events e.g. date of birth, date of annulled election in Nigeria etc.</p> <p>solve real life problems on time - in days, weeks, months and years.</p>	<p>day is a weekday or a weekend by picking flash cards on days of the week.</p> <p>Pupils use medicine label to calculate the validity of a medicine before it expires.</p> <p><b>QUANTITATIVE REASONING</b></p> <p>Monday</p> <p>_____</p> <p>Wednesday</p> <p>_____</p> <p>Friday</p> <p>_____</p> <p>_____</p>	<p>Leadership and Personal Development</p> <p>Citizenship</p>	<p>Calendars</p> <p>Songs and Rhymes on days of the week</p> <p>Labels on medicine showing manufacturing and expiring dates.</p> <p><b>Video Link</b></p> <p><a href="https://www.thesingingowlalrus.tv/">https://www.thesingingowlalrus.tv/</a></p>
4	<p><b>Length:</b></p> <p><b>Counting Skill:</b></p> <p>Numbers 510-530, 1-250, 251-530.</p> <p><b>Writing Skill:</b></p> <p>-Writing of the numbers.</p> <p>- Natural Units of groups of Length</p> <p>- Measurement in metres and centimetres</p> <p><b>IMPORTANCE:</b></p> <p>To determine how far apart are two or three objects from each other.</p>	<p>Pupils should be able to:</p> <p>identify numbers from 510 - 530</p> <p>order numbers from 1 - 530</p> <p>count from 1 - 530, skip count in 2s, 3s, 5s and 10s</p> <p>write numbers 510 - 530 in numerals and in words</p> <p>give examples of standard and non standard units of measurement</p> <p>compare their natural units with another, e.g. arm's length, hand span etc.</p> <p>identify the difference in arm's length and other parts of the body used for measurements</p> <p>compare standard and non standard units</p> <p>use the term 'shorter than' or 'longer than' as an expression of length comparison</p> <p>use ruler to measure in centimetres and meters.</p> <p>solve real life problems on length.</p>	<p>Pupils as a class mention and discuss different non standard units of measurement.</p> <p>Pupils as individuals differentiate the non standard units of measurement from standard unit.</p> <p>Pupils in pairs use metre ruler to measure some objects in the class</p> <p>Pupils in small groups measure the length of their classroom using their foot and arm's length, then compare the results with others that use tape measure.</p> <p><b>QUANTITATIVE REASONING</b></p> <p>A. Identify the shorter object</p> <p></p> <p>B. Use ruler to measure these lines:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>problem solving</p> <p>Communication and collaboration</p> <p>Digital Literacy</p> <p>Creativity and imagination</p> <p>Leadership and Personal Development</p> <p>Citizenship</p>	<p><b>AUDIO VISUAL RESOURCES</b></p> <p>30 Cm Ruler, Board ruler</p> <p>Pupils</p> <p>Classroom</p> <p><b>Video Link</b></p> <p><a href="https://youtu.be/nN7IKUgqOLA">https://youtu.be/nN7IKUgqOLA</a></p>





WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
5	<b>Weight:</b> <b>Counting Skill:</b> Numbers 530-550, 1-250 and 251-550. <b>Writing Skill:</b> - Writing and reading of the numbers. - Comparing of weight of two different objects <b>IMPORTANCE:</b> It helps to determine the weight of processed livestock and their prices in grocery stores.	Pupils should be able to : identify numbers from 530 -550 order numbers from 1 - 550 count from 1 - 300, 1 - 550, skip count in 2s, 3s, 5s and 10s write numbers 530 - 550 in numerals and in words explain the meaning of weight arrange objects according to their weights use the term 'lighter than' or 'heavier than' as an expression of weight comparison state which object is heavier or lighter in any two given objects. solve real life problems on weight.	Pupils as individuals identify the object with a bigger weight in any two given objects Pupils in small groups identify objects that are heavier or lighter in a given set of objects  <b>QUANTITATIVE REASONING</b> Identify the heavier object  	problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	<b>AUDIO VISUAL RESOURCES</b> Stones Oranges Coconuts Bathroom scale Improved scale springs See-saw  <b>Video Link</b> <a href="https://youtu.be/rZ0gnfPKL6Q">https://youtu.be/rZ0gnfPKL6Q</a>
6	<b>CAPACITY:</b> <b>Counting Skill:</b> Numbers 550-570, 1-300 and 301-570 <b>Writing Skill:</b> Writing of the numbers. - Introduction to capacity - Ordering of containers based on their capacities. <b>IMPORTANCE:</b> -It helps to determine the capacity of a container or a vessel.	Pupils should be able to : identify numbers from 550 -570 order numbers from 1 - 570 count from 1 - 300, 301-570, skip count in 2s, 3s, 5s and 10s write numbers 550 - 570 in numerals and in words discuss the meaning of capacity identify and name objects that could be used for measuring, e.g. cups, empty containers, spoon, bucket arrange containers in order of sizes/capacities. occupy empty containers with some concrete objects that can be counted. solve real life problems on capacity quantitative reasoning.	Pupils as a class mention different containers that can be used for measuring Pupils as individuals arrange the containers for measuring. Pupils in groups take containers of different sizes to be filled with concrete objects such as pegs, sweets, etc. The objects are counted to determine the quantity the container can hold.  <b>QUANTITATIVE REASONING</b> Which container will take more bottle-tops?  	problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	<b>AUDIO VISUAL RESOURCES</b> Buckets, cups Empty containers Spoon Jerry cans Empty bottles  <b>Video Link</b> <a href="https://youtu.be/tAGmlrg eG-o">https://youtu.be/tAGmlrg eG-o</a>
7	MID - TERM BREAK	MID - TERM BREAK	MID - TERM BREAK	MID - TERM BREAK	MID - TERM BREAK
8	Two-dimensional shapes <b>Counting Skill:</b> -Numbers 1-300, 301-590 and 1- 590 <b>Writing Skill:</b> -Writing of the numbers. <b>IMPORTANCE:</b>	Pupils should be able to: identify numbers from 570 -590 order numbers from 1 - 590 count from 1 - 300, 301-490, skip count in 2s, 3s, 5s and 10s write numbers 570 - 590 in numerals and in words identify the shapes of a square, a circle, a	Pupils as a class count the number of sides a square, rectangle or a triangle has. Pupils as individuals count the sides and corners in a square, rectangle and triangle e.g. Identify these 2- dimensional shapes  	problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	<b>AUDIO VISUAL RESOURCES</b> -Paper cuttings of all the shapes -Chart showing all the different shapes  <b>Video Link</b> <a href="https://www.aitsl.edu.au/tools-resources">https://www.aitsl.edu.au/tools-resources</a>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<p>-Shapes are used for fabric designs in textile industries.</p> <p>-It is used by bakers to bake pastries of different shapes.</p>	<p>rectangle and a triangle</p> <p>identify sides and edges in a square, a rectangle and a triangle</p> <p>count the number of sides in a square, a rectangle and a triangle</p> <p>solve real life problems on 2-dimensional shapes.</p>			
	<p><b>Area</b></p> <p><b>Counting Skill:</b></p> <p>Numbers 1-300, 301-600.</p> <p>-Skip count numbers in 2s, 3s, 5s and 10s.</p> <p>-Recite multiplication tables 2 and 3.</p> <p><b>Writing Skill:</b></p> <p>-Writing of the numbers in ascending and descending orders.</p> <p>-Multiplication of 1-digit number by 2 or 3 without remaining or exchanging in solving area of a shape.</p> <p><b>IMPORTANCE:</b></p> <p>It helps a painter to buy the right quantity of paint or wall papers for walls</p>	<p>Pupils should be able to:</p> <p>identify numbers from 1-300, 301-600</p> <p>order numbers from 1 - 300, 301-600</p> <p>count from 1 - 600, skip count in 2s, 3s, 5s and 10s</p> <p>write numbers 500 - 600 in numerals and in words</p> <p>use pictorial illustration to explain area of a shape.</p> <p>identify the use of standard measuring units</p> <p>calculate the area of different shapes - square, rectangle and triangle</p> <p>compare areas of different concrete objects such as squares, rectangles, triangles and circle.</p> <p>Solve real life problems on area.</p>	<p>Pupils as individuals calculate the area of a given shape</p> <p>Pupils as a small group find the area of two different shapes and compare them</p> <p>Pupils in small groups get a white plane paper. Also get a coloured paper that can be cut into smaller pieces. Paste the colored small pieces of paper on the white paper. Count the number of coloured small papers that will be needed to cover the area of the white plane paper.</p> <p><b>QUANTITATIVE REASONING</b></p> <p>Identify the object with the largest surface?</p> 	<p>problem solving</p> <p>Communication and collaboration</p> <p>Digital Literacy</p> <p>Creativity and imagination</p> <p>Leadership and Personal Development</p> <p>Citizenship</p>	<p><b>AUDIO VISUAL RESOURCES</b></p> <p>Plane shapes (square, rectangle, triangle)</p> <p><b>Video Link</b></p> <p><a href="https://easyteaching.com/">https://easyteaching.com/</a></p>
	<p><b>3-dimensional shapes</b></p> <p><b>Counting Skill:</b></p> <p>Numbers 1-300, 301-600.</p> <p>Skip count numbers in 2s, 3s, 5s and 10s.</p> <p>Recite multiplication tables 2 and 3.</p> <p><b>Writing Skill:</b></p> <p>Writing of the numbers in ascending and descending orders.</p>	<p>Pupils should be able to:</p> <p>Identify numbers from 1-300, 301-600</p> <p>order numbers from 1 - 400</p> <p>count numbers 1-600 in ascending and descending orders, skip count in 2s, 3s, 5s and 10s</p> <p>write numbers 300 - 600 in numerals and in words</p> <p>identify and name a cube and a cuboid</p> <p>draw a cube and a cuboid</p> <p>identify and count the faces and edges of a cube and cuboid</p> <p>identify objects that have shape of cube and cuboid in homes</p>	<p>Pupils as individuals mention objects in their homes that have the shapes of cube, cuboid and cylinder</p> <p>Pupils in a small group compare flat face objects and curved surfaces of a cylinder or a sphere and count the edges</p> <p>Pupils as individuals study a chart on shapes to identify the number of flat faces, edges and curved surfaces of a cube, cuboid, cylinder and sphere.</p> <p><b>QUANTITATIVE REASONING</b></p>  <p>This is a _____</p> <p>The object above is a _____</p>	<p>problem solving</p> <p>Communication and collaboration</p> <p>Digital Literacy</p> <p>Creativity and imagination</p> <p>Leadership and Personal Development</p> <p>Citizenship</p>	<p><b>AUDIO VISUAL RESOURCES</b></p> <p>-Milk tin</p> <p>-Boxes</p> <p>-Paper cuttings and drawings of cubes and cuboids</p> <p><b>Video Link</b></p> <p><a href="https://youtube.com/watch?v=WFKz5hw">https://youtube.com/watch?v=WFKz5hw</a></p>



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	<b>IMPORTANCE:</b> -It is used by food processing industries to package their products e.g. sugar, choco-milo sweets, maggi cubes, beverages containers etc.	identify and name cylinder solve real life problems on 3-dimensional shapes.			
11	<b>Data collection</b> <b>Counting Skill:</b> Numbers 1-300, 301-600. -Skip count numbers in 2s, 3s, 5s and 10s. -Reciting multiplication tables 2 and 3. <b>Writing Skill:</b> -Writing of the numbers in ascending and descending orders. <b>IMPORTANCE:-</b> Collation of scores of pupils in a test.	Pupils should be able to: identify numbers from 1-300, 301 - 600 order numbers from 1 - 500 count numbers 1 - 600, skip count in 2s, 3s, 5s and 10s write numbers 301 - 600 in numerals and in words explain data collection collect and arrange data in order using less than or more than between categories of objects e.g. Green balls are more than/less than red balls sort data in groups - group of boys and group of girls solve real life problems on data collection.	Pupils as a class collect data according to gender or fruits they like. Pupils as a small group sort data according to group of boys and group of girls or according to fruits they like. <b>QUANTITATIVE REASONING</b>  Blue balls.  Green Balls. There are ____ blue balls There are ____ green balls How many green balls are more than blue balls?	problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	<b>AUDIO VISUAL RESOURCES</b> Pupils in the classroom Cards with ages of pupils Video Link <a href="https://youtube.com/user/ikenEdu">https://youtube.com/user/ikenEdu</a>
12	Revision/Practical	Pupils should be able to; recall what they have learnt for the term	Pupils as individuals draw a big circle on a cardboard and label it using other colours of cardboard to indicate the hour hand, minute hand on the clock. Pupils as individuals use paper to cut sizes of the Nigerian currencies. Draw the pictures and label the currencies appropriately then use crayons to colour them.	problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	-Cardboard -Scissors -Pencils - Paper Cardboard -Crayons of different colours
13	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION