

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

SUBJECT: MATHEMATICS

CLASS: PRIMARY 3

1st TERM AGE: 8 YEARS

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Revision/ Resumption Test	By the end of the lesson, pupils should be able to:	-Pupils as a class count and identify numbers 1-600.	-Communication and Collaboration skill	- Number charts
	Counting Skill:	i. count and reverse the counting of numbers	-Pupils as individuals write numbers 1-	-Critical thinking and problems solving	-Counters
	Numbers 200 - 600	ii. write numbers from	-Pupils state the value and place value of		https://study.com/
	Writing Skill:	iii. state the value and place value on each	numbers in units (U), tens (T), and hundred (H) on numbers 1-600		-www.youtube.com
	writing of numerals 1-	digit number from 1-	QUANTITATIVE REASONING		-https://zaperson.co
	600.	iv. skip count numbers in 4s, 3s, 5s and 10s	Samples:		100
	Quantitative Reasoning	Solve real life problems on counting.	1. 20, 25, 30,	200	
	Importance: - Value of	v. quantitative reasoning.	3. 7, 14, 21,		P. STATE OF THE PROPERTY OF
	bigger numbers are	vi. sing songs on counting of numbers	20.0020.00 10.00 10.00		
	used in the banks in term of	of numbers			-
	money transaction.				
	- Parents and the children		The second of th	THE RESERVE OF	
	use counting on daily		0000		
2.	basis. Counting of	By the end of the lesson,	-Pupils as a class count numbers 601-620	-Communication &	- Flashcard
	whole numbers	pupils should be able to: identify numbers	using number flash cards	collaboration	- Number card Weblink
	Counting Skill: Numbers 601 -	from 601 -620 order numbers from	-Pupils individually write numbers 601-620	-Critical thinking and problem solving	www.theenglishisla
	620	1 - 620 count from 1 - 620	-Pupils in groups count numbers in hundreds, tens, fives, three, twos	-Communication & collaboration	- Flashcard - Number card
	Writing Skill: Writing of the	write numbers 601 - 620 in numerals and in words	municus, tens, nves, tince, twos	-Critical thinking and	Weblink www.theenglishisla
	numbers -Counting of		Quantitative Reasoning	problem solving	d.com
	whole numbers -Counting in	reverse the	Sample:		Videolink www.purplemaths
	groups	counting and writing of numbers	Sample:		om
	-Quantitative Reasoning	count numbers in group of units, tens,	318 320 322 321 319		www.purplemaths.
	Importance: -Big items like	hundreds and thousand (U,T,H,Th)	00000		
	cement, iron	sing songs on counting of	318 319 320 321 322		
	rods are counted measured in	numbers			
	higher numbers.	solve real life problems on			
		quantitative related on counting and			
3.	PLACE VALUE	writing of numbers. By the end of the lesson,	-Individual pupil to group numbers into	-Communication and	-Abacus

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
	Counting Skill: Numbers 621	from 621 -640 order numbers from 1 - 640	Identity the value of number in a digit State the value of numbers in a any digit	- Critical thinking & problem solving	-counting chart
	640 Writing Skill:	count numbers 1-640 write numbers 500 -	given.	-Creativity	weblink
	-Writing of the	640 in numerals and in words		Communication and collaboration	www.youtube.comvid olink
	numbers	write numbers from 1-640	QUANTITATIVE REASONING Put each of the numbers in the	-Critical thinking &	www.purplemaths.co
	Grouping numbers in	skip count in 6s, and 7s	appropriate column	problem solving	-Abacus
	hundred tens, units.	reverse the counting and		-Creativity	-Counting sticks
	-Value and place value of	writing of numbers, count numbers in	(1) 14E3		-counting chart
	numbers Quantitative	groups of units, tens, hundred and	(i) 1452 (ii) 2243		
	Reasoning Importance	(HTU) and find		The same of the sa	To the same of
	Used in	their place values. sing songs on			
	counting items including money	numbers. solve real life	Th H T UTH H T U		
	ATELIE	problems on quantitative related	SALANISM		
	IMPORTANCE: -Big items like	to counting and writing of numbers			
	cement, iron rods are counted	group numbers into			
	and measured in	hundreds, tens and units			
	higher quantity	state and identify the value of			
		numbers write the value of			
		each number in a chain of numbers	THE REST OF THE PARTY OF THE PA		a server
	ORDERING OF	By the end of the lesson, pupils should be able to:	-Pupils in pairs perform task on magnitude of numbers using the symbols	-Communication and collaboration	-chart ordering fractions
	WHOLE NUMBERS.	identify numbers	>, < or =	-Critical thinking &	-chart containing
	The use of symbols >, < and	from 641-660 order numbers from	- Pupils in groups put each of the numbers in the abacus.	problem solving	conversion of fraction
	= (greater than, less than and	1 - 750 count from 1 - 660	- Individual pupil to group numbers into	-Leadership and Personal development	site link
	equal to).	write numbers 600 - 660 in numerals and	thousand Hundred (H), Tens (T) and	1 crooming development	www.mathgoodies.co
	Counting Skill:	count numbers	Units (U)Pupils identify the value of digit in a	10000	yudeilink
	Numbers 641 – 660	from 1-660 write numbers from	number.	-/6005-300	www.khancademy
	Writing Skill:	1-660 skip count in 6s,	QUANTITATIVE REASONING:		org>math
	Writing of the numbers.	and 7s and 9s express inequalities	Samples		71
	-Ordering of	of 2 or 3 digits	528 > 425		
	whole numbers.	numbers using > , < or =			57
	The use of symbols >, < and	interpret the symbols > ,< , = and	196 < 239		
	= (greater than, less than and	use them to determine the value		0.00	
	equal to)Grouping	between two numbers	24+8 = 32		Delivers of the second
	numbers in thousand,	group numbers into			Company of the last
	hundred, tens, units.	hundred, tens and units	196 239	demonstration of the	
	-Value and place	state and identify			

weeve 1	Typinge 1	LEAUNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	MATHEMAT
WEEKS	TOPICS	LEARNING OBJECTIVES	BRANITH AUTOTO	SKILLS	
magazine montaline	value of	the value	and the state of t	and the same of th	LEARNING RESOURCES
	numbers	numbers.			SOURCES
	Quantitative				
	Reasoning				
	Importance:			William William	
	-Helps in				AT SHIP OF THE SAME
	differentiating		Same and the state of the state		
	between value of				Trade To the last
	money e.g Naira				
and included the	and kobo				
	Fractions	By the end of the lesson,	Pupils in groups draw and divide	-Communication and	affine D
		pupils should be able to:	different shape into equal fractions.	collaboration	-cardboard
	Counting Skill:	identify numbers	Then inscribe the fraction into equal in	Celtical think	-Flashcard
	Numbers 661 =	from 661 -680	the same groups of the division.	-Critical thinking &	
	680	order numbers from	the same groups of the division.	problem solving	Weblink
		1 - 680 count from 1 - 680	Write the fractions of any given shapes:	-Leadership and	
	Writing Skill:	write numbers 660 -	Thus:	Personal development	m www.mathgoodies.c
	-Writing of the	600 in numerals and		the analysis are a second	m - SOURT
	numbers.	in words			Videot
	CONTRACTOR OF THE PARTY OF THE	count numbers	V .		videolinkhttps://www.wkhanacademy.orgomath.
- 4	-Fractions. -Fraction of	from 1-680	A A		math.
		write numbers from	1 1 1		. 6
	shapes like	1-680			The state of the s
	· squares,	skip count in 6s,			
	rectangles,	and 7s and 9s			The second
	triangles and circles	draw fractions in	Quantitative Reasoning		The second
	-Fractions of	different shapes like	Instructions: Write out the value		
	numbers	squares, rectangles,	(fractions) of shaded portions in the		
	numbers	triangles and circles	diagrams below:	The same of the sa	
	Ouantitativa	write fractions of	diagrams below.		
	-Quantitative Reasoning	any shape in			
	Reasoning	numbers			
		write fractions of			
	IMPORTANCE	any concrete object	(a) (b)		
	- To know	solve problems on			
	which	quantitative			
	fraction of	reasoning.	Lawrence		The state of the s
	items bought	9	Billininia una		At the last of
40	by the pupils			Marie and Control	CONTRACT OF THE PARTY OF THE PA
	from whole		added to the property of the latest training	and the second second	The same of the sa
,	- Helps in		A STATE OF THE PARTY OF THE PAR	The state of the s	The state of the s
	sharing items		The state of the s	describer of the later of the l	
To be the second	among pupils	The second second second			
	appropriatel				
	y.				
).	FRACTIONS	By the end of the lesson,	-Pupils in pairs write pairs of different	-Communication and	-Flash card
1 1	C	pupils should be able to:	fractions and use the symbols to	collaboration	
	Counting Skill:	identify numbers	determine their values as:		-cardboard
The series	Numbers 681 -	from 681 -700	1 2/ 3/-	-Leadership and	Marine Control of the
	700	order numbers from	1. 2/5 < 3/5	personal development	Weblink
	Valuable of the	1 - 700	2 ² / ₃ > ½ etc.	-Critical thinking and	www.mash
	Writing Skill:	count from 1 – 700 write numbers 681 –		problem solving	www.mathgoodies.co
	-Writing of the	700 in numerals and	-Pupils in groups draw and divide		
	numbers	in words	different shapes into equal fractions.	-Communication and	videolink
	-Equivalent	count numbers	Then inequibe the faction is	collaboration	
	fractions Ordering of	from 1-700	Then inscribe the fractions into equal in		www.khanacademy.o
	-Ordering of fractions	write numbers	the same groups of the division.		rg>math
	-Adding	1-700	-Pupils in small groups add the fractions		
	fractions of the	skip count in 6s,	of the same denominators	The second second second	CHELDEN TEN
		and 7s and 9s	and the state of t	PRINCE OF STREET	T STREET, L. L.
	same	write the fractions	e.g. $\frac{2}{5} + \frac{1}{5} = \frac{2+1}{5} = \frac{3}{5}$		Santage It
	denominators	of the same	The second secon		The second second
	-Quantitative	of the Sallie	5.	and bearings of	

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING		MATHEMATICS
AA TITO	n-sening		LEARNING ACTIVITIES	EMBEDDED CORE	1 1000
	Reasoning	solve real life problems on	QUANTITATIVE REASONING.	SKILLS	LEARNING
	Importance:	fractions on	Francisco IIII (1)	The state of the s	RESOURCES
	-Field of sports	quantitative	Examples:		
	-Time		(1) [70] , [70] 2) (7-1		
	calculation	reasoning use symbols to	(1) (1) (1)		
		date symbols to	1/2		
	-Buying and	determine the value			
	selling	of fractions.			
	-Collation of	add fractions of the			
	results in the	same denominators			
	schools	solve problems on			
		quantitative			
	200	reasoning.			
	Company of the Compan				L LY SASSA
	MID TERM	MID TERM BREAK	MID TROLLESS TO		
	BREAK		MID TERM BREAK	MID TERM BREAK	MID TERM BREAK
	ADDITION OF	By the end of the lesson,	Pupils:		
	WHOLE	pupils should be able to:	to the state of th	-Communication and	Bundles of stick
	NUMBERS	identify numbers	- in small groups arrange counters in	collaboration.	Abacus
	Counting Skill:	401-700	bundles of tens and units.	-Leadership and	
	Numbers 1-400,	order numbers 400-		personal development	https://betterexplain.
	401-700 and 1-	700	in groups add two 3-digits numbers with	skili	om
	700	count numbers	remaining	JAMII .	Videolink
-	The state of the s	1 - 700	e.g. Add 365 and 436	-Critical thinking and	AIGEORUK
-	Writing Skill:	write numbers 400 –		problem solving skill.	http://youtube.com
	-Writing of the	700 in numerals and words	365	, John Solving skill,	
	numbers.				
	namowa	count numbers	+436	A STATE OF THE STA	
	-Addition of 2 or	from 1-700		9-14 200 123	
	digits numbers	write numbers from	_801		
	without	1-700			
		skip count in 6s,			The state of the s
	exchanging or				
	renaming	-11			100000000000000000000000000000000000000
	-Addition of 3	add two 2, 3-digits	Quantitative Reasoning		Section 2 Section 2
	digits numbers	numbers with	Quantitative Reasoning		The same of the sa
	with remaining	exchanging or	Samples:		
	- Quantitative	renaming	onlines.	The Late of the la	
	Reasoning	add three 2-digits	A A A		
		numbers taking two		AND STREET	
	Importance:	at a time	24 58 82		
	-Buying and	solve real life			
	selling of articles	problems		Sec. 1 1000	
		solve quantitative		A Marie Company	
	- Exchange rate	reasoning		THE RESERVE AND ASSESSMENT	
	- Banking sector			- 41.30 B B B B B	STORY OF THE PARTY
	- Danking Sector			15	The same of the sa
	ADDITION OF	By the end of the lesson,	-Pupils in pairs add two 2-digits numbers	-Communication and	-charts
400	NUMBERS	pupils should be able to:	using partial sum methods.	collaboration.	-Counters
		Identify numbers		The state of the s	-Abacus
333	Counting Skill:	from 701 –720	e.g	-Leadership and	Weblink
	Numbers 701 -	order numbers from		personal development	https://passnown
		1 - 720	76=70+ 6	skill	
	720, 401-720, 1-	count numbers 1 -	10-10: 0		w.com videolink
	720	720	19 = 10 + 9	-Critical thinking and	-https://youtube.com
		write numbers 400 -	95=80+15	problem solving skill	https://study.comacae
	Writing Skill:	720 in numerals and	20-00710		my my
	Writing of the	in words	But 15 = 10 + 5	THE RESERVE OF THE PARTY OF THE	
	numbers.	skip count in 6s, 7s,		P. C. S.	
	-Addition of	9s and 10s	Then 80 + 10 + 5 = 95		
	Numbers	add two 3- digits		THE WAY STATE OF	THE PERSON NAMED IN COLUMN TWO
	-Addition of 2, 3	numbers using	-Pupils in small groups use number flash		and the same of the same
	digits numbers		cards to find the partial sum method		
	using partial	partial sum method	of 3-digit numbers. e.g.		
		tell addition story	i.215 = 200 + 10 + 5 of 3		A CONTRACTOR OF THE PARTY OF TH
	sum method	and solve	1.213 - 200 + 10 + 3 01 3		THE RESERVE TO SERVE THE PARTY OF THE PARTY

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	* EMBEDDED CORE SKILLS	LEARNING
	-Quantitative Reasoning Importance: -Forex Market -Daily transactions -Buying and selling	solve real life problems solve quantitative reasoning	ii. 139 = 100 + 30 + 9 iii. Use partial sum method to add 432 and 243. 432 = 400 + 30 + 2 *243 = 200 + 40 + 3 675 = 600 + 70 + 5 = 675 Quantitative Reasoning: (a) (b) (645) 481 819 247 174		RESOURCES
	SUBTRACTION OF NUMBERS Counting Skill: Numbers 721 – 750 Writing Skill: -Writing of the numbers -Subtraction of two 2-3 digits numbers without renaming or exchanging using partial sumsubtraction of two 2-3 digits numbers with remaining or exchanging -Quantitative reasoning MPORTANCE: -Banking sectorBuying and Selling Forex Exchange Petty trading.	By the end of the lesson, pupils should be able to: identify numbers from 721 - 750 order numbers from 1 - 750 count numbers 1 - 750 write numbers 401 - 750 in numerals and words reverse the counting of the numbers skip count in 3s, 5s, 6s, 7s, 9s and 10s subtract two 2-3 digit numbers without remaining subtract two 2-3 digits numbers with remaining solve real life problems solve the quantitative reasoning	-Pupils in small groups arrange counters in bundles of hundreds, tens and units -Subtract two 2-3 digit numbers without remaining -Subtract 2-3 digits numbers with remaining using partial sum e.g.: (i) 5 4 = 40 + 14 = 54 -4 7 = 40 + 7 = 4.7 7 7 (ii) 876 (iii) 982 -487 -540 389 442 Quantitative Reasoning 336 110 (a) 226		- Charts - Counters - Site link - https://passnownow om - Video link - https://m.youtube.com - m
1	Revision	By the end of the lesson, pupils should be able to (I) recall the work for the term	-Pupils as a class answer the revision question orally -Pupils as a class practice the revision questions	- Creativity and imagination - Critical thinking and	
		(ii) ask questions on area of difficulties	questions	-Communication and collaboration	
2 E	XAMINATION.	EXAMINATION.	EXAMINATION.	EXAMINATION.	EXAMINATION.
	EXAMINATION	EXAMINATION	EXAMINATION.	EXAMINATION.	CONTRACTOR OF THE PARTY OF THE