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 **Counting Skill:** Numbers 200 – 600 **Writing Skill:** writing of numerals 1-600. Quantitative Reasoning **Importance:** - Value of bigger numbers are used in the banks in term of money transaction. - Parents and the children use counting on daily basis.	By the end of the lesson, pupils should be able to: i. count and reverse the counting of numbers 1-300 ii. write numbers from 1-600 iii. state the value and place value on each digit number from 1-600 iv. skip count numbers in 4s, 3s, 5s and 10s Solve real life problems on counting. v. quantitative reasoning. vi. sing songs on counting of numbers	-Pupils as a class count and identify numbers 1-600. -Pupils as individuals write numbers 1-600 -Pupils state the value and place value of numbers in units (U), tens (T), and hundred (H) on numbers 1-600 QUANTITATIVE REASONING Samples: 1. 20, 25, 30, _____, _____, _____ 2. 16, 116, 216, _____, _____, _____ 3. 7, 14, 21, _____, _____, _____	-Communication and Collaboration skill -Critical thinking and problems solving	- Number charts -Counters - https://study.comvideolink -www.youtube.com -https://zaperson.com
2.	**Counting of whole numbers** **Counting Skill:** Numbers 601 – 620 **Writing Skill:** Writing of the numbers -Counting of whole numbers -Counting in groups -Quantitative Reasoning **Importance:** -Big items like cement, iron rods are counted measured in higher numbers.	By the end of the lesson, pupils should be able to: identify numbers from 601 –620 order numbers from 1 - 620 count from 1 – 620 write numbers 601 – 620 in numerals and in words skip count in 5s, and 6s reverse the counting and writing of numbers count numbers in group of units, tens, hundreds and thousand (U,T,H,Th) sing songs on counting of numbers solve real life problems on quantitative related on counting and writing of numbers.	-Pupils as a class count numbers 601-620 using number flash cards -Pupils individually write numbers 601-620 -Pupils in groups count numbers in hundreds, tens, fives, three, twos **Quantitative Reasoning** Sample: 318 320 322 321 319 318 319 320 321 322	-Communication & collaboration -Critical thinking and problem solving -Communication & collaboration -Critical thinking and problem solving	- Flashcard - Number card **Weblink** www.theenglishisland.com - Flashcard - Number card **Weblink** www.theenglishisland.com **Videolink** www.purplemaths.com www.purplemaths.com
3.	**PLACE VALUE OF NUMBERS:**	By the end of the lesson, pupils should be able to: identify numbers	-Individual pupil to group numbers into Hundred (H), Tens (T) and Units (U).	-Communication and collaboration	-Abacus -Counting sticks

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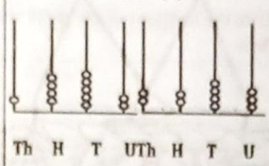
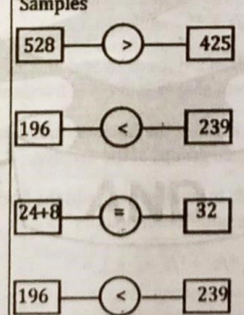
	Counting Skill: Numbers 621 - 640 **Writing Skill:** -Writing of the numbers -Grouping numbers in hundred tens, units. -Value and place value of numbers Quantitative Reasoning **Importance** -Used in counting items including money **IMPORTANCE:** -Big items like cement, iron rods are counted and measured in higher quantity	from 621 - 640 order numbers from 1 - 640 count numbers 1- 640 write numbers 500 - 640 in numerals and in words write numbers from 1-640 skip count in 6s, and 7s reverse the counting and writing of numbers. count numbers in groups of units, tens, hundred and (H T U) and find their place values. sing songs on numbers. solve real life problems on quantitative related to counting and writing of numbers group numbers into hundreds, tens and units state and identify the value of numbers write the value of each number in a chain of numbers	-Identity the value of number in a digit -State the value of numbers in a any digit given. **QUANTITATIVE REASONING** Put each of the numbers in the appropriate column (i) 1452 (ii) 2243  	-Critical thinking & problem solving -Creativity -Communication and collaboration -Critical thinking & problem solving -Creativity	-counting chart **weblink** www.youtube.comvideolink www.purplemaths.com -Abacus -Counting sticks -counting chart
4.	**ORDERING OF WHOLE NUMBERS.** The use of symbols >, < and = (greater than, less than and equal to). **Counting Skill:** Numbers 641 – 660 **Writing Skill:** Writing of the numbers. -Ordering of whole numbers. The use of symbols >, < and = (greater than, less than and equal to). -Grouping numbers in thousand, hundred, tens, units. -Value and place	By the end of the lesson, pupils should be able to: identify numbers from 641–660 order numbers from 1 - 750 count from 1 – 660 write numbers 600 – 660 in numerals and words count numbers from 1-660 write numbers from 1-660 skip count in 6s, and 7s and 9s express inequalities of 2 or 3 digits numbers using > , < or = interpret the symbols > ,< , = and use them to determine the value between two numbers group numbers into hundred, tens and units state and identify	-Pupils in pairs perform task on magnitude of numbers using the symbols > , < or = - Pupils in groups put each of the numbers in the abacus. - Individual pupil to group numbers into thousand Hundred (H), Tens (T) and Units (U). -Pupils identify the value of digit in a number. **QUANTITATIVE REASONING:** Samples  	-Communication and collaboration -Critical thinking & problem solving -Leadership and Personal development	-chart ordering fractions -chart containing conversion of fraction. **site link** www.mathgoodies.com yudeilink www.khancademy org>math

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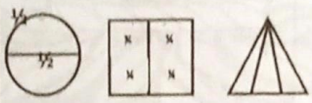
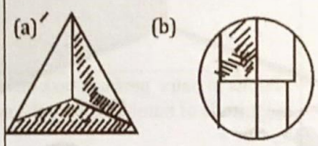
	value of numbers -Quantitative Reasoning **Importance**: -Helps in differentiating between value of money e.g Naira and kobo	the value numbers.			
5.	Fractions **Counting Skill:** Numbers 661 – 680 **Writing Skill:** **-Writing of the numbers.** **-Fractions.** **-Fraction of shapes like squares, rectangles, triangles and** circles -Fractions of numbers -Quantitative Reasoning **IMPORTANCE** - To know which fraction of items bought by the pupils from whole - Helps in sharing items among pupils appropriatel y.	By the end of the lesson, pupils should be able to: identify numbers from 661 –680 order numbers from 1 - 680 count from 1 – 680 write numbers 660 – 680 in numerals and in words count numbers from 1-680 write numbers from 1-680 skip count in 6s, and 7s and 9s draw fractions in different shapes like squares, rectangles, triangles and circles write fractions of any shape in numbers write fractions of any concrete object solve problems on quantitative reasoning.	Pupils in groups draw and divide different shape into equal fractions. Then inscribe the fraction into equal in the same groups of the division. Write the fractions of any given shapes: Thus:  **Quantitative Reasoning** Instructions: Write out the value (fractions) of shaded portions in the diagrams below:  	-Communication and collaboration -Critical thinking & problem solving -Leadership and Personal development	-cardboard -Flashcard Weblink www.mathgoodies.com videolinkhttps://www.khanacademy.org>math.
6.	**FRACTIONS** **Counting Skill:** Numbers 681 – 700 **Writing Skill:** -Writing of the numbers -Equivalent fractions -Ordering of fractions -Adding fractions of the same denominators -Quantitative	By the end of the lesson, pupils should be able to: identify numbers from 681 –700 order numbers from 1 - 700 count from 1 – 700 write numbers 681 – 700 in numerals and in words count numbers from 1-700 write numbers 1-700 skip count in 6s, and 7s and 9s write the fractions of the same denominators	-Pupils in pairs write pairs of different fractions and use the symbols to determine their values as: 1. $^2/_5 < {}^3/_5$ 2 $^2/_3 > {}^1/_3$ etc. -Pupils in groups draw and divide different shapes into equal fractions. Then inscribe the fractions into equal in the same groups of the division. -Pupils in small groups add the fractions of the same denominators e.g. $^2/_5 + {}^1/_5 = \frac{2+1}{5} = {}^3/_5$	-Communication and collaboration -Leadership and personal development -Critical thinking and problem solving -Communication and collaboration	-Flash card -cardboard Weblink www.mathgoodies.com videolink www.khanacademy.org>math

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	Reasoning **Importance:** -Field of sports -Time calculation -Buying and selling -Collation of results in the schools	solve real life problems on fractions quantitative reasoning use symbols to determine the value of fractions. add fractions of the same denominators solve problems on quantitative reasoning.	**QUANTITATIVE REASONING.** Examples: (1) $\frac{7}{12}$ $\frac{7}{12}$ 2) $\frac{9}{9}$ $\frac{9}{9}$ $\frac{9}{2}$ $\frac{7}{9}$		
7	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK
8.	**ADDITION OF WHOLE NUMBERS** **Counting Skill:** Numbers 1-400, 401-700 and 1-700 **Writing Skill:** -Writing of the numbers. -Addition of 2 or digits numbers without exchanging or renaming -Addition of 3 digits numbers with remaining - Quantitative Reasoning **Importance:** -Buying and selling of articles - Exchange rate - Banking sector	By the end of the lesson, pupils should be able to: identify numbers 401-700 order numbers 400-700 count numbers 1 – 700 write numbers 400 – 700 in numerals and words count numbers from 1-700 write numbers from 1-700 skip count in 6s, add two 2, 3-digits numbers with exchanging or renaming add three 2-digits numbers taking two at a time solve real life problems solve quantitative reasoning	Pupils: - in small groups arrange counters in bundles of tens and units. - in groups add two 3-digits numbers with remaining e.g. Add 365 and 436 $\begin{array}{r} {}^{1}{}^{1} \\ 365 \\ +436 \\ \hline 801 \end{array}$ **Quantitative Reasoning** **Samples:** 24 58 82	-Communication and collaboration. -Leadership and personal development skill -Critical thinking and problem solving skill.	Bundles of stick Abacus https://betterexplain.com Videolink http://youtube.com
9.	**ADDITION OF NUMBERS** **Counting Skill:** Numbers 701 – 720, 401-720, 1-720 **Writing Skill:** Writing of the numbers. -Addition of Numbers -Addition of 2, 3 digits numbers using partial sum method	By the end of the lesson, pupils should be able to: Identify numbers from 701 –720 order numbers from 1 - 720 count numbers 1 – 720 write numbers 400 – 720 in numerals and in words skip count in 6s, 7s, 9s and 10s add two 3- digits numbers using partial sum method tell addition story and solve	-Pupils in pairs add two 2-digits numbers using partial sum methods. e.g 76 = 70 + 6 19 = 10 + 9 95 = 80 + 15 But 15 = 10 + 5 Then 80 + 10 + 5 = 95 -Pupils in small groups use number flash cards to find the partial sum method of 3-digit numbers. e.g. i.215 = 200 + 10 + 5 of 3	-Communication and collaboration. -Leadership and personal development skill -Critical thinking and problem solving skill	-charts -Counters -Abacus Weblink https://passnownow.com videolink -https://youtube.com https://study.comacademy

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	-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) 134, 481, 247 (b) 645, 819, 174		
10	**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 sum. -subtraction of two 2-3 digits numbers with remaining or exchanging -Quantitative reasoning **IMPORTANCE:** -Banking sector. -Buying 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) 54 = 40 + 14 = 54 -47 = 40 + 7 = 47 7 7 (ii) 876 − 487 = 389 (iii) 982 − 540 = 442 **Quantitative Reasoning** 336 − 110 = 226 (a) 453 − 195 = 258 (b)		- Charts - Counters Site link https://passnownow.com **Video link** https://m.youtube.com
11	**Revision**	**By the end of the lesson, pupils should be able to** **(I) recall the work for the term** **(ii) ask questions on area of difficulties**	**-Pupils as a class answer the revision question orally** **-Pupils as a class practice the revision questions**	**- Creativity and imagination** **-Critical thinking and problems solving** -Communication and collaboration	
12	EXAMINATION.	EXAMINATION.	EXAMINATION.	EXAMINATION.	EXAMINATION.
13	EXAMINATION	EXAMINATION	EXAMINATION.	EXAMINATION.	EXAMINATION.