

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

2nd	

SUBJECT: MATHEMATICS CLASS: PRIMARY 3

WEEKS	TOPICS	LEARNING OBJECTIVES	LEADURG PRIMARY 3		
			LEARNING ACTIVITES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	Revision of first term's work Counting Skill: Numbers 1-750 Resumption test/revision on counting and writing numerals up to 750.	By the end of the lesson, pupils should be able to: i. Recall some of the first term's work ii. Practice more on counting and grouping of numbers iii. Acquire more skills on fractions	The pupils practice more questions on first term's work.  -Pupils as a class answer questions on last term's work especially on counting, grouping of numbers and fractions.	-Communication and collaboration, -Critical thinking and problem solving	-first term past questions.
2.	FRACTIONS Counting Skill:	By the end of the lesson, pupils should be able to: identify numbers	-Pupils in pairs select fraction flash cards having the same denominators: Thus 3/10 and $^5$ /10, and $^3$ /4 and $^2$ /4 etc	Communication and collaboration	-Cardboard showing addition and subtraction of fraction
	Numbers from 751-770, 401-770	from 751 –770 order numbers from 1 - 770	-Pupils in groups add fractions with the same denominators e.g	-Critical thinking and problems Solving	orange -site link
	and 1-770 Writing Skill:	count numbers 1 – 770 write numbers 401 –	$3/_{10} + ^4/_{10} = \frac{3+4}{_{10}} = ^7/_{10}$	-Leadership and personal development	www. Learhow.com
	Writing of the	770 in numerals and in words	-Pupils in groups subtract fractions with the same denominators e.g 5/7-2/7	-creativity and imagination	<u>video</u> www. Calculator
	numbers  Addition and	reverse the counting of the numbers	= 5 - 2 = 3/7		soup.com
	subtraction of fractions with the same	skip count in 3s, 5s, 6s, 7s, 9s and 10s add fractions of the	Quantitative reasoning		
	denominators.	same denominators subtract fractions with the same	Sample:	7	
	Reasoning	denominator solve real life	(a) $\frac{2}{1}$ 3 $\frac{5}{2}$ 3	1/8	
	ImportanceTo differentiate	problems on fractions	4 4 4 12 12 12		
	between items of the same value.	solve quantitative reasoning.			
	-used in sharing gifts or other items among	PHOSE.			
3.	people MULTIPLICATIO	By the end of the	-Pupils as a class recite multiplication	-Commnication and collaboration	-Flash card
3.	N OF NUMBERS.	lesson, pupils should be able to:	tables of 2 to 5Pupils use repeated addition to multip		-Chart _Orange
	Counting Skill; Numbers 771-790	Office immigration	numbers e.g.	-Leadership and personal developmen	Site link www.duckstevs.com
	1-790	1 - 790 count numbers 1 - 790	-Pupils in small groups multiply 2 digit	-Communication and collaboration	Video link
	Writing Skill: Writing of the	write numbers 401 790 in numerals an words		Conaboration	www.purplemath.com

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4.	numbersMultiplication of 2digits by 1 digit number -Quantitative Reasoning Importance -Banking Sector -Government offices -Collation of results in schools  MULTIPLICATIO N OF NUMBERS Counting Skill:	reverse the counting of the	a) 3 4 5	-Communication and collaboration -critical thinking and problem solving	-Abacus -time table Site
1	Numbers 791-810 Writing Skill: Writing of the numbersMultiplication of three 1-digit numbers taking two at a time.	order numbers from 1 - 810 count numbers 1 - 810 write numbers 401 - 810 in numerals and words reverse the counting of the numbers skip count in 3s, 5s,	$4 \times 5 \times 6 \qquad OR \qquad = 4 \times 6 \times 5$ $= (4 \times 5) \times 6 \qquad = (4 \times 6) \times 5$ $= 20 \times 6 \qquad = 24 \times 5$ $= 120 \qquad = 120$	-creativity and imagination	https:llen.m. wlkipedia.org -www.myhome Campus.com Video https://me
   S	mportance: Banking Sector Buying and Selling School results ollation	6s, 7s, 9s and 10s multiply three 1-digit numbers taking two at a time solve real life problems on multiplication solve quantitative reasoning questions.	Quantitative Reasoning: (i) 7 8 6		youtube.com
			(ii) 6 7 8 336		
N	ULTIPLICATIO OF NUMBERS. ounting Skill:	By the end of the lesson, pupils should be able to: identify numbers from 811 -830	-Pupils as a class recite multiplication tables 2, 3, 5 and 10 -Pupils in pairs use number cards to subtract and add some numbers;	-comunication and collaboration -critical thinking and	-counter -times table -bundle of stick
Nu	riting Skill:	order numbers from 1 - 830 count numbers 1 -	e.g $8 + 3 = 11$ 8 - 3 = 5 -Pupils in groups expand multiplication	personal development -creating and imagination	WRB HIYI www.my.homecamj
Wı	riting of the mbers.	write numbers 401 -	using distributive rules over addition and subtraction e.g.: (i) 2 x (4 + 5)		s.com video
-Di	stributive rule	reverse the counting of the	=(2 x 4) + (2 x 5)		https://meyoutube.

'	EEKS	TOPICS	LEARNING OBJECT	CTIVES	LEADMING			MATHEM
-	of mu	ltiplication	num!		LEARNING ACTIVITES	3	EMBEDDED C	One I
	over a	ddition and	numbers		= 8+10		SKILLS	THE PROPERTY OF
	subtra	ction	skip count ir 6s, 7s, 9s and	1 38, 58,	= 18			RESOURCE
	0		multiply sim	1108	(ii) 3 x (8 - 3)			m
	-Quant Reason		numbers	pie	$=(3 \times 8) - (3 \times 3)$			
	Reason	ing	expand using	,	=24 - 9		The latest and the la	
	Importa	ince.	distributive r	ules	-24-9			The Real Property lies
			over addition	and	= 15			
	-School	32.92.02.03.02%	subtraction		Ougusts		The same of	The second state of
	collation		solve real life		Quantitative reasoning:			The state of the s
	-Banking	sector	problems		Sample:			
			solve quantita	tive				
	-Governm	nent	reasoning.		(a) 2 3 4 (b) 4 8 4		The set plants down	
	offices				[610]			Per processor
	- Buying a	nd			0 8 32 16			
	selling	iid			14 16			
	Sching							Carlo San
6.	DIVISION	OF By	the end of the lessor		0 7			- Marian
	WHOLE	pur	oils should be able to		Pupils as a class, recite the multiplic	cation	-Communication and	AUDIO IN
	NUMBERS	1.	identify numbers	-   10	able dilu die minded to roalize at		Collaboration	AUDIO VISUAL
	Counting	Isil.	from 831 -850		pposite of multiplication is division	e.g		-counters
	Counting S	KIII:	order numbers fro	om	5x2 = 10		Critical thinking and	
	Numbers 83	31-850	1-850				Problem solving	-abacus
			count numbers 1 -		$10 \div 2 = 5$		-Leadership and	-charts.
	Writing Ski	11:	850	-Pı	upils as a group write the factors of		Personal development	
	Writing of th		write numbers 401 850 in numerals an	- SOI	me numbers not exceeding 48. E.g.			Sites
	numbers.	e	words				-Creativity and	www.basic-
	numbers.		reverse the	6	= 2,3,6	1	magination.	mathematics.com
	-Division wit	hout	counting of the	10.	= 2,5,10			- I - I - I - I - I - I - I - I - I - I
	reminder		numbers	10.	- 2,3,10			video
	-Factors of wi	nole	skip count in 3s, 5s	5,				www.khamacade
	numbers not		6s, 7s, 9s and 10s		= 2,3,4,6,8,12,24			
- 1	exceeding 48.		divide 2-digits	1	-10, 10,0,12,21			my.org>math
-	-Quantitative		number by 1-digit					
-	Reasoning		number without					26 marriaged
	Importance:		remainder					Annual State of the last of th
1	-Sharing of item		express factors of					A Cash sans
	among children	1	whole numbers not				794	
	-Calculation of		exceeding 48					A STATE OF THE PARTY OF THE PAR
	average		olve real life					tel emiles !
1	erformance		roblems on					
	Collation of		ivision					
SC	chool's results.		olve quantitative			100		
1			asoning on					A SPECIAL PROPERTY.
18		div	vision.			1		
MII	D-TERM BREA	K MID-TERM	A BREAK	MID-TE	RM BREAK	MID	-TERM BREAK	MID-TERM BREAK
OPI	EN	By the end	of the lesson,8.	Pupils a	as a class find the missing	-Con	nmunication &	Video
	NTENCES				s in an open sentences e.g:	357.00	boration	
1		iden	ntify numbers				1411	www.youtube.com
Cou	inting Skill:		401 -850	+ ;	21 = 52		cal thinking and	
Num	nbers 1-400,	1	r numbers from	unile a	s a class solve the addition and	probl	em solving	
	850 and 1-	1 - 85	00		on problems in open sentences.	-Lead	ership and	Service Control
850	550 and 1		numbers 1 - Su e.g		on promone in open semences.		nal Development	
550		850		,				The state of the s
Writi	ing Skill:		numbers 401 - i) 5	08 - [	= 275		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	to make the last
		850 in words	numerals and		226 426			SAIN MINE
	ng of the	· revers	1 11 11	+	236 = 426			
numbe	ers.		ng of the					
		numbe						A CONTRACTOR OF THE PARTY OF TH
			ount in 3s, 5s,					

Proposition of the last	EKS TOPICS	LEARNING OBJECTS	VES LEARNING ACTIVITIES	SKILLS	RPEOU
1	reasoning	find the missing	R		RESOU
1		numbers in ope			
1	Importance	sentences			
1	-Useful in	identify different			
	prediction	methods in solvin			
1	-	addition and	Quantitative Reasoning:		
	To know the value of variatie	subtraction in op	Sample:		
	of items	n sentences solve real life		1.00	
		problems on open	625		
	-Measurement	sentence	389		
	comparison.	solve quantitative	367		
		reasoning.	236		
P(a)	1.				
dwl	Money	By the end of the lesson,	a. Pupils in small groups participate in	-Communication and	AUDIO VISUAL
	Counting Skill:	pupils should be able to:	the changing of naira to kobo and kobo to	Collaboration	MATERIALS
	1	identify numbers	naira.	-Critical thinking and	
	Numbers 851-870	from 851 –870 order numbers from	b. 4-5 pupils in a group demonstrate on	Problems solving	-Denominations
	Writing Skill:	1 - 870	the act of buying and selling that involves	. Toblenis solving	currency
		count numbers 1	addition and subtraction of money.	-Leadership and	
	Writing of the	and the second s	c. Pupils as a class respond to mental skill	Personal development.	-Money chart
	numbers.	write numbers 401	on multiplication.	Friend	- Dummy money
1	Channel	870 in numerals and	eg.		
1	Changing money	words	a. change N3.41 to kobo		Website
1	not exceeding N50 into smaller units	reverse the	N3.41= N3 + 41kobo		
1		counting of the	= 300k +41k		www.mathgames.co
1	Addition and	numbers	=341k		video
57	ubtraction of	skip count in 3s, 5s, b. 6s, 7s, 9s and 10s	add N7.50 and N2.25		
- 12	ioney not	change pains to	ibtract N2.18 from N3.30		m.youtube.com
e	cceeding N50	kobo and vice versa	mutiplyN2.62 by 3.		
		add and subtract	the second secon		
-M	ultiplication	money not			
inv	volving money:		antitative reasoning		
wit	h product not		uple:	A ANDREAD !	
mo	re than N50	involving money			
-Ou	antitative	with product not			
	oning	more than N200	# 1.20 N3.04		
1		solve real life			
Impe	ortance:	problems on			
Tak	now the	money	-N4.24		
	of currency	solve quantitative			
-and	or currency	reasoning on			
-Bank	ing sector	money.			
1			N 3.50 N163.12	H-17 1991 -	
Excha	inge rate		M163.12		
	and				
-Buyine	,			42 12 22 2	
-Buying selling			W19.62	18	
-Buying selling					
-Buying selling					
selling					
Selling	1	m a role play on Pupils a	S a group perform a		92-1
selling Shoppin nvolving	g addition buying a		s a group perform a drama on -Comm	uincation and	Mov model
selling Shoppin nvolving	g addition buying a		s a group perform a drama on -Comm nd selling using the shopping Collabo	uincation and -curre	ency model
Shoppin nvolving nd subtr	g addition buying a commod	nd selling of buying at corner	collabo	oration sampl	ency model es of money
Shoppin mealving and subtr	g addition commod commod raction ii. go for s	nd selling of buying at corner thopping -Pupils as	Collabo	ration sampl	es of money
Shoppin mentering and subtract of greate	g addition commod commod ii. go for seffectively	nd selling of buying at corner thopping -Pupils as	Collabo	ration sampl ship Weblin	es of money
Skoppin nvolving nd subtrot greate 50.	g addition raction buying a commod commod ii. go for seffectively ce:	nd selling of ities. buying a corner hopping -Pupils as with money not buying a	individuals go for shopping Collabo  -Citizen  -Creative	ration sampleship Weblin	es of money
Shoppin nvolving nd subtrot greate 50. sportan-	g addition commod commod ii. go for seffectively greater the	nd selling of buying at corner thopping -Pupils as	individuals go for shopping  citizen individuals go for shopping ey not more than \$\mathbb{N}\$100 within premises.	ration sampleship Weblin ity and www.e	es of money
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Shoppin nvolving nd subtraction of subtraction of greate 50. suportant nying and tems with saction siness saction of s	g addition commod raction buying a commod raction ii. go for s effectively greater the greater the	and selling of ities.  shopping with money not an \$1100.  buying an buying an corner  -Pupils as with mon the school	individuals go for shopping  cy not more than \$\text{N}100\$ within premises.  Collabo  -Citizen  -Creative  Imaginar  -Leaders	ration sampleship Webling ity and tion www.e	es of money