



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

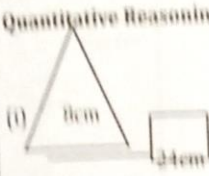
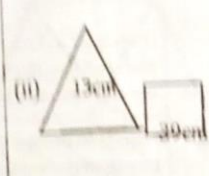
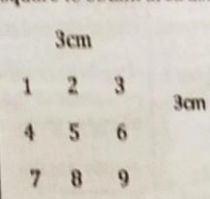
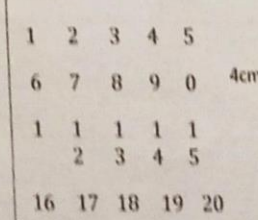
**MATHEMATICS**

**SUBJECT: MATHEMATICS CLASS: PRIMARY 3**


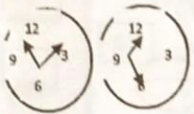
**TERM: 3<sup>rd</sup> TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILL	LEARNING RESOURCES
1	Revision of 2 <sup>nd</sup> term's lessons / Resumption test  <b>Counting Skill:</b>  Counting and writing numerals up to 840.	Revision	Pupil as a class participate in the revision.		
2	<b>LENGTH</b>  <b>Counting Skill:</b> Numbers 841-860  -Measuring in centimetre  -Measuring in metre  -Real life problems	By the end of the lesson, pupils should be able to: identify numbers from 841 -860 order numbers from 1 - 860 count numbers 1 - 860 write numbers 401 - 860 in numerals and in words reverse the counting	-Pupils as a class recall the use of arms and foot length as non-standard unit of measurement in length.  -Pupils in groups to measure the length of their desks and tables with ruler or tape measure.  <b>Quantitative Reasoning</b>  Use a ruler to measure these lines and record:	-Communication and collaboration  -Creativity and imagination  -Problem solving and critical thinking  -Leadership and personal	<b>AUDIO VISUAL MATERIALS</b> -Ruler  -Pencil  -Tape measure.  -Metre rule
	involving length  Quantitative Reasoning  <b>Importance:</b>  -To measure dimensions by the artisan or in construction companies.  -Useful in fields of sports.  -Field of sports	of the numbers skip count in 3s, 5s, 6s, 7s, 9s and 10s use non standard measurement to measure e.g arms length and foot length identify difference between Non-standard units use centimetres and metres as a standard units solve real life problems on length quantitative reasoning	i. _____ ii. _____	development.	<b>(LIVE WEB)</b>  <b>VIDEO</b>
3.	<b>PERIMETER</b>  <b>Counting Skill;</b> Numbers 861-880  <b>Writing Skill:</b>  Writing of the numbers.  Perimeter of squares, rectangles and triangles	By the end of the lesson, pupils should be able to: identify numbers from 861 -880 order numbers from 1 - 880 count numbers 1 - 880 write numbers 401 - 880 in numerals and in words reverse the counting of the numbers skip count in 3s, 5s,	-Pupils as group measure the length and breadth of a given square, rectangle and triangle  -Pupils in groups calculate the perimeter of the square, rectangles and triangles given to measure.  -Pupils use the formula to calculate the perimeter of rectangles thus:  $P = L + L + B + B$  $P = 2L + 2B$	-Communication and collaboration  -Creativity and Imagination  -Leadership and Personal development.  -Critical thinking and Problem	<b>AUDIO VISUAL MATERIALS</b> -Solid shapes like rectangle square  <a href="http://www.splashlearn.com">www.splashlearn.com</a>  Video  <a href="http://m.youtube.com">m.youtube.com</a>



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	Perimeter of rectangles Perimeter of squares Perimeter of triangles Perimeter of regular shapes Quantitative Reasoning <b>Importance:</b> -Bricklayer, carpenter and welder use knowledge of perimeter. -Bricklayers lay blocks round a piece of land to fence it. -Carpenters measure the dimensions of a wood or plank before making it. -Welders use the perimeter to measure the dimension of a piece of metal work e.g. iron gate, doors, etc.	measure the length and breadth of rectangle and calculate the perimeter find the perimeter of a square calculate the perimeter of triangle find the perimeter of regular shapes in metres and centimeter solve real life problems on perimeter quantitative reasoning on perimeter.	<b>Quantitative Reasoning</b>  (i) 8cm 4cm  (ii) 13cm 9cm	solving	
4.	<b>AREA</b> Squares and rectangles <b>Counting Skill:</b> Numbers 881-900 <b>Writing Skill:</b> Writing of the numbers. -Comparing sizes of similar objects -Introduction to area -Counting unit square to obtain area of squares and rectangles -Quantitative Reasoning <b>Importance</b> -To determine the accuracy of measurement Bricklayer, carpenter, etc. use	By the end of the lesson, pupils should be able to: identify numbers from 881-900 order numbers from 1-900 count numbers 1-750 write numbers 451-900 in numerals and in words reverse the counting of the numbers skip count in 3s, 5s, 6s, 7s, 9s and 10s compare the sizes of similar objects find the area of squares and rectangles with the use of formula find the area of square and rectangle by counting unit square solve real life problems on areas solve quantitative reasoning.	-Pupils as a class identify discuss the difference between squares and rectangles -Pupils in groups find the area of square and rectangle with the use of formula as: $\text{Length} \times \text{Breadth} = \text{Area}$ -Pupils as a class find the area of squares and rectangle by counting unit square to obtain area as:  3cm 1 2 3 3cm 4 5 6 7 8 9 $\text{Area of sq} = 9\text{cm}^2$ <b>Quantitative Reasoning</b> 5cm  1 2 3 4 5 6 7 8 9 0 4cm 1 1 1 1 1 2 3 4 5 16 17 18 19 20	-Communication and Collaboration -Leadership and Personal development. -Critical thinking and problem solving -Creativity and imagination	Site <a href="http://www.mathgoodies.com">www.mathgoodies.com</a> Video Classace,10>learn area of rectangles



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	the knowledge in working. -Farmers use it to calculate the number of seeds to be planted on a piece of land.		Area of rectangle = $20\text{cm}^2$		
5	<b>TIME</b> <b>Counting Skill:</b> Numbers 901-920 <b>Writing Skill:</b> -Writing of the numbers. -Read time on a clock -Calendar reading of the days, weeks, months and years. -Dates reading on a calendar. -Quantitative Reasoning.	By the end of the lesson, pupils should be able to: identify numbers from 901 - 920 order numbers from 1 - 920 count numbers 501 - 920 write numbers 401 - 920 in numerals and in words reverse the counting of the numbers skip count in 3s, 5s, 6s, 7s, 9s and 10s read time on the clock read calendar in days, weeks, months and years read the dates on a calendar solve real life problems on time quantitative	Pupils as a group draw a wall clock.  -Pupils as a group read the calendar in days, weeks, months and years. -Pupils as individual read and interpret the dates on a calendar. <b>Quantitative reasoning</b> Tell the time of these clocks.  _____	-Communication and collaboration -Critical thinking and problem solving. <b>Citizenship</b>	-Wall clock -Wrist watch -Calendar  <u>Site Link</u> <a href="http://www.Worldtime server.Com">www. Worldtime server. Com</a>  <u>Video</u> <a href="http://www. time. Gov">www. time. Gov</a>
	<b>Importance:</b> -To calculate periods of time -Pilots, drivers and sailors use time -Daily activities schedule. -Sport activities..	reasoning use calendar to plan activities for future occasion use calendar to trace historical events.	Draw the following time in the clock. (i) 9.45 (ii) 3.15		
6.	<b>WEIGHT</b> <b>Counting Skill:</b> Numbers 921-940 <b>Writing Skill:</b> Writing of the numbers. -Units of weight measurement (grams and kilograms). -Calculating of weight of some objects -Quantitative reasoning.	By the end of the lesson, pupils should be able to: identify numbers from 921 - 940 order numbers from 1 - 940 count numbers 1 - 940 write numbers 501 - 940 in numerals and in words reverse the counting of the numbers skip count in 3s, 5s, 6s, 7s, 9s and 10s list the units of weight measurement ( i.e. grams and kilograms.) differentiate	-Pupils as a group lift two different objects and say which one is light or heavy. -Pupils as individuals mention instrument used for measuring weight and list different items we can weigh. -Pupils as a class mention the unit of weight -Pupils in pairs add weights of two different objects together. <b>Quantitative Reasoning</b> i. $250\text{g} + 500\text{g} = \square \text{ g}$ $\square$ ii. $1\text{kg} + 250\text{g} = \square \text{ kg}$ iii. $3\text{kg} + 4\text{kg} 300\text{g} = \square$		-weight scale -weight balance.  <u>Site link</u> <a href="http://www. Varsity tutors .com">www. Varsity tutors .com</a>  <u>Video</u> <a href="http://m.youtube.com&gt;watch">m.youtube.com&gt;watch</a>



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	<b>Importance</b> -Big construction companies. -Weight lifters -Fields of sports -Helps to determine sizes for good pricing e.g. beef, fish, pork, chicken etc. in a grocery store.	between two quantities calculate weights of some objects.			
7.	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK
8.	<b>Capacity:</b> <b>Counting Skill:</b> Numbers 941-960 <b>Writing Skill:</b> Writing of the numbers. -Identify litre as a unit of measuring capacity -Measuring liquid e.g. water with graduated measuring cylinder up to any stated number of litres. -Quantitative Reasoning <b>Importance:</b> -To measure variation in liquid -Used in bottling companies -Fuel stations -Beverages companies.	By the end of the lesson, pupils should be able to: identify numbers from 941 -960 order numbers from 1 - 960 count numbers 1 - 960 write numbers 501 - 960 in numerals and in words reverse the counting of the numbers skip count in 3s, 5s, 6s, 7s, 9s and 10s identify litre as a unit of measuring capacity measure liquid like water using graduated cylinder up to a stated number of litres identify the need for accuracy in measuring liquid, e.g. kerosene, water, petrol etc solve real life problems solve quantitative reasoning on capacity.	-Pupils in small groups pour some water into a graduated cylinder and calculate the number of it that will fill a given container e.g. bottles, cans, kegs etc. <b>Quantitative Reasoning</b> (a) <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px;">1kg</div> <div style="border: 1px solid black; padding: 2px;">450g</div> </div> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px;">550g</div> </div> </div> (b) <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px;">3kg</div> <div style="border: 1px solid black; padding: 2px;">1300g</div> </div> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px;">1700g</div> </div> </div>	-Communication and collaboration -Creativity and imagination -Leadership and personal development	<b>AUDIO VISUAL MATERIALS</b> -Bottle -Tin -Water -Different soft drink bottle  Site link <a href="http://www.mathsisfun.com">www.mathsisfun.com</a> Video link <a href="https://m.youtube.com/watch">m.youtube.com&gt;watch</a>
9.	<b>LINES OF SYMMETRY</b> <b>Counting Skill:</b> Numbers 961-980 <b>Writing Skill:</b> Writing of the numbers -Lines(s) of	By the end of the lesson, pupils should be able to: identify numbers from 961 -980 order numbers from 1 - 980 count numbers 1 - 980 write numbers 501 - 980 in numerals and in words reverse the counting of the numbers	-Pupils as class identify lines of symmetry by folding given plane shapes. -Pupils in groups fold plane papers to identify the properties of squares, rectangle and triangles. -Pupils hold a thread and a broom stick to differentiate between curves and straight lines. -Pupils as a class identify lines of	-Communication and Collaboration -Creativity and Imagination -Leadership and Personal development	Solid shapes like rectangle, plank, ball, triangular object  Site link <a href="http://www.theschoolrun.com">www.theschoolrun.com</a>  Video



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	symmetry -properties of square, rectangle and triangle -curves and straight lines <b>Importance</b> -Bricklayers use the knowledge to set blocks. -Carpenters use it in carpentry and joinery works.	skip count in 3s, 5s, 6s, 7s, 9s and 10s identify shape with line(s) of symmetry appreciate lines of symmetry in everyday life state the properties of squares, rectangles and triangles etc distinguish between curves and straight lines.	symmetry in the classroom.		<a href="https://www.youtube.com/watch">m.youtube.com&gt;watch</a>
10.	<b>EVERYDAY STATISTICS</b> <b>Counting Skill:</b> Numbers 981-1000 <b>Writing Skill:</b> Writing of the numbers. -Reading and interpretation of graphs. -Pictograms and mode <b>Importance</b> -Schools -Hospitals -Prediction -Business analyst	By the end of the lesson, pupils should be able to: identify numbers from 981-1000 order numbers from 1-500, 500-1000 count numbers 500-1000 write numbers 501-1000 in numerals and words reverse the counting of the numbers skip count in 3s, 5s, 6s, 7s, 9s and 10s read and show information in pictogram by using vertical and horizontal arrangement identify the most common feature of pictogram (the mode) represent and interpret information on a pictogram.	-Pupils form a group to represent information of their names and ages on a pictogram. -Pupils as a class identify the most common feature (mode) in a pictogram	-Communication and Collaboration -Creativity and Imagination -Leadership and Personal development	<b>AUDIO VISUAL MATERIALS</b> -Frequency table -Children as individual -Statistics chart Site link <a href="https://www.khanacademy.org">www.khanacademy.org</a> Video <a href="https://www.youtube.com/watch">m.youtube.com&gt;watch</a>
11.	<b>Practical work</b>	The practical work.	-Pupils in small group, use empty tins of milk, wood or ruler, thread, nail, to improvise weighing scale. -Pupils as individual are exposed to see-saw and allow them to mount on it to practice the weight of different pupils	-Communication and Collaboration -Creativity and Imagination -Leadership and Personal development	
	<b>Revision</b>	By the end of the revision week, pupils should be able to: (i)Recapitulate the first and second term lesson. (ii)Ask questions on the difficulties topics.	-Pupils in group arrange to answer different questions together. -Pupils in group participate in quiz competition.	-Communication and collaboration -Creativity and imagination -Leadership and personal development.	
				-Citizenship.	
12 & 13	<b>EXAMINATION</b>	<b>EXAMINATION</b>	<b>EXAMINATION</b>	<b>EXAMINATION.</b>	