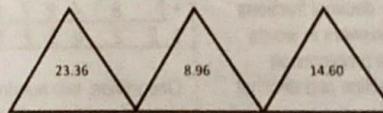


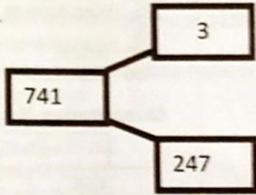


LAGOS STATE MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

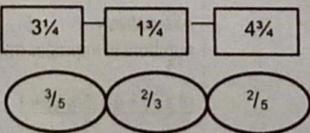
(MATHEMATICS FOR PRIMARY SCHOOL)
PRIMARY SIX FIRST TERM

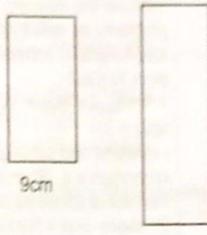
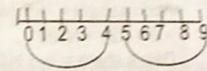
WKS	TOPICS	LEARNING OBJECTIVES /CONTENTS	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES																									
1.	<p>WHOLE NUMBERS</p> <p>a. Reading and writing numbers in millions up to billions in words and figures</p> <p>b. Skip counting in thousands, millions and billions.</p> <p>c. Place value and value of whole numbers</p> <p>d. Quantitative Reasoning</p> <p>Importance</p> <ul style="list-style-type: none"> - Banking - Census Office - Budgeting - Journalism - Education - Business 	<p>Pupils should be able to:</p> <p>i. read and write numbers up to one billion in words</p> <p>ii. read and write numbers up to one billion in figures</p> <p>iii. count in thousands, millions and billions</p> <p>iv. write the place value and values of numbers</p> <p>v. solve quantitative reasoning questions related to thousands, millions and billions.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> - as a class skip count in thousands up to hundred millions. - 2 -3 pupils use skipping rope to count in thousands and millions. -read and write numbers up to one billion in words e.g. 1825408756 = one billion, eight hundred and twenty five million, four hundred and eight thousand, seven hundred and fifty six -read and write numbers up to one billion in figures e.g. one billion, three hundred and forty million, seven hundred and eighty two thousand, four hundred and ten = 1 340 782 410 -count in thousands, millions and billions e.g. 5 000 000; 10 000 000; 15 000 000; 20 000 000 etc vi. write Place value and values of numbers: e.g. 1465.3872 <table border="0"> <tr> <td>1465</td> <td>3872</td> </tr> <tr> <td>Whole Number</td> <td>Decimal number</td> </tr> <tr> <td>Value</td> <td>Place Value</td> </tr> </table> <p>1 = 1 x 1000 = 1000 Thousand 4 = 4 x 100 = 400 Hundred 6 = 6 x 10 = 60 Ten 5 = 5 x 1 = 5 Unit 3 = 3 x 1/10 = 3/10 = 0.3 Tenth 8 = 8 x 1/100 = 8/100 = 0.08 Hundredth 7 = 7 x 1/1000 = 7/1000 = 0.007 Thousandth 2 = 2 x 1/10000 = 2/10000 = 0.0002 Ten Thousandth</p> <p>Express in expansion form: 1465.3872 = 1000 00 + 60 + 5 + 3/10 + 8/100 + 7/1000 + 2/10000</p> <p>Quantitative Reasoning Solve questions related to thousands, millions and billions.</p> <p>e.g. a.</p> <pre> graph TD A[6000] --- B[8000] B --- C[14000] </pre> <p>b.</p> <pre> graph LR D[4000000] --- E[3000000] --- F[2000000] </pre> <p>c.</p> <pre> graph TD G[5 000 000 000] --- H[750 000 000] G --- I[4 250000 000] </pre>	1465	3872	Whole Number	Decimal number	Value	Place Value	<p>Communication and Collaboration.</p> <p>Leadership and personal development Skills</p>	<ul style="list-style-type: none"> - Abacus - Charts of Numbers up to billion. - Cardboard paper - Overlap cards - Number cards in thousands, millions. <p>www.math-olymp.com math.com www.nalcountry.co www.youtube.com www.mathhelp.com</p>																			
1465	3872																													
Whole Number	Decimal number																													
Value	Place Value																													
2.	<p>Addition and Subtraction of numbers</p> <p>(a) Whole Numbers</p> <p>(b) Decimal Fraction</p> <p>(c) Real Problems on addition and subtraction of numbers.</p> <p>(d) Quantitative Reasoning.</p> <p>Importance</p> <ul style="list-style-type: none"> - Banking - Census Office - Budgeting - Journalism - Education - Business / Trading 	<p>Pupils should be able to:</p> <p>a. add any 4 – 10 digits numbers and write the answers in words e.g.</p> <p>b. subtract and 4 – 10 digits numbers and write the answers in words</p> <p>c. add any decimal fractions and write the answers in words</p> <p>d. subtract any decimal fractions and write the answers in words</p> <p>e. solve real life problems on addition, subtraction and decimal fractions.</p> <p>f. solve quantitative reasoning related to addition and subtraction of numbers.</p>	<p>-Pupils in pairs use number cards to calculate the sum of 5 or 8 digits numbers.</p> <p>-tell addition story and subtraction story on large numbers and solve them.</p> <p>-add any 4 – 10 digits numbers and write the answers in words</p> <p>e.g. a. 436050 + 784275</p> <table border="0"> <tr> <td>H</td><td>T</td><td>H</td><td>T</td><td>U</td> </tr> <tr> <td>4</td><td>3</td><td>6</td><td>0</td><td>5</td><td>0</td> </tr> <tr> <td>+</td><td>7</td><td>8</td><td>4</td><td>2</td><td>7</td><td>5</td> </tr> <tr> <td>1</td><td>2</td><td>2</td><td>0</td><td>3</td><td>2</td><td>5</td> </tr> </table> <p>One million, two hundred and twenty thousand, three hundred and twenty five.</p> <p>- subtract two 4 – 10 digits numbers and write the answers in words e.g. (b) 7436528 – 4208925</p> <pre> graph TD J[23.36] --- K[8.96] </pre>	H	T	H	T	U	4	3	6	0	5	0	+	7	8	4	2	7	5	1	2	2	0	3	2	5	<p>-Communication and Collaboration</p> <p>-Leadership and personal development skills</p>	<ul style="list-style-type: none"> - Abacus - Population Distribution Chart - Addition and Subtraction Charts <p>www.purplemath.com</p>
H	T	H	T	U																										
4	3	6	0	5	0																									
+	7	8	4	2	7	5																								
1	2	2	0	3	2	5																								

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	MATHEMATICS LEARNING RESOURCES
			<p>M HTh TTh Th H T U $\begin{array}{r} 7\ 4\ 3\ 6\ 5\ 2\ 8 \\ 4\ 2\ 0\ 8\ 9\ 2\ 5 \\ \hline 3\ 2\ 2\ 7\ 6\ 0\ 3 \end{array}$ Three million, two hundred and twenty seven thousand, six hundred and three.</p> <p>-add any decimal fractions and write the answers in words e.g. 486.84 + 53.4</p> <p>c. H T U . Tth Hth $\begin{array}{r} 4\ 8\ 6\ .\ 8\ 4 \\ +\ 5\ 3\ .\ 4 \\ \hline 5\ 4\ 0\ .\ 2\ 4 \end{array}$ Five hundred and forty point two, four</p> <p>d. subtract any decimal fractions and write the answers in words e.g. 8796.408 - 43.95</p> <p>TH H T U . Tth Hth THth $\begin{array}{r} 8\ 7\ 9\ 6\ .\ 4\ 0\ 8 \\ \quad\quad 4\ 3\ .\ 9\ 5 \\ \hline 8\ 7\ 5\ 2\ .\ 5\ 5\ 8 \end{array}$ Eight thousand, seven hundred and fifty two point five, five, eight</p> <p>- solve real life problems on addition, subtraction and decimal fractions. e.g.</p> <p>i. The population of three states in Nigeria are estimated as: Lagos 9 307 805 Oyo 6 410 208 Ondo 2 498 910 What is the total population of the three states?</p> $\begin{array}{r} 9\ 3\ 0\ 7\ 8\ 0\ 5 \\ 6\ 4\ 1\ 0\ 2\ 0\ 8 \\ +\ 2\ 4\ 9\ 8\ 9\ 1\ 0 \\ \hline 1\ 8\ 6\ 1\ 6\ 9\ 2\ 3 \end{array}$ <p>ii. There are 12489 students in a university, 5387 are boys. How many of the students are girls? Total students = 13 4 8 9 Less Boys = -5 3 8 7 $\begin{array}{r} 13\ 489 \\ -\ 5387 \\ \hline 8102 \end{array}$ 8102 students are girls.</p> <p>iii. A table is 23.7m long and another table of 18.03m long is joined to it. What is the length of the two tables?</p> $\begin{array}{r} 23.7\text{m} \\ +\ 18.03\text{m} \\ \hline 41.73\text{m} \end{array}$ Total Length = 41.73m <p>QUANTITATIVE REASONING</p> <p>a. $\boxed{8756}$ $\boxed{2504}$ $\boxed{11260}$</p> <p>b. $\bigcirc N8900$ $\bigcirc N5400$ $\bigcirc N3500$</p> <p>c.</p> 		
3.	<p>Multiplication of Numbers</p> <ul style="list-style-type: none"> ▶ Whole Numbers ▶ Decimal Fractions ▶ Real life Problems ▶ Quantitative Reasoning <p>Importance Banking and</p>	Pupils should be able to: i. multiply 3 digits by 3 digits numbers and write the answers in words ii. multiply decimal fraction by decimal fraction of different ii. solve real life problems on multiplication related to daily	Pupils: - in pairs work on different questions on multiplication and the fastest pair to give the answer is appraised. Each pupil of a pair is identified with multiplier or multiplicand. -in small groups multiply 3 digits by 3 digits numbers and write the answers in words e.g. 436 x 134 Method i	Critical thinking and problem solving Communication and collaboration skill	<ul style="list-style-type: none"> - Flash cards - Multiplication table - Cardboard - Chart on multiplication <p>www.onlinemathematics.com</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	MATHEMATICS LEARNING RESOURCES
			<p>00</p> <p>OR</p> <p>$43.26 \div 10 = 4.326$</p> <p>shifting of decimal point backwards by the number of zero:</p> <p>$4.326 \div 10 = 4.326$</p> <p>- interpret and solve daily life activities exercises on division e.g.</p> <p>a. Ten Pupils were given N10600 to share equally. How much did each pupil receive?</p> <p>$N10600 \div 10$</p> <p>$= \frac{N10600}{10} = N1060$</p> <p>$\therefore$ each pupil received N1060</p> <p>b. One box contains 46 biscuits. How many of such box will 736 biscuits fill?</p> <p>16</p> <p>46 $\overline{)736}$</p> <p>-46</p> <p>276 (bring down 6)</p> <p>-276</p> <p>000</p> <p>$\therefore 736 \div 46 = 16$</p> <p>16 boxes will be needed.</p> <p>Quantitative Reasoning</p> <p>a.</p>  <pre> graph TD A[741] --- B[3] A --- C[247] </pre> <p>b.</p>  <pre> graph TD A[984] --- B[41] A --- C[24] </pre>		
5	<p>L.C.M and H.C.F</p> <p>-Lowest Common Multiples and Highest Common Factors of not more than 3 digits.</p> <p>-Real life Problems on LCM and HCF</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> find the L.C.M of 2 or 3 digits using the multiple method find the L.C.M of 2 or 3 digits using prime factors method find the HCF of any given 2 or 3 numbers using the factor 	<p>Pupils:</p> <ul style="list-style-type: none"> in small groups randomly pick digits from number pigeon holes and find the L.C.M and H.C.F of digits picked in pairs find the L.C.M of 2 or 3 digits using the 	<p>Communication and collaboration</p> <p>Leadership and personal development skills</p>	<ul style="list-style-type: none"> Flash Card Cardboard Multiplication table Chart of factors of numbers

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	MATHEMATICS LEARNING RESOURCES						
	<p>Quantitative Reasoning</p> <p>Importance:</p> <ul style="list-style-type: none"> - To find the interval at which events occur - It helps in solving problems related to track races, traffic lights etc 	<p>method</p> <p>iv. Interpret and solve daily life activities related to L.C.M and H.C.F</p> <p>v. solve quantitative reasoning questions related to L.C.M and H.C.F</p>	<p>multiple method e.g. What is the LCM of 3 and 4?</p> <p>Multiples of 3 are 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36 4 are 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 ...</p> <p>Common multiples of 3 and 4 are 12, 24, 36 Lowest Common Multiple is 12.</p> <p>- in pairs find the L.C.M of 2 or 3 digits using prime factors method e.g. Find the LCM of 3, 6 and 8</p> $\begin{array}{r} 2 \mid 3 \quad 6 \quad 8 \\ 2 \mid 3 \quad 3 \quad 4 \\ 2 \mid 3 \quad 3 \quad 2 \\ 3 \mid 3 \quad 3 \quad 1 \\ 1 \quad 1 \quad 1 \end{array}$ <p>LCM = $2 \times 2 \times 2 \times 3 = 24$</p> <p>i. find the HCF of any given 2 or 3 numbers using the factor method e.g. use factor method to find the H.C.F. of 15 and 20.</p> <p>Factors of 15 are 1, 3, 5, 15 20 are 1, 2, 4, 5, 10, 20 Common factor = 5 Highest common factor = 5</p> <p>- interpret and solve daily life activities related to L.C.M and H.C.F e.g. Three clocks ring alarm at an interval of 15, 25 and 30 seconds. At what time will they ring together again? Find their L.C.M</p> $\begin{array}{r} 2 \mid 15 \quad 25 \quad 30 \\ 3 \mid 15 \quad 25 \quad 15 \\ 5 \mid 5 \quad 25 \quad 5 \\ 5 \mid 1 \quad 5 \quad 1 \\ 1 \quad 1 \quad 1 \end{array}$ <p>\therefore LCM = $2 \times 3 \times 5 \times 5 = 150$ seconds. They will ring alarm together in 150 seconds</p> <p>Quantitative Reasoning</p> <p>A. i. $\begin{array}{c} 24 \\ / \quad \backslash \\ 6 \quad 8 \end{array}$ ii. $\begin{array}{c} 30 \\ / \quad \backslash \\ 5 \quad 6 \end{array}$</p> <p>B. i. <table border="1" style="display: inline-table; margin-right: 20px;"><tr><td>15</td><td>30</td><td>15</td></tr></table> <table border="1" style="display: inline-table;"><tr><td>20</td><td>30</td><td>10</td></tr></table></p> <p>Pupils in small groups: - are given packs of fractional cards to arrange according to types of fractions. - add and subtract any given set of fractions cards e.g. i. $\frac{3}{5} + \frac{2}{3}$ ii. $8\frac{4}{7} - 5\frac{1}{2}$</p> <p>$\frac{3}{5} + \frac{2}{3}$ (first, find the LCM of 5 and 3) which is 15 $\frac{3}{5} + \frac{2}{3} = \frac{(3 \times 3) + (5 \times 2)}{15}$ $= \frac{9 + 10}{15} = \frac{19}{15} = 1\frac{4}{15}$</p> <p>ii. $8\frac{4}{7} - 5\frac{1}{2}$ (LCM of 7 and 2 is 14) $8\frac{4}{7} - 5\frac{1}{2} = (8 - 5) \frac{(8 - 7)}{14}$ $= 3\frac{1}{14}$</p> <p>Alternatively: $8\frac{4}{7} - 5\frac{1}{2}$ (firstly, change the mixed numbers to improper fractions)</p> $\frac{(8 \times 7) + 4}{7} - \frac{(5 \times 2) + 1}{2}$ $\frac{56 + 4}{7} - \frac{10 + 1}{2}$ $\frac{2 \times 60}{14} - \frac{7 \times 11}{14}$ $= \frac{120 - 77}{14} = \frac{43}{14} = 3\frac{1}{14}$ <p>b. multiply and divide any given set of fractions e.g. i. $\frac{1}{5} \times \frac{2}{7}$</p>	15	30	15	20	30	10	<p>Critical thinking and problem solving</p> <p>Communication and collaboration skills</p>	<p>www.study.com www.onlinemathlearning.com</p> <p>- Packs of fractional cards - Cardboard - Sheet of paper - Wall clock</p> <p>www.prodigygame.com www.mathhelp.com</p>
15	30	15									
20	30	10									
6.	<p>Fractions and Decimals</p> <p>a. Addition and subtraction of fractions</p> <p>b. Multiplication and division on fractions</p> <p>c. Real life problems on fractions.</p> <p>d. Quantitative reasoning</p> <p>IMPORTANCE:</p>	<p>Pupils should be able to:</p> <p>a. add and subtract any given set of fractions.</p> <p>b. multiply and divide any given set of fractions</p> <p>c. change fractions to decimals and vice versa</p> <p>d. interpret and solve real life problems on fractions and decimals.</p> <p>e. solve problems on quantitative reasoning related to fraction</p>	<p>Pupils in small groups: - are given packs of fractional cards to arrange according to types of fractions. - add and subtract any given set of fractions cards e.g. i. $\frac{3}{5} + \frac{2}{3}$ ii. $8\frac{4}{7} - 5\frac{1}{2}$</p> <p>$\frac{3}{5} + \frac{2}{3}$ (first, find the LCM of 5 and 3) which is 15 $\frac{3}{5} + \frac{2}{3} = \frac{(3 \times 3) + (5 \times 2)}{15}$ $= \frac{9 + 10}{15} = \frac{19}{15} = 1\frac{4}{15}$</p> <p>ii. $8\frac{4}{7} - 5\frac{1}{2}$ (LCM of 7 and 2 is 14) $8\frac{4}{7} - 5\frac{1}{2} = (8 - 5) \frac{(8 - 7)}{14}$ $= 3\frac{1}{14}$</p> <p>Alternatively: $8\frac{4}{7} - 5\frac{1}{2}$ (firstly, change the mixed numbers to improper fractions)</p> $\frac{(8 \times 7) + 4}{7} - \frac{(5 \times 2) + 1}{2}$ $\frac{56 + 4}{7} - \frac{10 + 1}{2}$ $\frac{2 \times 60}{14} - \frac{7 \times 11}{14}$ $= \frac{120 - 77}{14} = \frac{43}{14} = 3\frac{1}{14}$ <p>b. multiply and divide any given set of fractions e.g. i. $\frac{1}{5} \times \frac{2}{7}$</p>	<p>Critical thinking and problem solving</p> <p>Communication and collaboration skills</p>	<p>www.prodigygame.com www.mathhelp.com</p>						

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	MATHEMATICS LEARNING RESOURCES
	Quantitative Reasoning IMPORTANCE: -Orderliness of items or quantities.	BODMAS c. simplify word problems related to daily life activities on order of operations d. solve quantitative reasoning problems related to order of operations e. use basic operations in the right order f. explain the steps involved in using order of operation i.e. BODMAS.	D = 3 rd - Division - Follows, then M = 4 th - Multiplication A = 5 th - Addition is done after multiplication S = 6 th - Subtraction is done last NB: These steps need to be followed for solving whole numbers and fractions in exercises. e.g. i. Simplify: $(4 + 5) \times 8 + 2 - 5$ ii. Evaluate: $\frac{3}{4} + \frac{5}{6} \times \frac{2}{5} + 4$ i. $(4 + 5) \times 8 + 2 - 5$ $= 9 \times 8 + 2 - 5$ $= 9 \times 4 - 5 = 36 - 5 = 31$ ii. $\frac{3}{4} + \frac{5}{6} \times \frac{2}{5} + 4/1$ $\frac{3}{4} + \frac{5}{6} \times \frac{2}{5} \times \frac{1}{4}$ $\frac{3}{4} + \frac{5}{6} \times \frac{1}{10}$ $\frac{3}{4} + \frac{1}{6} \times \frac{1}{5} = \frac{3}{4} + \frac{1}{12}$ $= \frac{3}{4} + \frac{1}{12} =$ $\frac{3 \times 3 + 1 \times 1}{12} = \frac{9+1}{12} = \frac{10}{12}$ $= \frac{5}{6}$ - simplify world problems related to daily life activities on order of operations e.g. 8 sacks of onions weight 163.2kg and 5 bags of salt weigh 60kg. What is the total weight of one sack of onion and one bag of salt? 8 sacks of onions weigh = 163.2kg 1 sack of onion = $\frac{163.2}{8} = 20.4$ kg 5 bags of salt = 60kg 1 bag of salt = $\frac{60}{5} = 12$ kg Therefore: Total weight = 20.4kg + 12kg = 32.4kg ii. $3\frac{4}{5} + \frac{3}{5}$ i. $\frac{1}{5} \times \frac{2}{7} = \frac{1 \times 2}{5 \times 7} = \frac{2}{35}$ ii. $3\frac{4}{5} + \frac{3}{5} = \frac{19}{5} + \frac{3}{5}$ $= \frac{19}{5} \times \frac{5}{3} = \frac{19}{3}$ $= 6\frac{1}{3}$ c. interpret and solve real life problems on fractions and decimals. e.g. A man traveled $4\frac{3}{4}$ km and then $10\frac{2}{5}$ km. Find the total distance of his journey Total Journey = $4\frac{3}{4}$ km + $10\frac{2}{5}$ km $4\frac{3}{4} + 10\frac{2}{5} = (4 + 10) \frac{3}{4} + \frac{2}{5} = 14\frac{3}{4} + \frac{2}{5}$ $\frac{5 \times 3 + 4 \times 2}{20}$ $= \frac{14^{15} + 8}{20} = \frac{14^{23}}{20}$ $= 14 + \frac{3}{20}$ $= 15\frac{3}{20}$ -change fractions to decimals and vice versa e.g. i. $\frac{3}{5} = 0.6$ ii. $0.05 = \frac{5}{100} = \frac{1}{20}$ Quantitative Reasoning 		Division rules chart BODMAS chart www.adoptedmind.com www.pinterest.com
7.	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK
8.	Order of Basic Operations Whole numbers Fraction numbers Decimals	Pupils should be able to: a. use basic operations in the right order b. explain the steps involved in using order of operation i.e.	Pupils: in small groups are named by the letters in BODMAS to solve exercises on order of operations. B = 1 st - Bracket; which is done first O = 2 nd - Of or (X) is done next	Leadership and Personal development	MID TERM BREAK - Numbers and Fractions Flash cards - Multiplication table

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			<p>Quantitative Reasoning</p> <p>i. $80 - 40 + 5$ 72</p> <p>$\frac{7}{8} \times (\frac{1}{4} \times \frac{3}{4})$ $1\frac{1}{8}$</p>		
9.	<p>Scale Drawing:</p> <p>Objects Maps Distance</p> <p>Importance: It can be used by the Surveyor, Architects, Pilots etc.</p>	<p>Pupils should be able to:</p> <p>a. draw plane shapes according to a given scale</p> <p>b. apply and use scale drawing in converting lengths and distances of objects in their environment with a given scale.</p> <p>c. interpret and solve real life problems on scale drawing.</p>	<p>Pupils;</p> <ul style="list-style-type: none"> - in pairs use ruler or tape measure to measure the length of their tables, teacher's table, their classroom, marker board e.t.c. and convert their measurement to a given scale. - in small groups draw plane shapes according to a given scale - apply and use scale drawing in converting length and distance of objects in their environment to a required scale. Example; <div style="text-align: center;">  <p>9cm 12cm</p> </div> <p>Of what scale are these diagrams? $\frac{9cm}{12cm} = \frac{3}{4}$</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;"> <p>Scale = 3cm: 4cm</p> </div> <ul style="list-style-type: none"> - interpret and solve real life problems on scale drawing e.g. If the length of a table is in 1cm = 20m. What is the actual length of 2.5cm? = $2.5 \times 20m = 50m$. 	<p>Citizenship Leadership and Personal development skill. Communication and Collaboration</p>	<ul style="list-style-type: none"> - Ruler - Type rule - Pencil - Cardboard paper <p>www.youtube.com/watch?v=...</p>
10	<p>Approximation and Estimation</p> <p>i. Whole numbers ii. Decimal numbers iii. Quantitative Reasoning</p> <p>Importance: -It is used by the Architect to sketch the plan of a building.</p>	<p>Pupils should be able to:</p> <p>i. round u whole numbers to the nearest ten, hundred and thousand</p> <p>ii. round up decimal numbers</p> <p>ii. solve quantitative reasoning on approximation</p>	<p>Pupils:</p> <ul style="list-style-type: none"> - in small groups prepare Round up numbers scale by using cardboard. - in small groups take measurement of playground and approximate the length to nearest ten or hundred. <div style="text-align: center;">  </div> <p>Round up to 0 Round up to 1</p> <p>round up whole numbers to the nearest ten, hundred and thousand. Examples</p> <p>a. Write in nearest hundred and ten (i) 4537 (ii) 7284</p> <p>Nearest hundred of</p> <p>i. 4537 4500</p> <p>ii. 7284 7300</p> <p>Nearest ten of</p> <p>i. 4537 4540</p> <p>ii. 7284 7280</p> <ul style="list-style-type: none"> -in small groups estimate the value of 38 x 63 <p>When 38 is rounded off to nearest ten; then 38 40 and when 63 is rounded off to nearest ten; then 63 60</p> <p>$38 \times 63 = 40 \times 60 = 2394$ 2400</p> <p>Quantitative Reasoning</p> <p>i. 2.34 2.00 (1st)</p> <p>5.56 6.00 (1st)</p>	<p>Leadership and personal development skill Citizenship Communication and Collaboration</p>	<p>www.myhomecampus.com</p> <p>www.youtube.com/watch?v=...</p>
11.	REVISION/ PROJECT	Pupils should be able to: Revise and put into practice all what they learnt in first term topics.	Draw map of Nigeria and specify the scale to be used for each state.		
12	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS
13	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS	EXAMINATIONS