PREFACE

This booklet contains the schemes of work for all subject offered at Middle Basic Education for primary classes 4-6. The subjects have been broken down teachable topics on a weekly basis.

Each subject teacher should fill the section for the schemes in the school diary at the beginning of each Academic year.

The weekly record is to be filled when the topic must have been taught.

If a teacher is unable to cover all the topics in a term, he/she should start from where the lesson topics ended in the previous term before proceeding further.

No topics should be skipped.

These schemes of work have been designed with emphasis on the acquisition of knowledge and skills associated with the content of the new 9 – year basic.

Education Curriculum by NERDC

These schemes of work were drawn in accordance with the Federal Ministry of Education, Nation Curriculum for Middle basic classes (primary 4-6).

Produce by the Nigerian Education Research and development (NERDC) 2005.

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MR. COSNAYOMEX, with the help of MISS OLATUNJI OYINOLUWA

UNIFIED SCHEMES OF WORK FOR LAGOS STATE
PRIMARY SCHOOLS 4-6 (MIDDLE BASIC)

TABLE OF CONTENTS

SCHEME OF WORK
BASIC SCIENCE & TECHNOLOGY
PRIMARY FOUR

BASIC SCIENCE AND TECHNOLOGY
PRIMARY FOUR

FIRST TERM

WKS	TOPIC

1.   Changes in nature
              Types of changes
              – Temporary (reversible)
              – Permanent (irreversible)

2.   Changes in plants
              -Changes in plants e.g
              Leaf fall
              Flower and fruits

3.   Changes in Animals
              Change in animals
                - Names of the young ones of animals
                - Life cycle of insects
                - Other developmental or growth changes

4.   Change in non – living things
              - Mould
              - Rusting
              - Melting candle
              - Burning wood

5.   Our Weather
              (A).   Meaning
              (B).   Factors affecting the weather
              - Sun
              - Cloud
              - Wind
              - Temperature
              - Moisture (rain)
              (c) Weather instruments

              - Wind vane

- Rain gauge
- Thermometers
- Barometer

6.   Our Weather
   (A).   Weather symbols
   (B).   Keeping weather records e.g for temperature, rainfall colours

7.   Colours
   (A).   Various colour around us
   (B).   Colour in the rainbow
   (C).   Primary and secondary colours
   (D).   Producing new colours

8.   Measurement
   Measuring
   -Length
   -Breadth
   -Area of objects

9.   Measuring liquids
   - Measuring the volume of liquids in
   - Ml
   - Cl
   - L

10.   Measuring solids
    - Measuring the volume of solids
    - Regular solids
    - Irregular solids

11.   Measuring time
    Measuring time
    -    Units
    -    Instruments for measuring time
    -

12.   Revision

13.   Examination

SECOND TERM
PRIMARY 4

WKS   **TOPIC**

1.   Revision of first term's work.

2.   Soil (constituents)
            Constituents
            - Air
            - Water
            - Leaf litters
            - Small rocks
            - Dead animals
            - Living animals

3.   Growing of plants
            (A). Gardening tools
            - Examples
            - Users
            - Care of the tools
            (B). Conditions for growing crops
            - Water
            - Air
            - Nutrients
            - Good soil

4.   Growing of plants
            (A). Soil preparation
            (B). Planting and nurturing of plants

5.   Plants (Weeds)
            (A). Definitions and identification of weeds
            (B). Importance of weeds to farmers and the environment
            (C). Control measure
            (D). Environmental protection

6.   Pests and diseases of crop plants
            (A). Common pests
            - Insects, bat, birds, rodents, monkey etc

(B). Casual agents of these diseases
          Fungi, bacteria, viruses
(C). Some common diseases e.g cassava mosaic
(D). Control measure
(E). Effects of using chemicals in controlling

7.   Water
            (A). Evaporation
            (B). Condensation
            (C). Importance of water

8.   Human body (feeding system)
            (A). The teeth
            -       Incisors, canines, premolars, molars
            (B). The tongue
            (C). The lips

9.   Food (types and uses)
            (A). Classes of food
            -       Carbohydrate protein, fat & oil, vitamins, minerals
            (B)   Uses of food
            -       Energy sources, body building protection

10.   Adequate diet (balanced diet)
-           Meaning
-           Components

11.   Harmful foods
            - Harmful foods e.g contaminated food
            - Bad feeding habits

12.   Revision

13.   Examination

THIRD TERM

PRIMARY 4

WKS   **TOPIC**

1.   Revision of second term's work

2.   Technology
              -Definition of technology
              - Importance of technology

3.   Technology
              Product of technology

4.   Identification and uses of ICT gadgets
              -Meaning of ICT (information and communication
               technology)
              -Analog and digital systems

5.   Identification and uses of ICT gadgets
              - Identification of ICT gadgets e.g. Computer, video
              cassette, GSM phone
              - Uses of ICT gadgets

6.   Shape construction with paper
              - Concept of shapes
              - Materials used for shape construction
              - Cutting paper in shape
              Shape construction methods e.g folding
              bending
              - Objects that can be constructed e.g cylinder, cone, box

7.   Shape construction with wood or metal
              - Concept of shape construction e.g pattern
              - Materials used for shape construction, wood or metal
              - Cutting tools used in shape construction e.g chisel
                scissors saw
              - Shape construction methods: folding, bending

8.   Identification of types of building
              - Definition of building

-Identifications of types of building

-Materials needed for building

9.   Special building

-Public building

-Places of worshipping God

10.   Forms of energy

-Concept of energy

-Forms of energy: mechanical, heat, chemical, sound, light solar

11.   Forms of energy

-Uses of energy

-Sources of energy e.g sun tide and waves, fuel, wind and water

12.   Revision

13.   Examination

FIRST TERM

PRIMARY FIVE

THEME 1:   **YOU AND THE ENVIRONMENT**

WKS   **TOPIC**

1. Unit I   Changes caused by humans activities (pollution)
   - Meaning and types of pollution
   - Water pollution
   - Effects of water pollution
   - Prevention of water pollution

2. Unit II   Air Pollution
   - Causes of air pollution
   - Effects of air pollution
   - Prevention of air pollution

3. Unit III   Land Pollution
   - Effects of land pollution
   - Prevention of land pollution

4. Unit IV   Noise Pollution
   - Effects of noise pollution
   - Prevention of noise pollution

5. Unit V   Changes around us (Erosion)
   - Meaning and types of Erosion
   - Causes of soil Erosion

6. Unit VI   Changes around us (Erosion)
   - Effects of erosion on the environment
   - Controlling soil erosion

7. Unit VII   Environmental quality
   - Meaning of environmental quality

   - A good quality or healthy environment
   - Advantages of healthy environment

8. Unit VIII Environmental Quality
    - Poor quality environment
    - Disadvantages of poor quality
      Environment

9. Unit IX   Wastes And Waste Disposal
    - Definition and constituent of waste
    - Types of wastes
    - Liquid wastes
    - Solid wastes

10. Unit X   Waste And Waste Disposal
    - Waste disposal
    - Disposing sewage
    - Effects of improper waste disposal

11. Unit XI   Waste And Waste Disposal
    - Re- using waste
    - Advantages of waste recycling

12.   Revision

13.   Examination

SECOND TERM
PRIMARY 5
LIVING AND NON-LIVING THINGS

WKS   **TOPIC**

1.   Domestic Animals
- Common domestic animals
- Grouping domestic animal based on their food
- Other foods eaten by domestic animals

2.   Domestic Animals
- Reproduction in domestic animals
- Habits of some domestic animals
- Benefits of domestic animals

3.   The Human Body (Skeletal System)
- The skeletal system
- Types of bones
- Functions of bones

4.   The Human Body (Skeletal System)
- Joints and Muscles
- Types of joints
- Muscles
- Functions of joint and muscles

5.   Reproduction in Plants
- Sexual reproduction
- Parts of a flower
- Pollination of flower

6.   Reproduction in Plants
- Insects and wind pollinated flowers
- Fertilization and fruit development
- Difference between fertilization and pollination

7.   Water
- Water cycle
- Rain formation
- Relationship between water cycle and rain

-       Formation

8.   Rocks
        -   Meaning of rocks
        -   Types of rocks
        -   Uses of rocks
        -   Major landmark rocks

9.   Acids And Bases
        -   Meaning of acids and bases
        -   Physical properties of acids and bases
        -   Types of acids and bases
        -   Uses of acids and bases

10.   Soap
        -   Soap and detergents
        -   Local materials used for making soap
        -   Active ingredients of the material

11.   Soap
        -   Method of soap preparation
        -   Industrial process of soap making
        -   Chemicals needed for soap making
        -   Uses of soap

12.   Revision

13.   Examination

THIRD TERM
PRIMARY 5
YOU ANDTECHNOLOGY

WKS   **TOPIC**
1.   Revision of 2nd term's work

2.   Materials
        -   Identifications of materials
        -   Types of materials
        -   Uses of materials

- Uses of wood
- Uses of metals
- Uses of plastics

3. Safety
   - Definition of safety
   - Causes of accident
   - Some objects that causes accident
   - Prevention of accidents
   - Some safety devices

4. Maintenance
   - Meaning of maintenance
   - Importance of maintenance
   - Some ways of maintenance and materials needed

5. Drawing instrument (Basic preparation)
   - Definition of drawing instrument
   - Identification of drawing instrument
   - Care of drawing instrument

YOU AND ENERGY

6. Heat And energy (Conversion)
   - Concept of energy conversion
   - Forms of energy

7. Heat And Temperature
   - Meaning of heat and temperature
   - Temperature
   - Difference between heat and temperature
   - Types of thermometer

8. Heat And Temperature
   - Units and symbols of temperature scale
   - Relationship between degree Celsius and Degree, Fahrenheit
   - Some uses of thermometer
   - Taking measurement with clinical thermometer

9. Basic Electricity
   - Electricity as a form of energy
   - Types of electricity

- Cell or battery and the flow of electric current

10. Basic Electricity
    - The flow of electric current
    - Conductors and non-conductors
    - Sources of electricity
    - Component of a circuit
    - Uses of electricity

11. Revision

12. Examination

FIRST TERM
PRIMARY SIX

THEME 1	YOU AND ENVIRONMENT

WEEKS	TOPICS/ CONTENTS

1. Units I   Review of Primary Five's Work

2. Units II   Synthetic & Naturally Occurring Drugs
    - Meaning of drugs
    - Types of drugs
    (i) Naturally Occurring Drugs – e.g Alcohol, Bitter leaf, Kolanut, e.t.c
    (ii) Synthetic e.g Paracetamol, Panadol, Phensic, blood tonic, e.t.c.

3. Unit III   Drug use and abuse
    - Normal use of drugs
    - Abnormal use of drugs
    - Effects of drug abuse

4. Unit IV   Our Weather
    - Meaning of Weather
    - Weather Symbols
    - Weather records
    - Weather chart

5. Unit V   Earth and Sky Movement
    - The Sky
    - National bodies in the sky e.g. Sun Moon, and Stars
    - The Sun and other Planets e.g. The nine Planets
    - The Solar System Gravity

6. Unit VI   The Earth's Movement
    - Rotation of the earth
    - Revolution of the earth
    - Eclipse (Solar and Lunar)

    LIVING AND NON-LIVING THINGS
7. Unit VII   Living and Non-living Things
    - Identification of living and non-living things
    - Characteristics of living and non-living things

8. Unit VIII   Growing Crops
    - Growing Crops with Compost
    - Growing Crops with Fertilizer
    - Conditions for better Crops
    - Importance of Manure and Fertilizers on the soil

9. Unit IX   Improving Crops Yield
    - Food Crops and Cash Crops
    - The Importance of Increased Labour on the Yield
    - Storage of Farm Produce

10. Unit X   The Human Circulatory System
    - The Structure and Functions of the hearth
      Blood vessels (Examining blood vessels Blood
      Circulation)

11. Unit XI   Revision

12. Unit XII   Examination

SECOND TERM

PRIMARY SIX (6)

THEME 2   **LIVING AND NON-LIVING THINGS**

WEEKS   **TOPICS/ CONTENTS**

1. Unit I   Revision of First Term's Work

2. Unit II   The Human reproductive System
   - The Meaning of reproduction
   - The structure and function of male reproductive organ
   - The Structure and function of female reproductive organ

3. Unit III   Responsible Parenthood
   - Safe age for reproduction
   - Changes in male and female during puberty
   - Responsible sexual behavior
   - Identification of sexually irresponsible behaviour
   - Consequences of indiscriminate or irresponsible sexual behaviour

4. Unit IV   Water Projects
   - Example of water projects in Nigeria e.g. Canals, Dams, Water ports, e.t.c.
   - Benefits and Hazard of Water Projects

5. Unit V   Air
   - Meaning of Air
   - Properties of Air
   - Air Pressure (Uses)

6. Unit VI   Minerals
   - Meaning of Mineral Resources
   - Types and Sources of Minerals resources
   - Importance of Mineral Resources
   - Consequences of Over Exploitation of mineral resources on environment

YOU AND TECHNOLOGY

7. Unit VII Colours
   - The Component of Light (Rainbow)
   - Primary and Secondary Colours
   - Mixing of Colours

8. Unit VIII Door Mat Making
   - Materials for door mat making
   - Drawing instruments
   - Uses of drawing instruments

9. Unit IX Introduction to Woodwork Hand tools
   - Definition of hand tools
   - The measuring tools
   - The marking tools
   - The cutting tools

10. Unit X Maintenance
    - Definition of Maintenance
    - Types of Maintenance
    - Importance of Maintenance

11. Unit XI Revision

12. Unit XII Examination

THIRD TERM
PRIMARY SIX

THEME 3 **YOU AND TECHNOLOGY**

WEEKS **TOPIC**

1. Unit I Safety
   - Meaning of Safety
   - Meaning of accident
   - Causes of accident
   - Methods of preventing accident
   - Safety Devices

- First Aid box (items in first aid box)

YOU AND ENERGY

2. Unit II   Simple Machines
   - Definitions of simple machine
   - Levers (Meaning)
   - Example of Lever
   - Parts of Lever
   - Uses of Lever

3. Unit III   Pulleys (Meaning)
   - Examples of pulley
   - Types of pulley
   - Application of pulley

4. Unit IV   Inclined planes (Meaning)
   - Examples of inclined planes
   - Advantages of inclined planes

5. Unit V   Forces
   - Meaning of force
   - Examples of force

   - Types of force
   - Effects of force

6. Unit VI   Frictional force
   - Meaning of friction
   - Effects of friction
   - Advantages and disadvantages of friction
   - Reducing friction

7. Unit VII   Magnetism
   - Meaning of Magnet
   - Properties of Magnet
   - Uses of Magnet
   - Making Magnets

8 & 9. Unit   Revision of 1st Term's work

10 & 11. Unit   Revision of 2nd Term's work

12 Unit   Examination

SCHEME OF WORK
CIVIC EDUCATION
PRIMARY FOUR

CIVIC EDUCATION
PRIMARY 4
FIRST TERM

WKS   **TOPIC**

1.   Our values
   a) Meaning of cultural diversity
   b) Developing right attitude to cultural
       diversity e.g. respect other people's ways of life,
       honesty and tolerance

2.   Respect for other people's value
   a) Importance of listening to other
       people's view
   b) How can we respect other people's
       view, beliefs and traditions
   c) What do we gain by listening to other
       people's view, e.g. harmony, peace,
       tolerance

CITIZENSHIP

3.   Community leadership
   a) Meaning of community leadership e.g. Oba, Emir
       or Eze
   b) Duties of traditional rulers

4.   Communalism
   a) Meaning of communalism
   b) How to promote the spirit of
       communalism e.g. togetherness, love, co-
       operation, dialogue, sharing

5.   Types of Government
   a) Meaning of government e.g. traditional form of
       government, constitutional (presidential or

parliamentary form of government)

6. Difference between traditional and
   constitutional form of government

7. Democracy
   a) Meaning of democracy
   b) Meaning of parliamentary e.g where
      executive is not fully separated from the
      legislative
   c) Meaning of presidential headed by an
      elected president

8. Local Government
   a) Meaning of local government
   b) Duties of local government e.g.
      provision of social amenities such as market schools,
      pipe borne water e.t.c

9. State Government
   a) Meaning and composition of state
      government-body of people who control the public
      affairs of many local government
   b) The three tiers of government

10. The role of state government to the people
    (e.g. building of roads, provision of jobs for people)

11. A) problem facing the state government
    B) State motto and their meaning e.g.
       (Lagos center of Excellence)

12. Revision

13. Examination

PRIMARY FOUR

SECOND TERM

WKS   **TOPIC**

1.   Revision of first term's work

2.   (A).   Responsibilities of members of a home such as
              provision of food, Paying school fees, giving
              children home training.
      (B).   Duties of children to their parent e.g. helping in
              household errands like sweeping

3.   Civil Values
      (A).   Meaning of civil values
      (B).   Examples of civic value loyalty
              Obedience, dedication, honesty
      (C).   Need for civic values in the society

4.   National Consciousness
      (A).   Meaning of a nation
      (B).   Characteristics of a nation

5.   Reasons we need to build our nation e.g. for peaceful co-
      existence

6.   National consciousness continued
      (A).   Ethnicity: meaning of ethnicity
      (B).   Causes of ethnicity in Nigeria e.g. resource
              allocation, colonialism, poverty

7.   Consequences of Ethnicity in Nigeria:
      Political violence, nepotism, discrimination,
      Communal conflict, under development

8.   Solution to problems of ethnicity e.g. be
      Patriotic, tolerate one another, organize public
      enlightments programme

9.   Constituted Authority
      Duties of citizens to constituted authority e.g. paying tax,
      obedience to the law

10.   Responsibilities of Constituted Authority:
      Meaning of constituted authority using the school
      Officials, as guide e.g. head teacher, teachers e.t.c.

11.   Responsibilities of Constituted Authority Continued
      Responsibilities of constituted authority e.g.
      Maintenance of law and orders, provision of social amenities

12.   Revision and Test

13.   Examination

PRIMARY FOUR

THIRD TERM

WKS   TOPIC

1.   Revision of second term's work

2.   Traffic Regulations
      (A).   Meaning of traffic regulations
      (B).   Traffic signs
      (C).   Importance of traffic signs

3.   Traffic regulations continued
      Reasons we need to obey traffic Regulations

4.   Agencies enforcing traffic regulations e.g road safety
      Corps, LASMA

5.   Problems of traffic regulations

6.   Solutions to problems of traffic regulations

7.   Attitude to Accident Victims
     (A). Meaning of accident victims
     (B). Attitude of people towards accident victims e.g
          Friendliness, caring

8.   Health Issues
     Personal hygiene (clothes)
     (A). Meaning of clothes
     (B). Reasons people wear clothes

9.   Types of clothes suitable under different weathers

10. Types of clothes suitable for different occupations e.g
     Lawyer, Doctor, Engineer e.t.c

11. (A). How to keep our dirty clothes clean
     (B). Items used for keeping our clothes

12. Revision and Test

13. Examination

CIVIC EDUCATION
PRIMARY FIVE

FIRST TERM

WKS   TOPICS

1.   Our Values
    (A).   Why many people do not own houses in NIGERIA
    (B).   Types of houses: primitive e.g caves MOD
    Houses, Huts

2.   (A).   Modern houses e.g bungalow, storey building,
    Duplex e.t.c
    (B).   Ways of making more people own houses

3.   Values in house construction
    (A).   The values in house construction
    (B).   Dangers of poorly constructed houses

4.   Government's Main Service
    (A).   Quality of services provided by government
    (B).   Types of services provided by government

5.   (A).   Consequences of poor services
    (B).   Why government is unable to provide services

6.   (A).   How to help government to provide service
    (B).   Communal activities by student

7.   Problems created by Bad Leadership
    (A).   Meaning of leadership
    (B).   Problems associated with Bad Leadership e.g
    Insecurity, mismanagement of scarce resources
    (C).   How to check the excesses of bad leaders

8.   Attitude of victim of natural Disasters
        (A).   Meaning of natural disasters
        (B).   Difference between natural disaster and
                 Unnatural disasters

9.   (A).   Some common Natural Disasters
        (B).   Causes of natural disaster

10.   (A).   Effect of natural disasters on life and property
        (B).   Our attitude towards the victims of natural
                Disasters

11.   (A).   Ways of assisting people affected by disasters
        (B).   Organizations responsible for helping accident
                 Victims

12.   Revision and Test

13.   Examination

PRIMARY FIVE

SECOND TERM

WKS   **TOPIC**

1.   Revision of first terms work

2.   Civic Education
        (A).   meaning of civic education
        (B).   components of civic education

3.   (A).   Our Right (Childs right)
        (B).   Child right laws
        (C).   Our duties

4.   Why we study civic Education

5.   Importance of civic education

6.   National consciousness
      (A).   Meaning of loyalty
      (B).   Evidence of loyalty
7.   (A).   Consequence of disloyalty
      (B).   Some national agencies which show loyalty e.g
              Nigerian Army, Nigerian Police Force

8.   Government
      (A)   The arms of government
      (B)   Difference between the arms of government

9.   Necessity for division of government into three arms

10.   Importance of government
      (A)   Concepts of government
      (B)   Why government is necessary
      (C)   A society without a government. Examples are
             situation of lawlessness.

11.   Functions of government
      (A)   Major functions of government
      (B)   Some major values of government
      (C)   Comparison of the function of government with that of the family
             That of the family

12.   Revision and Test

13.   Examination

PRIMARY FIVE

THIRD TERM

WKS   **TOPIC**

1.   Revision of second term's work

2.   Our duties and obligations to government
       (A).   Meaning of duties and obligation
       (B).   Duties of pupils in a school
       (C).   Duties of children in a family

3.   (A).   Duties and obligations of citizens to government
       (B).   Consequences of citizen failing to perform their
               Duties and obligations

4.   Representative Democracy (Defending democracy
       social justice)
       (A).   Meaning of pressure group with examples
       (B).   Importance of pressure group

5.   Communicating social injustice to leaders

6.   Pressure Groups
       (A).   Advantages of pressure group
       (B).   Disadvantages of pressure group

7.   Altitude to work
       (A).   Meaning of hard work and laziness
       (B).   Reward for hard work and laziness
       (C).   How to encourage hard work

8.   Workers protest against inadequate payment e.g.
        demonstration, strikers e.t.c

9.   Civil Society and Moral Education

(A)   Meaning of civil society
(B)   Characteristics of civil society

10.   Some Civil Society Organization in Nigeria

11.   (A).   Meaning of Moral Education
(B).   Importance of moral education to civil society

12.   Revision and Test

13.   Examination

PRIMARY SIX

FIRST TERM

WEEKS   TOPICS

1.   National Honors Awards
      (A) Meaning of National Honors
      (B) Types of national honors e.g
      MON – Member of the Order of Nigeria
      CON – Commander of the Federal Republic of
      Nigeria
      GCFR – Grand Commander of the federal
      Republic of Nigeria.
      OFR – Order of the Federal Republic

2.   (A). Reasons for giving national honors
      (B). Examples of selfless service
      (C). Outstanding National Award Recipient

3.   Valuing Nigerian Goods
      (A). Reasons Nigerian goods should be valued
      (B). Various examples of Nigerian goods
      (C). National pride

4.   Values that promote peace
      (A). Meaning of values
      (B). Types of values – Honesty, tolerance, respect,
      Forgiveness, self control
      (C). meaning and characteristics of tolerance

5.   Co – Operation
      (A). Meaning of Co – operation
      (B). Attributes of Co – Operation

6.   National Unity
      (A). Meaning of National Unity
      (B). values of promote peace

7.   National consciousness and identity
      (A). meaning of nationalism
      (B). Ways of promoting national interest
      (C). Nationalist and their achievements

8.   Patriotism
      (A). Meaning of patriotism
      (B). How to show patriotism
      (C). Qualities of patriotic citizens

9.   (A). Meaning of Ethnicity
      (B). Problems of ethnic state and group loyalty
            e.g political instability, election malpractice

10.   National Symbols
      (A). Meaning of National Symbols
      (B). Nigerian National symbols e.g National flag,
            coat of arm, Nigerian currency, national
            anthem, national pledge.

11.   National Identity
      (A). Meaning of national identity
      (B). The importance of National Anthem and
            Pledge

12.   Revision and test

13.   Examination

PRIMARY SIX (6)

SECOND TERM

WEEKS	TOPICS

1. Revision of First Term's Work

2. National Consciousness and Identity (Contd)
    (A).   Values related to Nationalism and
    Patriotism – courage, respect, selfishness, caring,
    Tolerance, co – operation.
    (B). Examples of non – national symbols e.g traffic
    symbols, school flag.
    (C) Differences between Nigerian National
    Symbols and Non – national symbols

3. Citizenship and nationalization
    (A). Meaning of citizen
    (B). How to become a citizen of a country

4. (A). Definition of Nationalization
    (B). Conditions foreigner must fulfill before
    Becoming Nigerians Citizens
    (C). Reasons foreigners are in our land

5. (A). Advantages of foreigners in our midst
    (B). Disadvantages of foreigner in our midst
    (C). Examples of foreign countries in Nigerian

6. Government policies and programmes
    (A). Government policies and programmes e.g
    UBE, NEEDS and DUE process
    (B). Meaning of NEEDS, UBE, and DUE process

7. (A). Importance of government policies and
    Progrmmes to Nigerians e.g Importance of UBE
    NEEDS.

(B). Wealth generation and using education to empower people.

8.   Government institution in Nigeria
      (A). Meaning of Institutions
      (B). Types of government institutions in Nigeria

9.   (A). Meaning of different types of institution in Nigeria e.g NAFDAC, ICPC, EFCC, SON, NDLEA
      (B). Functions of different types of institution e.g Function of NAFDAC e.t.c

10.   (A). Invite a government official to talk to the pupils On activities of SON, NAFDAC, EFCC, NDLEA e.t.c
      (B). Bring a sachet water into the classroom and let the pupils point out the NAFDAC number on the sachet

11.   Civil Society
      (A). meaning of civil society
      (B). Classification of civil society
      (i) Interest groups e.g Trade union, professionals and business groups such as ICAN, Nigeria bar associations
      (ii) Organizational based e.g kinship, ethnicity and Religion
      (iii) Deriant civil association e.g Boko Haram

12.   Revision and Test

13.   Examination

PRIMARY SIX (6)

| THIRD TERM |

WEEKS   **TOPICS**

1.   Revision of Second Term's Work

2.   (A). Examples of civil society groups in Nigeria –
        CLO, Human rights CD, NADECO
        (B). meaning of civil society groups e.g CLO
         means civil liberty organization

3.   (A). Functions of civil society groups in Nigeria
        (B). Problem of civil society in Nigeria.

4.   Moral aspect of drug education
        (A). How to protect our health and the health of
        Others
        (B). Concept of right and wrong, good and bad
        health habits
        (C). Religious and traditional beliefs on drug
        Abuse

5.   (A). Drugs that are commonly abused
        (B). Effect of drug abuse

6.   Drug laws and their enforcement
        (A). Meaning of drugs trafficking
        (B). Consequences of drug trafficking

7.   (A). Agencies responsible for enforcing drugs
        Laws e.g NDLEA, custom and exercise
        (B). Functions of drugs laws enforcement
        agencies

8.   Revision

9.   Revision

10.   Revision

11.   Revision

12 & 13   Revision

SCHEMES OF WORK
COMPUTER STUDIES

COMPUTER STUDIES
PRIMARY FOUR

FIRST TERM

WKS	TOPICS	PERFORMANCE OBJECTIVE
1.	Importance of Computer - Definition of - Uses of computer - Calculation - Typing e.t.c	Pupils should be able to: (I). Define computer (II). List uses of computer computer
2.	Advantages of Computer - Work faster - Stores information - Reliable - Accurate	(I). Mention advantages of using a computer
3.	Computer hardware - Meaning of Computer hardware - Features of computer Hardware - See - Feel - Touch - Parts of computer Hardware - Input, output - Storage - System unit	(I). Define the term hardware (II). Name the feature of computer hardware (III). List parts of computer hardware

4. Hardware components   List hardware input devices
    - Input device
    - Keyboard
    - Mouse
    - Microphone
    - Joystick
    - Scanner

5. Hardware Components   Pupils should be able to:
    - Output devices   (I). List hardware output
    - Monitor   devices
    - Printer
    - Speaker
    - Projector

6. Monitor   (I). Define the term Monitor
    - Definition   (II). List types of monitor
    - Types   (III). Mention the uses of
    - Uses   monitor

7. Printers   (I). Define the term printer
    - Definition   (II). List types of printer
    - Types   (III). Safe uses of printer
    - Uses

8. System Unit   (I). Identify system unit
    - External features   (II). List external feature of a
    - Power button   system unit
    - Preset button
    - USB Port
    - CD Drive

9. System Unit   (I). Identify motherboard
    - Internal features   (II). Hard disk
    - Motherboard
    - Hard disk

10.	Storage Devices	(I). List hardware storage device
	- Hard disk	(II). Mention uses of storage device
	- Compact disk (CD)	
	- Flash drive	
	- Memory card	

11.	Computer Memory	(I). Mention computer memory
	- RAM	
	- ROM	

| 12. | Revision | |

| 13. | Examination | |

SECOND TERM

PRIMARY FOUR

WKS	TOPIC	PERFORMANCE OBJECTIVES
1.	Computer software - Meaning of Software -Types of software - Application software - System software	Pupils should be able to: (I). Define the term software (II). Mention the different types of software
2.	System software - Operating system - Utilities software	(I). Define system software (II). Mention types of system software
3.	Operating system - Windows - MS DOS - LINUX - UNIX	(I). Mention two examples of operating system

4.	UTILITIES - Anti virus - scan disk	(I). Mention examples of utilities software
5.	Application Software - Word processing - Spread sheet - Communication E.g (Explorer, outlook)	(I). Define application software (II). List examples of application software
6.	Uses of Computer software	(I). State uses of computer Cable
7.	Setting up a computer System - Computer cables	(I). Describe computer cable
8.	Types of computer Cable - Power cable - USB Cable - Ethernel cable	Pupils should be able to: name major types of computer cable
9.	Uses of computer Cable - Power cable - USB cable - Ethernel cable	(I). Explain the uses of computer cable
10.	Different parts of the Computer - System Unit - Mouse - Keyboard - Monitor	(I). Identify part of the computer available for connection

11.   Connecting the
       Different parts of the
       Computer unit
       Correctly
       - System Unit
       - Keyboard
       - Monitor
       - Mouse
       - Printer
       - Scanner

12.   Revision

13.   Examination

THIRD TERM

PRIMARY 4

WKS	TOPICS	PERFORMANCE OBJECTIVES
1.	Connecting the Different parts of the Computer to the system Unit correctly - System unit - Keyboard - Monitor - Mouse - Printer - Scanner	(I). Connect different computer correctly
2.	Booting the computer System - Meaning of booting - Ways of booting	(I). Explain the term booting (II). List ways of booting

- Warm booting
- Cold booting

3.	Steps for Booting - Cold booting - Warm booting	(i). Describe the steps for booting a computer
4.	Boots a computer (i). Ensure that system Unit is connected to power Source (ii). Turn on the power Button on the monitor (iii). Ensure monitor Button is ON (IV). Turn on the power Of the system unit (v). Allow the computer to Boot to the desk	(ii). Demonstrate how to boot a computer system
5.	Data - Meaning - Types - Alphabetic - Numeric - Alphanumeric Signs and symbols	(I). Explain the meaning of data (II). State types of data
6.	Information - Meaning - Types - Oral - Written - Electronic	(I). Explain the meaning of information (II). State types of information
7.	Sources of	(i). Mention sources of information

	Information	(II). Give examples of each Sources
	- Radio	of information e.g Radio; ray power
	- Television	Radio TV: LTV&, TVC, MITV e.t.c

8.   Sources of information
       - Newspaper
       - Computer
       - Television

9.   Computer as IPO   (I). Describe the computer as
       System   input process – output IPO system
       - Input data   (II). Input data into the system using

       - Keyboard   keyboard and mouse
       - Mouse

10.   Computer as IPO   (I). Demonstrate the use of
       System   computer as IPO to process data
       - Processing data
       - Central processing Unit

11.   Computer as IPO   (I). Describe computer as IPO to
       System   display information
       Output processed Result
       - Display on monitor
       - Print out information From printer

12.   Revision

13.   Examination

FIRST TERM

PRIMARY FIVE

WKS	TOPIC	PERFORMANCE OBJECTIVE
1.	Computer systems - Meaning of Computer systems - Component of Computer system - Hardware, Software, users	pupils should be able to: (I). explain the term computer system (II). mention components of computer system
2.	Components of Computer system - Hardware - Software	(I) explain the term hardware (II) explain the term software
3.	Components of Computer system - User - Programmer - Operators - Policy makers Users	(I) explain the term computer users (II) list computer users
4.	Classes of Computer by type - Analogue - Digital - Hybrid	(I) identify different types of computer (II) mention types of computer
5.	Classification by Size - Super computer	(I) identify computer by size (II) mention different sizes of computer

- Mainframe computer
- Mini computer
- Micro computer

6.	Classification of Computer by gene-rations - First generation - Third generation - Fourth generation - Fifth generation	(I). List computers by generation (II). Mention the generation of computers
7.	Classification of Computer by Purpose - Special purpose - General purpose	(I). Mention the classification of computer by purpose (II). Identify special and general purpose computer
8.	Mainframe Computer - Size - Speed - Usage	(I). Describe the size of mainframe computer (II). Mention use of mainframe computer
9.	Super computer - Size, speed Usage	(I). Describe super computer (II). Mention uses of super computer
10.	Mini – computer - Size - Speed - Usage	(I). Describe mini - computer (II). Identify mini computer (III). Mention uses of mini-computer
11.	Micro – computer - Size - Speed - Usage	(I). Identify micro computer (II). Give examples of micro-
12.	Revision	
13.	Examination	

SECOND TERM

PRIMARY FIVE

WKS	TOPICS	PERFORMANCE OBJECTIVE
1.	Care of Computer - Hardware - Input devices - Output devices	Pupils should be able to: (I).List ways of taking good care of input devices (II). Mention ways of taking care of Care of output devices
2.	Reasons for taking Care of computer - Avoid damage - Protect the system - Make users comfort-Able	(I). Demonstrate ways of taking care of computers
3.	The computer key- Board section of the Keyboard - Numeric keys - Alphabetic keys - Alphanumeric keys	(I). Identify sections of the keyboard (II). Recognize the different sections of the keyboard
4.	Section of the Keyboard - Arrow key - Special character - Ail, shift, control keys	(I). Recognize the arrow key (II). Identify special keys

5.   Section of the key-Board
     - Functions keys
     - Space bars
     - Back – space key

Recognize the
(I). Function keys
(II). Space bar
(III). Back space key
(IV). Enter key

6.   Applications of Keyboard
     - Load word Processor
     - Practices entering Data with keyboard

Pupils should be able to:
(I). Use keyboard to enter data into the system
(II). Identify special character keys

7.   Application of Keyboard
     - Using backspace
     - Arrow keys

(I). Use backspace key to delete character
(II). Use arrow key to move cursor up, down, left and right Between the documents

8.   Application of Keyboard
     - Return keys
     - Cap lock

(I). Use the return key to move the cursor to next line
(II). Use cap lock key to cause the characters a – z to be written in Capital letter a – z

9.   Mouse
     - Part of the mouse
     - Left button
     - Right button
     - Scroll bar
     - Mouse pad

(I). Identify the different parts of the mouse

10.   Application of the Mouse
     - Left clicking
     - Right clicking
     - Scroll bar

(I). Demonstrate the use of left and right button of the mouse

11.	Double click and
	Drag operation

(I). Demonstrate double click and
drag operation

12.	Revision

13.	Examination

THIRD TERM

PRIMARY FIVE

WKS			**TOPICS**				**PERFORMANCE OBJECTIVE**

1.	The Desktop
	- Meaning of desktop
	- Wall paper

Pupils should be able to:
(I). Define desktop
(II). Identify desktop
(III). Recognize wall paper

2.	Content of the
	Desktop
	- Icons and bars
	- Recycle bin
	- My computer
	- My document
	- Star button
	- Task bar

(I). Identify program icons on the
	desktop
(II). Explain the function of each
icons on the desktop

3.	Functions of the
	Desktop
	- Creating and

(I).Create folders
(II). Delete folders on the desktop

	- Deleting folders
	On the desktop

4.	Exploration of files
	On the system from
	Desktop

(I). Open a folder
(II). Examine the files
(III). Identify files to copy

	- Copy files from one Directory to the other - Identify file to copy	
5.	Shutting down Computers - Go to start button - Click on shut down Button - Allow computer to Shut down - Off the monitor	(I). Close all opened windows (II). Shut down the computer
6.	Computer games - Define computer Game - List computer game - Mario, education - Brick game ………………..	(I). Define computer game (II). List types of computer games
7.	Importance of Computer games - Entertainment - Educational - Recreational - Relaxation	(I). List types of computer games (II). Mention importance of computer games
8.	Computer game - Play computer game	(I). Demonstrate computer games with keyboard (II). Play computer adventure
	- Mario - Dave - Prince	games in groups
9.	Internet - Meaning of	Define (I). The internet (II). World Wide Web

	- Full meaning of WWW - Electronic mail	(III). Electronic mail
10.	Internet Browsers - Explorer, Mozilla - Goggle chrome - Create – e –mail	(I). List three browsers (II). Create e – mail address (III). Write valid e- mail address
11.	Using E–mail Address - Send e–mail - Receive e–mail - Chat on internet	(I). Send and receive e-mail address (II). Chat on the internet
12.	Revision	
13.	Examination	

PRIMARY SIX

FIRST TERM

Weeks	CONTENT	PERFORMANCE	TEACHING
1.	Review of last term's Work on the Computer system	Pupils should be able to: (i). Explain the term computer system (ii). Explain the term hard Ware, software and users.	a computer system
2.	Computer network - Definition and Types of computer Network (LAN and WAN)	Pupils should be able to: i). Define computer net-work ii). List the types of computer network	Pictures of computer net-work
3.	Description of local Area network and Large Area Network	Pupils should be able to: i). Describe Local Area Net-work ii). Explain Large Area Network	
4.	Definition and types Of Network Topology - Bus, Ring and star Topology	Pupils should be able to: i). Define Network topology ii). State types of topology	Networked computer laboratory
5.	Sketch and describe Network Topology	Pupils should be able to: i). Sketch bus and ring Topology ii). Describe and sketch star Topology	Pictures of Net-work topology
6.	Advantages and Uses of computer Network	Pupils should be able to: i). State advantages of computer network	

WEEK	CONTENT	PERFORMANCE	TEACHING
		(I). List uses of computer Network	
7.	Word Processing - Word processing Software - Microsoft word - Word pad - Word perfect	Pupils should be able to: (i). Identify word Processing software (ii). Mention types of word processor	A computer with a word processor installed
8.	Word Processor Skills	Pupils should be able to: (i). List word processor Skills	A computer with a word processor installed
9.	Word processing Environment - Title Bar - Menu Bar - Tool Bar	Pupils should be able to: (i) Identify the title bar (ii). Identify and use menu bar (iii). Identify tools bar and its Functions	A computer with a word processor installed
10.	Types of Tool Bar - Standard Tool Bar - Formatting Tool Bar	Pupils should be able to: (i). Identify and use the tool bar (ii). Bold, underline and Italicize text (iii). Format font type, font Size and color	
11.	REVISION		
12.	EXAMINATION		

PRIMARY SIX

SECOND TERM

WEEKS	CONTENT	PERFORMANCE	TEACHING
1.	Review of last term's Work in word Processing	Pupils should be able to: List feature to Microsoft word processing	Computer with a word processor installed
2.	Retrieve and edit Saved document	Pupils should be able to: (i). Retrieve saved document (ii). Edit and save a document	Computer with a word processor installed
3.	Using tool bars to Format a document - Applying bold, Underline and Italics to text - Formatting font Size, types and Color - Text alignment Redo and undo Actions	Pupils should be able to: (i). Apply bold, underline and italics to texts (ii). Format font types, size and color (iii). Justify text position (iv). Apply undo and redo tools	Computer with a word processor installed
4.	Using Artistic text - Word Art, text art, Clip objects, Pictures e.t.c	Pupils should be able to: (i). Apply word art to texts (ii). Insert objects, pictures to documents	Computer with a word processor installed
5.	Copy and paste, Cut and paste, save And print Document	Pupils should be able to: (i). Copy and paste text (ii). Cut and paste a text (iii). Save a document (iv). Print a document	Printer

Week	CONTENT	PERFORMANCE	TEACHING
6.	DRAWING WITH COMPUTER Identification of Drawing packages - Microsoft Paint - Corel Draw - Adobe Photoshop - Instant Artist introduction to micro-Soft paint	Pupils should be able to: (i). Identify computer drawing packages (ii). Lists component of the paint environment	Common objects like cylinder, ball ruler and solid objects water color, charts of images
7.	Microsoft Paint Environment, icon On the tool box and Their functions	Pupils should be able to: (i). Identify icons on the tool box (ii). Identify the colors on Color palette	Computer with a paint software installed
8.	Drawing with paint Artists - Draw geometrical Figures (Lines, Eclipse and Rectangles) - Draw objects with Free hand	Pupils should be able to: (i) Draw geometrical figures (ii). Do freehand drawings of objects and figures	Computer with a paint software installed
9.	Painting objects Using the fill tools - Color tool, - Alphabet tools	Pupils should be able to: (i). Use the fill tool to color objects and figures (ii). Use the alphabet tool to Label drawings	
10.	Save and print a Drawing	Pupils should be able to: (i). Save a drawing	

Week	CONTENT	PERFORMANCE	TEACHING
11.	REVISION	(I). Print a drawing	
12.	TEST AND EXAMINATION		
13.	TEST AND EXAMINATION		

PRIMARY SIX

THIRD TERM

Week	CONTENT	PERFORMANCE	TEACHING
1.	Review of last term's Work on Microsoft Paint.	Pupils should be able to: draw and paint an object	
2.	Computer and the Society - Small Scale Application of Computer (i). Computerized Clock and wrist Watches (ii). Computerized door Locks (iii). Automated traffic Control (iv). Word processing - Large Scale Application of Computer (i).Auto – Pilot used in Big aeroplane (ii). News and report Via satellite (iii). Office automation E.g fax, electronic Mail, internet, Image scanning (iv). Space shuttle (v). Robotic and Manufacturing Companies	Pupils should be able to: (i). Mention small scale application of computer Pupils should be able to: (i). Mention large scale application of computer in the society	- Computerized clock - Wrist Watches - Pictures - Charts

Week	CONTENT	PERFORMANCE	TEACHING
3.	Career Oppor-Tunities in Computer - Programmers - Analysts - Engineers - Software Developers e.t.c	Pupils should be able to: (i). List careers opportunities associated with computer usage (ii). Mention their future career	computer system
4.	Misuse of computer - Invasion of privacy - Computer virus - Job loses - Fraud - Stealing	Pupils should be able to: (i). Identify ways of misusing computers (ii). List ways of misusing computers	
5.	CARES OF COMPUTERS Caring for computer Hardware - Hard disks, monitor And keyboards	Pupils should be able to: (i). List ways of caring for computer hard disks (ii). Mention ways of caring for computer monitor and keyboard	Monitor Chairs Tables Fan, Air Conditions, Hard disk
6.	Caring FOR Computer users - Operators - Sitting position/Posture - Using the anti – glare Protector - Maintaining dust Free environment	Pupils should be able to: (i). Enumerate ways of caring for computer users (ii). Demonstrate correct sitting posture. (iii). Arrange chairs and computer system in the right computer	Computer System, UPS Anti - glare Protector

Week	CONTENT	PERFORMANCE	TEACHING
7.	REASONS FOR CARING FOR COMPUTER HUMAN WARE - Reduce fatigue - Stimulate interest In computing - Promote healthy Habits	Pupils should be able to: (i). State reasons why we should take care of human ware	Chair Table Computer System

8.   REVISION & EXAMINATION

9.   REVISION & EXAMINATION

10.   REVISION & EXAMINATION

11.   REVISION & EXAMINATION

12.   REVISION & EXAMINATION

SCHEME OF WORK
CULTURAL & CREATIVE ART
PRIMARY FOUR

FIRST TERM

PRIMARY FOUR

WKS   TOPIC

1.   Meaning and definition of arts
       Uses and original art
       - Branches of art
       - Importance of art
       Element and principles of art and design

2.   Elements and principles of art and design
       - List element of design
       - List all the principles of design
       - Importance of element and principles of art to the artist

3.   LINES – Definition, or meaning of lines:
       - Types of lines
       - Uses of lines
       - Objects with lines
       - Drawing of different lines
       - Importance of lines

4.   SHAPES – Meaning of shapes
       - Types of shapes
       - Making patterns with shapes
       - Drawing of different shapes

5.   DRAWING – Definition types of drawing
       - Materials used in drawing
       - State drawing showing the effect of light and shade in
       Drawing

6.   COLOUR – Definition and types of colour
       - Sources of colour
       - State the uses of colour

7.   PRINT - MAKING: Meaning of printing
         - Leaf, yam, cassava printing
         - Thumb printing
         (2). Suitable leaves used in printing
         - Fresh leaves with hand veins
         - Beautiful shapes leaves of various sizes
         (3). Making prints with thumbs

8.   DRAWING: drawing materials still life object(Man-
         Made objects)
         (3). Landscapes environment arts
         (4). Imaginative composition drawing
         (5). Drawing and shading showing the effect of light and
         Shade
         (6). Setting still life and natural objects for drawing

9.   MODELLING: I – (Paper Mache) meaning of Paper Mache
         - Mashed or pounded paper mixed with starch
         - Materials for making paper Mache
         - Paper (Mashed)
         - Perfect mortar
         - Starch
         - Mould

10.   MODELLING II – (Paper Mache)
         - Objects produced from paper Mache
         - Lizards, cups, plates, masks bowls e.t.c

11 - 12. Introduction to music – Definition of music
         1. Sources of music sound
         - Voice, instrument nature (Breeze)
         2. Music is an organized sound
         - the combination sound that is pleasant to the ear
         - Noise is unorganized sound that is not pleasant to the
           Ear
         3. High light difference between Noise and Music

13.   Musical instrument and sounds
       (1). Definition and listing musical instrument in locality
       (2). Musical instrument
       - Refer to objects put together to produce sound. These
       Include Udu (Musical pot) Ekwe, Agogo, Bata, Kalagwu,
       Gangan, Kakaki Kwem
       (3). Methods of sound production. Beating and Rubbing
       Instruments against another Blowing in air

14.   Revision and Examination

CULTURAL AND CREATIVE ART
PRIMARY 4

SECOND TERM

WKS   TOPIC
1.   Musical instrument and sounds
       (1). Foreign musical instrument
       - Refer to objects put together in the locality to produce
       Music e.g calabash, wood, stone e.t.c

2.   Musical instruments and Sounds
       (2). Foreign musical instruments
       - Refer to objects that are used by foreigners to produce
       Their own music which are incorporated into the Nigerian
       Music

3.   Musical instruments and sound III.
       Classifications of musical instruments into four families
       (I). Aerophonic
       (II). Chords/ phonic
       (III). Idophonic/ diophonic
       (IV). Mentraphonic

4.   Introduction to theatre and Drama
       1. Theatre – Definition

2. Drama – Definition
- Drama involves impersonation and imitation of people
And situations (i.e.) Role playing of people and
Situations) before an audience by Actor/ Actresses

5. Dances of the locality
(1). Definition of dance
(2). Dances for different occasions and festivals
Dances of the locality (Locality)
Characteristics of different dances for various occasions

6. BASIC BODY MOVEMENTS IN DANCE
Components of body movement in dance
- Space
- Time
- Force

7. Basic Body Movement in Dance II
(1). Expressing concepts of time, space and mood in
Dance
(2). Movement to music and rhythm

8. Introduction to play acting: Explanation of play acting
(2). Definition of character and impersonation
(3). Role playing
(4). Costume and make up are

9. Play Acting I : characterization in play acting means
Imitating the way another person talks and behaves

10. PLAY ACTING II: Two common class characters are:
(A). Round character: one who change with time and
Circumstances

11. Organize a drama group of class members

12. Revision and Examination

CULTURAL AND CREATIVE ART
Primary FOUR

THIRD TERM

WKS   TOPICS

1-2.   Introducing Values in Cultural and Creative Arts
       - Explanation of
       (i). Meaning of value
       (ii). Importance of value in Act and Craft music in the
            Society

3-4.   Introducing value in cultural and creative Arts
       - Methods of inculcating value e.g improvisation and
       Recycling
       - Costume and make up are

5-6   Characteristics of Value in Cultural and Creative Arts:
       1. Value needed in arts and creative works
       I. creativity
       II. Hard work
       III. Honesty
       IV. Precision
       2. Why values are needed in creative work

7-8   Values and improvisation: Meaning of improvisation
       3. Art materials and their improvised ones
       - Brush (Chewed stick, sponge tied to the end of stick,
       Grass, raffia foam e.t.c
       - Pen (stick with flat end, feather, and strip of hard paper
       Or board e.t.c.
       - Canvas (printed cloth with emulsion and glue)
       - Colour (Red mud, colour from leaves)
       3. Making improvised material

9-10   Improvisation of Art Materials
1. Meaning of improvisation
2. Art materials and their improvised ones
- Brush (Chewed stick, sponge tied to the end of stick,
Grass raffia foam e.t.c)
- Pen (Stick with flat end, feather, and strip of hard paper
Or board e.t.c
- Canvass (printed cloth with emulsion and glue)
- Colour (Red mud, colour from leaves e.t.c)
3. Making improvised materials

11-12 Improvised of Art Material
1. Material and alternatives
- Colour (Leaves, red mud, roots, stems e.t.c)
- Lettering – pen flat edge stick
- Brush (Soft wood with raffia grass e.t.c)
- Similarities and characteristics

13-14 Revision and Examination

FIRST TERM

PRIMARY FIVE

WKS   TOPICS

1–2   ART – Definition, origin and branches of art

3-4   Creating Music/ Sol-fa Notation value

5-6   DRAWING: - meaning of drawing
                   - Types of drawing
                   - Uses of drawing
                   - Steps to follow in drawing

7-8   Pattern and Design
       - Definition, types of pattern
       - Motifs and types

9-10   Music notes and their value

11-12 WEAVING
       Introduction to weaving
       - Types of weaving
       - Materials for weaving
       - Uses of weaving
       - Importance of weaving

13.   Introducing Values in Cultural and Creative Art

14.   Revision and Examination

CULTURAL AND CREATIVE ART

SECOND TERM

WKS   TOPIC

1-2   MODELLING – Meaning of modeling and clay or plasticine
            - Sources of modeling
            - From base or rock
            - Near a river

3-4   Body Movement in Dance
            - Rhythm in dance movement
            Body movement to rhythms of music
            - Demonstrative body movements to rhythm of music

5-6   CULTURE – Definition type list tribes with their culture

7-8   Inculcating Value into Cultural Creative Arts

9-10   Forms of music
            - Meaning of Music, Definition
            - Types of music

11-12 Mosaics – Meaning of Mosaics
            - State materials for mosaic making
            - Production of mosaic to reflect the ill in our society

13-14 Revision and Examination

THIRD TERM

PRY 5

WKS   TOPICS

1-2   COLLAGE: Introduction to collage
       - Meaning of collage
       - Functions of collage

3-4   Introductions to forms of drama
       - State types of drama
       - List the two forms of drama

5-6   Functions of Drama
       - List all functions of drama

7-8   Aims and Objectives of Apprenticeship
       - Definition, aims and objectives

9-10   CARVING – Definition
       Materials for carving objects
       Types of carving

11-12 (A). Forms of Local Architecture
       Definition
       - Materials used for architecture
       - Types of architecture
       (B). Basic consideration in Local Architecture
       - Definition, purpose e.t.c

13-14 Revision and Examination

PRIMARY SIX (6)

FIRST TERM

THEME 1   YOU AND THE ENVIRONMENT

WEEKS   TOPICS/CONTENTS

1 &2   Still Life Drawing
              - Meaning of still life drawing
              -Still life objects in pot, a cup, a bowl, a kettle, a
               Jug e.t.c

3-4   Introductions to Life Drawing
               - Meaning of Life Drawing
               - Life drawing is the process of drawing the human
                 Figure from observation of model (someone who
                 Poses for artist to draw, paint e.t.c)
               - Part of the body
               - Head, hands, legs, stomach e.t.c
               - Model direction person to poses at be set in the
                 Centre of class while pupils surround and draw
                 From different sides

5.   Imaginative Composition
              - Meaning of Imaginative Composition

6-7   Experiences that can be composed
              - A scene of musicians and dancers in a local
                Festival
              - An interesting scene in a local ceremony such as
                Marriage, child naming, title taking e.t.c
              - Two rams fighting
              - Two boys wrestling on a field

8-9   Introductions to the tie and Dye

- Meaning of tie and dye
- Methods of making Tie – dye
- Folding
- Typing
- Knotting
- Pleating method
- Stitching
- Marbling method

10-11   Producing tie and dye using any method
          - Batik is a method of creating patterns on fabric by
          Applying wax to areas of the cloth, which will then
          Retain their original colour during dyeing

12   Introduction of beads making
          - Meaning of beads
          - Uses of beads
          - Materials for beads making
          - Making of beads

13   Revision and Examination

PRIMARY SIX

SECOND TERM

THEME 2   YOU AND ENVIRONMENT

WEEKS   TOPICS/CONTENTS

1-2   Rhythms Pattern
          - Meaning of rhythm
          - Patterns of beats
          - Types of rhythm
          Simple rhythms
          Complex rhythms

- Clapping to rhythm
- Rhythms in twos
- Rhythms in threes
- Rhythms in fours e.t.c

3.   Melody making choir
        - Meaning of choir
        - Parts in choir
        - Different types of singing
        - Identification of Melodic part in a four part singing

4-5   Introductions to Elements of drama
        - Elements of Drama
        - Written / Unwritten (plot, language, characteriza-
          Tion)
        - Actor/ Actress
        - Stage, Audience, Sound
        - Lighting

6-7   Creating Drama
        - Characteristics of form of drama creation
        - Basic forms of drama creation unexplained
        - Scripted (Written)
        - Unscripted (unwritten, verbal, improvised)

8-9   Casting and Rehearsal/ Meaning
        - Drama Construction Processes
        - Skills required by an actor
        - Memorization and focus
        - Confidence

10.   Introduction to staging a play
        - Meaning of staging a play
        - Personnel involved in staging a play

11-12   Utilization of Natural Resources

          - Natural resources in Nigeria
          - Iron Ore
          - Crude oil
          - Natural gas
          - Crushed rocks
          - Gravel
          - Clay
          - Lime stone
          - Gypsum
          - Uses of mineral resources
          - Industries and Natural Resources
          - Utilization

13.   Revision and Examination

THIRD TERM

1-2   - Values and maintenance
         - Meaning of value
         - Relationship between values and main
           Tenance

3-4   - How to add value through maintenance e.g by
           Recycling
        Examples
         - Old news papers and magazines especially the
           Colored page
         - Broken plastic can be cut healthy into beautiful
           Shape and used as color palette
         - Bottle Caps, broken places of glass

5-6   Recycling functional Art work
         - Recycling items
         - toy

- Plates and cups
- Packages
- Decorative Materials wall hanger
- Method of Recycling
- Producing recycle work paper Mache, Pound
  Paper

7-8   Recycling for functional Art works
- Users of recycled
- Characteristics of recycled products

9-10   Revision

11-12   Revision

13   Revision

SCHEME OF WORK
ENGLISH STUDIES
PRIMARY FOUR

PRIMARY FOUR

FIRST TERM

WKS   **TOPIC**

1.   Review of Primary three third term work

2.   A.   Speech work: Further practice in expressing
                Possibility and permission
        B.   Reading: Teaching of new words, meaning and
                Comprehension
        C.   Structure: The tenses (Modal Auxiliaries)
        D.   Grammar: Grammatical Accuracies – fill in the
                Gaps with words from the box
        E.   Writing: Guided composition (Narrative
                Composition (How I spent my last Holiday)
        F.   Dictation: Selected words from the approved
                Book.

3.   A.   Speech work: passage based on the Narration of
                A real life stories
        B.   Structure: Dialogue further practices in excusing,
                Possibility, obligation, permission e.t.c
        C.   Reading: A football match teaching of new words
                Meaning comprehension
        D.   Grammar: Read a passage and complete the
                Sentences
        E.   Writing: Rhythmic poem
        F.   Dictation: Selected words from passage read

4.   A.   Speech work: Basic reading and guided writing
        B.   Structure: Basic reading and guided writing fill in
                The gaps
        C.   Reading: Teaching of new words meaning and
                Comprehension
        D.   Grammar: A journey by lorry

E.   Writing: How I spent my last holiday

F.   Dictation: Selected words from the passage read

5.   A.   Speech work: Dialogue further practice in Excusing possibilities

       B.   Structure: Complete sentences with Can or May

       C.   Reading: Teaching of new words, meaning & Comprehension

       D.   Grammar: Making sentences from the tables

       E.   Writing: A poem

       F.   Dictation: Selected words from the passage Read

6.   A   Speech Work: Oral narration – A visit to the Village

       B.   Structure: Further practice in the use of tenses

       C.   Reading: Teaching of new words meaning & Comprehension

       D.   Grammar: Aural/ Discrimination

       E.   Writing: Oral composition / Narrative An Interesting experience

       F.   Dictation: Selected words from the passage read

7.   A.   Speech work: Reading descriptive passage Means of transportation in Nigeria

       B.   Reading Comprehension: Teaching of new Words pronunciation / spellings e.t.c

       C.   Structure: Read the story again and write your Own story by filling in the blank space

       D.   Grammar: Study the words and use them to Make sentences

       E.   Writing: (Giving account of a poem)

       F.   Dictation: Selected words from the passage read

8.   A.   Speech Work: Aural Discrimination

       B.   Reading Comprehension: Tessy, the spoilt child

C. Structure: Further practice in the use of tenses, The present, past present perfect and past Continuous

D. Grammar: Aural Discrimination

E. Writing: Descriptive passage on good morals

F. Dictation: Selected words from the passage read

9. A. Speech work: Reading descriptive passages on Good morals

B. Reading Comprehension – teaching of new words Pronunciation / spelling

C. Structure: Fill in the gaps

D. Grammar: Study the sentences with the teacher And make similar sentences with the teacherɔɔ

E. Writing: Composition about my family

F. Dictation: Selected words from passage read

10. A. Speech Work: Description travelling by air, sea And road

B. Reading Comprehension: Teaching of the words Pronunciation/ spelling

C. Structure: present past perfect and past Continuous tense

D. Grammar: verb

E. Writing: letter writing (informal)

F. Dictation/ spelling: Selected words from the Passage read

11. A. Speech Work: Further practice in the use of Tense" the present, past present perfect and past Continuous

B. Reading Comprehension: Teaching of new Words pronunciation / spelling

C. Structure: Aural discrimination /a:/ and /ɔ:/

D. Grammar: Letter writing

E.   Writing: Composition on my school
F.   Dictation/ Spelling: Selected words from the
       Passage to read

12.   A.   Revision and Examination

PRIMARY FOUR

SECOND TERM

WKS   TOPIC

1.   A.   Review of areas of difficulty in first term's work

2.   A.   Speech Work: Reading letters written to an old
              Classmate, mother, an old neighbor
       B.   Structure: comparing things according to weight
              Size, height, distance, shape and quality
       C.   Reading: Teaching of new words comprehension
       D.   Grammar: Complete the following from the story
              That has just be read
       E.   Writing: Guided composition: a motor park
       F.   Dictation and spelling" Selected words from the
              Passage read

3.   A.   Speech Work: Further practice in the use of Tense,
              Present, past present, perfect and past
              Continuous tense
       B.   Structure: Aural discrimination
       C.   Reading: Teaching of new words, oral and written
              Comprehension
       D.   Grammar: Further practice in the use of tense,
              Present, past present, perfect and past
              Continuous tense

      E.   Writing: Giving an account of visits to place of Interest e.g. local market, super market idanre Hills.

      F.   Dictation: Spelling, Selected words from the Passage read

4.   A.   Speech Work: Giving an account of visits to place Of interest e.g. tourist attraction, hospital, court of Law

      B.   Structure: Aural Discrimination /a: / and /ɔ:/

      C.   Reading: Teaching of new words, oral and Written comprehension

      D.   Grammar: Punctuation mark

      E.   Writing: Composition a day I shall never forget

      F.   Dictation: Spellings, selected words. Words from the Passage read

5.   A.   Speech Work: Aural Discrimination distinguish Between the sound /a: /: in lark and the sound /Ɔ:/ In lock

      B.   Structure: Descriptive passage: My visit to Lagos University teaching hospital [I]

      C.   Reading: Teaching of new words spellings [Comprehension]

      D.   Grammar: Write or copy their own composition From the substitution table, use punctuation Marks, use link word

      E.   Writing: Study the words and make sentences With them

      F.   Dictation: Selected words from the passage to read

6.   A.   Speech Work: Reading letters written to elder Sister's brother's father, teachers and friends

      B.   Structure: Aural Discrimination [Consonants]

      C.   Reading: Teaching of new words – meaning

Comprehension

D. Grammar: Comparing things and persons
According to weight, shape, size, height, distance
E. Writing: Comparative and superlative adjectives
F. Dictation; Selected sentences from the passage
Read

7. A. Speech Work: Comparing things according to
Weight, shape and quality
B. Structure: passage on visits to place of interest
C. Reading: Teaching of new words – oral and written
Comprehension
D. Grammar: Care of people living with AIDS/HIV
E. Writing: Feature of informal letter
F. Dictation: Selected words from the passage read

8. A. Speech Work: Aural Discrimination [Consonants]
tin   Thin /t/ /ɵ/
B. Structure: Construct sentences with consonants
C. Reading: Teaching of new words – oral and written
Comprehension
D. Grammar: Make ten sentences from this table
E. Writing: Filling in gaps with the words in the box
F. Dictation: Selected words from passage read

9. A. Speech Work: Using adverbs of comparison
B. Structure: Use adverb to describe verbs
C. Reading: Teaching of new words – oral and written
Comprehension
D. Grammar: Correct use of adverbs of comparison
E. Writing: Guided composition – My family, My
School
F. Dictation: Selected words or sentences from the
Passage read

10. A. Speech Work: Distributive determiners

      B.   Structure: Use structures with these determiners

      C.   Reading: Teaching of new words – Oral and
             Written comprehension

      D.   Grammar: Fill in the blank with words
             From the passage

      E.   Writing: Distributive determiners (Contd)

      F.   Dictation: Selected sentences from the passage
             Read

11.   A.   Speech Work: Pronunciation practice

      B.   Structure: Construct sentences using
             Substitution tables

      C.   Reading: Teaching of new words – Oral and
             Written comprehension

      D.   Grammar: Passage on family as a unit

      E.   Writing: Expository writing

      F.   Dictation: Selected sentences from the passage
             Read

12.   Revision and Examination

PRIMARY FOUR

THIRD TERM

WKS   **TOPICS**

1.   A.   Speech Work: Stress pattern

      B.   Structure: Reading a literary book

      C.   Reading: Teaching of new words – meaning and
             Comprehension

      D.   Grammar: Identify linking words, sentences of
             The paragraph

      E.   Writing: Descriptive/ narrative essay

      F.   Dictation: Words / sentences from the passage
             Read

2.   A.   Speech Work: A passage from a folk tales

      B.   Structure: A memorable football match

      C.   Reading: Teaching of new words and
            Comprehension

      D.   Grammar: Describe a memorable event and
            What makes it memorable

      E.   Writing: Re arrange these words to tell the story
            Why snails move slowly

      F.   Dictation: Selected words/ sentences from the
            Passage read

3.   A.   Speech work: Question tags: Using modal
            Auxiliaries e.g. Can, May, Will, Shall e.t.c

      B.   Structure: Correct forms of will, shall and may in
            Question tags

      C.   Reading: Teaching of new words, meaning, Oral
            And written comprehension

      D.   Grammar: Using question tags

      E.   Writing: Narrative passage i.e an eye witness
            Account of things done, said and seen

      F.   Dictation: Spelling selected words from the
            Passage read

4.   A.   Speech Work: Responsible parenthood and
            Family welfare

      B.   Structure: Identify different types of marriages,
            Advantages and disadvantages of each

      C.   Reading: Teaching of new words, Oral
            And written comprehension

      D.   Grammar: Learn these words and their meaning
            And some selected words from the passage

      E.   Writing: Passage based on public notice do not
            Smoke, Avoid HIV/AIDS etc

      F.   Dictation: Selected words from the passage read

5. A. Speech Work: Movable adverbial phrases in Sentences in initial and final position
    B. Structure: Make sentences from the table
    C. Reading: Teaching of new words, oral and Written comprehension
    D. Grammar: Identify the options, say weather they Advise, advertise or warn
    E. Writing: Copy a poem with emphasis on the Format: crooked song
    F. Dictation: Selected sentences from the passage Read

6. A. Speech Work: Intonation and stress
    B. Structure: Passage on means of transport
    C. Reading: Teaching of new words – meaning and Comprehension
    D. Grammar: Information to close friends, parents Uncle
    E. Writing: Relative clauses
    F. Dictation: Selected sentences/words from the Passage read

7. A. Speech Work: The book the owl, the pussy cat
    B. Structure: Adverbial clauses using when, if, Unless, if not
    C. Reading: Teaching of new words – meanings- Comprehension
    D. Grammar: Adverbial clause of time
    E. Writing: Poetry
    F. Dictation: Selected words/sentences from the Passage read

8. A. Speech Work: Passage on habits of worship Among Nigerians
    B. Structure: Study words and use them to make Sentences
    C. Reading: Teaching of new words – meanings – Comprehension

    D.   Grammar: Adverbial clause of time

    E.   Writing: Composition on how man changes his Environment

    F.   Dictation: Selected words/sentences from the Passage read

9.   A.   Speech Work: Conditional sentences expressing Wishes and desires that are unlikely to be fulfilled

    B.   Structure: Class drama – use stress and Intonation to express a wide range of emotions

    C.   Reading: Teaching of new words – meanings – Comprehension

    D.   Grammar: Make sentences out of the table

    E.   Writing: Fill in the gap to turn the poem into a Prose

    F.   Dictation: Selected words from passage read

10.   A.   Speech Work: Songs

    B.   Structure: Passage on one of the landmarks in Nigeria

    C.   Reading: Teaching of new words – meaning and Comprehension

    D.   Grammar: Past participle present continuous And past participle tenses

    E.   Writing: Narrative passage on theft

    F.   Dictation: Selected words from the passage read

11.   A.   Speech Works: Songs

    B.   Structure: Eating habits among Nigerians

    C.   Reading: Teaching of new words meaning and Comprehension

    D.   Grammar: Word search

    E.   Writing: Name other Landmark in Nigeria apart From the Owufall

    F.   Dictation: Selected words from the passage read

12.   Revision and Examination

PRIMARY FIVE

FIRST TERM

WKS   TOPICS

1.   A.   Review of primary four third term work

2.   A.   Speech Work: The tenses (Modal Auxiliaries)
      B.   Structure: Make sentences with 'must, ought to,
            Have to,
      C.   Reading: Teaching of new words meanings and
            Comprehension
      D.   Grammar: Formal or official letters. Features
            And styles
      E.   Writing: Guided composition on how I spent my
            Last holiday
      F.   Dictation: Selected sentences from the passage
            Read

3.   A.   Speech work: Sentences in the passive voice
            'with and without an agent'
      B.   Structure: Mastering of the passive voice
            Construction change active sentences into
            Passive voice
      C.   Reading: Teaching of new words meanings and
            Comprehension
      D.   Grammar: Relative clauses using words such as
            "who", "which", and "that"
      E.   Writing: Writing abbreviated forms of letters e.g.
            Telegrams format/content
      F.   Dictation: Selected sentences from the passage
            Read

4.   A.   Speech Work: Intonation practice in statement
            Questions command and request
      B.   Structure: Paragraph from children's novels.

Good Neighborliness e.t.c
- C. Reading: Teaching of new words meaning and Comprehension
- D. Grammar: Paragraphs major and minor Characters
- E. Writing: My best friend
- F. Dictation: Selected sentences from the passage Read

5.
- A. Speech Work: Reading poem on good Neighborliness
- B. Structure: Selected poem based on the virtues of Good neighborliness
- C. Reading: Teaching of new words meanings and Comprehension
- D. Grammar: Formal letter to a village head or any Other constituted authority
- E. Writing: Features of formal and informal letters
- F. Dictation: Selected sentences from the passage Read

6.
- A. Speech Work: Making polite requests
- B. Structure: Sentence building on reported speech
- C. Reading: Teaching of new words, meaning and Comprehension
- D. Grammar: Choose the word from group B that Goes with each word in group A
- E. Writing: Formal invitation
- F. Dictation: Selected sentences from passage read

7.
- A. Speech Work: Using the telephone {Call and Response in telephone conversation}
- B. Structure: Compare and contrast polite intonation And the rude or impolite tone/intonation in Dialogue
- C. Reading: Teaching of new words, meaning comprehension Comprehension

D.   Grammar: Comparison of formal and informal Letters in request of formal feature

E.   Writing: Guided composition on bicycle

F.   Dictation: Selected words from the passage read

8.   A.   Speech Work: Intonation practice

B.   Structure: Reported speech

C.   Reading: Teaching of new words, meaning and Comprehension

D.   Grammar: Writing the opposite of the underlined Words

E.   Writing: Abbreviated forms of letter e.g. Telegram

F.   Dictation: Selected words from the passage read

9.   A.   Speech Work: Making reports of statements, Commands, questions changing reports to direct Speech

B.   Structure: Sentence building

C.   Reading: Teaching of new words, meaning and Comprehension

D.   Grammar: Intonation practice on question Tags

E.   Writing: Describing a house

F.   Dictation: Selected words from the passage read

10.   A.   Speech Work: Simple narrative on the virtue of Truthfulness

B.   Structure: Attribute of Truthfulness

C.   Reading: Teaching of new words, meaning and Comprehension

D.   Grammar: Present tense and past tense

E.   Writing: My school

F.   Dictation: Selected words from the passage read

11.   A.   Speech Work: Direct and indirect speech

      B.   Structure: Sentence building

      C.   Reading: Teaching of new words meaning and Comprehension

      D.   Grammar: Debate "Corporal punishment should Not be enforced in school"

      E.   Writing: reply to an invitation letter

      F.   Dictation: Selected words from the passage read

12.   Revision and Examination

PRIMARY FIVE

SECOND TERM

WKS   **TOPICS**

1.   A.   Speech Work: Abbreviated forms of letter, Reduction of details to telegram forms the Mail/fax – text message

      B.   Structure: Reported speech [Commands]

      C.   Reading: Teaching of new words – meaning and Comprehension

      D.   Grammar: Sentence building

      E.   Writing: Responding to a formal invitation

      F.   Dictation: Selected sentences from the passage Read

2.   A.   Speech Work: Oral composition talking about Self and family

      B.   Structure: Word bank and sentences building

      C.   Reading: Teaching of new words – meanings and Comprehension

      D.   Grammar: Further practice on reading dialogue Conversation on telephone as opposed to letters

      E.   Writing: Formal invitation as opposed to letters

      F.   Dictation: Selected words or sentences from the Passage read

3.   A.   Speech Work: Reported speech questions
        B.   Structure: Making and reporting requests
              [Sentence building]
        C.   Reading: Teaching of new words – meaning and
              Comprehension
        D.   Grammar: Passage about self or other members
              Of the family, stressing the roles of individual
              Members of the family
        E.   Writing: Writing an informal letter
        F.   Dictation: Selected sentences/words from the
              Passage read

4.   A.   Speech Work: Debate discussion on simple and
              Familiar topics e.g. the father is more important
              Than the mother in a family (Propose or oppose)
        B.   Structure: Using link words such as although
              because but, as comprehension
        C.   Reading: Teaching of new words – meaning
              comprehension
        D.   Grammar: Construction with verb – phrase
              Complement or with noun clause
        E.   Writing: Acknowledging receipt of letters of
              Congratulations and sympathy
        F.   Dictation: Selected sentences/words for the
              Passage read

5.   A.   Speech Work: A folktale on reward and
              Punishment
        B.   Structure: Construction with defining relative
        C.   Reading: Teaching of new words – meaning
              Comprehension
        D.   Grammar: Passage illustrating reinforcing clause
        E.   Writing: Letter asking for special favors
        F.   Dictation: Selected sentences from the passage
              Read

6.   A.   Speech Work: Verbal invitation to examination
            Success party
      B.   Structure: Passage expressing function of
            Objects
      C.   Reading: Teaching of new words – meanings
            Comprehension
      D.   Grammar: Comparing objects and people using
            As same as
      E.   Writing: Writing a letter of appreciation
      F.   Dictation: Selected sentences from the passage
            Read

7.   A.   Speech Work: Intonation practice in connected
            Speech with successive using followed by a
            Falling at the end
      B.   Structure: Expressing consequences or causes
            And effects with the use of so… that
      C.   Reading: Teaching of new words – meanings
            Comprehension
      D.   Grammar: Expressing functions of objects
      E.   Writing: Letter of absence from school
      F.   Dictation: Selected words from the passage read

8.   A.   Speech Work: Expressing function of objects
      B.   Structure: Use of That ' Who" Which" Where" and
            When" to introduce defining clause
      C.   Reading: Teaching of new words meaning –
            Comprehension
      D.   Grammar: Passage on question/response
            Forms
      E.   Writing: Formal and informal invitation
      F.   Dictation: Selected paragraph from the passage
            Read

9.   A.   Speech Work: Intonation practice passage

Illustrating intonation in command using initial
Model verbs
- B. Structure: Construction using verb phrase
Complement with adverbial plus to (infinitive)
- C. Reading: Teaching of new words meaning –
Comprehension
- D. Grammar: Articles
- E. Writing: A letter of congratulation
- F. Dictation: Selected words from the passage read

10. A. Speech Work: Children's Novel
- B. Structure: Expression connected with health,
Sickness and cure for human ailments
- C. Reading: Teaching of new words meaning and
Comprehension
- D. Grammar: Construction with the past tense, then
Past present tense
- E. Writing: Writing indication direction
- F. Dictation: Selected words from the passage read

11. A. Speech Work: Expressing consequences or
Cause and effect with the use of "so…that
- B. Structure: The past tense
- C. Reading: Teaching of new words meaning and
Comprehension
- D. Grammar: Reading for further understanding of
The relationship between ideas
- E. Writing: Simple narrative composition from
Poem or folktale
- F. Dictation: Selected words from the passage read

12. Revision and Examination

PRIMARY FIVE

THIRD TERM

WKS		TOPICS
1.	A.	Speech Work: Intonation practice command and Request
	B.	Structure: Construction using verb phrase Complement with adverbial
	C.	Reading: Teaching of new words meaning and Comprehension
	D.	Grammar: Use of "so…that" to express personal Opinion
	E.	Writing: Composition involving expression of Personal opinion
	F.	Dictation: Selected paragraphs from the passage Read
2.	A.	Speech Work: Expressing congratulation
	B.	Structure: Passage based on illustrating 'when Adverbial structure
	C.	Reading: Teaching of new words meaning and Comprehension
	D.	Grammar: Passage based on illustrating when Adverbial structure in longer sentences
	E.	Writing: Exposition basic concept of drug abuse
	F.	Dictation: Selected words from the passage read
3.	A.	Speech Work: Passage based on conversation With what, adjective clause
	B.	Structure: Observing and reporting things, Complete action
	C.	Reading: Teaching of new words meaning Comprehension
	D.	Grammar: Passage based on conversation with That/which adjectival clause
	E.	Writing: Descriptive composition element of soil

F.   Dictation: Selected words from passage read

4.   A.   Speech Work: Observing and reporting things:
                Completed action
        B.   Structure: The past tense
        C.   Reading: Teaching of new words meaning
                Comprehension
        D.   Grammar: Use of "when" in long sentences.
        E.   Writing: debate: Suggest a topic
        F.   Dictation: Selected words from the passage read

5.   A.   Speech Work: Debate "A farmer is more
                Importance than a teacher
        B.   Structure: Passage based on construction with
                The past tense, past perfect tense
        C.   Reading: Teaching of new words meaning
                Comprehension
        D.   Grammar: Passage based on construction with
                Prepositional verbs and phrasal verb
        E.   Writing: Composition on "My school"
        F.   Dictation: Selected words from the passage read

6.   A.   Speech Work: Passage on National Values
                Using the correct stress and intonations
        B.   Structure: Family needs and resources
        C.   Reading: Teaching of new words meaning and
                Comprehension
        D.   Grammar: Use of That, Who, Which & When to
                Produce defining clauses
        E.   Writing: Composition on Girls are more useful in
                The family
        F.   Dictation: Selected words from the passage read

7.   A.   Speech Work: Oral composition
        B.   Structure: Linking words: "Although" "Because" "But"
        C.   Reading: Teaching of new words meaning and
                Comprehension
        D.   Grammar: Letter expressing gratitude for gifts,
                Visits and other favors received
        E.   Writing: Indicating direction
        F.   Dictation: Selected words from the passage read

8.   A.   Speech Work: The past tense: the perceptive
            Aspect
      B.   Structure: Phrasal verb
      C.   Reading: Teaching of new words meaning and
            Comprehension
      D.   Grammar: Phrasal verb
      E.   Writing: Composition "My Environment"
      F.   Dictation: Selected words from the passage read

9.   A.   Speech Work: Exposition Basic concept of
            Drug abuse
      B.   Structure: Passage on Debate "Town life is better
            Than village life"
      C.   Reading: Teaching of new words meaning and
            Comprehension
      D.   Grammar: Puzzle
      E.   Writing: On inter House Sport day
      F.   Dictation: Selected words from the passage read

10.   A.   Speech Work: Managing Agriculture
      B.   Structure: Expressions connected with health
            Sickness cures for human ailment
      C.   Reading: Teaching of new words, meaning
            Comprehension
      D.   Grammar: Choose one word to describe the
            Other
      E.   Writing: Comprehension on "My Grandma"
      F.   Dictation: Selected words from the passage
            Read

11.   A.   Speech Work: Managing Agriculture
      B.   Structure: Construction with defining relative
      C.   Reading: Teaching of new words meaning and Comprehension
      D.   Grammar: Use of 'must' 'have to'
      E.   Writing: Descriptive on a goat
      F.   Dictation: Selected words from the passage read

12.   Revision and Examination

REVIEW OF PRIMARY SIX SCHEMES OF WORK

FIRST TERM

ENGLISH LANGUAGE

WEEKS   TOPICS

1.   Review of primary five third term's work

2.   A.   Further practice on report making
       B.   Reading: Teaching of new words,
            Meaning and comprehension
       C.   Structure: Sentence building and word bank
       D.   Grammar: Synonym
       E.   Writing: Guided composition
       F.   Dictation: Selected words from the passage read
       G.   Verbal aptitude

3.   A.   Reporting type of essay
       B.   Structure: Sentence building
       C.   Reading: Teaching of new words
            Meaning and comprehension
       D.   Grammar: Noun: Definition and types
       E.   Writing: A report of an incident
       F.   Verbal Aptitude

4.   A.   Pronunciation, stress and intonation practice
       B.   Structure: Sentence building and speech
       C.   Reading: Teaching of new words
            Meaning and comprehension
       D.   Grammar: pronoun: Definition and types
       E.   Writing: Features of formal and informal letters
       F.   Verbal Aptitude

5.   A.   Intensive Reading: A suitable passage on an
            Argumentative topic e.g. Democratic and military
            Governance
       B.   Teaching of new words, meaning and
            Comprehension

C.   Grammar: Verbs: Definition and types

D.   Structure: Mastering of passive voice Construction: change active sentences into Passive voice

E.   Writing: Argumentative essay: A teacher is more Important than a farmer

F.   Verbal Aptitude

6.   A.   Introductory paragraph e.g. A topic on role of Religion

            B.   Reading: Teaching of new words, reading and Comprehension

            C.   Structure: Selected poem based on the virtues of Kindness

            D.   Grammar: Adjectives: Meaning and types

            E.   Writing: Concluding paragraph

            F.   Verbal Aptitude

7.   A.   Speech Work: Using the telephone – call and Response in telephone conversation

            B.   Reading: Teaching of new words/expressions Meaning and comprehension

            C.   Structure: Word study and dictionary practice

            D.   Grammar: Adverb: Meaning and types

            E.   Writing: Guide to good essay writing

            F.   Verbal Aptitude

8.   A.   Speech Work: Argumentative Essay

            B.   Reading: Teaching of new words, meanings and Comprehension

            C.   Structure: Instructions

            D.   Grammar: Preposition meaning and usage

            E.   Writing: Argumentative essay: Science does more Harm to humanity than good

            F.   Verbal Aptitude

9. A. Speech Work: Direct and indirect speech
    B. Reading: Teaching of new words, meanings
        And comprehension.
    C. Structure: Sentence Building
    D. Grammar: Conjunction meaning and
        Identification
    E. Writing: Simple future questions and past tense
    F. Verbal Aptitude

10. A. Speech Work: Intonation practice dialogue and
        Conversation on national values:
        Honesty
    B. Reading: Teaching of new words, meaning and
        Comprehension
    C. Poetry: Selected topics from the reader
    D. Grammar: Exclamation and interjection
    E. Writing: Reading of letters of complaints to
        Authorities report and business letter on national
        Values regard and concern for the interest of
        Others.
    F. Verbal Aptitude

11. A. Speech Work: Asking about people and things
        (Conversation on dental health issues)
    B. Reading: Teaching of new words, meaning and
        Comprehension
    C. Structure: Word bank: Prefix and suffix
    D. Grammar: Sentence building
    E. Writing: Reading/Writing business letter
    F. Verbal Aptitude

12. General revision of work

13. Examination

REVIEW OF PRIMARY SIX SCHEMES OF WORK

SECOND TERM

ENGLISH LANGUAGE

WKS		SUMMARY OF CONTENTS
1.	A.	Revision of First Term's work
2.	A.	Speech Work: Pronunciation practice
	B.	Reading: Teaching of new words, meanings and Comprehension
	C.	Structure: Reading of letters of invitation and Eplies (formal and informal) (infuse Nigerian Traditional values.
	D.	Grammar: Word formation: Noun formed from Adjectives
	E.	Writing: Expository explanatory composition e.g. A traditional marriage I have witnessed
	F.	Verbal Aptitude Speech Work
3.	A.	Pronunciation practice: Put stress on the right Syllables
	B.	Reading: Teaching of new words, meanings and Comprehension
	C.	Structure: More constructions with clauses Using, 'when' 'who' 'which' 'where'
	D.	Grammar: Word formation adjective formed from Noun
	E.	Writing: Narrative essay: A day I will not forget
	F.	Verbal Aptitude
4.	A.	Speech Work: Making speeches during occasions
	B.	Reading: Teaching of new words, meaning and Comprehension
	C.	Structure: News paper reading
	D.	Grammar: Word formation of noun from adjective
	F.	Verbal Aptitude
5.	A.	Speech Work: Pronunciation practice

        B.   Reading: Teaching of new words meaning and Comprehension

        C.   Structure: Simple passages of dialogue and Conversation

        D.   Grammar: Word formation: Verbs from Adjectives

        E.   Writing: Passage on clean safe water strategies.

        F.   Verbal Aptitude

6.   A.   Speech Work: Intonation practice: Using Different intonations to suggest different meaning And aptitude

        B.   Reading: Teaching of new words, meaning and Comprehension

        C.   Structure: Indefinite pronoun and indefinite Adverbs e.g. some, any, none

        D.   Grammar: Relationship among style, purpose and The audience

        E.   Writing: Expository essay. Mode of drug use and Consequences. Effects of normal and excessive Use of drugs.

        F.   Verbal Aptitude

7.   A.   Speech Work: Pronunciation practice: pronounce The words using the correct stress

        B.   Reading: Teaching of new words, meaning and Comprehension

        C.   Structure: Passages dealing with information and Description

        D.   Grammar: Words and opposite: Antonyms

        E.   Writing: Technical writing: Complete application Forms. Keeping of diaries

        F.   Verbal Aptitude

8.   A.   Speech Work: Intonation practice with questions (Conveying various attitudes)

        B.   Reading: Teaching of new words, meaning and Comprehension

        C.   Structure: Idiomatic Expression

        D.   Grammar: Formation of adverbs

        E.   Writing: Recording observation

F.   Verbal Aptitude

9.   A.   Speech Work: Passages dealing with quarrels
               Hot exchanges of instructions
    B.   Reading: Teaching of new words, meanings and
               Comprehension
    C.   Structure: Word with similar meaning
               Synonyms
    D.   Grammar: Writing dialogue
    E.   Writing: Simile and Metaphor
    F.   Verbal Aptitude

10. A.   Speech Work: Pronunciation practice
               History/Historical science/Scientist
               Electric/Electrical/Electricity
    B.   Reading: Teaching of new words, meanings and
               Comprehension
    C.   Structure: A passage on the ocean: Importance
               Of oceans on earth. Role of the ocean in a linked
               Global system.
               Resources of ocean
    D.   Grammar: Changing direct speech to reported
               Speech and vice versa
    E.   Writing: Writing of formal letters
    F.   Verbal Aptitude

11. A.   Speech Work: Intensifiers: Distinguish between
               'Very' and 'so' on the hand and 'very' and
               'Quite' on the other use of intensifiers
    B.   Reading: Teaching of new words, meaning and
               Comprehension
    C.   Structure: Reading simple materials on the
               Organization of formal gathering
    D.   Grammar: Composition of adverb
    E.   Writing: Write informal letters features of informal
               Letters
    F.   Verbal Aptitude

12.   Revision and Examination

REVIEW OF PRIMARY SIX SCHEMES OF WORK

| THIRD TERM |

ENGLISH LANGUAGE

WEEKS   SUMMARY OF CONTENTS
1.   Revision of second terms work

2.   A.   Speech Work: Making verbal report and
              Statements
        B.   Reading: Teaching of new words, meanings and
              Comprehension
        C.   Structure: Writing e-mail text messages
        D.   Grammar: Comparison of verb
        E.   Writing: Biography writing: Describe a person or
              Thing so that everybody will readily recognize
              Him/her/it
        F.   Verbal Aptitude

3.   A.   Speech Work: Giving formal speeches
        B.   Reading: Teaching of new words, meanings and
              Comprehension
        C.   Structure: Main clauses with 'if' conditional
              Clause
        D.   Grammar: Informal letters further practice
        E.   Writing: Auto biography: Description of oneself
              Habit, taste, manner and moral qualities
        F.   Verbal Aptitude

4.   A.   Speech Work: Talking at interviews
        B.   Reading: Teaching of new words, meanings and
              Comprehension
        C.   Structure: Informal letters: Further practice
        D.   Grammar: Difference between pairs of sentence
              The use of 'in' and 'at' 'in' in simple sentences correctly.
        E.   Writing: Dictation of suitable passages
        F.   Verbal Aptitude

5.   A.   Speech Work: Reading valedictory speeches
        B.   Reading: Teaching of new words, meaning and
              Comprehension

  C. Structure: Review of some functional words
  D. Grammar: Review of guides to good essay writing
  E. Writing: Write informal letter
  F. Verbal Aptitudes

6. A. Speech Work: Expressing wishes and Suppositions
  B. Reading: Teaching of new words, meanings and Comprehension
  C. Structure: Indefinite pronoun and indefinite Adverbs
  D. Grammar: Singular and Plural
  E. Writing: My favorite sport
  F. Verbal Aptitude

7. A. Speech Work: Pronunciation practice: phrases With two explosives e.g. a black bird, a heavy Weight, a dark room.
  B. Reading: Teaching of new words, meaning and Comprehension
  C. Structure: Punctuation marks
  D. Grammar: Word bank and sentence building
  E. Writing: How I will spend my coming holidays
  F. Verbal Aptitude

8. General Revision

9. General Revision

10. General Revision

11. General Revision

12. General Revision

13. Examination

SCHEME OF WORK ON
MATHEMATICS
FOR
PRIMARY FOUR

SCHEME OF WORK ON MATHEMATICS FOR
PRIMARY FOUR
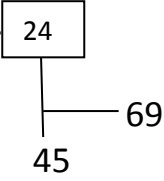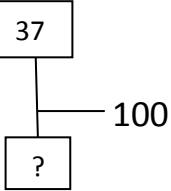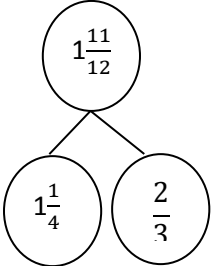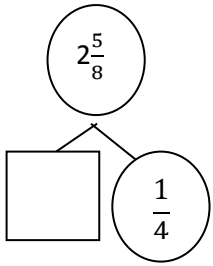
FIRST TERM

WKS	CONTENTS	LESSON OBJECTIVES	TEACHING MATERIALS
1.	Whole Numbers Revision of counting And writing up to 9999	Pupils should be able to: (i). Count numbers up to 9999 (ii). Write numbers up to 9999 (iii). State the place value of a Digit in numbers up to 9999	
2.	Counting up to one Million in ones, tens Hundreds and Thousands	Pupils should be able to: (i). Write the numeral in 10,000 And 100,000 (ii). Counting in thousands up 1,000,000 (iii). Identify the place value i.e. M, H.T.H, T.Th, TH, H, T, U (iv). Counting in millions (M); Hundred thousand (H.Th); Tens of thousands (T.Th), Thousands (Th), Hundred (H), Tens (T) and (U)	
	Quantitative Reasoning	Reasoning quantitatively in Counting whole numbers e.g. 6,000,000 100,000 10,000 1,000 100 10 0	

3.	(a). Ordering of Whole numbers with Symbols up to 100,000 (b). $<$, $>$ and $=$ $<$ greater than $=$ Equal to	Pupils should be able to: (i). Express inequalities of 4 to 6 Digits numbers using the terms Greater than, less than and Equal to. (ii). Ordering given whole Number e.g. $124850 > 47998$ $\qquad 8999 < 9899$ $\quad 54+56= 110$	
3b	Quantitative reasoning	Reason quantitatively in re-Arranging these numbers: 7007,7070,70007,770000 And 707000	
4.	Roman numerals i.e. (I to C)	Pupils should be able to: (i). Read Roman numerals up to 100 (ii). Write roman numerals up To 10 0 (iii). Write the value of each Numerals in normal form… (iv). Solve exercise involving Conversion from Arabic Numerals to roman numerals And vice versa.	
	Quantitative Reasoning	Give example on quantitative Aptitude e.g. find the missing Number below: Sample: L↔ 50 (1). x ↔☐ (2). ☐↔ 90	
5	(a). Ordering os Of equivalent Fractions	Pupils should be able to: - Obtain fractions equivalent To a given fraction in	

		(I). Increasing order i.e. $\frac{2}{5} = \frac{4}{10} = \frac{6}{15}$ etc (ii). Decreasing order e.g. $\frac{18}{45} = \frac{16}{40} = \frac{14}{35}$ etc	
	(B) Quantitative Reasoning	Give exercises on quantitative Reasoning e.g. find the missing Fractions: $\frac{3}{4} = \frac{6}{8} = \frac{9}{12} = \frac{}{16} = \frac{15}{}$	
6	(a). Proper, improper Fractions and mixed Number	Pupils should be able to: (i). Differentiate between proper And improper fractions e.g. Proper $\frac{2}{3}$; improper $\frac{6}{5}$ (ii). Change improper fractions To mixed numbers and vice versa E.g. $\frac{9}{5} = 1\frac{4}{5}$ $\frac{(5\times1)+4}{5} = \frac{9}{5}$ (iii). Appreciate the need to share Commodities at homes, market, School etc. (iv). Express fraction in its lowest Term Give exercise on quantitative Aptitude e.g. $\frac{10}{3} = 3\frac{}{3}$ and $4\frac{2}{5} = \frac{}{5}$	
	(b). Quantitative Reasoning		
7.	(a). Decimal Fractions	Pupils should be able to: (i). Use decimal fractions up to Tenth and hundredths e.g. $\frac{1}{10} = \frac{0.1}{1}$ Can be written in the Form 0.1 $\frac{5}{100} = \frac{0.05}{1}$ can be written in the Form 0.05	
7b.	Quantitative	Give exercises on quantitative Reasoning e.g. $0.2 = \frac{2}{}$;	

8	(a). Addition of Whole numbers	$1.3 = \frac{13}{—}$;
		 $0.25 = \frac{25}{—}$
		 Pupils should be able to:
		 (i). Add whole numbers in
		 Th H T U with or without
		 Renaming e.g.
		 (I). 5 3 0 2 (ii). 1 4 6 3
		    + 1 4 6 + 7 3 8 7
		     5 4 4 8 8 8 5 0
		 (ii). Appreciate the need for correct
		 Addition in everyday activities e.g.
		 There are 758 girls and 549
		 Boys in a school, what is the
		 Population of that school?	

	Quantitative Reasoning	(i) 56 ——┬—— 34 (ii). 42 ——┬—— 67 [90] [?]	

9	Subtraction of Whole numbers	Pupils should be able to:
		 (i). Subtract 4 digit numbers
		 With – out renaming e.g.
		      6 5 3 8
		    - 2 4 1 3
		
		 (ii). Subtract 4 digit numbers
		 With renaming e.g. 9 4 2 1
		                - 4 6 1 4
		
		 (iii). Appreciate the need for
		 Correct subtraction in everyday
		 Activities e.g. if there are 2654
		 Pupils in a school with 1296
		 Boys, how many girls are there
		 In that school?	
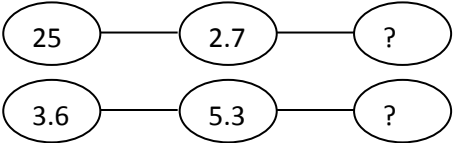
	Quantitative Reasoning	Give examples on quantitative e.g.	
		24 37 69 100 45 ?	
10.	Addition and Subtraction of Two proper fractions (B). Proper fraction And mixed number (C). Interpret word Problems and solve Correctly Quantitative Aptitude	Pupils should be able to: (i). add two proper fractions e.g. $\frac{2}{5}+\frac{1}{2}=\frac{4+5}{10}=\frac{9}{10}$ (ii). Subtract two proper fractions $\frac{9}{10}-\frac{1}{2}=\frac{9-5}{10}=\frac{4}{10}=\frac{2}{5}$ (iii). Add proper fraction and Mixed numbers e.g. $1\frac{1}{3}-\frac{1}{2}=1\frac{2+3}{6}=1\frac{5}{6}$ (iv). Subtract proper fractions And mixed numbers $1\frac{5}{6}-\frac{1}{2}=1\frac{5-3}{6}=1\frac{2}{6}=1\frac{1}{3}$ Solve quantitative aptitude Involving addition and Subtraction of fractions e.g. $1\frac{11}{12}$ $2\frac{5}{8}$ $1\frac{1}{4}$ $\frac{2}{3}$ ☐ $\frac{1}{4}$	
11	(a). Addition and Subtraction of Decimals up to 3 Places	Pupils should be able to: (i). Add decimal numbers up to 3 Places e.g. 5. 1 2 3 +4. 2 6 3 9. 3 8 6 (ii). Subtract decimal numbers Up to 3 places e.g. 5. 1 2 3 -4. 2 6 3 0. 8 6 0	

	(b). Quantitative reasoning	Solve problems on quantitative Analysis involving addition and Subtraction of decimal 18.22 11.45 14.38 9.70 29.67	
12	Revision of the First term's work	Revision	
13	Examination	Examination	

2ND TERM MATHEMATICS

PRIMARY 4

WKS	CONTENT	LESSON OBJECTIVES	TEACHING MATERIALS

1	Multiplication of Whole numbers by 2 digit number not Exceeding 50. (b). Multiplication Of decimal by 2 digit Numbers. (c). multiplication of Decimal by decimal.	Pupils should be able to: (i). Multiply whole numbers By 2 digit number not Exceeding 50 e.g. $15 \times 42=$ 15
		          $\times 42$
		          30
		        $\times 600$
		        630
		 (ii). Multiply decimals by 2 Digit numbers e.g. $1.8 \times 13=$
		
		 $\underline{1.8}$ – 1 decimal place
		  13 1.8
		  $\underline{54}$ $\underline{13.0}$
		 180 540
		  23.4 $=23.4 \times \underline{18}$ $\underline{}$
		           23.40 $\underline{23.40}$	

2.	Quantitative Reasoning	(ii). Multiply decimal by decimals e.g
		2.3×1.2 = 2.3 – 1 decimal place
		        × 1.2
		         4.6
		       23
		      2.7,6=2.76
		
		Solve quantitative aptitude Problems involving Multiplication of whole Numbers and decimals	

25 — 2.7 — ?

3.6 — 5.3 — ?

	(a). Square of one And two digit Numbers (b). Square root Of one and two Digit number (c). Square root of Perfect square up to 400	Pupils should be able to: (i). Calculate square of 1 and 2 digit numbers e.g. (1). $2^2 = 2 \times 2 = 4$ (2). $12^2 = 12 \times 12 = 144$ (ii). Find the square root of Perfect squares up to 400 e.g. (1). $\sqrt{9} = \sqrt{3 \times 3} = 3$ (2). $\sqrt{49} = \sqrt{7 \times 7} = 7$ (iii). Bring a square chart of 20 by 20	

×	1	2	3	4	5	6	7	-	-	-	-	20
1												
2		4										
3			9									
4				16								
5					25							
-												
20												400

(iv). Interpret and solve the Problems.
What is the difference between

	Quantitative Reasoning	25^2 and $\sqrt{25}$ $=25^2 - \sqrt{25}$ $= (25 \times 25) - \sqrt{5} \times 5 = 625 - 5$ $= 620$ Solve quantitative aptitude on Problems involving square and Square root of numbers e.g. (i) 3 — 9 — 81 (ii). 4 — 16 — ? (iii) ? — 16 — 259 (iv). 5 — 25 — 625	

3.	Division of two or 3 digit by (a) numbers Up to 9 without A reminder (b) Multiple of 10 up to 50.	Pupils should be able to:
		(i). Divide 2 or 3 digit numbers by Number up to 9 with or without Remainder e.g.
		(i). $144 \div 3$ (ii). $4\sqrt{251}$
		(ii). Divide by multiple of 10 up to 50 e.g. $\frac{100}{10}$; $\frac{900}{20}$; $\frac{400}{20}$ etc
		(iii). Appreciate equality of sharing Things like money, fruits, books in Everyday activities.
		(iv). Interpret and solve Problems on division Examples:- Share 75 nuts among 5 children, how many nuts does Each child get?
		    = Total nuts = 75
		 Total children = 5
		    Each child gets = 75/5	

	Quantitative reasoning	= 15 nuts each Solve quantitative aptitude Problems involving division of Whole numbers e.g. 42 — 6 — 7 150 — ? — 5 48 — 8 — ?	
4.	(a). Common Multiples of numbers Up to 9 (b). LCM of numbers	Pupils should be able to: (i). Write out multiples of Numbers up to 9 e.g. 2 = 2, 4, 6, 8, 10, 12, - - - - 3 = 3, 6, 9, 12, 15, 18 - - - - (ii). Identify common multiples In numbers e.g. from up we Have 6 and 12 (iii). Calculate the least common Multiple of numbers. Multiples of 3 are 3,6,9,12,15,18,21,24, - - - - Multiple of 4 are 4,8,12,16,20,24,28,32, - - - - Common multiples of 3 and 4 are 12 and 24. The least common Multiple of 3 and 4 is 12 (iv). Appreciate the use of Common multiple in working out Things from various group e.g. What is the smallest length of String that can be cut into pieces Of 4cm and 5cm without any remainder	

	Quantitative Aptitude	Solve qualitative aptitude Problems involving LCM of Two numbers up to 9. E.g. fill in The missing figures 5 = 5, 10, 15, 20, - - - - - - - 8 = 8, 16, 24, 32, - - - - - - -	
5.	(a). Factors of number (b). HCF of 2 – digit Numbers (c). Quantitative reasoning	Pupils should be able to: (i). Find the factors of numbers e.g. Write down all the factors of 4 and 30 4 = 1, 2, 4 30 = 1, 2, 3, 5, 6, 10, 15, 30 Complete the following; 27 = 1, 3, - - - - 18 =1, 2, - - - - (ii). Find all the common factors and HCF of 15 and 20 15 = 1, 3, 5, 15, 20 = 1, 2, 4, 5, 10, 20 CF = 1 and 5 Highest common factor(HCF)=5 Solve quantitative aptitude Problems involving HCF of two Digit numbers e.g. 30 1 24 2 12 3 4 4 6 1 ☐ ☐ 6 2 ☐ 10 3	
6	Estimation	Pupils should be able to: (i). Identify actual numbers (ii). Round-up of numbers (iii). Add round-up numbers Together (iv). Subtract round-up numbers	
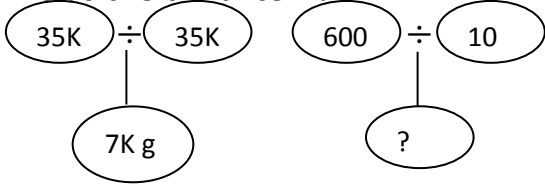
		(v). Multiply round-up of numbers (vi). Divide round-up of numbers e.g. 99.7 + 59.5 = 100+6 = 160 198×29 = 200 ×30 = 6000 Appreciate the use of estimates in Everyday activities e.g. Find the difference between the Estimate and actual sum of 59.8 And 49.6? = (60+50) – (59.8+49.6) = 110 – 109.4 = 0.6	
	(b). Quantitative reasoning	Solve quantitative aptitude Problems involving estimation e.g. Circle the correct estimate for each Of these (a). 25-14: ⟨30-10⟩ 20-10, 30-20 (b). 73-52: 70-50, 70-60, 80-50	

7.	Money – (i). Addition
	Of money
	(ii). Subtraction of
	Money
	(iii). The use of money
	In everyday business
	Transaction.
		Pupils should be able to:
		(i). Solve problems on addition of
		Money e.g.
		₦ 4.80 + ₦5.10 = ₦ 9.90
		    ₦4.80
		    ₦5.10
		    ₦ 9.90
		(ii). Solve problems on
		Subtraction of money e.g.
		 ₦ 8.56 - ₦3.34 = ₦5.22
		    ₦8.56
		    ₦3.34
		    ₦5.22
		(iii). Make use of naira and kobo to
		Calculate sales (shopping) in	
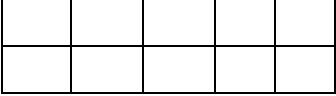
	Quantitative Reasoning	Everyday business transactions e.g. (a). Bola bought packet of pencil For ₦50.52, a book for ₦28.32 And an eraser for ₦5.00, how Much did he spend? (b). A man went to the market with ₦ 90.50. if he spent ₦25.76 on a Book, how much balance did he Collect? ₦30.56 ／　＼ ₦15.80　　₦14.76 ▢ ／　＼ ₦20.00　　₦32.00 ₦69.48 ／　＼ ▢　　₦45.16	
8.	(a). Multiplication of Money by a whole Number (b). Word problems on Multiplication of money	Pupils should be able to: (ii). Multiply money by a whole Number e.g. $\begin{array}{ccc} & ₦ & : k \\ 9 & 9k \\ \times & 5 \\ \hline \end{array}$　$\begin{array}{cc} 8 & : 36 \\ \times & 4 \\ \hline \end{array}$ (ii). Apply multiplication of items in Real life situation e.g. find the cost Of 5 school chairs at ₦500 per Chair. ₦200 ／＼ ₦50　₦4　　₦16　9 ▢	

| 9. | (a). Division of money by A whole number
 (b). Word problem on Division of money

 Quantitative Aptitude | Pupils should be able to:
 (i). Divide money by a whole e.g.
      ₦7.50 : 5
 (ii). Appreciate division of things in Real life situation e.g.
 A worker earn ₦1536.00 in a year How much does he earn in a Month?

 ₦400   ₦600

 4   ₦100   ₦150   [?] | |
| 10 | Profit and loss | Pupils should be able to:
 (i). Calculate profit on a good sold
 e.g. Cost prince (CP) = ₦2.50
 Selling price (SP) =₦3.10
 Gain/Profit = SP−CP= ₦(3.10−2.50)
         = ₦0.60 or 60 kobo
 (ii). Calculate loss on a good sold e.g.
 Cost prince = ₦20.40
 Selling prince = ₦18.59
 Loss = CP −SP = ₦20.40−₦18.59
        = ₦1.81 <br> calculate the cost price of a good sold at a particular profit or loss e.g.
 Cp=? ; SP= ₦20.00; loss = ₦2.10
 Cp=? ; SP= ₦50.40; Profit = ₦5.30
 (ii). Calculate the selling price of a Good sold at a particular profit or loss
 e.g. CP= ₦70.30   CP=₦40.37
     SP=?   SP=?
     Loss =₦6.15   Profit=₦8.13 | |

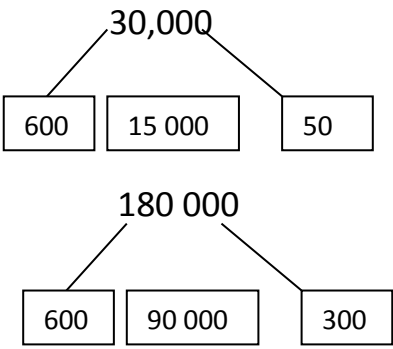|			
	Quantitative Reasoning	<table><tr><td>CP</td><td>SP</td><td>Profit/loss</td></tr><tr><td>(a). ₦65.00</td><td>——</td><td>₦5.00 gain</td></tr><tr><td>(b). ——</td><td>₦72.14</td><td>₦6.00 loss</td></tr><tr><td>(c). ₦76.36</td><td>₦85.40</td><td>——</td></tr><tr><td>(d). ₦87.76</td><td>₦77.77</td><td>——</td></tr></table>	
11	(a). Open sentences (b). Quantitative Reasoning	Student should be able to: (a). Define open sentences as the Mathematical statements that involve The equality sign(at this level) and a Missing quantity (represented) with An empty box). Open sentences Involves the four arithmetic Operations: Addition, subtraction, Multiplication and division. (a) $7 + \square = 8$ or $18 - 7 = \square$ (b) $8 - \square = 3$ or $8 - 3 = \square$ (c) $x + 5 = 10$ or $10 - 5 = x$ (d) $y/4 = 48$ or $y = 4 \times 20$ (e) $6m = 48$ or m $= 48 \div 6$ [12] — [4] [3] [6] [12] [48] — [6] [ ]	
12	Revision	revision	
13	Examination	Examination	

3RD TERM MATHEMATICS

WEEK	CONTENT	LESSON OBJECTIVES	TEACHING MATERIAL
1	Estimating lengths And comparing Measurement	Pupils should be able to: (i). Estimate distance in kilo metre And metres e.g. estimate the width Or heights of: (a). the height of tall tree (b). height of girl (c). height of door to the nearest half Centimeters. Then measure them. (ii). Compare measurements in Metres and kilo metres. e.g. Olu walks to school which is a quarter of a kilo meter from his House. If it takes him 15 minutes to Get to school, how many metres Does he walk? 1 kilometres (Km) = 1000 metres (m) $\frac{1}{4}$ Km $= \frac{100 \times 1}{4}$ metres $= \frac{1000m}{4}$ = 250 metres	
	Additional Subtraction of Lengths Quantitative Reasoning	Pupils should be able to add lengths In kilometers and metres e.g. 7Km + 3Km 654 + 24m (ii). Subtract length in kilometers And metres e.g. 9Km -3Km 374m Solve quantitative aptitude Problems involving lengths. E = 15Km; P = 14Km; J = 28Km; M =75Km What is (a) E + P (B) M – J (a). (15 + 14)Km = 29Km (b). (75 – 28)Km = 47Km	
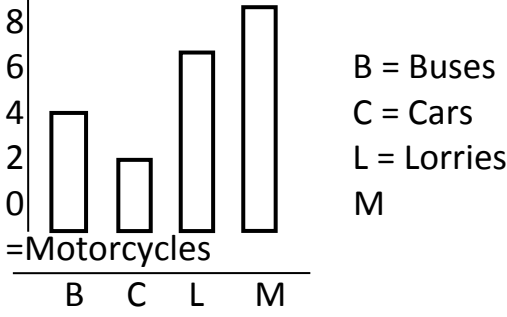
| 2. | Weight
(a). Addition and Subtraction of Weights
(b). Multiplication of Weight in kilograms By whole number | Pupils should be able to:
(i). Solve problems on weights of Objects e.g. 245 + 416g = 661g
(ii). Subtract the weight of objects e.g. 15Kg 348g – 8Kg 546g = 6Kg 802g
(iii). Solve problems on multiplication Of weights in Kg and grams By the whole numbers.
e.g. (a) 428 × 2 (b) 4Kg 52g × 4
(iv). Solve problems on division of Weight on Kg and g by whole Number
(a). 428g ÷ 4 (b)4Kg 350g ÷ 5
Weigh some objects in their Classroom environment
Examples : A table weighs 15Kg
A box weighs 10Kg
A book weighs 5Kg
(a). What is the difference between The weight of a table and a book?
(b). Which two items weigh the Same as the third item?
35K ÷ 35K 600 ÷ 10
7K g ? | |
| 3 | Time,
Calendar & Dates | Pupils should be able to:
(i). Identify the seconds, minutes And hour hands on a clock
(ii). Tell the time on the clock
(iii). Read the calendar and recite 60 seconds make 1 minute rhyme Table of times
(iv). Use the notation am and pm | |

	Quantitative Reasoning	For time of the day e.g. am means ante meridian – before noon Pm means post meridian – after Noon, For example time for first Lesson is 8.10am and time for Closing is 2.05pm (v). Conversion of hour to minutes Second and vice versa Solve exercises on quantitative Aptitude problems related with time e.g. in 24 hours clock (a). 13 hours = …………pm (b). 18 hours= ………….pm 03 – hour = ……..am	

4	(a). Area of rectangles Square	Pupils should be able to:
		(i). State the properties of a
		Square
		(ii). State the properties of a
		Rectangle
		(iii). Find the area of rectangles using
		The formula i.e. L× B Sq unit or
		L×W Sq unit, L= length
		B = Breadth W=Wealth
		      Note: B = W
		(iv). Calculate areas involving
		Square metres and hectares.
		(v). Develop interest in finding
		Areas of shapes in their
		Environment e.g. 2cm
		
		      5cm
		= 5cm × 2cm = 10cm^2	

	(b). Quantitative Aptitude	Solve problems on quantitative Reasoning related to areas 6m 24m — 4m 5km ? — 7km ? 3km 6km	
5	Capacity addition And subtraction in Litres	Pupils should be able to: (i). Recapitulate the standard Measurement of some liquid e.g. Bottle of coke, a gallon of kerosene, Table water (ii). Convert litres to centiliters Accurately e.g. 1000cl = 1L (iii). Add in litres correctly e.g. 9.45 L + 3.54 L = 12.99L (iv). Subtract in litres correctly 8.6 L – 4.25L = 4.35L	
	Quantitative aptitude	Solve problems involving Quantitative aptitude 4.2L — 7.7L — 3.5L (i). ? — 9.8L — 4.6L	
6	Capacity	Pupils should be able to: (i). Multiply in litres by whole Numbers e.g. 6.7L × 5 = 33.5L (ii). Divide an litres by whole Numbers e.g. 3.25L ÷ 5 = 0.65L	

	Quantitative aptitude	(iii). Appreciate litre as the unit of Capacity (iv). Guide pupils to solve Problems on quantitative Reasoning 20L — 4L — 5L (a) ? — 6L — 7L (b) 48.6L — ? — 6L	
7	Plane shape e.g. Rectangle equilateral Isosceles triangle Rhombus Trapezium Kite Parallelogram etc	Pupils should be able to: (i). State meaning of symmetry (ii). Identify symmetrical plane Shapes e.g. Square etc (iii). Locate line(s) of symmetry Of plane figure at school and Homes (iv). Identify right angle, acute and Obtuse angles in plane shapes e.g. acute angle less than 90^0 Right angle = 90^0 Obtuse angle (Greater than 90^0) Obtuse (iv). Identify North (N) South (S) East (E) and West (W) N W — E S	

		(v). Distinguish between horizontal And vertical lines	
		Horizontal	
		Vertical	
8	3 – dimensional Shapes e.g. cuboids Cube and cylinders	Pupils should be able to: (i). Distinguish between open and Close shapes i.e. (a). Three length to be measured And (b). Two length to be measured in Open shapes (ii). State the properties of each Close shapes (a). Number of edges (b). Number of vertices (c). Number of plane faces (iii). Appreciate the presence and Use of 3 dimensional shapes in Homes i.e. for keeping load or Materials like books etc	
9	Pictogram and Mode	Pupils should be able to: (i). Represent data on a pictogram E.g. beans (4) Groundnut (6) (ii) Determine the mode from the Pictogram (note: mode means The most occurred i.e. - Groundnut Solve problems on quantitative Reasoning find mode	
10	Bar graph and mode	Pupils should be able to:	

		(a). prepare bar graphs	
		8 6 B = Buses 4 C = Cars 2 L = Lorries 0 M =Motorcycles B C L M (ii). Read and interpret bar graphs (iii). Determine the mode from a Bar graph (Mode is M = Motorcycle) (iv). Appreciate the presence of Most common events/data in Daily life activities	
11	Revision of all Terms work	Revision Project/Practical works: (geometry board): Get wood, nails, ruler, graph Sheet, rubber bound to make Different plane shapes e.g. Rectangle, square e.t.c.	
12&13	Examination	Examination	

MATHEMATICS PRIMARY 5

FIRST TERM

WKS	CONTENT	LESSON OBJECTIVES	TEACHING MATERIAL
1	(a). Reading and Writing numbers up to One million in words And figures (b). Meaningful counting	Pupils should be able to: (i). Read and write number up to One million in words e.g. 16384= Sixteen thousand three Hundred and eighty four (ii). Read and write numbers up to one million in figures e.g. 2345687 = Two million three hundred and Forty five thousand six hundred And eighty – seven (iii). Count in thousands and Millions e.g. (i). 6000, 7000,8000 (ii). 1460 000, 2460 000, 3460 000………….. Solve quantitative aptitude Problem related to thousand And millions of 30,000 600 15 000 50 180 000 600 90 000 300	
2	Place value of whole numbers	Pupils should be able to: (i). Give the value of a digit in a Whole number e.g. the values of Each digit of the number 345895 Are 3,30000, 4= 40 000, 5= 5000, 8= 800, 9= 90, 5= 5	

	(ii). Place value of a Digit in decimal	(ii). State the value of each of the Digit in the decimal number given. e.g. 345.726 3 = 300 4 = 40 5 = 5 7 = 7/10 or 0.7 2 = 2/100 or 0.02 6 = 6/1000 or 0.006	
	Quantitative Reasoning	Solve quantitative aptitude Problems related to place value e.g. 25.324 = 20+ - + 3 + - + 4 $\underline{10}$ $\underline{100}$	
3	(i). Changing fractions To decimals	Pupils should be able to: (i). Change fraction to decimals e.g. $\frac{57}{100}$ = 0.57 $\frac{96}{100}$ = 9.06	
	(ii). Changing decimals To fractions	(ii). Change decimal to fractions e.g. 0.8 = $\frac{8^4}{10^5}$ = $\frac{4}{5}$ (b). 0.225 = $\frac{225}{1000}$ = $\frac{45^9}{200^{40}}$ = $\frac{9}{40}$ (c). 3.06 = $3\frac{6^3}{100^{50}}$ = $3\frac{3}{50}$	
	(iii). Changing fractions And decimals to Percentages	(iii). Change fractions and decimals To percentages e.g. (a). $\frac{2}{5}$ to percentage = $\left(\frac{2}{5} \times \frac{100}{1}\right)$% = 40% (b). 0.75 to percentage = 0.75 × 100% = $\left(\frac{75}{100} \times \frac{100}{1}\right)$% = 75% Solve quantitative aptitude problem
	Quantitative		
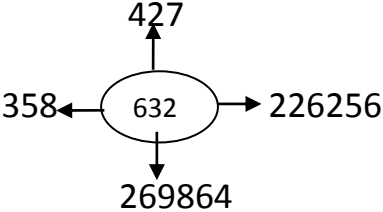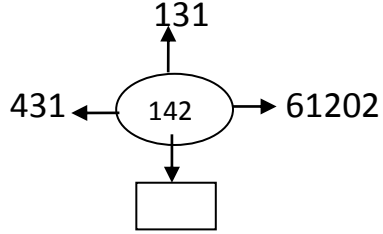
	Reasoning	Related to decimals, fractions & Percentages e.g. Copy and complete The table	

Fraction in Lowest term	Fraction with denomination	Decimal	Percentage
(a) 3/5	$\frac{6}{100}$	0.60	60%
(b) $\frac{6}{10}$	——	——	——
(c) $\frac{4}{25}$	——	——	——
(d) ——	$\frac{70}{100}$	——	——

4	Prime numbers (i). Identification of Add and even Numbers (ii). Identification of Prime numbers, less Than 100	Pupils should be able to: (i). Identify even numbers in a given Set of numbers e.g (ii). Even number is a number which Is divisible by 2 e.g. 2,4,6,8,10,12 Etc. Note: Any number that ends in 0 or 2 or 4 or 8 is an even (ii). Identify odd numbers in a given Set of numbers Odd numbers are set of numbers That is not divisible by 2 e.g. 1,3,5,7,9,11,13,15,17 etc. (iii). Identify prime numbers less than 100 in a given set of numbers. Prime Number is a number that has only two Factors, itself and 1 e.g. 2,3,5,7,11,13,17,19, etc. it is Only 2 out of the even numbers That is a prime	
	(iii). LCM	(iv). Solve problems involving LCM E.g. find the LCM of 10 and 15 10 = ②×⑤ 15 = ③ × 5 LCM = 2×3×5 2 | 10 | 15 3 | 5 | 15 5 | 5 | 5	
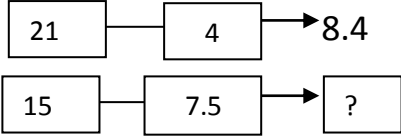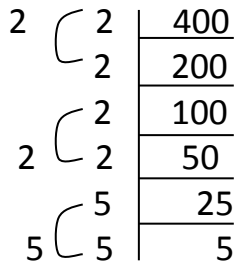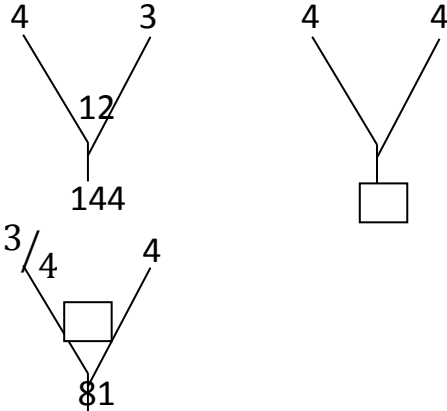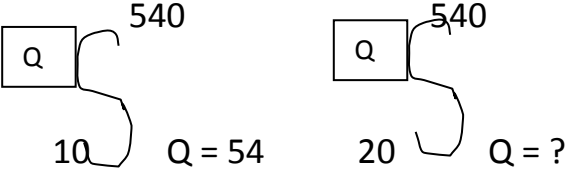
	(iv). HCF	= 30 LCM = 2×3×5 = 30 (v). Solve problems involving HCF E.g. Find the HCF of 30 and 42 30 = ⟨2⟩ × ⟨3⟩ × 5 2| 30 |42 42 = ⟨ ⟩ × 7 3| 15 |21 5 HCF = 2×3 HCF = 6 HCF = 2×3=6 (b). Divide the LCM of 23 and 36 by Their HCF	
	Quantitative Reasoning	Solve quantitative aptitude problems Related to prime numbers and factors e.g. 18 56 □ □ 3 □ 4 □ 2 2 Product of Factors of 18 = □ ×3 × □ Product of factors 56 = 2×2× □ ×7	
5	Ratio (i). Meaning of ratio	Pupils should be able to: - State the meaning of ratio e.g. Ratio is the relationship between two things determined by the number of times ones contain in the other e.g. The ages of Tade and Tunde are 15 Years and 9 years respectively when Expressed in ratio: Tade : Tunde 15 years : 9 years divided by 3 5 : 3 in simplest Form)	
	(ii). Appreciate the Need for ratio in	(ii). Share 45 oranges between Jack And Jill in the ratio 4:5 respectively	

	Solving everyday Problems	Jack : Jill 4 : 5 The sum of ratio = 4+5 = 9 Jack : Jill $\frac{4}{9}$: $\frac{5}{9}$ Expressing each part of the ratio as a Fraction of the sum, we have Jack = $\frac{4}{9} \times 45$: Jill = $\frac{5}{9} \times 45$ = 20 oranges : 25 oranges	
	Quantitative Aptitude	(ii). Solve a quantitative aptitude Problem related to ratio E.g. 2:5 = 8: M what is M?	
6.	(a). Addition of Whole numbers Involving three or More items	Pupils should be able to: (i). Add whole numbers involving Three or more terms e.g. TH H T U 5 6 7 4 + 3 4 6 0 2 5 7 0	
	(b). Subtraction of whole numbers Involving three or More terms	(ii). Subtract whole numbers Involving three or more terms e.g. TH H T U 6 7 5 8 − 3 4 3 5 (iii) Solve quantitative aptitude Problem involving addition and Subtraction of whole numbers e.g. 500 750 200 300 ? 400	
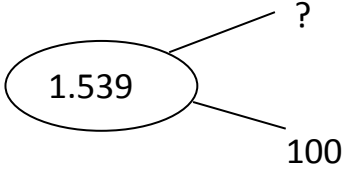
7	(a). Addition and Subtractions of Fractions and mixed Numbers	(diagram: ? → 155, 345 ; 855 → ?, 55) Pupils should be able to: (i). Add fractions e.g. $\frac{3}{5} + \frac{1}{2} = \frac{6}{10} + \frac{5}{10} = \frac{6+5}{10} = \frac{11}{10} = 1\frac{1}{10}$ (ii). Subtract fractions e.g. $\frac{3}{5} - \frac{1}{2} = \frac{6}{10} - \frac{5}{10} = \frac{6-5}{10} = \frac{11}{10} = 1\frac{1}{10}$ (iii). Add and subtract fraction with Mixed numbers e.g. $1\frac{1}{10} + 3\frac{1}{10} = 4\frac{1+1}{10} = 4\frac{12}{10} = 4\frac{1}{5}$	
	(b). Quantitative Aptitude	(iv). Solve a quantitative aptitude Problems related to addition and Subtraction of fraction and mixed Numbers (diagram: $\frac{3}{4}$ → $\frac{1}{2}$, $\frac{1}{4}$; $3\frac{7}{10}$ → □, $1\frac{1}{2}$) (diagram: 6 → $4\frac{3}{4}$, □)	
8	Multiplication (a). Multiplication of 3 digit number by a 3 digit number	Pupils should be able to: (i). Multiply 3 digit number by a 3 digit Number e.g. 345×246	

$$
\begin{array}{r}
= \quad 3 \quad 4 \quad 5 \\
\times \; 2 \quad 4 \quad 6 \\
\hline
20 \quad 7 \quad 0 \\
1\,38 \quad 0 \\
6\,90 \\
\hline
8\,4\,8 \quad 7 \quad 0 \\
\hline
\end{array}
$$

(b). Quantitative Reasoning	(ii). Solve quantitative aptitude Problem or multiplication e.g.

427

358 ← (632) → 226256

269864

131

431 ← (142) → 61202

☐

(ii). Using "of" in Multiplying fractions	(ii). Interpret "of" as multiplication When dealing with fractions of whole Numbers e.g. $\frac{1}{2}$ of 18 = 9 or $\frac{1}{2} \times 18 = 9$
	(iv). Multiply numbers by zero and
(d). Multiplication of Decimals by whole Numbers	One e.g. 70 × 0 = 0
	70 × 1 = 7
	203 × 0 = 0
	202 × 1 = 203
	(v). Multiply decimals by whole Numbers e.g.
	(a). 1.43 × 5
	(b). 13.5 × 23
	(c). 3.44 × 20

	Quantitative Reasoning	Solve quantitative aptitude problems Relating of multiplication of decimals By whole numbers 21 — 4 → 8.4 15 — 7.5 → $?$	

9	(a). Square of Numbers
	(b). Square Roots
	(c). Squares of whole Numbers up to 50
	
	(d). Square roots Of whole numbers Up to 900
		Pupils should be able to:
		(i). Calculate the squares of whole Numbers up to 50
		e.g. $4^2 = 4 \times 4 = 16$
		     $5^2 = 5 \times 5 = 25$
		     $7^2 = 7 \times 7 = 49$
		     $9^2 = 9 \times 9 = 81$
		     $10^2 = 10 \times 10 = 100$
		     $11^2 = 11 \times 11 = 121$
		(ii). Define square root
		(iii). Write the symbol of square root($\sqrt{}$)
		(iv). Calculate the square root of Whole numbers up to 900
		Definition: A square root is the Number multiplied by itself to give A square
		e.g. The square root of $9 = \sqrt{3^2} = 3$
		The square root of $49 = \sqrt{7^2} = 49$
		
		The square root of $\frac{144}{25} = \sqrt{\frac{12^2}{5^2}} = 2\frac{2}{5}$
		
		(iv). Calculate the square root of Whole number by factorization
		e.g. Find the square root of 400
		
		$2\,\lceil$ $2 \mid 400$
		    $\lfloor$ $2 \mid 200$
		    $\lceil$ $2 \mid 100$
		$2\,\lfloor$ $2 \mid 50$
		    $\lceil$ $5 \mid 25$
		$5\,\lfloor$ $5 \mid 5$	

	$\sqrt{400}$ = 2 × 2 × 5 = 20 Find the value $\sqrt{25}$ + $\sqrt{49}$ - $\sqrt{16}$ $\qquad$ = 5 + 7 - 4 $\qquad$ = 12 - 4 = 8 (e). Quantitative Reasoning → Solve quantitative aptitude relating To squares and square root of whole Numbers. Sample: 4 3 4 4 12 144 $^3/_4$ 4 81	
10	(a). Division of Numbers by 10, 20 ……………,90 (b). Quantitative Reasoning (c). Division of Numbers by 100 and	Pupils should be able to: (I). Divide numbers by 10 and Multiples of 10 up to 90 e.g. Divide 6120 by 20, 40, 80 (ii). Solve quantitative aptitude Problems involving division of Numbers by 10 and multiples of 10 up to 90 e.g. 540 540 Q Q 10 Q = 54 20 Q = ? (ii). Divide numbers by 100 and 200 e.g. $\frac{500}{100}$ = 5.00 = 5, $\frac{800}{200}$ = $\frac{8.00}{2}$ = 4	

	200 (d). Quantitative Reasoning	(iii). Solve quantitative aptitude Problems involving division of Numbers by 100 by 200 $\dfrac{500}{100}$ = 5 $\qquad \dfrac{\quad}{200}$ = 80	
	(e). Division of Decimals by multiples Of 10 up to 90	(iv). Divide decimals by multiples Of 10 up to 90 e.g. (A). $\dfrac{32.5}{10}$ = 3.25 (B). $\dfrac{710.4}{20}$ = $\dfrac{71.04}{2}$ = 35.52	
	(f). Quantitative Reasoning	(v). Solve quantitative aptitude Problems of decimals 30.8 $\qquad\qquad$ 130 10 $\boxed{30.8}$ $\qquad$ 20 $\boxed{?}$	
11	(a). Division of Decimals by 100 and 200	At the end of the lesson: Pupils should be able to: (I). Divide decimals by 100 and 200 e.g. (A). $\dfrac{124.24}{100}$ = 1.2424 (B). $\dfrac{436.38}{200}$ = $\dfrac{436.38}{100} \times \dfrac{1}{2}$ = $\dfrac{4.3638}{2}$ $\qquad\qquad$ = 2.1819	
	(b). Quantitative Reasoning	(ii). Solve quantitative aptitude Problem of decimal 153.9 (A). $\bigcirc$ 1.539 100	

		(B). 1.539 ⟶ ? ⟶ 100	
	(c). Division of whole Numbers by 2 – digit Numbers	(iii). Divide whole number by 2- digit Number e.g. divide 768 by 24 $\begin{array}{r}\quad\ 32\\24\ \overline{)\ 768}\\72\\\overline{\quad 48}\\48\end{array}$	
	(d). Quantitative Reasoning	Solve quantitative aptitude Problems on division of whole Numbers by 2 – digit numbers e.g. | 5	75	|	8	32
3	15	|			 (iv). Appreciate division as a means Of sharing e.g. ₦ 1548 is shared equally among Six people. How much will each Receive?	
12	Revision	Revision	
13	Examination	Examination	

2ND TERM PRIMARY FIVE
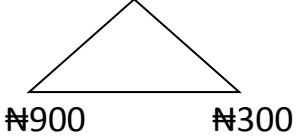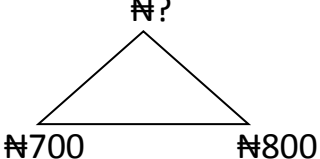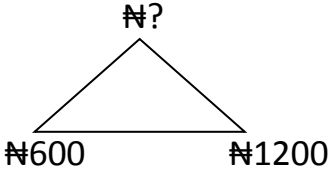
	(a). Ratio & Percentage	Pupils should be able to: (i). Calculate ratio of two numbers e.g. 4 and 8, 8 and 12	

		$\frac{4}{4} : \frac{8}{4} = 1 : 2$ (ii). Find the ratio of family size and Resources e.g. male and female (iii). Expressing two population in Ratio form e.g. old and young in a City (iv). Expressing a number as a Percentage of another. E.g. Express 4 : 5 in percentage $= \frac{4}{5} \times 100\% = \frac{4 \times 100}{5} = \frac{400}{5}$ $= \frac{400}{5} = \frac{80}{1} = 5$ $\qquad = 80\%$	
	(B). Quantitative Reasoning	Solve quantitative aptitude problem Involving ratio and percentage e.g. Complete the following $\frac{1}{3} = \frac{1}{6} = \frac{1}{3} = \frac{2}{6}$ (i). $\frac{2}{5} = \frac{6}{}$ (ii). $\frac{1}{8} = \frac{1}{40}$ (iii) $\frac{1}{10} = \frac{10}{}$ (iv). $\frac{40}{100}\square$ %	
2	(a). Simple problems On percentages	Pupils should be able to: (i). Express one number as a Percentage of other e.g. 5 as Percentage of 15 = $\frac{5}{15} \times \frac{100}{1}$ $= \frac{100}{3} = 33\%$ or 33 1/3 % E.g. The population of one town as a Percentage of other. E.g. Town 'A' to Town 'B'	
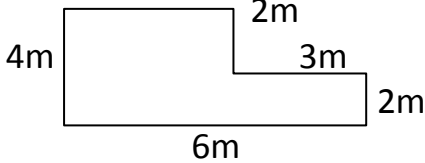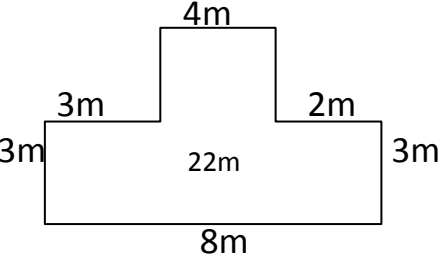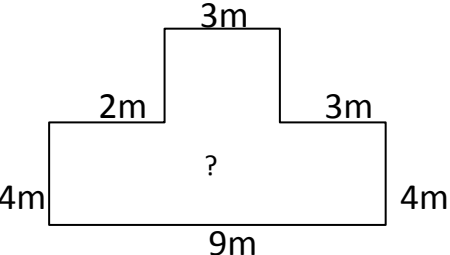
		(iii). Solve problems on percentage Increase E.g. Increase 12 by 25% $= \frac{\cancel{12}^3}{1} \times \frac{\cancel{25}^1}{\cancel{100}^{25}}$ (is the increase) 12 + 3 = 15 (iii). Solve problems on percentage Decrease e.g. Decrease 15 by 20% $\frac{15}{1} \times \frac{20}{100} = 15 - 3 = 12$ $= 12$ 15 decrease by 20% = 12	
	(B). Quantitative Reasoning	Solve quantitative aptitude Problems related to percentages e.g. $\boxed{3}$ $\boxed{4}$ $=$ $\boxed{75}$ $\boxed{100}$ $\boxed{2}$ $\boxed{8}$ $=$ $\boxed{?}$ $\boxed{100}$	
2	Open sentence	Pupils should be able to: (i). Find the missing number in Open sentences e.g. $\boxed{}$ + 7 = 12 $\boxed{}$ = 12 - 7 $\boxed{}$ = 5 (ii). Use letter to represent boxes in Open sentences e.g. $a + 12 = 17$ $a = 17 - 12$ $a = 5$ (iii). Find the missing number that Letter $6m - 4 = 20$ $6m = 20 + 4$ $6m = 24$ Divide both sides by 6 $\frac{6m}{6} = \frac{24}{6}$	

		M = 4	
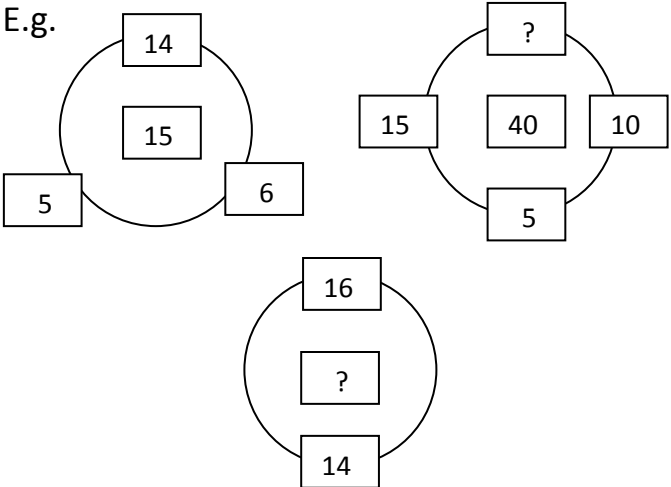
	Quantitative Reasoning	(4). Appreciate that each box in a Mathematical statement represents A letter that could be found $+ 7 = 14$ $\boxed{a} + 7 = 14$ Solve quantitative aptitude problems And find their values: 8 6 9 6 M M 14 ? 2 7 5 3	

3	Money	Pupils should be able to:
		(i). Compile Nigeria units of money With pound sterling, American Dollars and some West African Countries currencies
		e.g. Nigerian Currency American Currency
		       ₦1 $ 0.12
		     Nigeria Ghana
		      ₦1 ₵ 0.036
		
		(ii). Appreciate that currencies Differ in value
		i.e. ₦10 is not equal in value to $10
		(iii). Solve problems on profit and Lost
		e.g. A book costs ₦50 and sold for ₦60 , What is the profit or loss Percent?
		Marking : Cost prince (CP) = ₦50
		       Selling prince (SP) = ₦60
		      Profit (P) $= \dfrac{SP - CP\%}{CP}$	
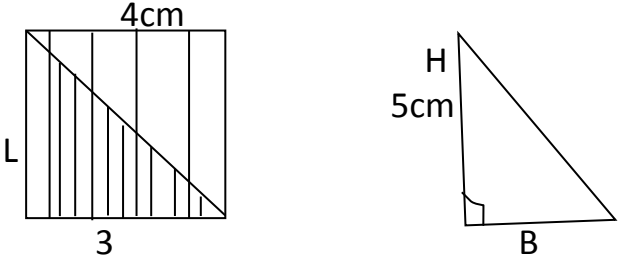
	Quantitative Reasoning	$$= \frac{N60 - N50}{50} \times \frac{100}{1}$$ $$= \frac{10}{50} \times \frac{100\%}{1}$$ $$= \frac{10 \times 2\%}{1}$$ Profit = 20% Solve quantitative aptitude problems Involving money	
4.	Money simple Interest	Pupils should be able to: (i). Find simple interest e.g. The trader Invests ₦2000 in a company that Produces and sells cap. How much Interest will he get after 2 years at 10% per annum? ₦2000 is principal, (p) 2 years is time (T) 10% is rate$^{®}$ Simple interest (S.I) $= \dfrac{P \times R \times T}{100}$	
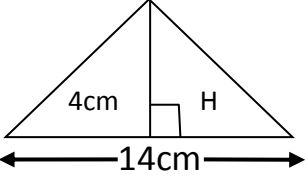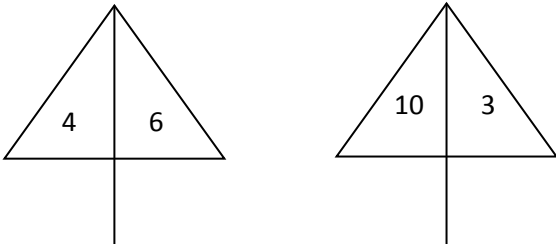
		$$S.I = \frac{\text{₦}2000 \times 2 \times 10}{100}$$ $$= \text{₦}400$$ (ii). Find the total amount received by The investor, invested ₦250 for 2 years at 5%, Find the total amount Received at the end of two years $$= \text{₦}250 + \frac{250 \times 2 \times 5}{10}$$ $$= \text{₦}250 + \text{₦}25$$ $$= \text{₦}275$$	
5	Money (contd) Commission and Discount	Pupils should be able to: (i). Find the commission, discount and Transaction in the post offices, Market etc e.g. If posting a letter cost ₦50, how Much will 7 letter cost? $\qquad$ 1 letter $=$ ₦50 $\qquad$ 7 letters $=$ ₦50 $\times$ 7 $\qquad\qquad$ $=$ ₦350	
	Quantitative Reasoning	- Solve quantitative problems	150	↔	90	↔	90		?	↔	80	↔	90		200	↔	120	↔	?	
6	(a) Length perimeter Of regular and Irregular shapes e.g. Square regular Trapezium etc	Pupils should be able to: (i). Find the perimeter of regular Shapes e.g. ▆▆▆ Rectangle $\qquad$ 4cm 2cm ▭ 2cm perimeter = 20m + 4cm $\qquad$ 4cm + 2cm + 4cm = 12cm {P = 2 (L+B)}	

	Quantitative Aptitude	(ii). Find the perimeter of irregular Shapes by adding all the lengths
		E.g. 3m
		
		4m 2m
		     3m
		     2m
		     6m
		P = (4m+3m+2m+3m+2m+6m)
		P = 20m
		Solve quantitative problems
		     4m
		3m 2m
		3m 22m 3m
		     8m
		
		     3m
		2m 3m
		?
		4m 4m
		     9m	

6	Circumference of When radius is given (ii). Circumference Of a circle when Diameter is given	(iii). Find the circumference of a Circle when the radius is given i.e.◯ circumference ⊖ diameter ⊖ radius Circumference of a circle of given Radius using $2\pi r$ Notes $-\pi \rightarrow$ pie $= (227)$ or $3.14)$ Find the circumference of a circle When diameter is given E.g. if the diameter of a circle is 14 cm, calculate its circumference	
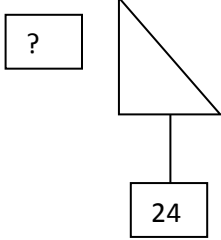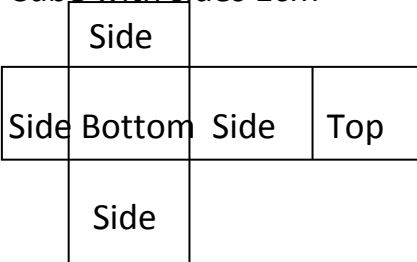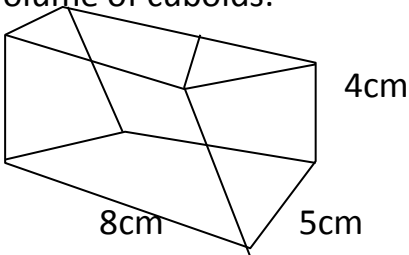
		Solution: d = 14cm, π =22/7	

| | Quantitative Reasoning | $C = \pi d$
$= \dfrac{22}{7} \times \dfrac{14cm}{1} = \dfrac{22 \times 2}{1}$
= 44cm

Solve quantitative problems
Involving circumference of a circle
E.g.

14
15
5   6

?
15   40   10
5
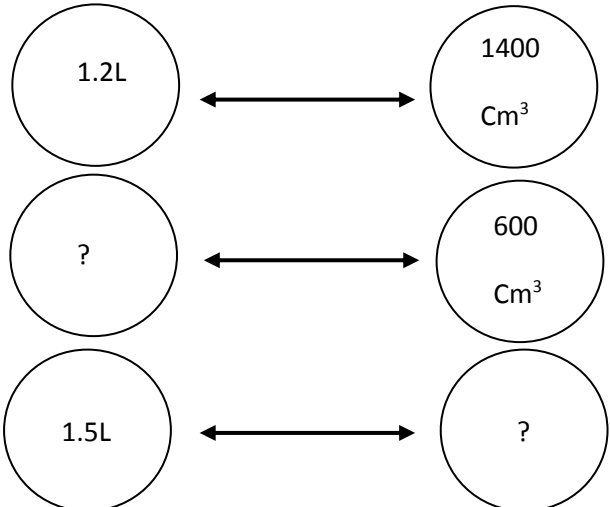
16
?
14 | |
| 7 | Area of Right Angled Triangle | Pupils should be able to:
(i). Calculate the area, of right angled
Triangle E.g. Divide a rectangle of
Length = 5cm and width 4cm into
Two equal halves along the diagonal
Shown below:
Note: L is height
      B is base

4cm

L

3

H
5cm
B

L = 5cm
B = 4cm | |

$A = \frac{1}{2}b + h = \frac{5 \times 4}{2}$ cm²

$= \frac{20}{2}$cm²   = 10 cm²

(ii). Explain that a right angled
Triangle is obtained when either
A rectangle or a square is divided
Into equal parts along any
Of the two diagonals

(iii). Recall the formula of triangle
e.g. Find the area of this triangle
use formula to calculate the area
of right angled triangle

4cm   H
←——14cm——→

Working : Formula $\frac{1}{2}$ B × H =

Base = 14 cm
Height = 4cm
Area = $\frac{1}{2}$ B × H

$\frac{14 \times 4}{2}$ cm²

$= \frac{56}{2}$cm²

= 28cm²

Solve quantitative problem
Involving area of right angled
Triangle e.g.

Quantitative Reasoning

4   6

10   3

12   ?

		? △ 24	
8	Volume – Volume of Cuboids : Cubes Volume of cuboids V = L×B×H (Cubic Unit) Volume of Cylinder	Pupils should be able to: (i). Use units cubes to find the volume Of cuboids and cubes e.g. Net of Cube with sides 1cm Side Side Bottom Side Top Side Volume of cube 1 cube centimeter 1 cm^3 (ii). Use the formula to find the Volume of cuboids: 4cm 8cm 5cm Volume = L× $B \times H$ = Length × Breadth × Height V = 8× $5 \times 4cm^3$ Volume = 160cm^3 (iii). Calculate volume of cylinder Using πr^2H cube unit (iv). Solve quantitative problems Involving volume of cubes and Cuboids	
	Quantitative Reasoning		

E.g. (1).

3RD TERM MATHEMATICS

```
        3                         3
   7         4             3           3
        84                        27


        4                         ?
   4         4             2           2
        ?                         36
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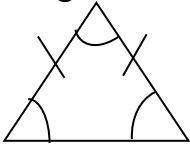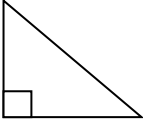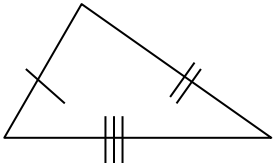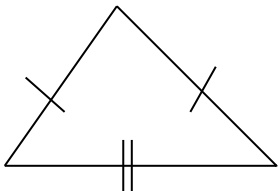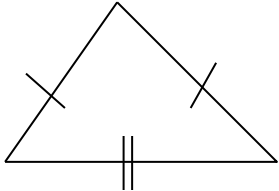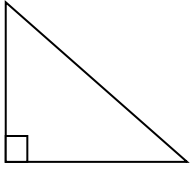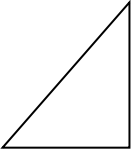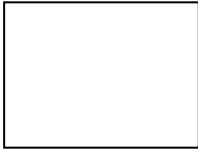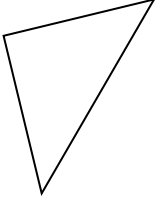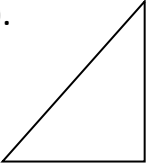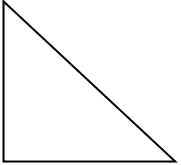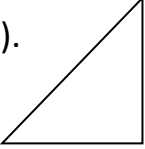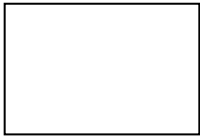
| 9 | Capacity

Word problem on Capacity

Quantitative Reasoning | Pupils should be able to:
(i). Find the relationship between Litres and cubic centimeters e.g. Litre as cm^3
= I litre = $1000cm^3$
(ii). Convert cm^3 to liters and vice Versa
(iii). Appreciate the use of liter as a Unit of capacity and relationship Between liter and centimeter (cm^3)

Solve problem on quantitative Involving capacity

1.2L ⟷ 1400 Cm^3

? ⟷ 600 Cm^3

1.5L ⟷ ? | |
| 10 | Weight

Word problem on Weight | Pupils should be able to:
(i). Recite metric table on weight
(ii). Convert weights in grammes To kilogrammes vice versa
(iii). Develop interest in practical Application of weight in day to day Activities

(iii). Solve problems on quantitative Aptitude involving weight
(A). e.g. if 1000g = 1Kg convert These:

300g   4000g | |
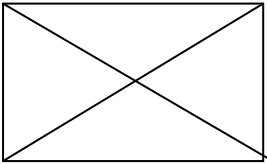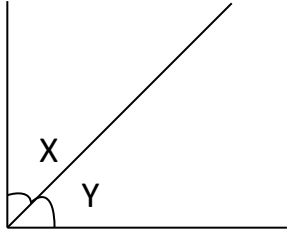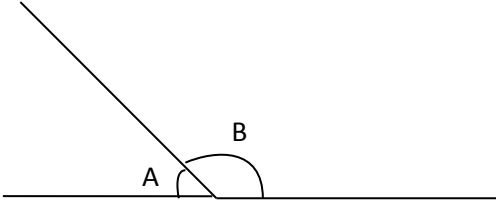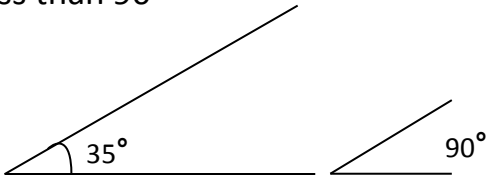
		(? Kg) (? Kg) (b). Practical application of Weight	
11	Speed	Pupils should be able to: (i). The average speed of a moving Object e.g: A man walked from his home to the Market at a distance of 12Km He spent 4 hours Find his average speed Average speed =	

	Quantitative Aptitude	Total distance = 12km = 3 hrs
		Total time 4 hrs
		Solve problems on quantitative involving speed e.g.
		
		3 4 4 5
		2 3 ? 8
		   19 4
		   2 ?	

12	Revision	Revision & Examination	
13	Examination	Examination	

WKS	TOPIC	PERFORMANCE OBJECTIVES	

	(A) temperature of objects and town in degrees Celsius (°C)
	
	(B) Conversion of Centigrade to Fahrenheit
		Pupils should be able to
		(i) compare the degree of hotness or coldness in degrees Celsius
		e.g. (a) my body's temperature
		      (b) the temperature in and outside the classroom
		      (c) temperature of northern Nigerian and southern Nigeria
		      (d) the temperature of the boiling water and the water in the normal room temperature
		(ii) convert a given temperature in Centigrade to Fahrenheit using the Formula $(9/5 \times °C) + 32$	

		e.g. Convert 100°C to °F Use the formula, we have $\left(\dfrac{9}{5} \times \ °C \right) + 32$ $= \left(\dfrac{9}{5} \times 100 \right) + 32 \ °F$ $=(180 + 32) \ °F$ $=212°F$
(C) conversion of Fahrenheit to Centigrade		(iii) convert a given temperature in Fahrenheit to centigrade using the Formula $\dfrac{5}{9} \times [°F - 32]$ E.g. convert 212° to °C Using the formula, we have $= \dfrac{5}{9} \times (°F - 32)$ $= \dfrac{5}{9} \times (212 - 32)$ $= \left(\dfrac{5}{9} \times 180 \right) °C$
(C) word problems on temperature		$=100°C$ (iv) appreciate the usefulness of temperature to our daily life e.g. temperature of normal healthy person (b) 0°C is the freezing point while 100°C is the boiling point. The higher the degree, the hotter it is. The lower the degree, the cooler it is.
(E) Quantitative Reasoning		(v) solve quantitative aptitude related to temperature e.g. 20°C ⟶ ☐ °F 95°C ⟶ ☐ °F

| 2 | Plane shapes

(A) parallel and perpendicular lines

(B) Quantitative Reasoning | ☐°C ⟶ 158°F
☐°C ⟶ 117°F

Pupils should be able to
(i) identify parallel and perpendicular lines examples of parallel line
A ⟶ B
C ⟶ D
$\overline{AB}$ is parallel to $\overline{CD}$ or AB ⫽ CD

(B)
M
P ─────── N ─────── Q
MN is perpendicular to PQ or MN⊥ PQ

(i) solve quantitative aptitude problems with symbols for parallel and perpendicular lines
(a) label the diagrams below appropriately

(a)   (b)

(a) BC⊥ DE
   XY⊥ TP
(b) MN⊥ UV

(D) ⟶
      LM ⫽ YZ
   ⟶ | |

(C) Triangles
Properties of Triangles
	Pupils should be able to :
	(i) state some properties of triangles e.g.(a) equilateral
	    - All sides are equal
	    - All angles are equal
	
	(b) isosceles
	    - Two opposite side are equal
	    - Two base angles are equal
	
	(c) scalene
	    - The three sides are not equal
	    - The three angles are not equal
	
	(d). Right angled:
	- Two sides are perpendicular
	- One angle is a right angle	

(D). Quantitative Reasoning	Solve quantitative aptitude related to Properties of triangles e.g. (I). Name these shapes from left to Right (a). ───────── (b). ─────────	

(C). ———————   (d) ———————

(5). State properties of a
Parallelogram and trapezium
e.g. (I). Parallelogram
- Opposite sides are equal
- Opposite sides are parallel
(II). Trapezium
- One pair of opposite sides are
Parallel
- No line of symmetry

(E). Properties of
Quadrilaterals

(c). Solve quantitative aptitude
Problems related to parallelograms
And trapezium
e.g. What shape would these form
When joined at the edges?
(a)

= Parallelogram

(b).

= Isosceles, Trapezium

(c).

= Trapezium

| 3 | Plane shapes
(I). Properties of a
Rhombus squares
And rectangle | Pupils should be able to:
(I). State the properties of a
Rhombus e.g. Rhombus
- All sides are equal
- Opposite angles are equal
- Has two lines of symmetry
- Diagonals are perpendicular to
Each other
(II). Square
- All sides are equal
- All angles are equal
- Diagonals meet at angles 90°
Right angle
- Has four lines of symmetry
(III). Rectangle
- Opposite sides are equal and
Parallel
- All angles are equal
- Has two lines of symmetry | |
| | Quantitative
Reasoning | Solve quantitative aptitude
Problems related to Rhombus
Square and rectangle

☐ + ☐ = ☐

Square + Square = Rectangle
(B).

How many rectangles are there?
= 5
How many squares are there?
= 5 | |

		(c). How many triangles Are there? = 8	
4	Angles (a). Definition of Angles (b). Types of angles (c). Transversal (d). Measurement of Angles	Pupils should be able to: (i). Define angles as the space Between two lines that meet (ii). Mention types of angles with Their examples **Complementary angles:** Two Angles are said to be Complementary if their sum is Equal to 90° $\hat{X}$ and $\hat{y}$ are complementary angles **Supplementary Angles**: Two angles Are said to be supplementary if their sum is equal to 180° $\hat{X}$ and $\hat{Y}$ are supplementary angles An acute angles: An angle which is Less than 90° 	

An obtuse angle: an angles which
 is greater than 90° but less than
 180°

125°
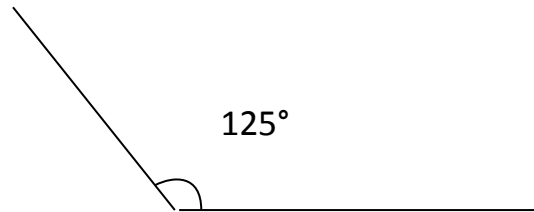
Straight line: the sum of angles on
A straight line is 180°

m

P
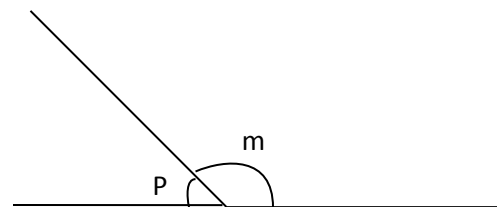
P + M = 180°

Angles at a point the sum of angles
At a point is 360°

a°   b°

e°   c°

d°
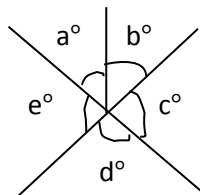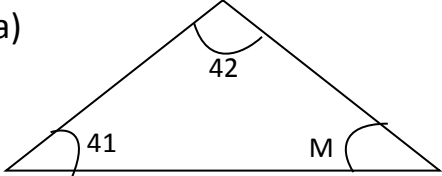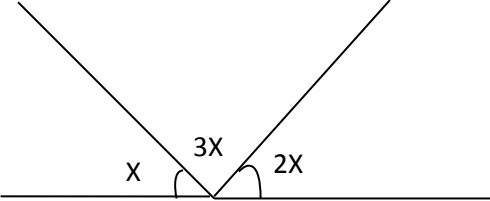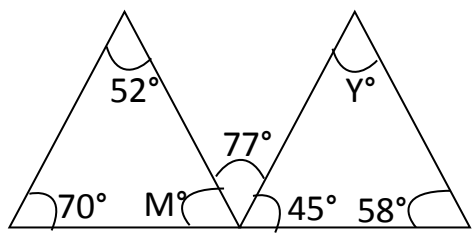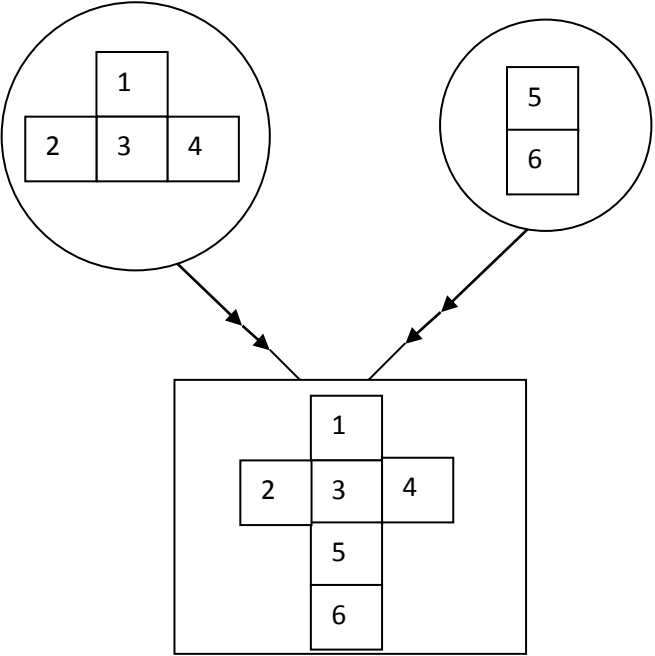
a° + b° + c° + d° + e° =360°
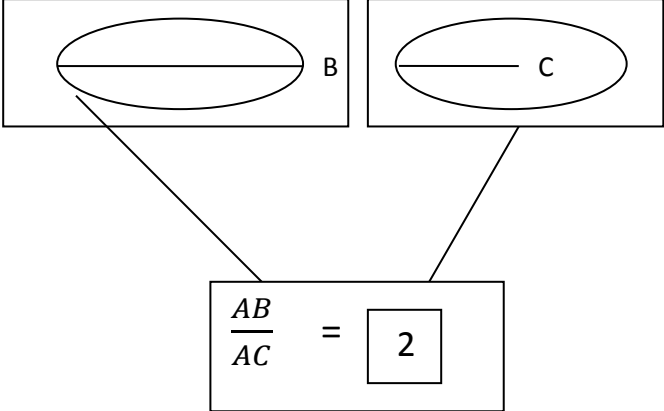
(ii) define transversal
(iv) use the parallel and transversal
Line to determine (i) corresponding
(ii) alternate and (iii) vertically
Opposite angles e.g.

a   b
d   c

f   e
g   h
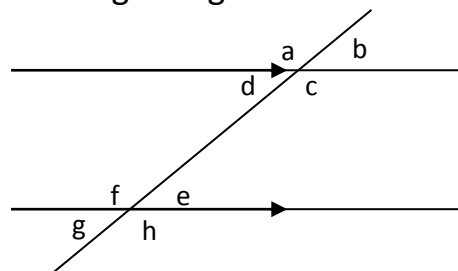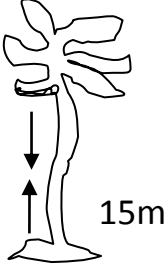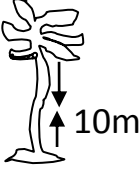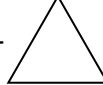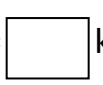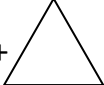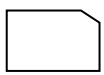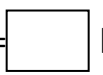
Corresponding angles
a=f, d=g, b=e, c=h

Alternate angles:
        C=f, d=e
Vertically opposite angle
a=c, f=h, d=b, g=e
(v) measure angles in degrees by
Using protractor
(b) find the unknown angles
(a)

$M = 180° - (42° + 41°)$
  $= 180° - 83°$
  $= 97°$

$X + 3X + 2X = 180°$
$6X = 180$
$X = 180 = 30°$
$X = 6$

Quantitative
Reasoning

Solve quantitative aptitude problems
Relating to angles
e.g.

Find m and y

	3 dimensional shapes 1. Cube, cuboids, Pyramid and a Square base and Triangular prism	Pupils should be able to: (i). Make 3 dimensional shapes using Their nets. (ii). Develop interest in the construction Y nets of cube cuboids and pyramid (iii). Solve quantitative aptitude Problems related to cubes, cuboids And pyramid. Upper net of a (1,2,3,4) + lower Not a cube (5,6) = total net of a Cube (1,2,3,4,5,6)	
6	Circle: Identification of Parts of a circle	Pupils should be able to: Identify and state the meaning Of - radius - diameter - circumference of a circle - chord - sector (minor and major) - segment (minor and major)	
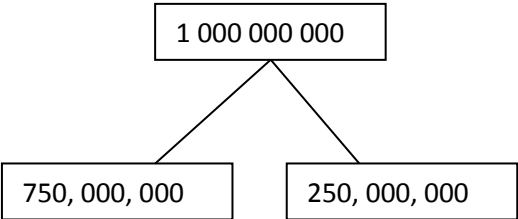
	Quantitative Reasoning	(ii). Appreciate circular shapes in Home and school and their Properties (iii) Solve quantitative aptitude Problems on a circle 	
7	Measurement Of height and Distances	Pupils should be able to: (i). Measure the height of human Beings, buildings tree and distances e.g. (1). By writing the height (in metres) on the wall of the classroom for the children to measure their heights (ii). Use tapes to find the dimension Of the classroom (iii). Measure the height of different Trees in the school compound and Record their observation (iv). Compare their heights in the Classroom (v). Use tapes to measure longer Distances and record their findings (vi). Measure hand and leg spans, And differentiate between the two - Compare the hand and leg spans Of measuring the classroom	

	Quantitative Reasoning	- Solve quantitative aptitude Problems involving the topic 15m Small tree Big tree Height of big tree – Height of big tree = ☐	
8.	Binary Numbers System; (a) Numbers in base 2	Pupils should be able to: (i). Identify numbers in base 2 e.g. the numbers in base two are between 0 and 1 such as Base 10: 1, 2, 3, 4, 5 Base 2: 1, 10, 11, 100, 101 (ii). Convert base 2 number to base 10 numbers and vice – versa Convert 11_2 to base 10 E.g. (a). $11_2 = 1 \times 2^{12} + 1 \times 2^0$ $= (1 \times 2) + (1 \times 1)$ (Note: $2^0 = 1$) $= 2 + 1$ $= 3_{10}$	
		(b). Convert 210_{10} to base 2 2 | 210 2 | 105 r 0 2 | 52 r 1 2 | 26 r 0 2 | 13 r 0 2 | 6 r 1 2 | 3 r 0 2 | 1 r 1 2 | 0 r 1	

	(c). Quantitative Reasoning	Therefore $210_{10} = 11010010_2$ While writing from the base (iii). Solve problem on quantitative Aptitude involving binary number System e.g. Circle the correct answer (a). 11_2 = (a). 3_{10} (b). 4_{10} (c). 5_{10} (b). 6_{10} = (a). 10011_2 (b). 101_2 (c). 110_2 (c). 10011_2 = (a). 15_{10} (b). 19_{10} (c). 23_{10}	

9	Binary numbers System (contd)
	(a). Addition of Numbers in base 2
	
	Subtraction Of numbers in Base 2
	
	(c) Quantitative Reasoning
		Pupils should be able to:
		(i). Add numbers in base 2
		e.g. 1 1 1_2
		   + 1 0 1_2
		   _____
		
		Note that no answer should exceed
		0 or 1
		(2). Subtract numbers in base 2
		e.g. 1 0 1_2
		      - 1 0_2
		   _____
		
		Note that, when 1 carried to
		Right, it signifies +2 to any number
		Not there before the operation is
		Concluded.
		
		(3) solve problems on
		Quantitative aptitude involving
		Addition and subtraction of binary
		Numbers system
		e.g. if 4_{10} = 100 and 6_{10} = 110_2
		find in base 2:
		(a) $4_{10} - 3_{10} = \boxed{}_2$
		(b) $5_{10} - 2_{10} = \boxed{}_2$	

		(c) $3_{10} + 2_{10} = \square_2$ (d) $3_{10} + 3_{10} = \square_2$
10.	Statistics (a) Definition of Statistics (b)Prepare a Tally of data (c) tossing of coins and throwing die (d) more work on Pictograms, bar Graphs and pie chart Quantitative Reasoning	Pupils should be able to: (i) define statistics as the collection, Classification analysis, presentation And interpretation of data (information) in a logical and orderly, Manner. 2(a) prepare a tally of date by Throwing die in number of times and Recording the occurrence of Numbers, 1,2,3,4,5 and 6 (3) represent the date collected in Pictograms bar graphs and pie Chart Solve problems on quantitative Aptitude involving pictograms, Bar graphs and pie chart e.g. if $\square$ = 10kg and △ = 5kg What is: (a) $\square + \square + \triangle = \square$ kg (b) $\triangle + \triangle + \triangle = \square$ kg (c) $\triangle + \triangle + \square = \square$ kg
11.	Statistics (i) mode of data	Pupils should be able to: (i) find the mode of a given data Eg (a) find the mode of

2.	Mean of data	1,6,7,5,9,6,3,2 (i) calculate the mean of a given data e.g. (a) 4,5,4,4,6,7	
3.	(b) Median of data	(iii) calculate the median of a given Data: e.g. find the median of: (a) 2,4,1,3,7,6,8 (b) 3,1,2,4,6,4 *nothing that it should be arranged From ascending order to descending Order of vice-versa before it is Determined. Also where two figures appear in The middle as in (b), both Should be added and divided by 2 To determine the median.	
	Quantitative Reasoning	(4) solve problems on quantitative Aptitude involving mean, median and Mode. E.g. use these figures to solve The following problems 3,6,5,6,……………. (a) what is (1) Mode + Median (2) Mean + Mode (3) Mode X Mean	
12.	Revision of all terms Works	Revision Project / Practical work Make use of cardboard, Celltape Razor Blade, or Scissors and rules To make the nets or planes of Cube, cuboids and cylinder	
13.	Examination	Examination	

MATHEMATICS PRIMARY 6

FIRST TERM

WKS	CONTENT	LESSON OBJECTIVES	
1.	Reading and Writing Numbers to one billion In words and figure.	Pupils should be able to: (i) read and write number up to One billion in words e.g. 856,403 = Eight hundred and fifty-six Thousand, four hundred and three	
b.	Meaning fill counting in Thousands, millions and billions	(ii) read and write numbers up to One million in figures e.g. 7,448,368 = seven million, four hundred and Forty-eight thousand, three Hundred and sixty-eight. (iii)count in thousands, Million and billions e.g 2,000,000; 10,000,000; 50,000,000; 1,000,000,000.	
c.	Quantitative Reasoning	Solve quantitative aptitude Problem related to thousand, Millions and billions, (i) 7000, 8,000, 9,000, 10,000 11000 (ii) 6000 → 4,000 → 10,000 (iii) 1 000 000 000 → 750, 000, 000 and 250, 000, 000	
2.	Binary	Pupils should be able to: (i)convert base 10 numeral to binary Number: base 10 numerals use $10^1, 10^2, 10^3, 10^4,\ldots\ldots\ldots$ Use bundles or Piles to demonstrate the conversion of Numbers from base 10 to base 2 e.g. 3 Represent 1 bundle of two and 1 units that is $3_{ten} = 11_{ten}$	

i.e $2 \, | \, 3$

   $2 \, | \, 1$ R 1

      $| \, 0$ R 1

$3_{ten} = 11_{two}$

(ii) conversion of binary number to base
    10 numeral e.g. 11001_2 to base 10

4 3 2 1 0

$1\ 1\ 0\ 0\ 1_2 =$

$= (1 \times 2^4) + (1 \times 2^3) + (0 \times 2^2) + (0 \times 2^1) + (1 \times 2^0)$

$= (1 \times 16) + (1 \times 8) + (0 \times 4) + (0 \times 2) + (1 \times 1)$

$= 16 + 8 + 0 + 0 + 1 = 25_{10}$

(iii) addition, subtraction and
Multiplication in base 2.

e.g. (a) $10101_2 + 1101_2$

       1 0 1 0 1_2

     + 1 1 0 1_2

      10 0 0 0 0_2

  (b) 110010 − 11111

     1 1 0 0 1 0

    - 1 1 1 1 1_2

      1 0 0 1 1_2

  (c) 1 0 1 0 1_2 x 111_2

     1 0 1 0 1_2

    X   1 1 1_2

     1 0 1 0 1

    1 0 1 0 1

   1 0 1 0 1

   1 1 0 1 0 0 1 1_2

Quantitative Reasoning	Solve problems on quantitative aptitude Involving addition and subtraction of Binary Numbers system e.g. If $4_{10} = 100$ and $6_{10} = 110_2$

		(a) $4_{10} - 3_{10} = \square_2$ (b) $5_{10} - 2_{10} = \square_2$ (c) $3_{10} \times 2_{10} = \square_2$ (d) $3_{10} \times 3_{10} = \square_2$

3.	Place value of whole Numbers	Pupil should be able to:
		 (i) give the value of a digit in a whole Number e.g. the values of each Digit of the number e.g.
		        Hth th t h t u
		         3 4 7 8 4 6
		 3= 300,000, 4= 40,000, 7= 7000
		 8= 800, 4= 40, 6= 6
		 (ii) 8697243 = nn hth tht th h t u
		                  8 6 9 7 2 4 3

Ii	Place value of a digit in Decimal	(iii) state the value of each of the digit in the Decimal number given e.g. 438.521 4 = 400, 3 = 30, 8=8. $\frac{5}{10} = 0.5$ $\frac{2}{100} = 0.02$ $\frac{1}{1000} = 0.001$
	Quantitative Reasoning	Solve quantitative aptitude problems Related to place value e.g. (i) 4.25 = 2.12 − 2.13 (ii) $24.156 = 20 + 4 + \frac{1}{10} \times \frac{5}{100} \times \frac{6}{1000}$
4.	LCM and HCF of Numbers not more than 3 digits	Pupils should be able to: (1) find the LCM using the multiple Method e.g. 2 and 3 = 2,4,6,8,10, 12,14, 16, 18, 20, 22 3 = 3,6,9,12,15,18,21,24,27, 30,33,36. C.M = 6,12,18,24 L.C.M = 6

(ii) find the LCM using the prime factor
Method e.g. 10 and 20

2	10	20
2	5	10
5	5	5
	1	1

L.C.M = 2x2x5
        = 20

(iii) find the H.C.F using the factors
    Method e.g.
    20 and 30

20 = 1,2,4,5,10,20
30 = 1,2,3,5,6,10,15,30
C.F = 1,2,5,10
H.C.F = 10

Quantitative Reasoning

Solve quantitative aptitude problems
Related to prime numbers and factors e.g.
(i)

Product of prime factors of 20 = 2x2x5

(ii)

(iii) $24.156 = 20 + 4 + \frac{1}{10} + \frac{5}{100} + \frac{6}{1000}$

5. Fractions and Decimals

Pupils should be able to:
(i) differentiate between the larger or
Small fractions reduce each fraction
To the same denominator using
Equivalent fractions e.g. $\frac{3}{5}$ or $\frac{1}{2}$

Which is larger

$\frac{3}{5}$ or $\frac{1}{2} = \frac{3}{5} \times \frac{2}{2} = \frac{6}{10}$ $\Big|$ having the

$\qquad = \frac{1}{2} \times \frac{5}{5} = \frac{5}{10}$ $\Big|$ same

Denominator
for 3/5 is larger
than $1/2$

(ii). Arrange in ascending or descending
Order e.g.

(A). $\frac{2}{5}, \frac{3}{15}, \frac{2}{3}, \frac{1}{2}$ (Ascending order)

L.C.M = (5,15,3,2) = 30

$\frac{2}{5} = \frac{2\times6}{5\times6} = \frac{12}{50}$ $\frac{3}{5} = \frac{3\times2}{15\times2} = \frac{6}{30}$

$\frac{2}{3} = \frac{2\times10}{3\times10} = \frac{20}{30},$ $\frac{1}{2} = \frac{1}{2} \times \frac{15}{15} = \frac{15}{30}$

$\frac{12}{30} , \frac{6}{30} , \frac{20}{30} , \frac{15}{30}$

$= \frac{6}{30} , \frac{12}{30} , \frac{15}{30} , \frac{20}{30}$

$\Longrightarrow \frac{3}{15}, \frac{2}{5}, \frac{1}{2}, \frac{2}{3}$

(B). Descending order

$= \frac{12}{30}, \frac{6}{30}, \frac{20}{30}, \frac{15}{30}$

$= \frac{20}{30}, \frac{15}{30}, \frac{12}{30}, \frac{6}{30}$
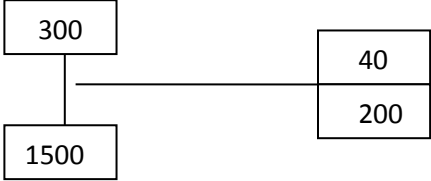
$\Longrightarrow \frac{2}{3}, \frac{1}{2}, \frac{2}{5}, \frac{3}{15}$
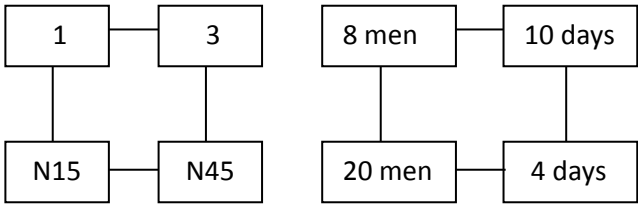
(ii). Using fractions in sharing in everyday
Life e.g.

A. 1/3 of 60 oranges are shared. Find the
    Number of oranges shared.

1/3 of 60 = $\frac{1}{3} \times \frac{60}{1} = \frac{60}{3}$ = 20 oranges

(B). $\frac{2}{3}$ of 48 eggs are shared how many

Eggs are left?

$\frac{2}{3}$ of 48 = $\frac{2}{3} \times \frac{48}{1} = \frac{2}{1} \times \frac{16}{1}$

$= 2 \times 16$

$= 32$ eggs

No of eggs left = 48 − 32

$= 16$ eggs

(iv). Changing fractions to decimals. Using Equivalent fractions with denominator 10, 10, 1000 e.g.

Change to decimal

(i) 72/5

$72/5 = 72/5 \times 2/2 = 7.4/10 = 7.4$

Or

$72/5 = \frac{7 \times 5 + 2}{5} = \frac{37}{5}$

$= 7.4$

(v). Changing decimals to fractions, write in Expanded form and use equivalent Fractions e.g. Change to fraction

(i). 4.3

$4.3 = 4 \times 0.3 = 4 + \frac{3}{10} = 4\frac{3}{10}$

Or

$4.3 = \frac{4.3}{10} = \frac{43}{10} = 4\frac{3}{10}$

Quantitative Reasoning

Solve quantitative aptitude problems related to fractions and decimal e.g.

(i). $1\frac{1}{2}$ ☐ < ☐ 5/2

$\frac{1}{3}$

60   20

| 6. | Ratio and proportion | Pupils should be able to:
(i). Solve problems on ratio e.g.
   1 : 2 = 2 : 4 = 3 : 6 = 4 : 8
Form equivalent ratios by multiplying or
Dividing each part by the same non – zero
Number. Ration can then be expressed in
Their simplest form. Compare only
Quantities of the same kind in the same
Units e.g. Ratio 20k to N2.00

(A). 20K : N2.00 = 20K : 200K
= 2K : 20K = 1K : 10K
(B). Ratio 3 months to 1 year
   = 3 months to 12 months
   = 3 : 12
   = 1 : 4
(iii). Word problem on ratio e.g. Ratio A : B
= 1 : 2 Therefore A/3A's share is $^1/_2$ or B's
Share is twice A's share
Example: The sides of a rectangle are in the
Ratio 1 : 3, the shorter side is 6cm. Find the
Longer side 1 : 3 = 6 : 19 therefore the longer
Side is 18cm.

Solve quantitative aptitude problems
Related to Ratio e.g. | |
| | Quantitative
Reasoning |

21   3 : 5   35 | |

| | Ratio of family
Size and Resourcees | Pupils should be able to:
Find ratio of family size and resources e.g. | |

		John's family size is 8 and he earns N4,800 Monthly. Find the ratio of his family size to His monthly salary. 8 : 48000 = 1 : 6000 $\Longrightarrow$ A family number : N6,000	
	Ratio of two Population	They should be able to express two Populations in given ratio e.g. Leads pupils To express two populations in a ratio e.g. A Community of 30,000 people have a Budget of N975,000 000 000 on education In a year. Calculate the ratio of the Population to the budget. Ratio of people to the budget = 30,000 : 975,000,000,000 (Divide by 1000) = 30 : 975,000 (Divide by 10) = 3 : 975 00 (Divide by 3) = 1 : 32500	
	Ratio of prevalence Of HIV/AIDS between Two sexes, two states	Pupils should be able to express the ratio Of prevalence of HIV/AIDS between two Sexes in a town or country.	

	Quantitative Reasoning	Solve quantitative aptitude related to ratio In population issues.
		
		300
		1500
		40
		200
		
		(ii). Direct proportion e.g. Find the cost of 3 Articles at N12.20 each.
		Solution – 1 article costs = N12.20
		        3 article costs = 3 × 12.20
		                = N36.60	

	Quantitative Reasoning	(iv). Inverse proportion e.g.
		It takes 2 men 5 days to dig a trench. If the Trench must be done in two days, how many Men will it take, working at the same rate?
		(A). If many men dig they will finish early
		(B). If few men dig, They will need more Days to work.
		In 5 days the trench is dug by 2 men
		  1 day the trench will be dug by 5×2 men
		  = 10 men
		  2 days the trench will be dug by
		$\frac{5\times2}{2} = \frac{10}{2}$ = 5 men
		
		Solve quantitative aptitude problems Related to direct and inverse proportion
		
			1	—	3		8 men	—	10 days

N15	—	N45		20 men	—	4 days		
7.	Ratio, percentage And population issues	Pupils should be able to: (i). Solve problems on ratio E.g. The ratio of men to women in a house is 4 : 5 if there are 20 men in the house, how Many women are there? = 4 : 5 4 : 5 = 20 : ☐ ⟹ (20 : 4) × 5 = ☐ = 5 × 5 = 25 25 women are in the house Or	

Equivalent fraction method

$4 : 5 = 20 : \boxed{} \implies \dfrac{4}{5} = \dfrac{20}{\boxed{}}$

$\boxed{} = (5 \times 20) \div 4 \implies 100 \div 4 = 25$
$= 25$ women

(ii). Express a number as a percentage of
Another number e.g.
What percentage of 20 is 15?
$\dfrac{15}{20} \times \dfrac{100}{1}$ (Note: Percentage means 100)
$= 15 \times 5 = 75\%$

(iii). Solve problems on profit and loss
    Percent

Hint: Profit percent:
$\dfrac{\text{Profit}}{\text{Cost price}} \times \dfrac{100\%}{1} = \dfrac{\text{Selling price} - \text{Cost price}}{\text{Cost price}} \times \dfrac{100}{1}$

Loss percent:
$\dfrac{\text{Loss}}{\text{Cost price}} \times \dfrac{100\%}{1} = \dfrac{\text{Cost price} - \text{Selling price}}{\text{Cost price}} \times \dfrac{100}{1}$

(iv). Find the amount of money allocated
For health care of an individual in a
Year in the town state or local
Council.
(v). E.g. Express the member of
Children per family in ratio and
Percentage.
E.g. There are 10 children in a
Family including a men and a
Woman

	Quantitative Reasoning	(A). Express in ratio children to father = 10 : 1 (B). Express as percentage parents to Children = $\dfrac{2}{10} \times \dfrac{100\%}{1}$ = 20% 2 5 $\Rightarrow$ 6 15 3 4 $\Rightarrow$ 75 100 N40 N25 N15 N20 N20 N50
8.	Addition and subtraction Of numbers, fractions And decimal	Pupils should be able to: (i). Add any given set of numbers, Fractions and decimals e.g. (A). 824 + 329 $\quad$ 8 2 4 $\quad$ + 3 2 9 $\quad$ 11 5 3 (B). 5030 - 3269 $\quad$ ^{4}5 ^{9}0 ^{12}3 ^{1}0 $\quad$ - 3 2 6 9 $\quad\quad$ 1 7 6 1 (C). $\dfrac{3}{8} + \dfrac{1}{4} = \dfrac{3+2}{8} = \dfrac{5}{8}$ (ii). $1\,5/8 + 3^1/_2 = 4\dfrac{5+4}{8} = 4\dfrac{9}{8}$ $\quad\quad = 4 \times 1\,1/8$ $\quad\quad = 5\ 1/8$ (iii). $\dfrac{7}{10} - \dfrac{1}{2} = \dfrac{7-5}{10} = \dfrac{2}{10} = \dfrac{1}{5}$

(iv). $4^3/_4$ - $1\frac{1}{4}$ = $3\frac{3-1}{4}$ = $3\frac{2}{4}$

     = $3\frac{1}{2}$

(ii). Solve problems on addition & Subtraction of whole numbers e.g.

(a). Find the sum of 672, 349, and 276

```
      6   7   2
      3   4   9
   +  2   7   6
     12   9   7
```

(b). Find the difference between 736 And 249

```
      7   3   6
   -  2   4   9
      4   8   7
```

(iii). Solve problems on addition & Subtraction of decimal number.

(A). Find the sum of 1.26, 33.45 and 241.5

```
        1 . 26
   +   33 . 45
      241 . 50
      276 . 21
```

(B). What is the difference between 88 and 32.148

```
      88 . 000
      32 . 148
      55 . 852
```
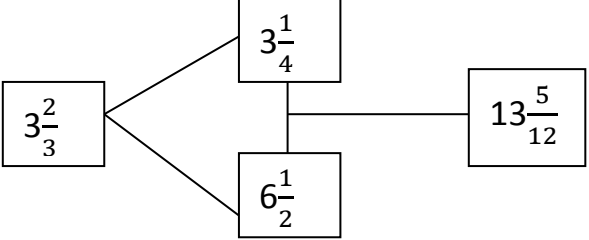
(iv). Solve problems on addition & Subtraction on fraction e.g.

(A). Find the sum of $1/_2$ and $1/_3$

$$\frac{1}{2} + \frac{1}{3} = \frac{3+2}{6} = \frac{5}{6}$$
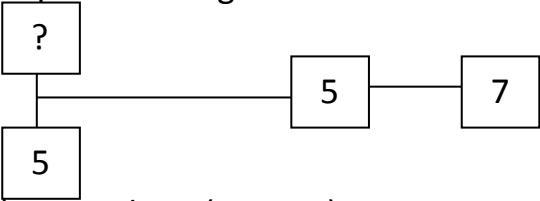
(B). Find the sum of $4\frac{3}{4}$ and $5\frac{4}{5}$.

$$4\frac{3}{4} + 5\frac{4}{5} = 9\ \frac{15+16}{20} = 9\frac{31}{20}$$

	Quantitative Reasoning	$= 9 + 1 \quad \frac{11}{20}$ $= 10 \frac{11}{20}$ Solve quantitative aptitude problem Related to addition & subtraction of Fraction and decimal 	

9.	Multiplication	Pupils should be able to:
		 (i). Multiplying 3 digit whole number by a 3 Digit whole number e.g.
		
		 423×234
		
		     4 2 3
		 $\times$ 2 3 4
		   1 6 9 2 (423 $\times$ 4)
		  1 2 6 9 0 (423 $\times$ 30)
		  8 4 6 0 0 (423 $\times$ 200)
		  9 8 9 8 2
		
		 (ii). Word problem on multiplication of Whole number e.g. the cost of a Bag is N5,760.00, What is the cost Of 23 similar bags?
		 If 1 bag cost N5760.00
		 23 bags cost N5760.00 $\times$ 23
		
		         5 7 6 0
		               2 3
		     1 7 2 8 0 (5760 $\times$ 3)
		   1 15 2 0 0 (5760 $\times$ 20)
		   1 32 4 8 0
		
		 23 bags cost N132,480.00	

	Quantitative Reasoning	Solve quantitative aptitude related to Multiplication of numbers e.g.

285	—	358	—	102030
234	—	124	—	29016

(ii). Multiplication of decimals by Decimals e.g. find 1.2×0.3

```
    1 . 2    1 d.p
    0 . 3    1 d.p
    _____
    3   6
  0 0
    _____
  0. 3   6    2 d.p
    _____
```

(iv). Multiplication of fractions by fractions

(a). $\frac{1}{5} \times \frac{1}{6} = \frac{1 \times 1}{5 \times 6} = \frac{1}{30}$

(b). $\frac{1}{2} \times 2\frac{1}{2} = \frac{1}{2} \times \frac{5}{2}$

$= \frac{1}{2} \times \frac{5}{2} = \frac{5}{4} = 1\frac{1}{4}$

(c). $1\frac{1}{2} \times 2\frac{1}{2} = \frac{3}{2} \times \frac{5}{2} = \frac{3 \times 5}{2 \times 2} = \frac{15}{4}$

Quantitative Reasoning

Solve quantitative aptitude related to the Topic

$1\frac{2}{5}$	—	$2\frac{4}{7}$	—	$4\frac{4}{35}$

(v). Squares of numbers up to 1000
The square of a number is the number Multiplied by itself e.g. 30^2
$=$ $30 \times 30 = 900$
30^2 = Square of 30 or 30 sq.
(A). $465^2 = 465 \times 465$

```
  =       4  6  5
          4  6  5
        _____
        2. 3 2 4    (465 × 50)
        2 7 9 0 0   ( 465 × 60)
      1 8 6 0 0 0   ( 465 × 400)
      _____
      2 1 6 2 2 5
```

		(vi). Calculate square root of perfect Square e.g. find the $\sqrt{16}$ (i). $\sqrt{16}$ = 4 × 4 = 4 (ii). $\sqrt{100}$ = $\sqrt{10 \times 10}$ = 10	
10.	Division	Pupils should be able to: (i). Divide whole number by 2 digit and 3 Digit numbers (a) 26 : 120 (b). 742 : 14 $$\begin{array}{r} 25 \\ \hline 128 \mid 3200 \\ -\ \mid\ 256 \\ \hline 640 \\ 640 \\ \hline \end{array}$$ $$\begin{array}{r} 53 \\ \hline 742 \\ -\ \ 70 \quad (14 \times 5) \\ \hline 42 \\ -\ 42(3 \times 14) \\ \hline \end{array}$$ (iii). Appreciate the importance of Division in daily life activities e.g. (a). 1 bucket contains 46 oranges. How many buckets will 736 Oranges fill? One bucket contains 46 oranges (736 ÷46) bucket = $\dfrac{736}{46}$ = $\dfrac{368}{23}$ = 16 (b) 110.7 ÷ 41 $$\begin{array}{r} 2.7 \\ \hline 41 \mid 110.7 \\ -\ \mid\ 82 \\ \hline 287 \\ 287 \\ \hline \end{array}$$	

	Quantitative	(iii). Order of operation (Use of BODMAS) Use the following order for problems with Mixed operations B = Brackets, O = Off D = Division, M = Multiplication, A = Addition, S = Subtraction E.g. (a). $20 \times 3 \times 7$ $= 20 \times 3 \times 7 = 60 \times 7 = 67$ (b). $\frac{1}{3}$ of $51 + 2 \times 20$ $= \frac{1}{3} \times 51 + 2 \times 20$ $= 17 + 2 \times 20$ $= 17 + 40 = 57$ (iv). Word problem on order of Operation. Find the sum of $3\frac{2}{3}$ And the product of $2\frac{1}{4}$ and $1/3$ $= 3\frac{2}{3} + 2\frac{1}{4}$ and $\frac{1}{3}$ $= 3\frac{2}{3} \times 9.4 \times 1/3$ $= 3\frac{2}{3} \times \frac{3}{4}$ $= 3\frac{8 \times 9}{12} = 3\frac{17}{12} = 3 \times \frac{15}{12}$ $= 4\frac{5}{12}$ Solve quantitative aptitude related in order Of operations e.g. ? — 5 — 7 5 (v). Indices (powers) Numbers in index form (power not Exceeding 5) e.g. $2 \times 2 \times 2$ is the same as 2 to power 3 or 2^3 3^2 is called 3 squared	

2 is called 2 cubed

$3 \times 3 \times 3 = (3 \times 3 \times) \times (3 \times 3 \times 3 \times 3) \times$
               $(3 \times 3 \times 3 \times 3 \times 3)$

$3^{2 + {}^{4+5}}$ $= 3^{11}$

When two or more different numbers are
Raised to any power, we combine by
collecting the like numbers

$2^3 \times 3^5 \times 2^4 = 2^2 \times 2^4 \times 3^5$
                 $= 2^6 \times 3^5$ (index form)

Write these numbers as a product of prime
Factors

(i). $144 = 12 \times 12$
         $= 2 \times 6 \times 2 \times 6$
         $= 2 \times 2 \times 3 \times 2 \times 2 \times 3$
         $= 2^4 \times 3^2$

Solving problems involving indices
(Powers)
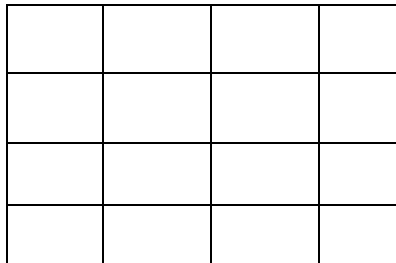
16 square can be arranged in a 4 by 4
Square
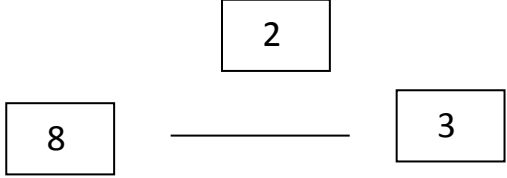
$4^2 = 4 \times 4 = 16$
$4^2 = $ Square of 4
   Or
    $= 4$ squared

Word problem on indices find the value of
$(2^2 \times 4)$ $(2^2 \times 5)$
$= (2 \times 2 \times 4)$ $(2 \times 2 \times 5)$
$= 16 \times 20$
$= 320$
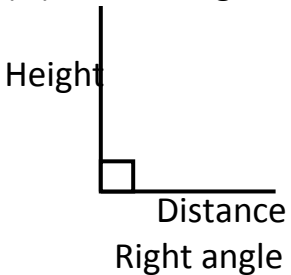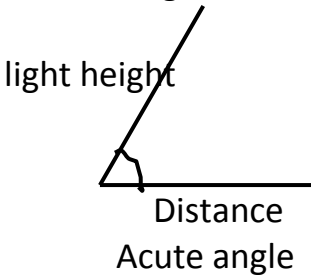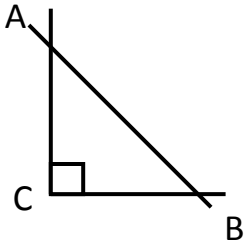
	Quantitative Reasoning	Solve quantitative aptitude related to Indices $$\boxed{8} \quad \underline{\qquad} \quad \boxed{3}$$ with $\boxed{2}$ above	
11	REVISION	REVISION	
12	EXAMINATION	EXAMINATION	
13	EXAMINATION	EXAMINATION	
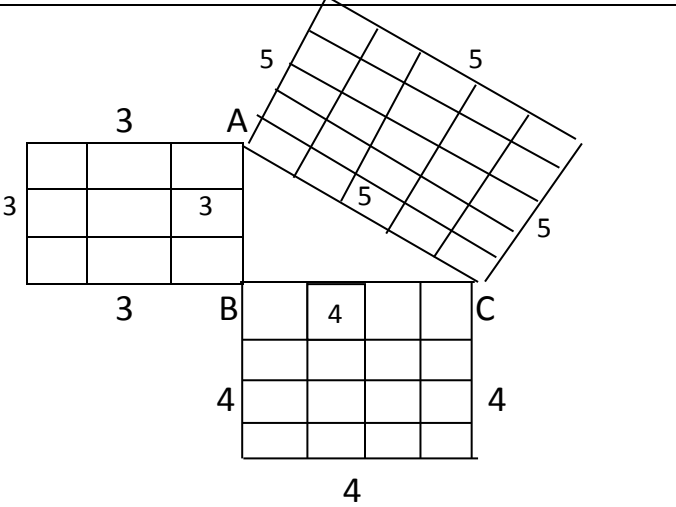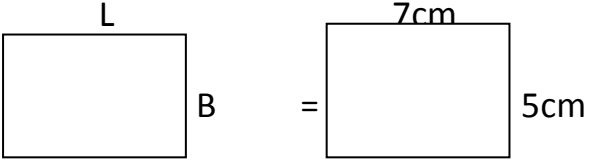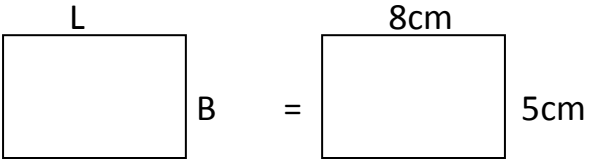
PRIMARY SIX
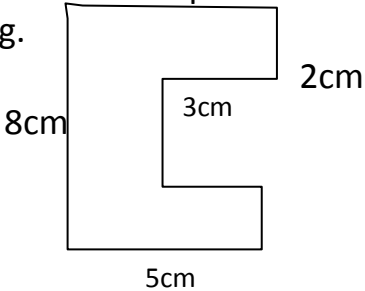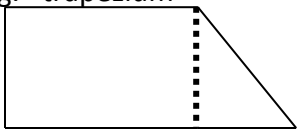
2ND TERM MATHEMATICS
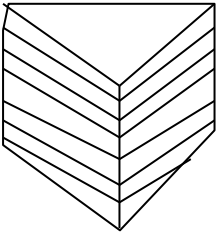
WKS	CONTENTS	LESSON OBJECTIVES	
1	Revision	Revision of 1ˢᵗ term's work	
2.	Money (Rates, Taxes, Shares and dividends	Pupils should be able to: (i). Solve problems on taxes and Rates on population and economic Consequences. Rate – means what the government Provides for her people. Example Agege Local government charges N5.50 monthly for the user: Find The total rent collected monthly From (A). 50 stalls (B) 160 stalls (A). Monthly rate collected for N50 Stalls is $\frac{N5.50 \times 50}{N275.00}$ **Taxes:** This is the money that Government uses to build schools, Hospitals, roads etc Example Tax deducted from the taxable Income of an employee is 35K on Every N1. Find the tax paid if the Taxable income is N4,500 = (4,500×35)K = 1,575.00K = 1,575.00 (ii).Solve problem on buying and Selling of shares and dividends. **Shares:** The amount needed is Divided into units and each unit is	

Called a share. Example
A metal manufacturing company
Sells some of its 40K share to the
Public who are ready to buy in
Multiples of 200.
(i). What is the cost of 800 shares?
(ii). How many shares can I buy
With N1, 250?
Cost of one share = 40K
Cost of 800 Share = 40×800
$$= N(\frac{40\times800}{200})$$
(ii). 40K can buy only one share:
N1,250 will buy $\frac{1250\times200}{40 \quad 1}$
$$= 1250\times5$$
$$= N6,250 \text{ shares}$$

Dividends This is the amount
Made from the goods sold at the
End of the year. The profit is called
Dividend.
Example:
A share holder has 200 shares in a
Company. How much is his
Dividend if dividend are given at
$5\frac{1}{2}$K per share.
Dividend on 1 share = $5\frac{1}{2}$
Dividend on 200 shares =
$$\frac{11}{2} \times \frac{200K}{10}$$
$$= N1100$$

(iii). Conversion of currencies
Different countries have different
Currencies e.g. Nigeria = Naira
America = Dollar
Britain = Pound

	Quantitative	: N1 = N130 approximately Some quantitative aptitude Related to money N50, 000 ──── 20ᴋ ──── N10, 000	

3.	Length	Pupils should be able to:
		 (i). Measure the height using the
		 Meter rule
		 The length of a pupil in the class.
		 Such as 1.26m i.e. 1m.26cm
		 (ii). Measure the distances use the
		 Meter rule for short distances and
		 Measuring tapes for long
		 Distances e.g. The distances of
		 (i). Boy to the teacher's desk,
		 Measured in kilometers (Km) is
		 4.326Km i.e. 4Km 326m
		 (iii). Measuring the distance angle
		
		 Height light height
		
		          Distance Distance
		        Right angle Acute angle
		
		 Drawing of square on the sides of a
		 Right angled
		 A
		          AC = CA = 3CM
		          BC = CB = 5CM
		 C
		      B
		 AB is called the hypotenuse	

	Quantitative Reasoning	 In conclusion the squared of the Two sides is equal to the Hypotenuse side. $3^2 + 4^2 = 5^2$ Solve quantitative aptitude on Related to Length. Example: 15 → 12 → 13	
4	Perimeter (Regular & Irregular Shapes)	Pupils should be able to: (i). find the Perimeter of rectangles. A rectangle has length (L) and Breadth (B) perimeter of a rectangle = (L + B + L + B) = L + L + B + B = 2 (L + B) E.g. Perimeter is 2 (L + B) 2(7 + 5) = 2×12 = 24cm (ii). Find the area of a rectangle e.g. Area = L × B	

= (8 × 5)   = 40cm²
Find the area and perimeter of two
Rectangles

Rectangle 1	Rectangle 2

18cm   12cm

2cm   =   3cm

Perimeter = 2(L + B) = 2(18+2)   perimeter = 2(L+B)
= 2×20   =2(12×3)
= 40   = 30
Area = L × B   Area = L × B
= 18 × 2   = 12 × 2
= 36   = 24

The perimeter get smaller at the differences
Between the lengths and the breadth get
Smaller. The perimeter is smallest when the
Length is equal to the breadth
(i). Perimeter of irregular shape, The perimeter
Of irregular shape can be measured
Round the shape
e.g.

2cm

8cm   3cm

5cm

5	Area (Trapezium)	Pupils should be able to:

Pupils should be able to:
(i). Define a trapezium : A trapezium is a
Four sided figures with one pair of its
Opposite sides parallel.
e.g.   trapezium

The trapezium ABCD of diagram of (i) where
AC = height   , AB= a (parallel to CD)
= 6

		Area ABCD = triangle
		= Area of rectangle = L × B + Area
		    Of triangle $^1/_2$ b × h
		 Area of trapezium = $^1/_2$ (a + b)h
		(ii). Calculate the land areas in
		Hectares Large areas of land
		Are measured using hectares
		e.g. 1 hectares = 1000m^2
		
		Example: Find the area in
		Hectares of a rectangular farmland
		4Km by $\frac{1}{2}$ km
		Length = 4Km = 4000m
		Breadth = $\frac{1}{2}$ km = 500m
		= 4000 × 500m^2 = 2,000,000m^2
		   2,000,000 : 10,000 = 200
		Hectares e.g. 10,000m^2 = 1
		Hectare
		If 55000m^2 = $\underline{55000}$ hectare
		          10000
		      = $\underline{55}$
		       10 = 5.5 hectares	

6.	Volume – Volume of Prisms, Cylinders and spheres	Pupils should be able to:
		(i). Calculate the volume of prisms
		          This is a triangular
		   Prism for any prism
		    With uniform cross section
		    The volume
		
		V = Area of cross section × Heigth
		Example:
		Find the volume of the triangular prism
		Where the	

Area of Cross – Section is 20cm^2
And the length is 5cm
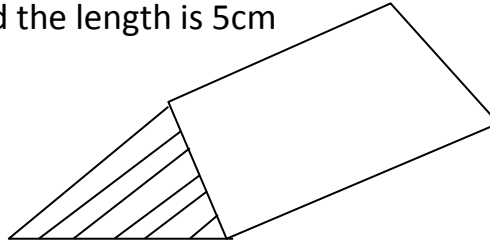
5cm area of cross
Section of triangular
Prism = 20cm^2

Length   = 5cm
Volume of prism = 20 × 5cm^3 = 100cm^3

(ii). Volume of cylinder and a
      Sphere. A cylinder is a prism
      With a circular Cross – Section
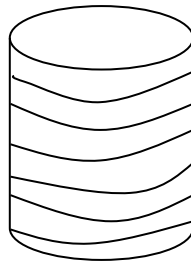
Volume of
Cylinder
= Area of
Circle × height
= $\pi x r^2$h

e.g. Find the volume of a cylinder
   whose base radius is 5cm and
   the height is 24cm
    Radius   =   5cm
    Height   =   14cm
    Volume of a cylinder = $\pi x r^2$h
(x = 22/7)
    = $\frac{22}{x}$ × 5 × 5 × $\underline{14^2}$cm^3
                    1
    = 22× 5 × 5 × 2 = 1100cm^3
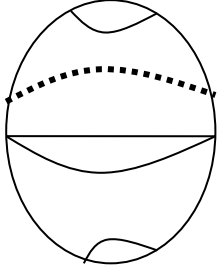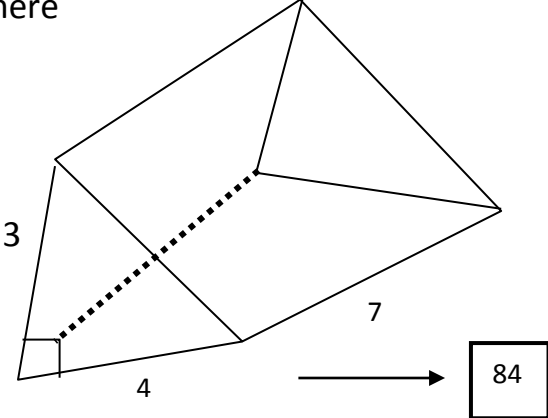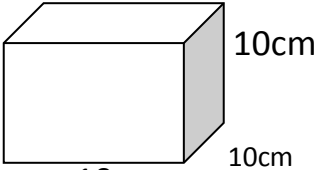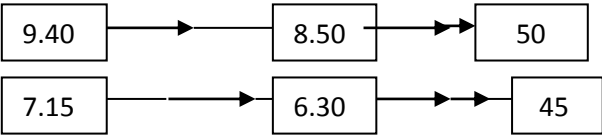
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Volume of a sphere e.g.

Volume of sphere = $\frac{4}{3}\pi x r^3$

Example: Find the volume of a

Sphere of radius $10\frac{1}{2}$ cm

Volume of sphere = $\frac{4\pi x r^3}{3}$ where $\quad x = 22/7$

Radius = $10^1/_2$

$= \frac{4\times 22 \times 21 \times 21 \times 21}{3 \quad 7 \quad 2 \quad 2 \quad 2}$

$= 11\times 21 \times 21$

$= 4851\text{cm}^3$

</td><td></td></tr>
</tbody>
</table>

	Quantitative Reasoning	Solve quantitative aptitude related To volume of prisms and Sphere 3 4 7 84	
7.	Capacity	Pupils should be able to: Express capacity in 1 cm³ = iml 1000cm³ = 1 liter = 1000ml 1 liter of water weights 1 Kilogram (Kg)	

Capacity

Pupils should be able to:

Express capacity in 1 cm^3 = iml

1000cm^3 = 1 liter = 1000ml

1 liter of water weights 1

Kilogram (Kg)

		10ml of water weights = 1000g
		$1000cm^3$ of water weighs 1Kg
		
		35cl 10cm
		= 350ml = 1 ltr
		Addition and subtraction of
		Capacity
		       L L
		(i) 6.321 (ii). 4.000
		   52.876 - 2.076
		+48.378 1.924
		107.575
		
		Multiplication and division of
		Capacity
		(iii) A taxi driver uses 69 liters
		Of petrol a day. Find the amount
		Of petrol he uses in 28 days =
		$69 \times 28 = 1932$ liters
		
		(iv). How many times can a
		Bucket be filled from a barrel of
		936 liters if the bucket holds 24
		Liters at a time?
		   $936 \div 24$ liters = 39 times	

8.	Weight	Pupils should be able to: (i). Express weight in grams, Kilograms and tones 1000 – 1Kg; 1000Kg - 1 tonne etc. (ii). Obtain measurement of Pupils weight, books, stones Etc. Using weight scale.	

		(iii). Add and subtract weight e.g.
		(A). 7.625Kg + 5.396 =
		    13.021Kg
		(B). 8.4Kg - 5.625
		  = 8.400Kg
		    5.625Kg
		(iv). Multiply and divide
		Questions on weight
		Examples:
		(A). How many 50g are there in
		$2\frac{1}{4}$? Solution : $2\frac{1}{4}$ Kg ÷ 50g
		= $\frac{9}{4} \times \frac{1000}{1}$g : 50g
		
		= $\frac{9}{4} \times \frac{1000}{1}$ = $\frac{180}{4}$
		    = 45g
		Ans = 45g
		(B). 4.152Kg × 13
		= 4.152
		   13.000
		    0 000
		   0 0 000
		  00 0 0
		12456
		+ 4 52
		53.976Kg
		
		Solve words problems on weight
		4Kg → 5Kg → 20Kg
		42Kg → 7Kg → 6Kg	

9.	Quantitative Reasoning	Pupils should be able to: (i). Tell time in seconds, minutes and hours i.e. conversion e.g. 60 seconds – 1 minute 60 minutes – 1 hour netc.	

Convert 130 seconds to minute
And seconds 130 : 60 = 2 min
10 sec.
(ii). Add and subtract time
Correctly
(iii). Multiply and divide time
Correctly e.g.
(A). 2h 16 min × 7

= h	min
2	16
×	7
15	52

2h × 60 = 120
16min × 1 = 16
$$136 \times 16$$
$$= 952 \div 60$$
$$= 15h\ 52\ min$$

(iv). Read time table of journeys
By train and aero planes, class
Time – table e.g.

12 hour – clock	24 hour clock
8.00am	07.00 hours
2.30pm	14.30 hours
10.00am	10.00 hours

(a). Using 12 hour – clock (a.m
And p.m)

(b). Using 24 hour - clock (write
In 4 digits)

		v. estimate standard time for races 100m, 400m, 800m etc. using second hand.	
	Quantitative Reasoning	Pupils should be able to : (i). Solve problem on quantitative Aptitude	
10.	Speed	Pupils should be able to: (i). State the meaning of speed As the distance travelled per Time taken to cover the distance e.g. Speed = Distance : time taken to cover it S = D/T Km/h, M/S, m/min etc. (ii). Time while speed and Distance is known. (S = $\underline{b}$ T Time = $\underline{\text{Distance}}$ $\underline{D}$ Speed S (Sec, min, hr) (iii) Find distance while time And speed are given. (S = $\underline{D}$ T Distance = Speed × Time D = (S × T) Km ; m (iv). Solve words problems On speed	

For the Quantitative Reasoning row, the diagram contains:

9.40 → 8.50 → 50

7.15 → 6.30 → 45
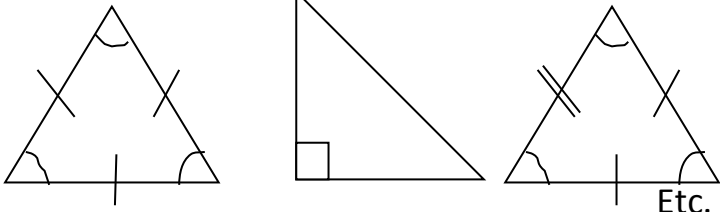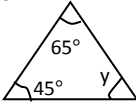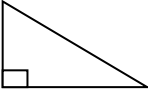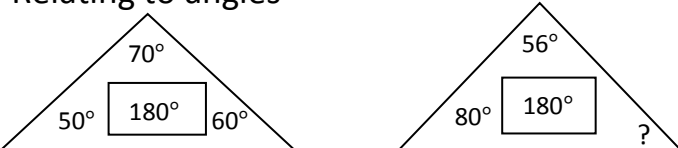
	Quantitative Reasoning	Pupils should be able to: Solve problem, on quantitative Aptitude	
		150m → 30s → 5m/s 30Km/h → 4h → 120Km	
11.	Revision of all Term's work	Revision Project/ practical work Make use of different colours of Beads, broom stick, gum, wood To make an abacus	

PRIMARY 6

THIRD TERM

WKS	CONTENTS	LESSON OBJECTIVES	
1.	Revision	Revision of second term's work	
2.	Open Sentences	Pupils should be able to: (i). Solve problems expressed as Open sentences e.g. $\square$ + 6 = 10 5 + 7 = $\square$ $\square$ + 10 = 6 12 = $\square$ $\square$ = 4 ans $\square$ = 12 (ii). Interpret words into open Sentences and solve them e.g. (a). If 40 note are to be shared Among 5 pupils, how many books Will be given to a pupil? 5 pupils ——————— 40 notes 1 pupils ——————— (40 + 5) notes = 8 notes (b). Find the letters e.g. 2y + 6 = 30 2y = 30 – 6 2y = 24 divide both sides By 2 $\frac{2y}{2} = \frac{24}{2}$ = y = 12 (iii). Solve more problems on Simple questions 4x + 2 = 6 + 2x collect like terms = 4x – 2x = 6 - 2 divide both sides by 2 $\frac{2}{2} = \frac{4}{2}$ = x = 12	
	Quantitative Reasoning	Children should be able to: Related problem on quantitative Aptitude	

		(i) 4 — 3, 7 × 16 ; 5 — 7, 12 × ? ; 30 — 8, 5 × 2 ; (ii) ? — 10, 6 × 2	

3	Angles (measuring of angles)	Pupils should be able to: (i). Measure angles in degrees Using clock e.g. 30°, 60°, 90°, 45°, etc. Note: Sum of angles in a point is 360°, Therefore between one hour And other hour is 30°, it is between Two hours is 60°, and so on. One Minute is 60°.	

E.g. Draw 120 on a clock

(iii). Pupils should be able to:
Protractor to measure angled in
Degrees as well as e.g. 30°, 45°, 60° ….

Etc.

(ii). Find the sum of angles in a
Triangle e.g. The unknown angle
Since sum of angles of a triangle is
180°   = y° + 45° + 65° = 180°
E.g.   65°   y° = 180° - 110°
        45° y   y° = 70°

(ii)   Right angle = 50° + a° = 180°
                    90° + 50° + a° = 180°
                    a = 180° - 140°
                    a = 40°

Pupils should be able to:
Solve quantitative aptitude problems
Relating to angles

70°   56°
50° 180° 60°   80° 180° ?

| 4. | Polygon | Pupils should be able to:
(i). Name some of the two
Dimensional shapes not exceeding
Octagon e.g. Polygon, triangle and
Quadrilateral.
Examples: Triangles, right angle triangle,
Equilateral triangle, isosceles etc.
Quadrilateral: rectangle, square, | |

Quantitative
Aptitude

Kite etc.

Polygon: is a closed plane shape
Bounded by straight lines e.g.
Pentagon, Hexagon, Octagon etc.
(ii). They should be able to draw
Line of symmetry e.g. square, pentagon etc.
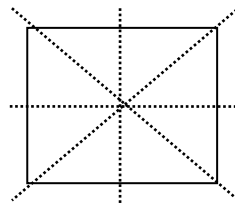
4 lines of symmetry
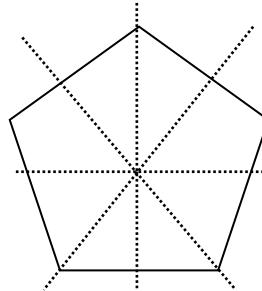
Pentagon
5 lines of symmetry

Note: Numbers of sides is number
Of lines of symmetry
(iii). They should be able to:
Identify and appreciate 3 – dimensional
Shapes e.g. Cube, cone,
Triangular, prism i.e. Closed or solid object
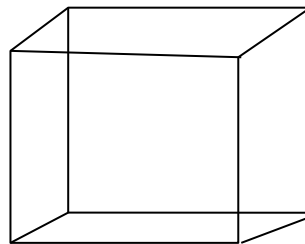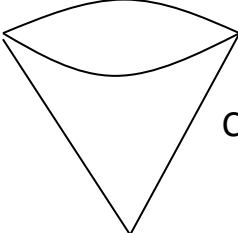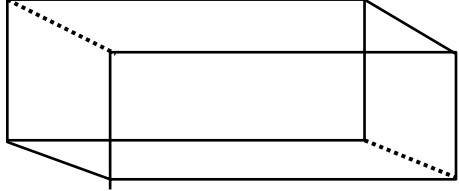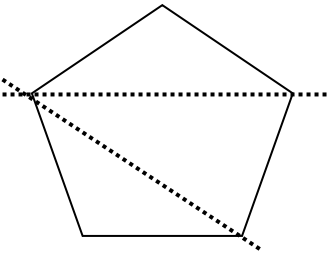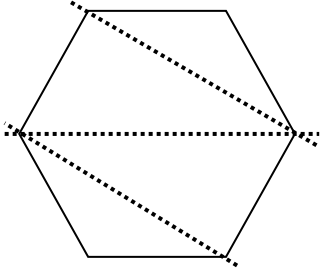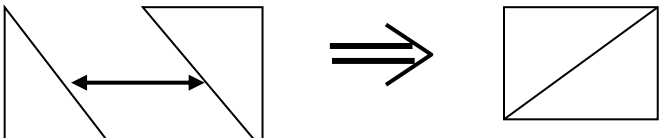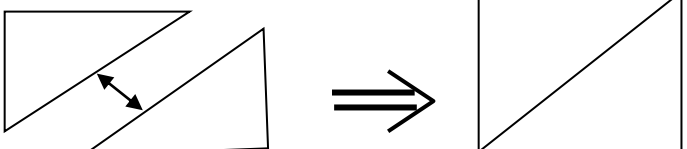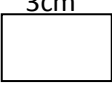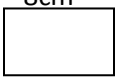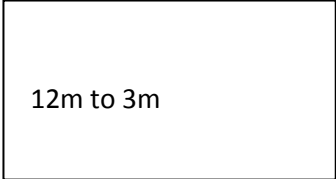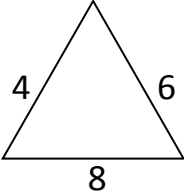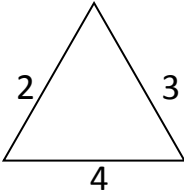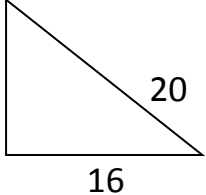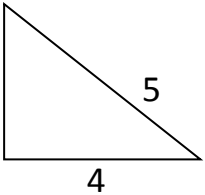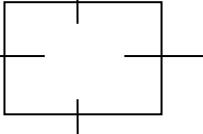
Cube examples:
Sugar, magi, cube chocomilo, sweet etc.

Cone e.g. ice cream etc.

Cuboids e.g. Boxes,
Matches box etc.

(iv). Pupils should be able to:
Draw and name the sides of polygon
Including their names e.g.

Pentagon - 5 sides
(3 triangles)

Hexagon – 6 sides etc.
(4 triangles)

Quantitative
Aptitude

They should be able to:
Solve quantitative aptitude problems
Relating to polygon e.g.

5.	Scale drawing	Pupils should be able to: (i). Draw plans according to a Given scale e.g. 3cm ... 8cm ... 2cm ... 4cm	

	(ii). They should be able
	To develop interest in
	Converting length and
	Distances of objects in
	His environment to any
	Scale.
		(a). 2 meters to 1cm. if the length
		Plan is 80cm, use the scale of
		1cm to 5cm to rep. The length of the
		    5m ——— 1cm
		    80m ——— ?
		        ? = 16cm
		5mx ? = (1 × 80)cm (divide both sides by 5m
		
		    $\dfrac{5mx\ ?}{5m} = \left(\dfrac{80}{5m} \right)$
		
		            ? = 16cm
		(ii). Take out pupils to measure the
		Dimension of farms, garden, playground
		Etc. Using the scale.
		    20m to 5m
		    12m to 3m In both length &
		                     Breadth
		(i)
		4 / 6 / 8 ⟹ 2 / 3 / 4
		12 / 20 / 16 ⟹ 3 / 5 / 4	

6.	Plane figures	Pupils should be able to:
		(i). Identify the basic properties
		Rectangle and square e.g.
		            (a). Equal sides
		            (b). Equal angles etc.
		                Square	

(a). four sides
(b). Opposite sides are equal
(c). Opposite sides are parallel
(d). all angles are equal

(iii). Discover and appreciate the various
Square and rectangle objects in his
Environment, e.g. cube of sugar has
Six square plane sides and others
Rectangles: boxes, teachers,
Table and so on.
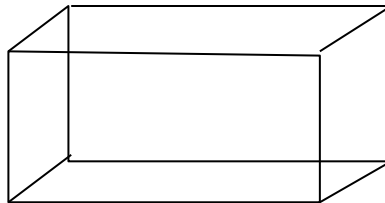
Six plane faces, opposite faces are
Equal etc.
(iii). They should be able to review
Basic properties of
(a). <u>Isosceles triangle</u>: (i). two sides
Are equal (ii). Two of its angles are
Equal
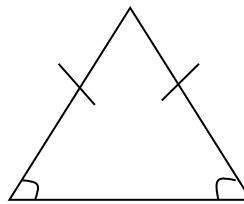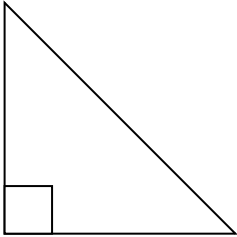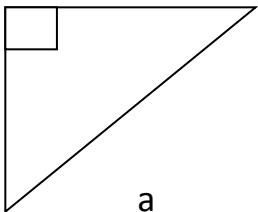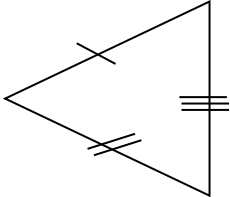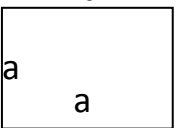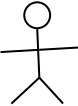
(iii). One line of symmetry
(b). <u>Equilateral triangle</u>: (i). All sides
And   angles are equal
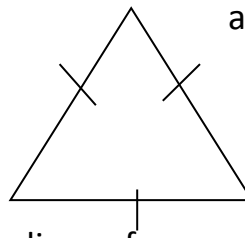
(ii). Three lines of symmetry

		(c). <u>Right angled triangle</u>: it has one right Angle (ii). Two sides are perpendicular (iii). Longest side face the right Angle (opposite) called Hypotenuse. (d). <u>Scalene triangle</u>: (i). Non of its Side equal (ii). No line of symmetry (ii). Non of its angles equal They should be able to name the Shape given correctly e.g. Name these shapes (i). (ii). (iii). (iv).	
	Quantitative Aptitude		
7.	Everyday Statistics	Population: Pupils will be able to: State (i). The meaning of population i.e. Is all people who live in an area e.g. State, country, community etc. (ii). Interpret pictograms and bar Graphs. E.g. using pictures to Represent data i.e. 5 people rep <u>Bar graph</u>: The use of rectangular Bar to represent data	
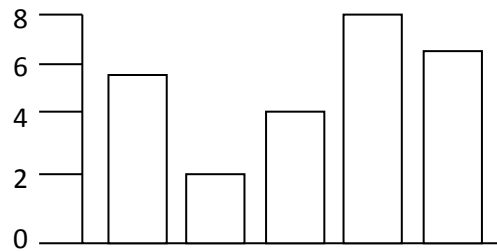
(iii). Collect data and prepare tally of
Where necessary e.g. (2,4,2,2,3,4,3)

Number	2	3	4
Tally	III	II	II

(iv). Use table to prepare bar
Graphs
Note: Scale is necessary to draw
Bar graph i.e. 2cm represent 5 units
And so on.
(v). Calculate data: represented on
Pie - chart
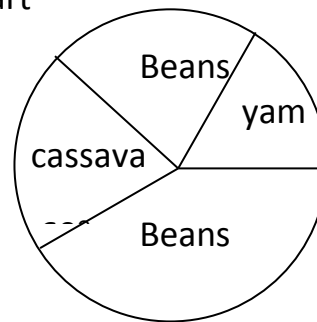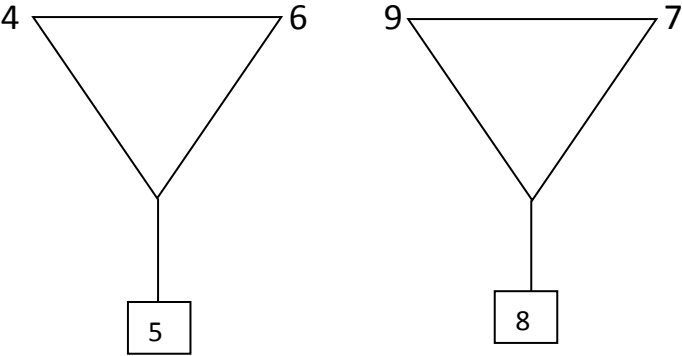
(vi). Perform some experiments on
Data collection e.g. Tossing of a
Coin.
(vii). Pupils should be able to find
The mode, median and mean of
Data. (2,3,4,5,2,2,3,4)
Note: Mode – The most occurred in

| | | Data collected or the one with the Highest frequency (tally mark) Median: The middle i.e. of odd on is Gang to be in the middle but if even Two will be divided by 2 will give Median number. Mean: The total of the data Collected divided by the total Frequency i.e. total number of Appearance of all data

They should be able to:
Problem of statistics

4 ⟍____⟋ 6   9 ⟍____⟋ 7

     5   8 | |
|---|---|---|---|
| 8. | REVISION | REVISION | |
| 9. | REVISION | REVISION | |
| 10 | REVISION | REVISION | |
| 11 | EXAMINATION | EXAMINATION | |
| 12 | EXAMINATION | EXAMINATION | |

Quantitative Aptitude

PRIMARY FOUR
PHYSICAL AND HEALTH
EDUCATION

PHYSICAL AND HEALTH EDUCATION
PRIMARY FOUR

FIRST TERM

WEEKS	SUMMARY OF CONTENTS
1.	Locomotive movement: (I). Walking (II). Running (iii). Skipping (IV). Hopping (IV). Jumping (VI). Leaping
2.	Non – locomotive movement e.g. (I). Stretching (ii). Bending (iii). Twisting
3.	Non – locomotive movement i.e. (I). swimming (ii). Pulling (iii). Pushing
4.	Athletics: track event e.g. middle Distance race such as 800m (I). Starting, (II). Running (III). Takeoff, (IV). Arm – action (V). Finishing
5.	Track event: Middle distance, such as 1500m – (I). Starting (II). Takeoff (III). Arm Action (V). Finishing
6.	Track event: relay – race 4 × 100m Baton grip, exchange, visual exchange
7.	Games & sport: football, skills Dribbling and shooting
8.	Football: ball control, goal keeping
9.	Table tennis: skills in table tennis e.g. The grip, services – fore hand and back hand

10.   First aid – safety education: Definition and
           Content of first aid box

11.   First aid uses of aid material

12.   Revision and examination

PRIMARY FOUR

SECOND TERM

WEEKS   SUMMARY OF CONTENTS

1.   Community healthy: importance of community
           Effort for health promotion.

2.   Community, mobilization and ways of safe
           Guiding the effort made.

3.   Environmental health: Meaning of waste
           Disposal (ii). Types of waste disposal e.g.
           Sewages disposal, refuse disposal

4.   Physical fitness and body conditioning
           (i). Meaning of physical fitness exercise e.g.

5.   Physical fitness: Exercise: Push, chips
           Squat bent, knees, sit up, dodging

6.   Importance of physical; fitness

7.   Gymnastic: basic movement in gymnastic
           Floor activities e.g.
           (I). Walking, (II). Running, (III). Hopping, (IV) Jumping
           (V). Twisting

8.   Gymnastic: jumping, twisting, curting

9.   Basic movement in gymnastic activities with
            Apparatus e.g. swinging, vaulting, balancing

10.   Food nutrition: meaning and importance

 11.   Food nutrition: (ii). Nutritional deficiency
            And diseases e.g. Kwashiorkor, rickets
            Pellagra

12.   Safety at home: to and from school

13.   Revision and examination

**PHYSICAL AND HEALTH EDUCATION
PRIMARY FOUR (4)**

THIRD TERM

WEEEKS   SUMMARY OF CONTENTS
1.   Martial art: meaning of martial art (ii). Types of
            Martial art

2.   Martial art: importance

3.   Wrestling: history, types
            And importance of
            Wrestling

4.   Swimming strokes: Types of stroke and safety
            Rules

5.   Meaning and types of pathogens and disease
            Difference between pathogens and disease.

6.   Spread of diseases, ways by which diseases are
            Spread: Conjuctivities, Apollo, HIV/AIDS

7.   State one example of each diseases spread by
            Air, food, insect, and body contact.

8.   Diseases preventive measures: meaning
            (I). Adequate nutrition
            (II). Uses of safe water
            (III). Clean environment
            (IV). Proper disposal of waste of refuse and
            Sewages

9.   Disease preventive measures:
            (I). Seeking and getting treatment on time
            (II). Exercise
            (III). Good hygiene
            (IV). Immunization/vaccination
            (V). Rest and sleep
            (VI). Ventilation
            (VII). Health education

10.   Drug education:
            (I). Meaning of drug use
            (II). Drug misuse
            (III). Drug abuse

11.   Drug education: Differentiate between drug
            Misuse and drug abuse e.g. marijuana, alcohol,
            Coffee, kola nut

12.   Drug education: Two substance that are regular as
            Drug e.g. narcotics and sedative etc. example of
            Poison e.g. izal, dettol, bleach, kerosene, petrol

13.   Revision and examination

PHYSICAL AND HEALTH EDUCATION
PRIMARY FIVE (5)

FIRST TERM

WEEKS   TOPICS

1   Rhythmic activity and explanation of rhythematic
Activity

2.   Demonstration of rhythmatic activities (I).marching
(II). Galloping (III). Hopping

3.   Rhythmic activities: singing, game and flock
Dancing

4.   Athletics: Field event (long jump) the basic skills
Of approach (I). The running up (II). The take off and
(III). the flight

5.   The field event: long jump landing and recovering

6.   High jump: The skills running take off, flight
Landing recovery and demonstration

7.   Volley ball: History of volley ball in Nigeria and
Labeling of volley ball court with demonstration

8.   Basket ball: The history of ball in Nigeria, the
Facilities and equipment draw and label a basket
Ball court

9.   Foot ball: The history of football in Nigeria, facilities
And equipment, draw and label a football pitch with
Demonstration

10.   Personal health care of the body

Parts: (I). Hair, (II). Skin, (III). Eye, (IV). Ear, (V). Nose
(VI). Teeth

11. School health programme: meaning of school
Health programme (II). Component

12. School health programme: Importance of school
Health programme

13. Revision and Examination

PRIMARY FIVE (5)

SECOND TERM

WEEKS   **TOPICS**

1. Hockey: History of hockey in Nigeria (II).facilities and
Equipment (III). Draw and label a hockey pitch

2. Table tennis: History of table tennis in Nigeria (II)
Draw and label the table tennis board with facilities
And equipment

3. Maintenance of facilities and equipment (I). Reason why
Physical equipment should be properly stored and
Inspected before use

4&5 Physical fitness component – maintaining some
Physical fitness components enhancement activities
(I). Press up (II). Walk beach (III). Minite rum, step on
And off squat, thrus.

6. Measuring physical fitness components
(I). identify activity for strength and speed, sit up

7. Gymnastic: Basic gymnastic activities
(I). Floor activities
(II). Forward roll and back ward roll, cart wheel, Arab
Spring

8.   Gymnastics activities with apparatus
         - Swinging
         - Vaulting
         - Somers Sault
         - Climbing

9.   Gymnastics – Basic gymnastic activities
         - Single stunt
         - Bent knee
         - Coffee
         - Crap

10.   Recreation - Definition of recreation
         - Classification of recreational activities e.g. sports&
         Games
         - Dramatics
         - Arts and crafts musical & horticulture

11.   Out door activities: (Camping activities)
         (I). Sharing responsibility
         (II). Walking in group
         (III). Recording
         (IV). Evaluation
         (V). Safety in outdoor

12.   Introduction to direction
         - Four cardinal points
         - North, South, East, West

13.   Revision and Examination

PRIMARY FIVE

3RD TERM

WEEKS   **TOPICS**

1.   Food and nutrition – sources of food nutrient,
          Nutritional deficiencies.

2.   Food and nutrition (I). Characteristics of nutrition
          Deficient person (II). Consequences of family size
          On nutrition

3.   Martial arts: (I). History of judo (II). Importance of
          Judo

4.   Martial arts: (I). Rules of judo (II). Skills of judo (III)
          Demonstration

5.   Swimming stroke: Types of strokes (I). Back
          Stroke (II). Butterfly stroke

6.   Pathogens diseases and prevention

7.   Meaning of signs and symptoms of diseases
          Sickness and illness.

8.   Meaning of communicable and non
          Communicable diseases.

9.   Issues and challenges in physical and health
          Education: drug use and their consequences

10.   Ways of taking drugs

11.   Alcohol and tobacco

12.   Health: (I). Consequences of drug abuse on
          Individual (II). Family (III). Society

13.   Revision and Examination

REVIEW OF PRIMARY SIX SCHEME OF WORK
PHYSICAL AND HEALTH EDUCATION

FIRST TERM

WEEKS   TOPICS

1.   Creative rhythmic activities: meaning and types
              Of rhythmic activities.

2.   Athletics – tracks events: long distance races e.g.
              800m, 1500m, marathon, skills and techniques
              E.g. the start, the running pace and stride length
              Breathing, running tactics, finishing.

3.   Relay race: Description of 4 × 100m and 4 × 400m
              Relay. Skills in relay races e.g. (I). The baton grip (II)
              The take off
              (III). Non – Visual exchange (IV). Finishing

4.   Hurdle : Basic skill in hurdle – starting position,
              Approach to the first hurdle, clearing the hurdle,
              Landing, stride between hurdles finishing

5.   Field event: (high jump) – meaning, basic skills in
              High jump – (I). Approach or run up (II). Take off
              (III). Flight (IV). Landing styles in high jump e.g. the
              Flop (II). Straddle (III). Western roll (IV). Eastern roll

6.   Long jump: the pitch, basic style in long jump (I)
              The sail (II). The hang (III). The hitch (IV). The landing
              (V). the recovery

7.   Techniques/basic skills in long jump: (I) the
              Approach run or run up, the take off, the flight, the
              Landing, the recovery, rules and regulation of
              Long jump

8.   Games and sports: football – history, categories
            Of players e.g. goal keeper, the defenders, the
            Mid fielder, the attacker, the size of the
            Pitch/field

9.   Football: rules and regulation, officials and
            their duties.

10.   Table tennis: History, nature of playing table tennis,
            Officials and their duties, officiating rules

11.   Volley ball: History, nature of playing volley ball,
            Size of court and numbers of players. Rules
            And regulation, official and their duties.

12.   Basket ball: History, nature of basket ball,
            Position of player on the court, officials and their
            Duties, officiating rules

13.   Revision and Examination

PRIMARY SIX

SECOND TERM

WKS   TOPICS

1.   Hockey: history of hockey, position of player on
            Hockey field, play situation, skills on techniques
            (1). Dribbling (2). Push (3). Hitting (4). Drive
            (5). Rolling (6). Flick

2.   Hockey: Official and their duties, officiating
            Rules

3.   Handball: history, nature of handball basic skills

E.g. throwing and catching etc.

4.   Handball: Rules and regulation, officials and
            Their duties.

5&6.   First aid: Common emergency conditions that
            Require first aid e.g. bleeding, shock, wound
            Dislocation, strain, sprain, fainting drowning
            Etc. sign and symptoms with treatment

7.   Mental and social health: meaning of self
            Understanding and abilities of one's self, things
            To do to have peace at home, school and other
            Places.

8.   Benefit of having good friends, social
            Interaction and interdependence

9.   Meaning and importance of environmental
            Health

10.   Personal health: importance of vision, structure
            Of the teeth, dental problems and prevention

11.   Environmental health: methods of waste
            Disposal and importance of waste disposal

12.   Pollution: Water, air and noise pollution

13.   Revision and Examination

PRIMARY SIX

| **THIRD TERM** |

WEEKS   TOPICS

1.   Physical fitness: measuring physical fitness
        Components e.g. (I). Agility (II). Power
        (III). Flexibility (IV). Balance

2.   Gymnastic: stunts (I). Sit up (II). Crab walks (III).
        Cart wheel (IV). Head stand

3.   Recreation: Leisure and dancing activities
        Dance: local dances and examples, reason why
        People dance, costume.

4.   Computer games: Meaning and types of
        Computer games, component of computer game
        e.g. mouse, keyboard, monitor, ups, control pad
        Etc.

5.   Martial art: Karate – history, importance, rules
        And regulations of karate, Taekwondo history
        Importance, rules and regulation official and their
        Duties, skills of taekwondo.

6.   Swimming: Basic swimming skills, basic swimming
        Strokes

7.   Pathogens, diseases and prevention
        Communicable diseases e.g. HIV/AIDS measles,
        Small pox, cholera, syphilis, gonorrhea, etc.
        Prevention of communicable diseases.

8.   Issues and challenges in physical and health
        Education: Drug education (I). Drug abuse (II)
        Danger of self medication (III). Qualities needed
        For protection against drug addiction

9-13.   Revision and Examination

SOCIAL STUDIES
FOR
PRIMARY 4

SOCIAL STUDIES
PRIMARY 4

FIRST TERM

WKS   TOPICS

1.   Living in the family
             - Types of family (Nuclear and extended family)
             - Duties of the family
             - Members of nuclear family e.g. Father, Mother and
             Children
             - Members of the extended family e.g.
             Grandfather, grandmother, uncles, aunts
             Cousins, nephew etc.
             - Importance of the family

2.   Relationship of some members of the family.
             - How families relate to one another e.g. family trees
             Uncle – brothers of our father, or mother, aunts –
             Sisters to our family or mother
             - Benefit of family e.g. Care and interest for one
             Another

3.   Marriage
             - What is Marriage?
             - Types of marriage e.g. Monogamy, Polygamy
             - Marriage practices in Nigeria and their
             Difference from one community to the other

4.   Marriage problems and solution
             - Problems of living together e.g. Misunderstanding
             Financial problems, gossips from friends and relations
             Infertility etc.
             - Solution to problems of marriage: Honest to one
             Another
             - Sharing, caring, love, dialogue and God's work

5.   Our culture and Element of culture
            - What is culture e.g. Ways of life
            - Types of culture
            - Element of culture
            - Different kinds of cultures in Nigeria, Hausa,
            Igbo, Yoruba.

6.   Culture
            - Different customs e.g. Difference in
            Dietaries.
            - Differences in geographical position
            - Difference in external influences
            - Similarities in culture e.g. Food dress, Music,
            Naming, greetings etc.

7.   Culture
            - Ways of cultural preservation e.g. museum,
            Symbols, building, dressing, festivals.
            - Some cultures to be discarded like ritual
            Killings, destroying tribalism and reasons
            - These to be retained e.g. Respect to elders
            Respect for handwork and high moral values

8.   Our Religion
            - What is Religion?
            - Types of Religion
            - Mode of worship in different religious practices
            - Material for each worship e.g. Candle, music
            Holy Bible, beads, Quran.

9.   Religion Practice

- Islamic Religion belief in Allah and prophet
Mohammed as the messenger. They pray five
Times a day and they worship in the mosque.
- Traditional Religion, Idol worshippers practice in
The shrine and believes in some objects as their
god
- Christian Religion believes in the Supreme Being
Called God and his only begotten son Jesus
Christ. They worship in the church on Sunday
And use the Holy Bible to pray.

10.   Similarities and aspects of religion
- We all pray to God through different means.
- Difference in religion
- Styles of dressing.

11.   Other people's beliefs and tradition
- Ways of our belief e.g. Tradition differ from
And similar to others.
- The names they call God
- The method of worship
- Respect of other people view e.g. Belief and
Tradition

12.   Revision and Examination

PRIMARY 4

SECOND TERM

WKS	TOPICS

WKS   TOPICS

1.   Citizenship
          - What is citizenship – Its is the right of or state of
          Being a citizen
          - Qualification of a citizen e.g. it can be by birth
          Or by application

2.   Right of a citizen
          - Freedom of speech
          - Freedom of worship
          - Freedom of Movement

3.   The concept of government
          - What is Government e.g. a body of people
          Who controls the public affairs of the nation?
          - Types of government Federal, state, local
          Government

4.   The concept of local Government
          - What is local Government? – A body of people
          Who controls the public affairs of the local?
          Government.
          - The importance of the local government
          - Provision of social amenities e.g. markets
          Schools, clinic, water
          - Benefit of local government to the people
          Commitment loyalty

5.   Problems of local government and suggestion and
          Solution.

- Maintaining law and order in the community
- Provision of social amenities
- Problems e.g. limited autonomy, inadequate
Finance, corruption.
- Solution to the problems of local government.

6.   The concept of State Government
- What is the State Government? It is the body of
People who controls the public affairs of the
State.
- Who controls the State Government and what is
The motto of your state?
- The importance of a state government e.g.
Building of Roads, Provision of electricity, courts
And jobs for people etc.

7.   Separation of power and functions
- Problems of sharing i.e. Inadequate fund
Ethnic/religion differences, corruption.
- Benefit of the state government.
- How to promote co-operation between the states
And local government
- Maintain peace and order in the state
- Ensure that people in the local government pay
Their taxes, levies etc.

8.   Division of labour
- Meaning of Division i.e. This is a situation where
An individual is assigned special duties or
Functions
- What agricultural industry means i.e. the
Production of cash and food crops like meat and
Fish etc.
- Types of Agriculture i.e. crop production, animal
Productions/animal husbandry, fishery and

Forestry

9.   Why division of labour is necessary in Agricultural
        Industry
        - More acres of land can be cultivated and
        Maintained, more crops harvested etc.
        - Problems of agriculture i.e. lack of capital,
        Disease, pests, insufficient labour, low pricing of
        commodities etc.
        - Ways to solve the problems i.e. difficult people
        Should be assigned to difficult work, Appreciate
        Dignity of labour in the agriculture industry etc.

10.   Savings
        - Meaning of savings
        - Types of savings i.e. traditional ways: saving of
        Money in the hole, cup etc. Modern ways,
        Banking of money and other important things like
        Jewellery etc. Necklaces, rings etc.
        - Types of bank i.e. Commercial banks
        - How to open bank account i.e. passport size
        Photograph, particulars of the person
        - Advantage of saving money
        - Other ways of saving money rather than bank

11.   Employment
        - Meaning of employment
        - Why people should be employment to earn
        Income (money)
        - Problems of unemployment
        - Reasons and solution

12.   Natural Renounces.
        - What natural resources are: e.g. those
        Things provided by God to us, so that we can use

- Them to produces what we need e.g. Land, water
Mineral
- Some of the natural resources i.e. land;
On which we build and plant our crops. Wood:
From the forest, water for fishing and farm
Products like cocoa, groundnuts, palm nuts etc.
- Raw materials i.e. they are those things we use
To make other things useful
- Raw materials available in Nigeria i.e. Cocoa,
Wood, Coal, Cotton, Groundnut, Millet, Gold, Iron
Cassava etc.
- How natural resources are obtained and what
They could be used for.

13.   Conservation of natural resources.
- Meaning of conservation i.e. preservation
Prevention of lose waste or damage.
- Why natural resources should be conserved i.e. to
Prevent waste, Economy will be well developed.
- How to ensure that natural resources are
Conserved i.e. Bush burning should be avoided,
Never put waste material in the running water
Etc.

14.   Distribution of Natural resources
- Reasons goods are distributed i.e. can not
Make everything, we need others, surplus goods
Are to be sold to places where they have
Shortage.
- Goods brought to our country i.e. imported goods
Shoes, cars, machine, clothes etc.
- Goods taken to other countries from our country
Like cotton, leather, rubber, cocoa etc.
- How and by whom goods are distributed
Nowadays i.e. from farm to market, cities to
Villages, south to north etc.

- Problems of goods and services e.g. hoarding
Etc.

15.   Revision and Examination

THIRD TERM

PRIMARY 4

  1.   Employment
           - Meaning of employment and unemployment
           - Employment being occupied in a job to earn a
           Living
           - Consequences of unemployment.
           - Brings about bad habit, e.g. robbery
           - Overcrowding in towns and cities
           - Why some people take hard drugs. Ways to
           Reduce unemployment e.g.
           - Government to establish more industries
           - Encouragement to farmers
           - Encourage self employment
           - Provision of electricity in rural areas etc.
           - Sanction persons that cover employment
           Opportunities
           - Openness in dealing with others etc.

2.   Wages and income distribution
           - Meaning of wages and income
           - Wages are what a worker gets from his employer
           For the job done e.g. salaries
           - Income is the total amount of money a worker
           Earns. It includes his wages, profit, interest and
           Rents.

Reasons people work are:
- To earn wages or salaries to live well and be able
To help others.
- People work to put into practice what they have
Learnt etc.

The way workers are paid include
- Payments of salaries and allowances
- Promotion for hard work, bonuses, division paid to
Workers, class appointment, prize giving etc.

Problems
- Low wages
- Delay in payment
- Stagnation etc.
- Non – recognitions
- Biases

3.   Communication
Meaning of communication
- Ways of passing news, ideas or information to
One another.

Types of communication
- Tradition and modern means of communication
- Traditional ways of communication, include
Trekking, drumming use of animals like camels,
Horses
- Modern means of communication include cars,
Railway, telephone, radio, TV, newspaper,
Writing e-mails, internet, GSM etc.

Differences between traditional and modern systems of
Communication.
- Traditional use of local material and modern uses
Of machines and electricity

- Traditional means are too slow and cannot go to
Distant places on schedule
- Problems of communication
- Phonograph
- Alien culture
- 419
- Poor services from network
- Costs

Solutions
- Legislate against poor service delivery
- Respect for users of services
- Selfless services
- Consistency
- Patriotism etc.

4.   Forms of accidents
            - Meaning and types of accident e.g. road, air,
            Water, rail, accidents etc.

            Outcomes of Accidents
            - Burns, scalds, Bruises, and bites
            - Burns are caused by hot object, scalds are
            Caused by hot water or any other liquid; bruises
            Occur when we receive a blow with or from
            Objects or human being which makes the skin
            To swell; bites are caused by animals such as
            Snakes, dogs or insects etc.

            First Aids treatment
            - Burns and scalds – do not touch the affected
            Area, cover the affected part with clean cloth,
            Take him/her to hospital
            - Bruises: Put ice block in a towel and place it on
            The surface of the bruises, take patient to
            Hospital.

- Bites: take anything you can use to tie round the
Upper part of the bite wash away the
Poison around the wound; take the patient to
Hospital

What we can do to prevent accident
- Avoid wrong and careless use of house
Appliances like iron, hot water.
- Pupils should not play in a bush, area or dirty
Places etc.

5.   Factors which encourage abuse of drugs
          - Ways of first contact with drugs
          - Proper ways: through illness, drugs are given for
          Treatment in hospitals and traditional homes.
          - Improper ways:

          Through friends, families and strangers
          - Curiosity through advert promotion

6.   Some substances abuse and their health and socio
          Economic effects
          - Identification of streets names of commonly
          Abused drugs
          - Cannabis – hemp, Igbo, Ganja, Stone
          - Alcohol varieties with types, tobacco
          - Taba
          Health effect of abuse of alcohol, tobacco
          - Mental disorder: poor work brain fatigue and
          Lungs disease

          Socio – Economic effects
          - Poor school performance
          - School drop out
          - Disruption in relationship with family and others.
          - Financial problems
          - Unkept personality

How do people get those drugs?
- From commercial buses patient medicine,
Hawking of the drugs, tea, kola nut, cannabis, gin
Cigarette and traditional medicine Motor parks,
Restaurant, beer parlor hotels, club houses:
Alcohol, beverages food, patient medicine
Stores, clinic hospitals, pharmaceutical stores
And super markets.
- Dangers of trafficking e.g. damage to the health of
Others.
- Arrest, jail, death penalty

8.   Characteristics of drug abusers, their treatment and
        Rehabilitation.
        Characteristics
        - Abusers of alcohol e.g.
        - Aggressiveness – convulsion
        - Slowed speech – hallucinations
        - Shaking of the hands
        - Inability to maintain balance, disobedience
        Tobacco
        - Smells, discoloration of lips burnt/dark fingers,
        Colored teeth, incessant coughing, from lung
        Congestion, loss of appetite, chest can gestrum
        Cannabis
        - Undue excitement
        - False source of confidence and pleasure etc.

9.   What we can do prevent drug abuse
        - Life coping skills
        Health promotion behavior
        - Stress reduction: regular exercise constructive
        Plays.
        - Positive relationship, good relationship with peers

Choosing good friends – Avoid bad company,
Establishing acceptable measures of discipline
- Choosing good habits and values of discipline
Honesty, hard work, contentment, courage,
Respect for others etc.

Ways by which individuals can resist the temptation of
Being coerced to taking or getting involved in drug
Peddling
- Stressing the importance of self discipline
- Receptiveness to critisms and correction
- Emphasizing religious tenets relation substance
Abuse etc.

10.   Pollution
Meaning of pollution
- Anything that make our water, land and air dirty
And unsafe for human use
- Types of pollution
- Water pollution (dirt) – Air pollution (smoke)
- Noise pollution (sound)
- Indoor pollution

Effects of air and water pollution result in dysentery, cholera
 And typhoid fever air pollution causes blood poisoning, cold
Lung diseases, sneezing and cough

How to remedy the effects of pollution e.g.
- Industries should be located far away from
Where people live and take care of dirty things
Produced
- Land lords should be encouraged to provide
Modern toilet facilities in their houses
- Practice regular environmental sanitation

11.   Agricultural technology

Meaning of technology
- This is cultivation of land and rearing of animals
And birds. While technology is a science applied
To practical.

We have two ways of land cultivation. Traditional ways
And modern ways
- Traditional ways of land cultivation, fish farming
And keeping of animals and birds.
In this way of farming most people use very
Simple farming implements like matchet, hoes,
Also people fish in rivers with nets and hooks.
- Traditional people keep fowls and goats in their
Houses. The Fulani move about with their cattles.
Modern methods of land cultivation fish farming
And keeping of animals and birds.
- Machines like tractors, harvesters are used.
- Farmers now apply fertilizer. Birds and other
Animals are kept in population and feed with
Feeds
- Fishing is done with trawlers; fish ponds are also
Used.

12.   Advantages of modern farming
           - Large area can be cultivated
           - Time and energy are saved
           - Farming is made pleasurable
           - More food is available

           Problems of modern farming
           - Inadequate farm impute (fertilizers etc. – capital
           To invest
           - Negative attitude to farming
           - Insufficient labour
           - Low pricing etc.

Solution
- Proper pricing
- Encourage individual farmers

13.   Agencies that promote the social well being of the
          Youths
          Mention the agencies that promote the social well
          Being of the youth
          Government and non government organization e.g.
          National sports commission boys scout, boys and girls
          Brigade, religious organization NDLEA, Rotract, Leo,
          Drug free life etc.
          The ways specialized activities e.g. drug free day, clubs and
          Societies in school, advertisement, religious
          Organizations etc. Values e.g. Discipline, honesty, healthy
          Living, concern for others, obedience of laws etc.

14.   Revision and Examination

SOCIAL STUDIES
PRIMARY FIVE

FIRST TERM

WKS   **TOPICS**
1.   Other people in the family
              - Other members of our family and how they relate
              To us – uncle, aunt, nephew, niece, and cousin.
              - Obligation of the members of the families caring
              For others, teaching some part of the culture like
              Greetings, fairness, respect, folk story etc.

2.   Unity in cultural Diversity

- Meaning of culture diversity and unity
- Culture as a people way of life
Unity refers to oneness – Diversity refers to
Differences unity in cultural diversity refers to
Oneness in spite of differences

Hairstyles, types of houses
- Retainable customs – greetings, dressings,
Styles, architectural design etc.
- Changeable customs – Killing of twins, unequal
Value on the sexes, ritual murder, cultism etc.
- Reasons for change – Obnoxious, old fashioned,
Discriminatory, antagonistic and does not allow for
Rapid development.

3.   Processes of changing culture and difference
        - Processes of changing culture like education
        Discussion to convince dialogue to agree etc.
        - Different Nigerian languages – Hausa, Igbo
        Yoruba, Efik, Nupe, Ebira, Ijaw, Ibibio, Kanuri
        Fulani, Tiv etc.
        - Using Nigerian map to indicate languages

4.   Marriage customs and practices
        - Steps in selecting marriage partner selecting a
        Partner through recommendation, parents
        Choice.
        - Propose of writing or visiting by internet
        Prepare for the marriage by investigating
        Behaviors of partners, seeking advice, dating/
        Court – ship, engagement etc.
        - Values that are relevant to selection of marriage
        Partners e.g. trust, affection, honesty, tolerance
        Etc.

5.   Roles played by families – consequence, prevention

- The roles of families and others providing useful
Advice, finding information about the partner,
Offering suggestions, offering encouragement,
Organizing the marriage ceremony etc.
- Unhealthy marriage practices (consequences)
Early marriage, same sex marriage, trial
Marriage, force marriage, elopement, wife
Swapping, wife inheritance, promiscuity
Exclusion of women in marriage decision female
Genital mutilation, widow-hood practices etc.

6.   Responsible Parenthood
- Who are parents? A father or mother are parents
- Duties of parents – A mother or father has duty
Like nurturing the child, taking responsibility of the
Child necessary needs like clothing, shelter,
Feeding and playing of school fees if possible,
Taking care of their treatment if sick.
- Characteristics of responsible parenthood
Ensuring readiness for new baby
Attending ante-natal regularly, caring of the child
Eating nourishing foods, ensuring
Immunization, using exclusive breast feeding
Providing nourishing foods.

7.   Problems of parenthood STIS/STDS/AIDS
- Meaning of STDS/HIV/AIDS
STDS – Sexually Transmitted Diseases
HIV means Human Immune Deficiency
VIRUS it is a virus that destroys parts of the white
Blood cells, the body's disease fighting immune
System
- AIDS: Acquired Immune Deficiency Syndrome –
It is the final life threatening stage of HIV
Infection. This is the stage of HIV infection when
One is highly susceptible to infections, which the

Natural immune system would ordinarily combat
And defeat.
- STIS: Sexually transmitted Infections
- Types of STDS – Gonorrhea, Syphilis
Intercourse, exchange of body piercing objects,
Syringes, toothbrush etc.
- Effects of STDS/HIV/AIDS on family marriage
Failure, reduction in family income, break in
Family relationship and stigma from family members
Of the community
- Responsible sexual behavior being faithful to
One sexual partner. Use of protective devices
Such as condoms, not engaging in premarital
Sex etc.

8.   Traditional marriage
            - Meaning of traditional marriage – the reunion of
            Two people a boy and a girl in traditional ways
            - Modern marriage? – The reunion of two
            People a boy and a girl in a modern marriage,
            Both kind of marriage are very important.
            - Main features of traditional marriage
            Marriage of two people contracted by the
            Families
            - The man is allowed to marry as many wives by
            Tradition
            - Bride price is paid on the arranged day
            By the man
            - Gifts are exchanged links kola-nut
            Drinks, food.
            - Values of traditional marriage e.g. good name
            Respect, friendship between families, greeting
            Bond, truthfulness, integrity etc.

9.   Modern marriage
        - Main feature of Christian marriage. The
        Reverend or pastor conducts, marriage is
        Guided by the holy bible dictates, it allows for
        Only one woman, one husband
        - The marriage is celebrated in the church
        Guests are often entertained with wine, foods
        And drinks after church service.
        - Values of Christian, Islamic and marriage by
        Ordinance e.g. love, submission, unity, fear of
        God, prayers, truthfulness etc.
        - The couple exchange of ring as a token of their
        Love and vow etc.
        - Main features of Muslim marriage imam
        Conducts – Marriage is according to Islamic laws
        - The man is allowed to marry up to four wives,
        Marriage may or may not take place in the
        Mosque-Bride prices is paid by the man, guests
        Are entertained with foods and drinks to
        Celebrate the marriage etc.
        - Main feature of marriage by ordinance
        Marriage is conducted by the court register, it
        Takes place in the registry. Wedding vows are
        Made – Rings can be exchanges, guest are
        Entertained etc.

10.   Religion and religious belief
        - Concept of religion – belief in or worship of a god
        - Types of religion practice in the locality.
        Traditional religion, Christian religion, Islamic
        Religion
        - Religious intolerance and ability to concept that
        Others have the right to practice their religion.
        - Problems of religious intolerance, unfriendly
        Relations, riots, destruction of lives and property,
        Reducing economics activities and income in

Affected area, it causes hatred among people

11.   Controlling religious intolerance development
- Relevant values to religious differences e.g.
Tolerance, respect, understanding, unity, peace,
Cooperation, settlement etc.
- Control of religious intolerance education on
Tolerating human rights, Nigeria should remain
Secular state.
Proscription of fanatical groups – Fanatical
Groups to face court action.
Religious bodies to pay compensation for
Damages done by their members.
Police should intervene against fanatics etc.

12.   Role of religious bodies in development
- What are religious bodies?
There are three forms of religion which are
Christian religion, Traditional religion and Islamic
Religion.
These bodies develop its members by teaching
Moral values
- Roles of religious bodies in development
Provision of education, provision of health
Facilities and services, encouragement of
Peaceful co-existence provision of roads, water
Electricity, market etc.

13.   Revision and Examination

PRIMARY FIVE
SOCIAL STUDIES

SECOND TERM

WKS   TOPICS

1.   Leadership
            - Who is a leader?
            - Types of leadership
            - How can a leader be selected
            - Function of political leaders e.g. identifies the needs
            Of his people etc.
            - Formation of political parties and changes
            - What attributes a good and bad leadership?

2.   Organization and cooperation
             - Meaning of organization and cooperation
             - Types of organization and cooperation
             - Why people live together
            -Functions of various organization and cooperation
             - Benefit of living together i.e. cooperation in
               Solving common problems, protect one another,
               Sharing of things together etc.
             - Problems, bad feelings, harming one another etc.

3.   Resources/Preservation (saving)
             - What is resource preservation
             - Mention types of saving e.g. Modern ways of
               Saving money: thrift and credit, cooperatives,
               Banks, insurances companies etc.
             - Banking facilities in communities' e.g.
               Commercial bank, swing bank, micro-credit
               Bank etc.
             - Process of opening an account in the bank

- Organized a drama small and large sized
  Families difficulties in managing income.

4.   Causes of poor savings
            - Causes of poor savings e.g. High level of spending
             Too many festivals and feast etc.
            - Inability to manage ones income properly
            - Practice savings e.g. personal savings, formal of
             Keeping records of savings etc.

5.   Resources Development
            - Meaning of capital: capitals savings for further
            Production
            - Ways of raising funds: government source,
             Through taxes, levies, loans, donations, grants,
             Etc.
            - Sources of funds e.g. Individual and group
            Sources: saving loans, institution, donations etc.
            - Identify the uses of funds e.g. establishment of
             Industries, buying of proportion etc.

6.   Resources Distribution
            - Meaning of resources: e.g. used for further
            Production
            - Types of resources e.g. Land, labour, capital and
             Entrepreneur.
            - Why resources are not evenly distributed, e.g.
            Nature, lack of access, location of raw materials,
             Market etc.
            - Problems of over concentration of industries e.g.
            Pollution, high cost of living, unhealthy environment
             Etc.
            - Ways of ensuring even distributions of resources
             E.g. provide social amenities in other places,
            Policy for rural development should be
             Introduced.

7.   Employment
            - What is Employment?
            - Concept of employment, unemployment and
            Under-unemployment e.g. Employment: having
             Jobs and earning income, unemployment: Not
             Having jobs that earn income, under employment:
             Not having jobs that attract sufficient income
            - Causes of unemployment e.g. Economic,
             Recession, lack of information, low investment,
             Lack of necessary skills etc.
            - What are the causes of underemployment e.g.
             Lack of appropriate facilities, no conducive
             Environment, poor management, lack of
            Adequate training etc.

8.   Wages and income
            - Concept of wages and salaries e.g. Wages are
            Not paid at regular interval, like money paid to
             Workers at the end of the month.
             Salaries: are paid at regular interval e.g. monthly
             Salaries, both are payment for workers.
            - Why some people can earn higher salaries than
             Others e.g. level of qualifications, value of
            Services, amount and quality of work done.

9.   Communication
            - Meaning of communication e.g. Information
             Carried out from one place to another.
            - Types of electronic communication devices that
             Use electricity e.g. television, radio, telephone,
            Fax, emails, and internet facilities etc.
            - Uses of the devices e.g. Television: enlightenment
            Entertainment, discussion of important public issues,
            News etc.
            - Problems of some of the devices e.g. poor

Condition of the set, climatic changes, outdated
Facilities, irregular electricity supply etc.

10.   Transportation
        - Meaning of transportation e.g. Movement of
         People or goods, from one place to another.
        - Types of transportation e.g. Road, rail, sea, air
        - Forms of land transport e.g. Roads by motor,
        Vehicles, bicycles etc. Railway by train,
        Trekking on foot.
        - Draw the means of transportation on land and
         Their associated modes
        - Advantage of transportation e.g. movement is
         Made easier movement is made faster, more
         People and goods are transported easily.
        - Identify the problems of land transportation e.g.
         Poor conditions of vehicles, reckless drivers,
        Bad roads, cost of spare parts none availability of
        Expects etc.
        - Solutions to problem of transportation e.g.
        Patriotism, repaired and maintenance of road,
        Effective supervision etc.

11.   National water supply
        - Definition of water e.g. is the necessities of life,
        Animals, plants and human being cannot do with
        Out water.
        - Sources of water supply e.g. River, streams,
         Lakes, sea, ocean, well, bore holes etc.
        - Uses of water e.g. washing, drinking, bathing, for
         Planting, cooking, for production etc.

12.   National water supply
        - Why water is sometimes scarce eg. Climate
         Changes, wastage, burst pipes, plant failure,

Irregular supply of electricity etc.
- Consequences of water shortage in Nigeria e.g.
Outbreak of water borne diseases, inadequate
Electricity supply etc.
- How to solve the problems of water shortage e.g.
Sink more bore holes, installation of modern
Facilities avoid dumping of refuses in river;
Avoid water wastage, more steady supply of electricity
Etc.
- Population and water supply e.g. Increase in
Population growth leads to increase demand for
Waters, available water supply becomes
Inadequate, creates needs form more water.

13.   Revisions and Examinations

PRIMARY FIVE

THIRD TERM

WKS   TOPICS

1.   Housing
- Types of houses Nigerians live in e.g. thatched
Roof and mud, iron roofing sheets and mud
Corrugated iron sheets and cement sky scrapers,
Duplexes, story and bungalow houses.
- Provision and acquisition of houses through
Savings and personal efforts though housing
Corporation. Loans from commercial mortgage
Banks, government allocations etc.

2.   Features of adequate housing
- Qualities of good house proper ventilation,
Strong structure, well lighted, adequately spacious,

Adequate member of rooms for the size of family.
Meeting the special needs of handicapped
Members of the family etc.
- Differences in the housing needs of urban and
Rural settlement. Land availability of building
Materials simplicity of house choice. Number of
House required Etc.

3.   Population and housing
- Meaning of population, it is the number of
People living in a particular area while house is
Where we live.
Relationship between population and available
Number of houses, increase in population
Means increase in request for houses and
Available number becomes inadequate
- Reasons everybody does not own houses in
Nigeria.
Many are poor, building materials are costly,
People cannot easily obtain loans etc.
- Solutions to housing shortage lower the price of
Building materials, housing loans for workers
Building of affordable houses by government at
Local government level, etc.

4.   Personal hygiene and physical development
- What is personal hygiene and physical
Development?
Personal hygiene deals with then total cleanliness
Of a child, while physical development deals with
The growth of a child.
- Characteristics of physical development of
Children at pre-adolescent stage girls initially
Grow taller than the boys they grow hairs in private
Areas earlier than the boys. Boys has changes in
Their voices and grow hairs in private areas and

Beards
- Factors that can hinder growth in children.
Poor feeding, infection transferred from mother
To child (HIV), too much laboring illness,
Heredity, early child bearing prolonged child
Illness.

5.   Physical fitness and population
- Things to do to keep our body physically fit.
Eating nourishing food, taking enough rest and
Sleep, doing regular exercise, maintaining
Personal hygiene, avoid accident, be careful at
All times.
- Characteristics of house hold population and
Effects on personal hygiene number of size,
Age, sex, growth rate, mortality, education at all
Level etc.

6.   Drug abuse
- Concepts of drug abuse- wrong abuse of drug to get
Self drive.
- Factors contributing to drug abuse ignorance,
Peer pressure, cantonment inability to resist the
Temptation.
- Effects of abuse of stimulation restlessness,
Sleeplessness, mental disorder loss of appetite
Convulsion, withdraw dependence, socio -
Economic effects, poor work performance, debts,
Stealing frauds, armed robbery, social outcast,
School dropout etc.
- Sources of drugs
Small scale sources: hawkers, herbalists,
Provision sellers, snacks stores, pharmacists,
Manufacturers, barons, beer parlors keepers,
hotel clubs, large scales sources.

7.   Prevention of drug abuse and life coping skills
            - How do we prevent drug abuse to give a child?
             Right morals, let the child be educated on the side
             Effect of drug abuse.
            Keep drugs away from children
            - Health promotion
            Behaviors e.g. regular exercise, discrimination
            Among what is to be consumed, positive relations
            Constructive play etc.
            - Non - governmental organization religious
            Organization, retracts, boy scouts, girls guide,
            Brigade, red cross etc.
            - Moral responsibilities
            Concept of right and wrong, importance of
            Discipline, receptiveness to criticism, recreation,
            Adhering to religious tents etc.
            - Consequences: indiscipline disrespect to
            Constituted authority, abnormal behavior,
             Cultism

8.   Pollution
            - Meaning of pollution: air containing harmful
            Substance to life.
            - Sources and causes of air pollution burning of
             Wood, bush, cigarettes, vehicles, exhaust,
            Poisonous chemical dust, industrial waste,
            Mining etc.

9.   Natural Disaster
            - Meaning of natural and unnatural disasters:
            Natural disasters are caused by nature,
            Unnatural disasters are caused by actions of
            human beings and animals
            - Cause of natural disasters: overflowing of rivers
            /flood, heavy rainstorm, blocked drainage,
             Climatic changes and global warming etc.

- Effects of national disasters on life and property
Destruction farm lands, houses loss of life
 Of people and animals, blocking communications
And transport economics loss etc.

10.   Mechanized agriculture
             - Concept of mechanized agriculture. The use of
             Machines in agriculture.
             - Agriculture machines: tractors, harvester, sprinklers,
             Grinders, incubators and trawlers etc.
             - Problems of mechanized agricultures
             Unemployment, increase deforestation, not
             Easily affordable, increase erosion etc.
             - Modern agricultural technology to fishing and
              Farming: insecticides improved quality of crops,
             Drugs animals and plant diseases,
             Irrigation facilities, fish ponds in areas without
             Rivers, fertilizers use of tractors and machines
             Fish trawler etc.

11.   Difference between man and woman
             - Ways In which men and women are the same.
             They are both human beings, they think and,
              They need food to stay healthy
             - Difference between man and woman:
             Men have stronger muscles than women
             Men have deep voice while most women have
              Soft voice, men grow beard and moustache while
             Women do not.
             - Roles of men in the society traditionally: men
              Provides needs to the family such as food,
             Clothe and shelter.
             - Some of inequality e.g. Unequal access to
              Education, politics, discrimination in based on
              Gender with regard to resources etc.

12.   Revisions and examinations

SOCIAL STUDIES
PRIMARY SIX (6)

FIRST TERM

WEEKS   TOPICS/CONTENTS

1.   External influence on Nigerian family life.
            Influence of foreign countries on Nigerian
            Family life – language
            - Family system
            - Behaviors of family members
            - Food
            - Music and education
            - Working mother or experience
            Influence of religion on Nigerian family life
            Marriage pattern – relationship between
            Members – General behavior of family
            Members.

2.   The influence of working parent on the Nigerian
            Family.
            Inadequate attention to the children – use of baby
            Sitters
            - Putting children in day care institution
            - More income is generated for the family
            - Lack of parental care and moral upbringing

3.   Inter – marriage
            Meaning of inter-marriage and intra ethnic
            Marriages
            - Inter ethnic marriage occurs between people
            From different ethnic groups while intra ethnic
            Marriage occurs between people within the same
            Ethnic group

Advantages and disadvantages of inter and intra
Ethnic marriage
Advantages
- National unity
- Mutual economic support
- Reduction of immorality
- Reduction of inter ethnic crisis
- Communal peace
Disadvantages
- Long geographical distance between families
- Values-affection
- Tolerance, unity
- Cooperation
- Understanding
- Cultural differences.

Marital failure
- Meaning of Marital failure
- Reasons
- Infidelity
- Intolerance
- Childlessness
- Disrespect
- Third party

4.   Pre-marital sexual relationship
Meaning of pre-marital
- The concept of bachelor
- The concept of spinster
- Sexual relationship between unmarried people
- Unmarried man (bachelor)
- Unmarried woman (spinster)

STDS/HIV/AIDS Education
- Concept of STDS/HIV/AIDS education
- Identify the sexual behaviors that promote

STDS/AIDS.
Having multiply sex partners
- Commercials sex workers (prostitutes)

5.   Some foreign cultures that are affecting our
Values and cultures
- Some foreign cultures that are affecting
Our values and cultures.
- Advantages and disadvantages of foreign
Cultures

Advantages are better ways of doing things.
- Education
- Good health systems
- Organized security and judicial systems
- Use of English language
- Marriage culture
- Disadvantages
- Destruction of traditional values
- Immorality
- Violence

How we can promote our culture
- Cultural festival
- School festival
- School programmes
- Mass media
- Preserving our artifacts

6.   Religious intolerance in Nigeria
- Concept of religious intolerance
- Causes of religious intolerance
- Ignorance
- Impatience
- Selfishness
- Ethnicity

- Poverty
- Influence of foreign rivals
- Controlling religious intolerance
- Education
- Legislation
- Role of mass media
- Organization

7.   Labour and Trade Union
            Concept of labour and trade union
            Labour is the force employed to get things done in
            The society
            Trade union is an association of workers
            Protecting their interest in an organization
            The labour force in school includes the teachers,
            The bosses, gate keepers, cleaners and
            Gardeners

8.   Wages and income distribution
            Concept of wages and income distribution
            A wage is a money received by workers at regular
            Intervals or end of the month
            Relationship between income and standard of
            Living.
            (The higher our wages, the higher standard of
            Living)
            - Qualification
            - Hours of work
            - Risk of work
            - Reward of work
            - Reward for talent
            - Causes of wage increase
            - Inflation
            - Trade union activities
            - Incentive to workers
            - Aspect of income management

- Household expenses
- Savings
- Investment
- Charity
- Reserve

9.   Employment
           Employment is work done to earn a living
           Unemployment means having no work to do to
           Earn a living
           Problems of unemployment
           - Armed robbery
           - Immorality
           - Human trafficking
           - Underdevelopment
           - Stealing by trick or 419
           - Street begging
           Solutions to unemployment
           - Self employment skills
           - Provision of soft loans
           - Emphasis on agriculture
           - Attitude towards HIV/AIDS infected workers.
           Consequences of people's negative attitude
           Towards PLWHA workers.
           (i). Avoidance by co-workers
           (ii). Discrimination and stigmatization by co-
           Workers
           (iii). Ostracisation in the work place
           (iv). Total rejection

10.   Nigerian and foreign made goods
           Name some foreign and Nigeria made goods
           - Local textile fabrics
           - Furniture, shoes, ceramics, bags, beads,
           Foreign made goods.
           - Motor cars, electronics equipment

- Communication equipment, wrist watches,
Handsets.
Nigerian imports and export products.
- Imports are the same as the foreign goods
They are goods manufactured in foreign countries
And brought to Nigeria
- Exports are agricultural products found in
Nigeria and exported to other countries.
Advantages of trading with other countries
- Getting foreign exchange
Wealth, transfer of technology, friendly relations
- Creation of jobs

11.   Resources development – Natural resources are
The wealth which are found in our country
Different types of natural resources
(a). Precious stone (b). Tin (c). Columbite (d). Iron ore
(e).lead (f). Zinc (g). Gold (h). Marble (i). Coal
How the different types of natural resources are
Developed and managed
- Production of raw materials
- Refining of raw materials
- Distribution and sales
Contribution of individual and organization to
Resources development – Technology, land
Peaceful environment, skills, machinery
Education, protection

PRIMARY SIX (6)

SECOND TERM

WEEK   TOPICS

1.   Resources Utilization
                Importance of natural resources
                - Infrastructure, development, getting foreign
                Exchange, employment, social development.
                Over utilization of natural resources – means
                Using natural resources at a faster rate than they
                Are replaced
                Dangers of over utilization of natural resources
                Exhaustion, infrastructural break down
                Maintenance problems, overpopulation
                Problems of under Utilization of natural
                resources.
                - Low income and wages
                - Poor industrial development
                - Dependence on foreign goods
                - Unemployment

2.   Training the population to be healthy and
                productive
                Labour force – meaning – The labour force of a
                Country is the total number of workers in a country
                How to train labour force to be active and
                productive
                - Organizing job training programmes e.g.
                seminars on AIDS education, Adult education,
                health campaign.
                How poor health affects the labour force
                - Reduction in manpower
                - Low morale, low self esteem

3.   Water and Air Transportation
Means of water transportation in Nigeria
- Canoe, ferries, ships, boats.
Means of Air transportation in Nigeria
Aeroplanes, Helicopters.
Problems of water and air transportation in Nigeria
- Air transportation is very expensive and only few people can afford it
- Maintenance problems
- Few ships and plane
- Few seaports and airports, high fares
- Inadequate water, lack of equipment
Solutions to the problems of water and air transportation

4.   Telecommunication systems in Nigeria
Telecommunication is the way by which you make your thought and words known to another person who is far away from you
Means of Telecommunication in Nigeria and their uses.
- Telephone, Fax, E-mail, television, radio
Uses of telecommunication – They are used to communicate with people far away from us both by words of the mouth (telephone) and by written message (fax) or electronic mail (e-mail).
When and how to use the telecommunication
- To do business, to solve problems, to ask for help
- Handle with care, study the instructions for usage
Why telecommunication do not work
- Vandalization of telephone cables, non-payment of bills by the owner of the devices.
- NEPA failure, lack of maintenance

- Fault in the system

5.   Gender Discrimination – means denying someone
          of his or her right just because that person is a male
          or female.
          Areas where discrimination occurs
          - Education, Employment, Politics, Family roles
          inheritance, social activities.
          Consequences of gender discrimination
          - Under utilization of human resources
          - Denials of equal opportunities
          - Denials of fundamental human rights
          - Demoralization
          Solution to gender discrimination
          - Equal opportunity for men and women
          - Respect for fundamental human right of women
          - Abrogation of cultures which are inimical to
          women

6.   Group conflicts
          Meaning – The disagreement and fight among
          people in a society
          Co-operation: is agreement or understanding
          among a group or groups of people.
          Importance of communication
          - Language unites people
          - Promote peace
          - Promote business
          - Promote culture

          How group problems can be resolved
          - Tolerance
          - Understanding each other e.g. religious
          differences
          - Honesty and sincerity
          - Understanding each other language

7.   International conflicts and Organizations
        Meaning – quarrels between nations
        Causes of International Conflicts
        - Boundary dispute
        - Economic rivalry
        - Political rivalry
        - Military rivalry
        - Aggression

8.   International Organization
        Meaning – is the association of people from
        different countries
        Efforts of international bodies at solving the
        problems posed by STDS and HIV/AIDS
        - Management of patients
        - Providing shelter and clothing for patient

9.   Peace Education
        Meaning – is a condition which exist when people
        live together without fighting
        Characteristics of Tolerance
        - Forgiveness
        - Accommodating
        - Show to anger
        Attributes of cooperation
        - Shared responsibilities
        - Communal efforts
        - Helping each other in times of needs
        - Willingness to assist
        What is national unity – Emphasizing the things
        that unite us
        - Respecting the national objectives, national
        anthem, national flag and coat of arms.
        - Strengthening national bonds.
        values that promote peace e.g. Humility

- Forgiveness, moderation, tolerance, humanness, self control.

10   Basic concepts of drug and drug abuse, nature of drug abuse.
          Meaning: drug are medicine taken to prevent or Cure diseases.
          Consequences of drug abuse
          - Production of pleasurable feeling
          - Development of tolerance of drugs, requiring large and larger qualities to produce the same effects, acting on the on the brain to reduce sense of pain and produce pleasant feelings.

11.   Synthetic and naturally occurring substances/drugs, chemical sources of drugs
          Naturally occurring drugs: these are obtained from nature.
          Synthetic drugs – They are products of interaction between chemicals. These drugs are made by human being to prevent and treat disease.
          Examples of synthetic drug include
          - aspirine, chloroquine, paracetamol, coffin etc.

12-13   Revision and Examination

PRIMARY SIX (6)

THIRD TERM

WEEKS	TOPICS

WEEKS **TOPICS**

1. Effects of substance abuse – health and socio – economic effects of substance abuse.
- The major health and socio economic effects of Abuse of heroine – cocaine
- Jaundice, chills and cramps-panic, nausea, lack of appetite and loss of weight.
- Cocaine (coke, girl)
- Increased blood pressure
- Stroke, loss of weight
- Convulsions
- Possible death
Sedative drug (e.g. mandrax, and valium)
- In coordination
- Disorientation
- Anxiety
- General effects
- Poor school performance
- Truancy etc.

2. Modes of drug use and consequences
Effects of normal and excessive use of drugs
- Normal use of drugs produces the desired effects
- Excessive use causes damage, and in certain Causes, death
- Factors causing drug abuse behavior
- Pleasurable effects of drugs (psychological)
- Unpleasant effects on withdrawal (psychological)
- In ability to control peer pressure (social)
- Presence of the drugs in the environment (physical)

3.   Sources of drugs supply and trafficking
        Registered and unregistered sources of drugs –
        Trafficking
        Registered sources of drugs
        - Pharmaceutical industries
        - Hospitals, patient medicine – Hotel &club
        Unregistered sources
        - Cultivated and uncultivated vegetation
        - Traditional medicine establishment
        - Herb sellers
        - Supermarket and provision sellers
        - Beer parlor
        - Road side hawkers
        - Itinerants peddlers
        Distinguish between legitimate seller and
        pusher/trafficker/courier
        Trafficking
        - Selling with or without persuasion occurring in
        trades
        - Pushing – courier trafficking is usually is usually applied
        to dangerous drugs in unregistered
        establishment

4.   Identification of abuses and their treatment and
        rehabilitation
        - Effects of drugs – heroin – tiny pupils, abnormal
        or excessive happiness, pains and shivering
        when not on the drug

        Sedative drugs
        - Drunken behavior without smell of drinking
        (sedative drug) drunken behavior with smell
        of drink (alcohol) tremors or convulsion when
        not on drugs
        Primary sources of help to those with drug

abuse problem
- State the steps to take to obtain help
- Teachers
- Parents
- School health clinic
- Older relations
- Social center

5.   Prevention of drug abuse – Life saving skills and
            developing positive health behaviors
            - Health promotion behaviors
            - Regular exercises
            - Constructive play
            - Constructive relationship with others
            - Avoidance of harmful drugs
            - More discrimination in what is consumed and
            in choice of friends
            Name governmental organizations concerned
            with physical, mental, social well being of
            youths in the community.
            The name of the governmental organization
            Concerned are YD, FME, HS
            - Welfare centers, NDLEA
            - Non-governmental organizations – Boys scout,
            Girls guide, boys and girls brigade
            - Churches i.e. religious body.

6.   Obstacles to physical development in youth
            Define the word obstacles – it means problem and
            Physical development means growth in height
            And body weight – when a child is born, he has a
            Certain weight ----
            - Obstacles to youth physical development
            - Poor feeding
            - Bad habit
            - Diseases

- Unhygienic environment
How to keep the body well groomed
Things to be done to keep the body well groomed
- Regular bath
- Care of the hair
- Care of the teeth
- Care of the nail
- Feed well
- Wash your clothes
- Eat well cooked and balanced diet
- Do regular exercise to grow well
- Have enough rest and sleep

7.   Revision of week 1=6 works

8.   Revision

9.   Revision

10.   Revision

11-12. Revision and Examination

PRIMARY FOUR
AGBEYEWO KORIKULOOMU OLODUNKERIN
SAA KININ NI

PRIMARY FOUR
AGBEYEWO KORIKULOOMU OLODUNKERIN

SAA KIN-IN-NI

OSE

1. **EDE**
   Ami ohun: ami ohun oke, ami ohun isale, ami ohun aarin ati idanimo won.
   Bi apeere: (do)
                   (re)
                   (mi)

   ASA:
   Iwa omoluabi: itumo ati apeere iwa omoluabi
                           Ikinni, ibowofagba, aanu sise,
                           Otitio, oyaya, ifarada abbl.

   Litireso:
   Kika itan aroso keekeekee ti a ko sinu iwe

2. **EDE:**
   Apeko: Oro Yoruba keekeekee – ke,lo
                        Sun, ekun, ododo abbl. Apeko
                        Gbolohun kukuru.

   ASA:
   Eko ati ise ile. Bi apeere, ile gbigba, Aso fifo, Ounje Gbigbo abbl. Bi a ti n se okookan won.

   Litereso: iwe kika

3. **EDE:**
   Aroso: Ijiroro ati ariyanjiyan. Bi apeere ise
                        Oluko dara ju ise agbe lo.

   ASA:
   Asa igbeyawo   Igbese ati orisii igbeyawo
                           Igbeyawo ibile, soosi, kootu ati
                           Mosalaasi.

Litereso:
Kikai tan aroso, keekeekee ti a ko sinu iwe

4.   **EDE:**
Apeko – sise apeko lori gbolohun gigun
ASA:
Awon anfanni hihu iwa omoluabi ninu ile ati awujo.
LITIRESO:
Kikai we litireso ere onise.

5.   **EDE:** Ami ohun-fifi ami ohun si ori oro yoruba bi apeere,
            Ila, ere, ekun owawa abbl
ASA : Iwulo eko ati ise ile
LITIRESO : Kika iwe litireso ere onise

6.   **EDE:**
Itesiwaju ise lori ami ohun
ASA:
Asa igbeyawo – idana ni ile Yoruba: Awon ohun elo
Idana – oyin, isu, oti, obi, eja, abbl
LITIRESO:
Kika iwe ewi Yoruba

7.   **EDE:**
Itesiwaju eko lori aroso – ijiroro ati ariyanjiyan. Bi
Apeere: Bi mo ba di gomina ipinle mi
ASA:
Sise ere to fi iwa omoluabi han.
LITIRESO:
Kika iwe Yoruba lati odo akekoo.

8.   **EDE:**
AROSO: Ariyanjiyan lori omokunrin wulo ju
Omobirin lo.
ASA:
Awon ewu ti o wa ninu aini-eko ati aimo ise ile se

LITIRESO :
Kika itan aroso keekeekee ti a ko sinu iwe

9. **EDE:**
Ise sise lori ami-ohun fifi ami ohun se iyato oro. Bi
Apeere: igba, igbe, igba, igbo, Owo,owo
Owo, owo, abbl
ASA:
Afiwe asa igbeyawo ibile pelu ti soosi/mosalaasi
LITIRESO :
Kika iwe litireso Yoruba

10. **EDE :**
Atunyewo ise saa lori ede
ASA :
Afiwe igbeyawo kootu soosi/mosalaasi
LITIRESO :
Atunyewo ise saa lori litireso Yoruba.

11. **EDE:**
Atunyewo eko lori ise saa kin in ni
ASA:
Atunyero eko lori ise saa kin in ni
LITIRESO:
Atunyewo eko lori ise saa kin in ni

12. Idanwo ipari saa kin in ni

AGBEYEWO KORIKULOOMU OLODUN
KERIN-IN

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SAA KEJI

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OSE

1.   **EDE:**
        Oro ati idakeji oro ba

Oke	ile
Wa	Lo
Okunrin	Obinrin
Oga	Omo ise/ Omo eyin abbl

   ASA:
   Ilu, orin ati ijo ibile-orisirisi ilu ibile. Yoruba – gangan,
   Bata dundun, Bembe, Gbedu abbl
   LITIRESO :
   Pipa alo onitan ti ko l'orin

2.   **EDE :**
        Oruko osu ti o wa ninu odun lede Yoruba b.a sere,
        Erele, erena abbl
        ASA:
        Orisiirisii orin to n ba okookan ilu lo ni ile Yoruba b.a orin
        Egungun (esa) abbl
        LITIRESO:
        Alo onitan ti ko l'orin

3.   **EDE:**
        Oruko awon ojo ose ni ede Yoruba bi, Aiku, Aje, Isegun
        Abbl.
        ASA:
        Orisiirisii awon ijo ti a n jo si ilu kookan b.a, kifi ese ijo ti o
        ba ilu ati orin kookan han akekoo

LITIRESO:
Arofo – Kika arofo gigun die ni akagbadun ati
Akakogbon.

4.   **EDE :**
Ona ti a n gba se ibeere b.a
Ta ni ——————— ?
Ibo ni ——————— ?
Elo ni ——————— ?
Kin ni ——————— ? Abbl
ASA
Llu ilu, kiko orin ati jijo ijo ibile
LITIRESO:
Itesiwaju eko lori arofo ti o gun

5.   **EDE:**
Awon on ati a ngba se ibeere-kiko gbolohun b.a
Ibo ni akekoo wa?
N je won ti lu aago?
ASA :
Awon ise ti ilu nse lawujo Yoruba – Itufo, Ogun, Ote
Idaluru abbl.
LITIRESO:
Itan akonilekoo

6.   **EDE:**
Akanlo ede – itumo ati apeere lopolopo
                I. Waja   Ku
                II. Gbonse   Yagbe
ASA:
Aso wiwo – orisiirisii aso wiwo laarin awon
Okunrin Yoruba – Aso iwole, imurode
LITIRESO:
Arofo lori sise rere

7. **EDE:**
Owe-itumo ati orisiirisii owe – owe akonilogbon,
Owe ikilo, owe imoran abbl.

ASA:
Orisiirisii aso wiwo igbalode laarin
Okunrin ati obinrin b.a seeti,
Tirosa, sikeeeti, gaun-un, kootu,abbl

LITIRESO :
Kiko arofo ti o ba wu akekoo sile

8. **EDE:**
Owe-pipa orisiirisii awe ati itumo won

ASA:
Anfaani ati aleebu aso wiwo yala ati ibile
Tabi ti igbalode

LITIRESO:
Pipa alo onitan akoni logbon b.a ijapa ati
Igbin; Ijapa, obo ati ekun

9. **EDE :**
Sise agbeyewo   isa saakeji
ASA :   Sise abeyewo isa keji
LITIRESO :
Sise agbeyewo isa keji

10. **Idanwo :** saa keji

AGBEYEWO KORIKULOOMU OLODUN
KERIN-IN

SAA KETA

OSE

1.   **EDE :**
Onka Yoruba – ogoji – ogota (40-60)

ASA :
Oriki orile ati ilu-itumo oriki, die lara awon oriki ati ilu
b.a Olofa, opomulero, oyo, ile-ife.abbl

LITIRESO :
Itan awon akoni l'okunrin b.a Balogun Ibikunle.

2.   **EDE :**
Onka Yoruba lati ogota de ogorun un (60-100)

ASA :
Awon ohun ti o ma n han ninu oriki orile ati ilu. Bi
Apeere : Ise iran, eewo iran, ihuwasi akoni, isedale ilu,
Orisa ilu, ati iran. Abbl

LITIRESO :
Itan akoni lokunrin : Herbert Macaulay

3.   **EDE :**
Oro oruko – itumo ati eya oro oruko ati apeere.
Bi apeere: Oruko aridimu, oruko afoyemo, oruko aseeka
Oruko ibikan. Abbl

ASA:
Kiki oriki orile. Bi apeere opomulero, olofa, oluoje
Aragberi, olufe. Abbl

LITIRESO :
Itan akoni lokunrin : Eniowo Ransome Kuti

4.   **EDE :**
        Oro oruko – ipo oro oruko ninu gbolohun ede
        Yoruba- Ipo oluwa, ipo abo, ipo eyan

        ASA:
        Kiki oriki ilu: Bi apeere ile-ife, oyo, Ado-ekiti, Eko. Abbl

        LITIRESO:
        Itan akoni lokunrin. Bi apeere Oloye Obafemi Awolowo.

5.   **EDE:**
        Fifa oro oruko yo ninu gbolohun ede Yoruba

        ASA:
        Awon iwulo oriki orile ati ilu

        LITIRESO:
        Itan akoni lokunrin – Mosudi Abiola.

6.   **EDE :**
        Aroko : Itumo ati orisi aroko – alalaye, Ariyanjiyan,
        Alapejuwe, Oniroyin, Onisorogbesi, Ajemo
        Isipaya, Leta

        ASA:
        Eewo – itumo ati orisii eewo ile Yoruba
        Bi apeere: Omode ko gbodo fowo gbejo
                        Omode ko gbodo sufee losan an. Abbl

        LITIRESO:
        Itan akoni lokunrin – Ajayi Crowther.

7.   **EDE:**
        Ilana kiko aroko – Ifaara, Alaye, Igunle

ASA:
Awon eewo ti aisan muwa. Bi apeere:
Adete ko gbodo gbe aarin ilu
Iran onikoyi ko gbodo je okete
Alaisan aromoleegun ko gbodo fo egungun adiye
Oniko ko gbodo je agbon

LITIRESO:
Itan akoni lobirin – Moremi

8.   **EDE:**
Aroko Alapejuwe. Orisii aroko pelu ori oro okookan
Won. Bi apeere ijamba moto to soju mi – Aroko oniroyin.

ASA:
Idi ti awon eewo aisanje eewo

LITIRESO:
Itan akoni lobirin – Olufunmilayo Ransome Kuti

9.   **EDE:**
Kiko aroko alapejuwe

ASA:
Awon eko ti eewo pipamo n koni

LITIRESO:
Itan akoni lobirin – Efunroye Tinubu

10.   **EDE:**
Kiko aroso alariiyanjiyan

ASA:
Atunyewo eko lori eewo aisan

LITIRESO:
Atunyewo eko lori awon akoni lokunrin ati lobirin

11. **EDE :**
Atunyewo ise saa

ASA :
Atunyewo ise saa

LITIRESO :
Atunyewo ise saa

12. Idanwo ipari odun akekoo

PRIMARY FIVE
AGBEYEWO KORIKULOOMU OLODUN
KERIN-IN

SAA KIN IN NI

OSE

1.   **EDE :**
          Ona ibanisoro-itumo ona ibanisoro.ona ibanisoro aye
          Atijo – apeere: Lilo aago fere, ilu, oparun, osewale/sise
          Ewe le. Ona ibanisoro lode oni- lilo telifoonu, lilo ero
          Alagbe eka abbl.

          ASA :
          Iwa omoluabi – hihu iwa ti o buju mu lawujo, titepa mose
          Fifi otito inu sise, bibowo fun eni ti o juni lo, kiko ara eni ni
          Ijanu. Abbl

          LITIRESO :
          Itan oloro geere akonilo gbon fifa owe ati akanlo ede inu
          Re yo pelu itumo won.

2.   **EDE:**
          Aroso ati aroko – itumo awon mejeeji b.a ohun ti mo fe
          Da laye, ti moba fe iyawo tabi oko, ile iwe mi, oga ile iwe
          mi.abbl

          ASA:
          Asa isomoloruko, ojo ti awon Yoruba n somo loruko
          Ohun elo isomoloruko, ati bi a nse nfi won wure fun omo.

          LITIRESO:
          owe-orisi ati iwulo owe lawujo Yoruba

3.   **EDE:**
          Onka Yoruba kiko onka Yoruba ni nonba ati ede
          Yoruba b.a. 100 – ogorun, 120 – ogofa, 130 – Aadoje
          130, ogoje, abbl

ASA:
Aso wiwo ni ile Yoriba – orisi aso ibile Yoruba ti Okunrin
Ati tobirin b.a buba sooro, kembe, agbada, abbl
Buba, iro, gele, ipele abbl.

LITIRESO:
Kika iwe itan aroso keekeeke.
- Eko inu iwe naa ati akanlo inu won. Awon owe ti o
Suyo ninu itan naa.

4.   **EDE**:
Oro afiwe – itumo oro afiwe. Awon ehun afiwe b.a. dabi,
Jobii, rib ii, lilo won ni gbolohun.

     ASA :
Asa ile kiko ni ile Yoruba . . . . orisii ila ti o wa ni ile
Yoruba b.a. Baamu, Abaja, Gombo, pele ila ondo keke
Abbl.

     LITIRESO :
Siso oro geere lori iwe litireso ti won yan

5.   **EDE:**
Akanlo ede-akojopo akanlo ede ati itumo okookan won

     ASA:
Ere Osupa-Bojuboju, Ekun meeran, Eye meloo abbl.

     LITIRESO:
Kika iwe itan aroso ni aka gbadun, yiyo ogbon ati asa
Inu itan aroso naa jade

6.   **EDE**:
Aroko – leta kiko orisii let ati o wa – gbefe ati
Aigbefe. Agbekale ati liana lete kookan.

ASA:
Oge sise ni ile Yoruba – lilo eso sara bii – iyun, ileke,
Oruka, goolu, abbl

LITIRESO:
Eka Yoruba ati itankale won. Ipinle ati eka Yoruba kookan
Wa b.a Ijebu ipinle ogun. Awori ati eko. Egba ipinle
Ogun, oyo ipinle oyo ijesa, ipinle osun, egun ipinle eko
Abbl.

7.   **EDE**:
Aroko kiko – Aroko alariyanjiyan. Iwe kika dara ju ise
Kiko lo.

ASA:
Ona oge sise ni ile Yoruba – Irun didi, irun gige, irun kiko,
Ara finfin, laali abbl.

LITIRESO:
Orin ayeye eya Yoruba b.a. Ekun iyawo, Ijala, Esa
Egungun abbl.

8.   **EDE**:
Aroko oniroyin – ija igbooro to soju mi, ijamba ina
Nla kan to sele.

ASA:
Iwa omoluabi – ibowofagba: on ati omode fi le bowo
Fagba. (i). Nipa kiki ni   (ii). Nipa jijise fun awon
Agbalagba   (iii). Riran awon agba lowo.

LITIRESO:
Sise atupale ewi ati gbadegba kan ati yiyo komooku
Ogbon ati asa Yoruba inu ewi naa.

9.   **EDE**:
Akaye – didahun ibeere labe akaye ati lilo oro miran
Ropo awon to takoko ninu akaye naa.

ASA:
Awon oruko amutorunwa – Taye, Kehinde, Alaba, Dada
Ige, Oke abbl.

LITIRESO:
Ona ti Yoruba n gba re omode lekun bi o ba n ke

10.   **EDE**:
Leta Aigbefe – liana ati kiko lete aigbefe

ASA:
Oriki adaye: itumo oriki Adio, Ajao, Akanni, Alao abbl
Oriki Akanke, Abefe, Alake, Aweke, Abeke.

LITIRESO:
Orin etiyeri – igbadun ti o wa ninu orin etiyeri

11.   **EDE:**
Atunyewo ise saa

ASA:
Atunyewo ise saa

LITIRESO:
Atunyewo ise saa

12.   Idanwo ipari saa kinni

PRIMARY 5
AGBEYEWO KORIKULOOMU OLODUN
KARUN UN

SAA KEJI

1. **OSE**
   EDE:
   Akaye – fifa oro ti o ta koko yo pelu itumo won. Kika ati
   Didahun ibeere lori akaye naa.

   ASA:
   Ilana igbeyawo ti ibile

   LITIRESO:
   Kikai we apileko ati iwe ati gbadegba. Fifi asa Yoruba ti o
   Suyo nibe han.

2. **EDE**:
   Oruko osu odun ni ede Yoruba kiko awon osu naa sile.

   ASA:
   Sise afiwe igbeyawo ibile ti ode oni

   LITIRESO:
   Kika iwe ere onitan kekere kan, yiyo ogbon ati asa inu re
   Sita.

3. **EDE**:
   Oro ise keekeekee ninu gbolohun b.a. wa je, sun abbl.

   ASA:
   Ekunrere alaye lori okookan awon ohun idana ni ile
   Yoruba b.a. isu, oti abbl.

   LITIRESO:
   Owe to suyo ninu itan apileko lati inu iwe iroyin kan.

4.   **EDE**:
Onka Yoruba – lati Aadojo de igba (150-200) ni ede
Yoruba

ASA:
Afiwe awon ohun idana aye atijo ati ti ode oni.

LITIRESO:
Kika iwe litireso Yoruba ni aka gbadun

5.   **EDE**:
Oro ise oni iha meji b.a. jeun, ranju, mumi, feju, duro.

ASA :
Orin ibile ati iwulo won.

LITIRESO:
Orisirisi owe ni ile Yoruba owe ikilo, owe alaye, owe
Awada abbl.

6.   **EDE**:
Lilo oro ise keekeeke oniha meji ni gbolohun ede
Yoruba

ASA:
Ohun elo fun oge sise laarin awon obirin ati ipese
Won b.a. tiroo, , osun laati, adiagbon

LITIRESO:
Oriki idile – didaruko oriki idile kan ati alaye koko ti o ro
Mo o

7.   **EDE**:
Ijiroro ati ariyanjiyan lori – iyawo kan dara ju iyawo
Meji lo.

ASA:
Oye ati oye jije ni ile Yoruba b.a. Otunba, Balogun, Lisa
Abbl. Ise ti awon Oloye kookan nse

LITIRESO:
Awon ounje eya Yoruba ati agbegbe ti won ti wopo

8. **EDE**:
Akaye- kiko oro titun ati didahun ibeere labe akaye.

ASA:
Ekunrere alaye lori ise ti awon oloye ilu maa nse b.a.
Balogun ni olori awon jagunjagun ti won nja fun ilu abbl.

LITIRESO :
Kika iwe litireso apileko ti ijoba fowo si.

9. **EDE**:
Aroko alalaye – agbekale ti liana re b.a. bi m ba di
Gomina ipinle mi.

ASA:
Oruko awon oba ilu ile Yoruba b.a. Soun ti Ogbomoso,
Olota t iota, Alaafin ti Oyo, Ooni ti ife, Olokuku ti
Okuku ,Oba ti Eko abbl.

LITIRESO:
Awon orin ibile ti o wopo ni agbegbe akekoo.

10. agbeyewo ise saa lori ede

11. agbeyewo Litireso Yoruba

12. Idanwo ipari saa.

PRIMARY FIVE
AGBEYEWO KORIKULOOMU OLODUN
KARUN UN

SAA KETA

1.   **EDE**:
         Aroko alariiyanjiyan – lori koko to oluko bay an

         ASA:
         Ere ayo - Awon to n taa ohun elo re, Akoko ati igba ti won
         N taa ati ibi ti won ti n ta a.

         LITIRESO :
         Owe to suyo ninu itan aroso ati oro geere

2.   **EDE**:
         Oro oruko Afoyemo ati Alaiseeka

         ASA:
         Okota tita – ohun elo re, iye awon to n ta a, Anfanni ere
         Idaraya pelu aleebu re.

         LITIRESO:
         Sise ere onise kekere lati ko omode logbon.

3.   **EDE**:
         Oro oruko Aseeka ati oro oruko Aridimu. Ilo won ninu
         Gbolohun ede Yoruba.

         ASA:
         Ere aarin – Bi ase n se ere naa ati ofin inu re. Anfaani ati
         Aleebu ere naa.

         LITIRESO:
         Itan aroso – Awon owe ati akanlo ede to suyo ninu itan
         Aroso naa.

4. **EDE**:
Akanlo ede – Awitunwi afiwe, panna – oyin, ayo, abbl

   ASA:
Ise Ajumose lawujo Yoruba – itumo ise Ajumose – apeere
Ise ajumose – ona yiye, ile kiko, ebe kiko, epo fifo abbl

   LITIRESO:
Kika iwe apileko ti ijoba fowo si.

5. **EDE**:
Oro aropo oruko – (oluwa) eyo ati opo, idamo okookan
Ati ilo won

   ASA:
Anfanni ati aleebu ise ajumose.

   LITIRESO:
Kika iwe itan aroso ti ijoba yan pelu ogbon ti o jade ninu
Iwe naa.

6. **EDE**:
Oro aropo oruko – ni ipo abo idanwo ati ilo won ninu
Gbolohun.

   ASA:
Ere idaraya – eye meloo tolongo waye.

   LITIRESO:
Itan aroso oloro gbuuru siso akanlo ede inu re ati asa
Yoruba inu itan naa.

7. **EDE**:
Oro aropo oruko – ni ipo eyan idanimo – isesi ati ilo re
Ninu gbolohun

ASA:
Ere idaraya – Bojuboju – Bi won se n se ere naa awon ti
Won se ere naa, igba ati akoko ti won sere naa.

LITIRESO:
Ilo akanlo ede pelu itumo won ninu gbolohun ede
Yoruba.

8.   **EDE**:
Oro atokun - itumo orisi ati ilo ninu gbolohun ede
Yoruba. Orisirisii oro atokun.

ASA:
 Itumo awon owe ninu ede Yoruba

LITIRESO:
Ewi aroso pelu itupale re ninu kilaasi

9.   **EDE**:
Ilo oro oruko ninu gbolohun ede Yoruba. Idanimo ati
Orisii oro oruko ijeyo won ninu ede Yoruba.

ASA:
Oge sise ni aarin awon okunrin ati afiwe oge sise ni aye
Atijo ati ode oni

LITIRESO :
Agbeyewo itan oloro wuuru pelu atupale re

10.   Atunyewo gbogbo ise saa lori ede Yoruba

11.   Atunyewo ise saa lori Asa ati Litireso Yoruba

12.   Idanwo ipari odun ikekoo

PRIMARY SIX
AGBEYEWO KORIKULOOMU OLODUN
KEFA

SAA KIN NI IN

OSE
1.   **EDE**
          ONKA YORUBA:
          Kiko ati kika onka Yoruba ni nomba ati ede
          100 - Ogorun,   120 – Ogofa
          130 - Aadoje   140 - Ogoje

          ASA:
          Asa ikini ni ile Yoruba
          Iya ati baba, ati awon onise owo fun apeere; Ode,
          Alagbede onidiri ati beebeelo

          LITIRESO:
          Kikai we ti ijoba yan idahun ati ibeere

2.   **EDE**:
          ORO ORUKO
          Dida oro oruko mo ninu gbolohun
          b.a. Dele pa aja, Bose lo si oja

          ASA :
          Iwa omoluabi ni ile Yoruba ikini, ibowofagba,
          Iteriba

          LITIRESO :
          Alo pipa :
          Pipa alo apamo

3.   **EDE** :
          Aroko
          Aroko lori ile iwe mi

          ASA :
          Ayo tita : ayo olopon, okoto tita

LITIRESO :
Kika iwe itan aroso ni akagbadun yiyo ati
Ogbon asa inu itan aroso naa jade.

4.   **EDE** :
        AKAYE
        Didahun ibeere lori ibi ti won ka ati lilo oro
        Miran roo awon oro to takoko

        ASA:
        Asa oge sise eya Yoruba gegebi imura itoju
        Ara, eyin pipa ati beebe

        LITIRESO:
        Orin ayeye eya Yoruba gegebi rara sisun, orin
        Igbeyawo, orin isomoloruko.

5.   **EDE**:
        Oro ise ninu ede Yoruba. Bi a se le da oro ise mo
        Ninu gboohun.

        ASA:
        Oruko awon oba alade ati ilu won. Bi apeere
        Alaafin Oyo - ti ilu Oyo, Oni - ile ife, Alake - ilu
        Egba, Oba - ti ilu Eko

        LITIRESO :
        Itan dowe ati awon owe onitan b.a. ese girigiri
        Nile anfoje.
        Ogbon ologbon kii je kii a pe agba ni were

6.   **EDE**:
        Eyan oro - dida awon
        Eyan oro mo ninu gbolohun fun apeere - baba ojo
        Pa eran.

        ASA:
        Asa iran ara eni lowo ni ile Yoruba b.a. Aaro
        Sise, esusu/ajo, owo yiya, abbl

LITIRESO:
 Gbigbo ohun ti a fi ilu wi. Siso die lara awon ilu ile
Yoruba b.a. - Gbedu, bata

7.   **EDE**:
Aropo oruko ninu ede Yoruba dida aropo mo ninu
Gbolohun. Fun apeere Bola je eja, o je eja

ASA :
Ila kiko ni ile Yoruba Dida oruko awon ila ti a nko ni ile
Yoruba gege bi-pele, abaja, Gombo

LITIRESO:
Igbagbo ati ero Yoruba nipa Olodumare

8.   **EDE**:
Akanlo ede ati itumo okookan won b.a. Faake kori-o ko
Jale.

ASA:
Isinku ni ile Yoruba

LITIRESO:
Kika iwe itan aroso ni aka gbadun. Yiyo ogbon asa inu
Itan aroso naa jade

9.   **EDE**:
Oro aponle - Dida oro aponle mo ninu gbolohun ede
Yoruba b.a. Bola lo dara to yii.

ASA:
Awon oruko abiso ni le Yoruba ati idile won.
Apeere: Idile Oba - Obayemi
          Idile Ode – Ode bode abbl.

LITIRESO:
Ero Osupa ni ile Yoruba
b.a. Bojuboju, Ekun meran, Ta lowa ninu ogba naa, ina

njo lori oke.

10.   **EDE**:
Leta gbefe ati Aigbefe Agbekale ati liana leta kookan

ASA:
 Oye jije ni ile Yoruba

LITIRESO:
Itan ijapa ati omo alakara

11.   Atunyewo ise saa kinni

ASA:
Atunyewo ise saa kinni lori asa

LITIRESO:
Atunyewo ise saa kinni lori litireso

12.   Idanwo ipari saa kinni

PRIMARY SIX
AGBEYEWO KORIKULOOMU OLODUN
KEFA

SAA KEJI

1.   **EDE**:
Iro faweli
Sise apejuwe iro faweli ede Yoruba
b.a. Aranmupe   an in en on un
Airanmupe   a e e l o o u

ASA :
Asa igbeyawo ni ile Yoruba igbeyawo ibile, soosi
Mosalasii, kootu

LITIRESO:
Itan awon akoni ile Yoruba
A - b.Efunsetan Aniwura
Aare Onakankanfo

2.   **EDE**:
Aroko: ile iwe ijoba dara ju ile iwe aladani lo.

ASA:
Asa eko ni ile Yoruba ile gbigba, aso fifo, abo fifo

LITIRESO:
Akanlo ede ati itumo won
B.a Oba waja - Oba ku feraku - ki eniyan loyun
    Na papa bora - sa lo

3.   **EDE** :
Oro ati idakeji
B. A Duro-Joko, Sunkun-rerin

ASA:
Akojopo awon owe ile Yoruba orisirisi owe
b.a. Ibawi, isiti ikilo

LITIRESO:
Ere onise b.a.
Ere itage laarin awon
Akeekoo

4.   **EDE**:
Amin ohun ninu ede Yoruba
Orisirisi ami ohun to wa
Ami ohun oke
Ami ohun aarin
Ami ohun isale

ASA:
Oruko amutorunwa wa
b.a. Ige, Oke, Idogba, Dada
Taiwo, Kehinde, Idowu

LITIRESO:
Awon asa to suyo ninu iwe asayan iwe kika won

5. **EDE**:
Oro aponle ninu ede Yoruba
Ise ti oro aponle ninu gbolohun ede Yoruba

ASA:
Ise abinibi ni ile Yoruba
b.a. ise agbe, ise ode, ise gbenagbena, ise eni hihun ati
ikoko mimo.

LITIRESO:
Fifa awon ewa ede to wa ninu iwe kika won yo
b.a. owe, awitumnwi,
Akanlo ede

6. **EDE**:
Aroko alariyanjiyan
Ise oluko dara ju ise dokita lo

ASA:
Ojuse obi ni awujo ati ni ninu ile,
b.a. Baba ati iya
Oba ilu ati ijoye ilu

LITIRESO:
Kika iwe ti ijoba yan

7. **EDE** :
Fifa oro tuntun yo ninu iwe akaye ati idahun re.

ASA:
Ona iranra eni lowo ninu ilu
b.a. ise ilu sise
yiye ona wo ilu, mimu ina
monamona wonu ilu, sise omi to mo gaara fun ilu

LITIRESO:
Awon ounje abinibi ni ile Yoruba b.a. ise egbe, ewebe

8.   **EDE**:
Gbolohun ede Yoruba
b.a. gbolohun eleyo oro ise
gbolohun olopo oro ise

ASA:
Iseda ati itankale omo Yoruba
i. b.a. siso itan isedale omo Yoruba
ii. sise alaye bi won se tan kale

LITIRESO:
Ewi atinuda
Rironu jinle lati ko ewi
Mo eroja ewi
Mo ilana akosile ewi
Ki kewi funra won

9.   **EDE** :
Oro apejuwe
Dida oro apejuwe mo ninu gbolohun
b.a. aso dudu ni sola wo

ASA :
Agbara ede yoruba
b.a. Iwure, Adura gbigba dekun eebu bibu ati epe sise

LITIRESO :
Ise sise
So iyi ise sise ati ere re
So abuku to wa ninu ole tabi imele.

10   EDE:
        Eyan oro ninu gbolohun
        i.   Dida eyan oro mo ninu gbolohun
        ii.   Lilo eyan ninu gbolohun

        ASA:
        Anfanni ati alebu ise ajumose

        LITIRESO:
        Kika iwe itan, aroso ti ijoba yan pelu ogbon ti a nko ninu
        Iwe naa.

11.   Agbeyawo eko lori ise saa lori ede
        Agbeyawo eko lori ise saa yi lori asa ati litireso

12.   Idanrawo ati ipari saa yi

PRIMARY SIX
AGBEYEWO KORIKULOOMU OLODUN
KEFA

SAA KETA

1.   **EDE**
        Onka Yoruba
        Kiko ati mimo onka ni aropo (addition) ati ayokuro
                (subtraction)
        A.b 5 + 4 = 9(eesan) aropo
            10 + 10 = 20(ogun) aropo
            12 − 5 = 7 (eeje)
            20 − 10 = 10(eewa) Ayokuro

ASA:
Oge sise laarin awon okunrin ni aye atijo
Aso wiwo laarin awon okunrin
Buba ati sokoto, Dansiki agbada
Fila - gonbi

LITIRESO:
Fifa awon oro titun yo ninu iwe kika apinleko ti ijoba
Fowo si ati gbigbe awon oro naa kale ni lilo.

2.   **EDE**:
Dida oro ise mo ninu oro oruko
A.b. Agbeke lo si oja
    Dotun ge igi giga

    ASA:
Anfanni ati alebu ti o wa ninu ere idaraya

    LITIRESO:
Itan siso ati fifa awon owe yo ninu itan naa

3.   **EDE**:
Silebu ede Yoruba. Pinpin oro si silebu

    ASA:
Idana ni ile Yoruba ati waon eroja isomoloruko – a.b oyin
Atare, obi, orogbo, isu, owo idana aso apoti

    LITIRESO:
Agbeyewo awon iitan wuru pelu alu pale

4.   **EDE** :
Agbeyewo awon isori girima
A.b. Oro oruko
    Oro ise
   Aropo oruko

Eyan oro

ASA :
Agbeyawo awon asa ti a ti se seyin in saa kinni ati ikeji
A.b. Iseda ati itankale omo Yoruba

LITIRESO:
Agbeyawo awon iwe onitan ti ijoba ti yan fun saa kinni
Ati keji awon ounje abinibi ni ile Yoruba ere onise.

5.   **EDE**:
Agbeyewo awon iro faweli ati konsonanti
A.b - a b d f g gb
Iro faweli - a e e l o o u
Iro konsonanti - b f g gb h

ASA:
Igbeyawo awon ere idaraye
A.b alo apamo
        alo apagbe

LITIRESO:
Agbeyawo lori akojopa eda

6.   **EDE**:
Agbeyemo iro ohun
A-b   Ohun aarin
        Ohun oke
        Ohun isale

ASA:
Agbeyewo lori oruko awo oba alade
A-b   Oba ilu Eko
        Oba ilu Ife

LITIRESO:
Agbeyewo lori itan olowe ati owe onitan

7.   EDE:
Agbeyewo lori eyan oro ninu gbolohun

ASA:
Agbeyewo lori ise abinibi ati asa iranra eni lowo

LITIRESO:
Agbeyewo awon ewi olohun to wa fun ayeye ni ile
Yoruba

8.   EDE:
Agbeyewo lori oro aponle ati oro atokun

ASA:
Agbeyewo lori iwa omoluabi ati ojuse eni gege bi obi,
Olori ilu.

LITIRESO:
Agbeyewo lori awon orin ayeye igbeyawo, isomoloruko.

9.   EDE:
Agbeyewo lori isori oro aropo oruko ati leta kiko aroko.

ASA:
Agbeyewo lori awon oruko ni ile Yoruba a.b Oruko abiso,
Amutorunwa, inagije

LITIRESO:
Agbeyewo lori awon olu eda itan to wa ninu iwe asayan

10.   idanwo asekagba

11.   idanwo asekagba

12.   idanwo asekagba

CHRISTIAN RELIGION KNOWLEDGE PRIMARY FOUR

CHRISTIAN RELIGION KNOWLEDGE
PRIMARY FOUR

FIRST TERM

Weeks   **TOPIC:**
1.   God speaks to us.
              - Ways in which God speaks to people. Ex 33:11
              - Purpose of God speaking to people 1 Sam 3.

2.   Jacob's encounter with God. Genesis 32:22-32
              - Right attitude to be taken when God is
              speaking. Ex 34:27-35

3.   We are children of one father
              - The fatherhood of God and the brotherhood of
              man . Jn 1:12, Jn 3, Matt 5:21-24
              - Significance of being in Christ, Son of God.

4.   Attitude of children of one father
              - Importance of livinh in peace.

5.   God calls us for a purpose
              - The story of the call of Abraham. Genesis 13:1-3
              - The purpose of God's call.
              - The right response to God's call
              - Benefits of obedience to God's call. Lk 5:1-11,
              Genesis 12:1-20

6.   God gives his law to us
              - Meaning of the term 'law'
              - Reasons for the law
              - Purposes of the law (regulate the relationship
              between God and his people. Exodus 20:1-11)

7.   The ten commandments. Exodus 20:1-17

8.   God reveals himself to us
          - Purpose of God's revelation.
          - Mode of revelation.

9.   Attitude of God's Revelation
          - The story of Samuel's call. 1 sam 3:1-6

10.   Jesus the son of God.
          - Explanation of the term "Son of God"
          - Jesus was born by the power of Holy spirit.
          - Evidence of Jesus as the Son of God. Matt
          3:16&17
          - The testimony of Simon peter. Matt 16:16
          - The event of the transfiguration. Matt 17:1-13

11.   Revision of the term's work

12.   Examination.

CHRISTIAN RELIGION KNOWLEDGE
PRIMARY FOUR

SECONDTERM

WEEKS   TOPICS
1.   Revision of the first term's work

2.   Jesus power to forgive sins.
          - Meaning of forgiveness of sin – pardon by God
          - Examples of those who received forgiveness
          e.g. story of the prodigal son. Lk 15:11-32, The
          paralytic Mk 2:1-12

3.   Conditions for forgiveness

- Acknowledgment, repentance and changes
- Need of being forgiven and forgiving others – to
be God's children and to be saved.

4.   Jesus prayed to the father
          - Reasons why Jesus prayed
          - To show examples to disciples.
          - To honour God
          - To receive power
          - Content of his prayer – Thanks and request

5.   Evidence of the prayer life of Jesus
          - Jesus prayed all night on the mountain. Lk 6:12
          - Importance of praying
          - Right relationship with God
          - Our needs are met

6.   Things to pray for
          - Forgiveness of our sins
          - Life
          - Food
          - Clothes
          - Shelter

7.   Jesus encouraged his disciples to pray in faith.
          Matt 21:22
          - Jesus taught his disciples the great prayer (i.e.
          the Lord's prayer) Matt 6:1-13
          - Jesus said a prayer of thanksgiving. Lk 22:22
          - Jesus always pray before meals. Mk 3:6

8.   Importance of prayer
          - For success
          - Victorious living
          - Faith, Miracles and Blessing
          Things to pray for
          - Wisdom

- Holy Spirit
- Good Health
- Guidance etc.

9.   Jesus gives his life for us on the cross
- Reasons for Jesus giving his life for us
- It was God's will
- He came for that purpose
- He loved the world. John 15:13-14

10.   John 3:16 - Sacrifice involved in Jesus giving his life for us.
- The arrest of Jesus. Matt 28:47-54
- The trails and suffering of Jesus. Lk 23:1-3

11.   The death on the cross. Lk 23:13-25
- The importance of Jesus laying down his life for us
- To save us from sin and death
- The resurrection. Mark 16:1-8

12.   Revision

13.   Exmination

PRIMARY FOUR

THIRD TERM

WEEKS   **TOPICS**

1.   Revision of second term's work

2.   Jesus loves his people
- God ways of showing love to his people.
Matt 5:44-48, John 15:12

3.   Identify instances Jesus demonstrated his love
            - Blind Bartimeaus. Matt 10:46-52
            - Zacheaus. Lk 19:1-10
            - Mary Magdalane. Luke 7:37-49
            Explain the importance of showing love to one
            another. Mark 10:46-52

4.   Jesus guides us by his spirit
            - Evidence of the guidance of the spirit of Jesus
            - The spirit guided the apostles to choose Paul
            and Barnabas. Act 13:1; Jn 13:15
            - The spirit of Christ led Paul and Silas to
            macedonia. Acts 16:6 to the end; Jn 16:4-11

5.   The gifts of the Holy Spirit(Acts 8), Jn 14:25
            (Jn 16:1-12)
            - The role of the Holy Spirit in guiding the
            christian.
            - The fruits of the Holy Spirit. Galatians 5:22-23

6.   Jesus gives us a new life
            - Explanation of the term 'New life'
            - Evidence of a new life Acts 16:31-34

7.   The fruits of a new life Gal 5:22-26. Peace,
            joy, love, endurance etc.
            Characteristics of new life
            - Right living
            - Obedience

8.   Jesus is with us
            - He is with us. Matt 28:20
            - He abides with us. John 15:1-7
            - In the celebration of the Holy communion
            - In the promises. Acts 1:8
            - In his word. John 5:5-7

9.   Benefit of Jesus presence with us today
               - Protection Ps 90
               - Provision Ps 121
               - Through miracles (cite some miracles
               performed by Jesus Christ)
               - Through answers to prayer give any testimony

10.   Christ at work in our homes.
               Evidence of Christ's presence in the homes he
               visited.
               - Zacchaus. Luke 19:5-10
               - Jesus enters Peter's home and heals his
               mother-in-law. Mark 1:19-32
               - Preparation for Christ's visit.

11.   Christ wants us to be the salt of the earth
               - Explain the term salt of the earth
               - Uses of salt
               - Christians as salt of the earth
               - Qualities expected from Christians as salt of
               The earth. Matt 5:11-16

12.   Revision of the term's work

13.   Examination

CHRISTIAN RELIGION KNOWLEDGE
PRIMARY FIVE

FIRST TERM

WEEK   TOPICS
1.   God creates and wants us to create.
            - Things created by God. Genesis 1:14-15
            - The story of creation. Genesis 1:14-25

2.   - God created man in his own image. Genesis
            1:26-28; Genesis 2:7
            - Man has God's spirit and some intelligence to
            Work with.
            - Man possess the attitude of God

3.   God's creation is for man's interest such as.
            - Food
            - Raw materials
            - Pleasure
            - Good health

4.   Things created by man e.g.
            - Basket
            - Table
            - Chairs
            - Building
            - GSM phones.

5.   God saves us from danger
            - God deliverance of people from danger.
            - Examples of God's deliverance
            - Story of Isaac. Genesis 22:1-19
            - The story of Daniel. Dan 6
            - The story of Shedrach, Meshack, and

Abednego. Dan 3:3-10
- The crossing of the Red Sea. Exodus 14:10 vs 22

6.   God supplies our needs
        - God provides our needs. Matt 6:25-36
        - God grants our request when we ask him for
        something. Matt 7:1-11.

7.   Things God provide
        - Air
        - Sun
        - Food etc.

8.   God wants us to work
        - Definition of work
        - To earn a living
        - To take care of our needs

9.   Types of work
        - Carpentry
        - Sewing
        - Engineering. Matt 4:18-22, Proverb 31:13-19

10.   Why we should work
        - To earn a living
        - To take care of our needs
        - Genesis 1:28-30, Genesis 3:17, 2nd Thess 3:3-13

11.   Revision

12.   Examination

PRIMARY FIVE

SECOND TERM

WEEK   **TOPICS**
1.   First term's work Revision

2.   God shows mercy to us
                Explanation of mercy
                - God's mercy on us
                - The story of the prodigal son. Luke 15 vs 11-32
                Matt 9:9-13

3.   The need to be merciful to others
                - God is merciful. Matt 18:21-34, Matt 5:7

4.   God saves his people
                - How God saves his people
                - God intervention on isrealites through Moses.
                Exodus 1:1-12, 2:1-10, 3:1-5, Num27:15-23

5.   God uses people to save others
                - David   I sam 17:32-51
                - Joshua 3
                - Samson   Judges 13
                - Deborah.   Judges 4

6.   The Pentecost
                Explanation of the term "Pentecost"
                - Events of the day of Pentecost Acts 2
                - The descent of the Holy Spirit
                - Spiritual Significance of the day of Pentecost
                Acts 2 vs 1-13

7.   The Holy Spirit inspires us
                - Explanation of the word inspiration

8.   Roles of the Holy Spirit
           - The Holy Spirit guides our utterances while
           spreading the good news. Acts 4:27-32
           - The Holy Spirit encourages us to preach the
           gospel. Acts. 3 vs 26-46
           - The Holy Spirit gives us boldness as a child
           of God.
           - The Holy Spirit is a cormforter.

9.   The Holy Sprit guides us to the truth
           - Explanation of truth
           - Love and God commandment

10.   How the Holy Spirit guides us
           - John 15:27
           - Significance

11.   The fruit of the Holy Spirit. Gal 5:22-23
           - Love
           - Joy
           - Peace
           - Patience
           - Kindness
           - Goodness
           - Faithfulness
           - Gentleness
           - Self - control

12.   Revision

13.   Examination

PRIMARY FIVE

THIRD TERM

WEEK   **TOPICS**
1.   Review of second's term work

2.   The Holy Spirit makes us faithful
              - Explanation of who the Holy Spirit is
              - The Holy Spirit is the third person in God's head.

3.   Influence of the Holy Spirit in our daily lives e.g.
              II Thimothy 1 vs 7
              - Disciples
              - Obedience
              - Loyalty etc.

4.   Holy Spirit makes us faithful. Acts 7
              - Guides our talents properly. Matt 25:14-30
              - The Holy Spirit bear witness in us

5.   The Holy Spirit makes us love one another
              - Reasons to love one another
              - God asks us to love because he loves us. Mark
              12:30-31

6.   God sent his only son to demonstrate love.
              John 4:8-10, John 3:16
              - How we demonstrate our love to one another.
              Luke 10:25-27

7.   Importance of living one another. 1 John 3:14
              - God is love 1 John 4:8

8.   The rewards of working in th Holy Spirit

Explanation of the concept "reward" and
Punishment

9.   Reward of working in the Holy Spirit
           - God's guidance Acts 5:1-11
           - Oneness Acts 2:14-47
           - Courage Acts 4:8-12
           - Preservation Psalm 121:8

10.   The reward of working for God
           - Discuss the concept of reward and punishment
           - Why we should live an upright life

11.   The reward of the faithful servants.
           Matt 25:14-29

12.   Revision

13.   Examination.

CHRISTIAN RELIGION KNOWLEDGE
PRIMARY SIX

FIRST TERM

WEEK   TOPICS
1.   Paul's early life
           (i). Paul's name, nationality and religion. Acts 22:3-5
           (ii). Paul's was a Hebrew and a Greek. He was
           originally a Judaic and later a Christain Acts 23:6

2.   Paul's Conversion
           (i). The meaning of conversion
           (ii). Paul's proposal journey to Damascus. Acts 9:1-9
           (iii). Paul's conversion, baptism and mission
           Acts 9:10-19, 20-30

3.   Importance of Paul's conversion. Acts 9:1-30

4.   Paul's mission (i)
                  (i). Paul at Antioch in Pisidia. Acts 13:13-42
                  (ii). Paul at Lystra and Derbe. Acts 14:5-19
                  (iii). Paul preached to different people
                  Acts 14:20-28

5.   Paul's mission (cotn'd) (ii)
                  (i). Paul at Corinth Acts 18:1-3
                  (ii). Paul preached to the Jews and Gentiles
                  Acts 18:4-8
                  (iii). Paul preached to all the nations in his
                  Communities Acts 18:11-18

6.   Paul in Europe (i)
                  (i). Paul journey from Troas to Macedonia Ref bible:
                  Acts 16:6-15

7.   Paul in Europe (ii)
                  (i). Story of the conversion of Lydia Acts 16:11-40
                  (ii). Significance of the conversion of Lydia

8.   The Epistles of Paul (i)
                  (i). Major communities visited by Paul during his
                  missionary work Acts 18:16-19
                  (ii). Reasons Paul wrote Epistle

9.   The Epistles of Paul (ii)
                  (i). Names of Paul's Epistle

10.   Paul met opposition at Phillippi
                  (i). Meaning of the spirit of divination
                  (ii). Paul casts out a spirit of divination
                  (iii). The conversion and baptism of the jailer

Acts 16:20-26
(iv). The release of Paul and Silas. Acts 16:27-40

11.   Revision of the term's work

12.   Examination and closing

PRIMARY SIX

SECOND TERM

WEEK   TOPICS

1.   Goal Setting
(i). Types of Goal Setting
(ii). Importance of Goal Setting Luke 14:27-28
(iii). Basic steps for achieving goals. Luke 14:29-33

2.   Descision Making
(i). Meaning of Descision Making
(ii). Importance of descision making. Ephesians 5:16
(iii). Examples of descision making

3.   Value of hard work
(i). Paul's letter to the Thessalonians
        II Thessalonians 3:6-15
(ii). Dignity of labour and its advantages
(iii). Aiding labour with prayer

4.   Ordered relationship in the family, church and society.
(i). Relationship within the family e.g. Husband and
wife, parents and children. Ephesians 5:21-23
(ii). Relationship within the church. Colossians 3:18-25
(iii). Relationship within the society

5.   Temptations
        (i). Meaning of temptation. Matt 4:1-11
        (ii). Causes of temptation. James 1:12-15
        (iii). Ways of overcoming temptation. Luke 12:13-21

6.   Corruption
        (i). Meaning of corruption
        (ii). Causes of corruption
        (iii). Ways of overcoming corruption

7.   Moderation in Christian life
        (i). What is Moderation?
        (ii). Moderation in eating and drinking. Daniel 1:6-16
        (iii). Evil of smoking. Proverb 20:1, 20-23
        (iv). Alcoholism. 1 cor 6:10, 23-29, Gal 5:21

8.   Love of money (i)
        (i). What is money?
        (ii). What is wealth?
        (iii). Uses of money and wealth. Luke 12:15
        1 timothy 6:17-19

9.   Love of money (ii)
        (i). The right attitude to money. Lk 12:15, 1 tim 6:6-14
        (ii). Dangers of excessive love of money and wealth
        Matt 16:24, 26:33, Lk 12:15, 22-31

10.   God make men and women
        (i). What is creation?
        (ii). Roles of men and women. Gen 2:18-27, 3:13-19
        (iii). Confusing gender distinction. Ephe 5:21-33
        (iv). Misconception about the differences between
        Men and women

11.   Proper Expression of sexuality
        (i). What is sexuality?
        (ii). Marriage is the proper place to express ones
        sexuality. Hebrew 13:4
        (iii). Reasons for reserving sex for marriage
        songs of Solomon 3:5
        (iv). Benefits of expressing ones sexuality
        In marriage. Songs of Solomon 3:5, 8:4-7
        Hebrew 13:4

PRIMARY SIX

THIRD TERM

WEEK   **TOPICS**
1.   Choosing a career
         (i). What is a career?
         (ii). Different types of careers. II Thessalonians 3:6-13
         (iii). Dignity of labour. James 2:17-20

2.   The coming of Christianty to Nigeria (i)
         (i). List of various Christian missions (churches)
         now operating in Nigeria
         (ii). Approximate dates of the arrival of the
         Missionaries.
         (iii). Activities of the early missionaries

3.   The coming of Christianity to Nigeria (ii)
         (i). The spread of Christainity from the cost to the
         various parts of the country.
         (ii). The major indigeous churches e.g. ECWA,
         Celestial, gospel faith, cherubim & seraphim,
         holy saviour, Christ Apostolic Church. Etc.

4.   The Biographies of Christians Leaders
(i). The format to be followed in treating the
Biography of any leader selected ia as follows:
(A). Name of the Christians leader
(B). Place and date of birth
(C). education
(D). Occupation and career
(E). Outstanding contribution to the church and the
community.
(F). Special virtues
(G). If dead, place and date of death

5.   Biographies of Christians leader continued as in
Week 4

6.   Revision of 1st term's work

7.   Revision of 1st term's work

8.   Revision of 2nd term's work

9.   Revision of 2nd term's work

10.   Examination

11.   Examination

UNIFIED SCHEME OF WORK (FIRST TERM)
PRIMARY FOUR
AGRICULTURAL SCIENCE

PRIMARY FOUR
AGRICULTURAL SCIENCE

FIRST TERM

WEEK	TOPICS
1.	Revisionof some topics in year three's work

2.   The land and the soil
        - The meaning of land and soil
        (i). Clay soil
        (ii). Loamy soil
        (iii). Sandy soil

3.   Characteristics of types of soil
        i. Sandy soil
        - Has large, loosely packed particles
        - Does not hold water
        - Rough when it bis rubbed between the fingers
        - Does not hold many nutrient
        - Crops do not grow well on sandy soil
        ii. Clay soil
        - Has small and loosely packed particles
        - Smooth when dry and sticky when wet
        - Can hold a lot of nutrients
        - Does not allow air and water through it
        - It holds water very well
        - Most crops do not grow on it.

4.   Formation of soil
        Soil formation
        (i). Different types
        (ii). How they are formed

5.   Properties of Soil: Physical properties

6.   How to enrich the soil and maintain soil fertility:
            Causes of loss in soil fertility
            (i). Burning
            (ii). Leaching
            (iii). Overgrazing
            (iv). Cleaning
            (v). Clearing
            (vi). Erosion etc.

7.   Ways of making soil fertile/ How to maintain soil
            Fertility
            (i). Manuring
            (ii). Mulching
            (iii). Crop rotation
            (iv). Bush fallowing etc.

8.   Preparation of compost/manure
            (a). Meaning of compost/manure
            (b). Method of compost making
            1. Pit method
            2. Heap method
            (c). Materials for compost making
            - Dried flowers
            - Sewage
            - Farmyard waster
            - Dry leaves
            - Saw dust (use a little)
            - House plants
            - Weeds without seeds
            - Soil
            - Water

9.   Processes involved in making compost.
            - Pit method
            i. Dig four pit (a, b, c, & d) of equal sizes

(Mx) M X O. 5m

(ii). Empty the compost into pit a. arrange
in layers and wet with water

(iii). After two weeks, move the content in pit
A to pit B. this is called first turn.

(iv). After two weeks, move the content in pit
B to pit C. (second turn)

(v). Finally, move the content in pit C to pit
D. (third)

(vi). The content in pit D is referred to as
compost/manure after 6 – 8 weeks.
Cover to prevent evaporation before
applying to the soil.

- Heap method
Prepared by placing the compost
Materials in a heap buried with soil and
Moistened with water

10.   Why farm produce should be processed
- meaning
- Importance of food processing
i. For better usage
ii. Removes poisonous agent
iii. Ready for eating directly or indirectly
iv. Improve food and market values
v. Prepares food for storage
vi. To get different varieties of food stuffs from
     the same farm produce.
vii. Provides employment oppourtunities for
     people
viii. It makes easier transportation of processed
     farm produce easier since it required less
     space.

11.   Preservation of farm produce
- Meaning of preservation of farm produce

- Importance of preservation
i. Retains the colour, taste and nutritional values
ii. Prolongs life
iii. Makes the available in areas where they are not produced.
iv. It helps in protecting farm produce from insects and other pest attack.
v. Makes farm produce remain good and viable for planting in the next season.
vi. Prevents possible contaminated and infection from unpreserved food items.
vii. It saves money (buying at cheap price when in season).

12-13   Revision and Examination

PRIMARY FOUR
AGRICULTURAL SCIENCE

SECOND TERM

WEEK	TOPICS
1.	Revision of first term's work.
2.	Method of farm's produce preservation

2.   Method of farm's produce preservation
- Sun – drying e.g. fresh fish, pepper, yam and potatoes
- Smoking e.g. meat and fish
- Curing e.g. fish and meat
- Frying e.g. Meat, fish, plantain, yam and potatoe.
- Freezing e.g. meat, fish and soup.
Etc.

- Bottling e.g. Milk, fruits, tomatoes etc.
- Picking e.g. Onion, cabbage, ginger, pepper, garlic, fruit, meat etc.
- bagging e.g. rice, garri, beans etc.

4.   Materials for growing crops
        - Viable seeds
        - Good cuttings (stems, roots, vines)
        - Manure and fertilizer. (organic and in organic)
        - Weed and pest killing chemicals

5.   Safety measures in applying chemicals
        - Do not use your hands to mix chemicals.
        - Use knapsack sprayer and other spraying equipment to spray, wear protective clothing like gloves, googles and masks. Do not use your mouth to blow the nozzle of the sprayer when it is blocked.
        - Do not use your mouth or teeth to open a chemical bottle.
        - Do not eat, drink or smoke while working with pesticides.
        - Observe the wind direction when spraying
        - After applying pesticides, always take a thorough bath or shower to clean your body
        - If you notice any symptoms like headache or if you don't feel well after working with chemicals, see a doctor immediately

6.   Dangers involved in excessive use of chemicals
            - Chemicals can kill crops
            - Chemicals can kill beneficial living things
            in the soil like earthworms.
            - Chemicals can be washed away by rain
            into streams and rivers there by killing
            fishes and other living things in the water
            - Chemicals blown away by the wind
            contaminate the air.
            - Chemicals can contaminate various
            sources of water like well,stream and
            river.

7.   How to raise ornamental plants (flower plant)
            - Meaning of ornamental plants
            - Steps in growing ornamental plants
            i.   Choice of site
            ii.   Land clearing
            iii.   Seedbed / pot preparation
            iv.   Planting

8.   More steps in growing ornamental plants
            v.   Weeding
            vi.   Manuring
            vii.   Watering
            viii.   Mulching during season
            ix.   Pruning

9.   Materials required for compost making
            (i).   Leaves
            (ii).   Soil
            (iii).   Dung
            (iv).   Ash
            (v).   Water
            (vi).   Straw   etc.

10.   Steps in compost making (practical)
        (i).   Choice of method: Heap or Pit
        (ii).   Gathering materials

11.   Importance of each factor of production
      -       Land
      -       Labour
      -       Water
      -       Money
      -       Management

12.   Revision

13.   Examination

PRIMARY FOUR
AGRICULTURAL SCIENCE

THIRD TERM

WEEK   TOPICS
1.   Revision of second term's work

2.   Simple farm tools
      - Meaning of farm tools
      (A). Crop farm tools (example)
      i.   Spade
      ii.   Hoe
      iii.   Shovel
      iv.   Matchet
      v.   Pick axe

vi.   Rake

vii.   Wheel barrow

viii.   Hand towel

ix.   Garden fork

x.   Axe, etc.

3b.   Animal farm tools

i.   Fishing nets

ii.   Traps

iii.   Hook and line

iv.   Basket

v.   Watering troughs

vi.   Feeding troughs, etc.

4.   Description of Farm tools
i. Cutlass: it has a short wooden handle and flat
blade.
ii. Axe: it has a short heavy metal head with a sharp
edge and a long wooden or metal handle.
iii. Garden fork: it has a four-prolonged metal forks
With a short wooden handle.
iv. Seed trays: it has a shallow rectangular
Containers made of wood or metal, etc.

5.   Major uses of farm tools
i. Cutlass: Clearing weeds, cutting unwanted
Branches, planting grains and tubers.
ii. Sickle: harvesting grains like rice and sorghums
iii. Hoe: Weeding and making heaps, ridges
harvesting tubers.
iv. Axe: felling of trees, cutting logs uprooting
Stumps and splitting fire wood, etc.

6.   Description of animal farm tools
i. Drinking trough: it is a container made of plastic
Or metal.

ii. Feeding trough: it is also a container made of plastic or metal.
iii. Fishing net: this is made of woven ropes: There are scoop net, gils net and cast net.
iv. Battery cage: it is made of metal with several partitions with feeding and drinking troughs attached to it. Etc.

7.   Major uses of Animal Farm Tools
i. Drinking trough: Holds water or drugs for animals.
ii. Feeding trough: Holds feeds (foods) or drugs for animals
iii. Fishing net: It is used for catching and collecting fish from the river
iv. Battery cage: for keeping poultry (birds)
- Observe the wind.

8.   Cave and maintenance of crops and Animals farm tools
i. Clean the tools after use by washing and drying them under the sun or in a cool place
ii. Use the tools for the purpose for which they are made
iii. Store tools cleaned, in a safe and dry place after use.
iv. Sharpen the tools in a termite free area
v. Repair all broken or damaged parts
vi. Oil and grease the tools
vii. Keep records of the movement of farm tools
viii. Do not store in head pains and watering cans place them upside down after use to ensure proper drying

9.   Control measures:
(i).   Biological
(ii).   Cultural

(iii).   Chemical

10.   Weeds
Definition with examples of some common weeds
Importance of weeds to farmers and the environment
- Compete for space, water and light the planted
crops on the farm
- Compete with planted crops for plant foods
(nutrients)
- Reduce the yield of harvested crops
- Reduce the quality of harvested crops
- Invites disease and pests to the planted crops
- Control of weeds increases the cost of producing
farm produce.
- Overgrown weeds make our environment bushy
and dirty
-   Bushy environment keeps snakes, scorpions
and other dangerous animals always.

11.   Methods of weed control
- Cultural method
- Biological methods
- Chemicals method
- Mechanical method

12.   Revision and Examination

PRIMARY FIVE
AGRICULTURAL SCIENCE

FIRST TERM

WEEK   TOPICS
1.   Revision of difficult topics in primary four

2.   Soil formation
          Meaning of soil formation
          How they are formed

3.   Agents of soil formation
          (i).   Rain
          (ii).   Temperature
          (iii).   Wind
          (iv).   Man
          (v).   Animals
          (vi).   Plants

4.   Processes of soil formation
          Effects of rain, temperature, wind etc.
          on rocks to form soil

5.   Classification of crops and their uses
          Classification according to forms
          (i). monocots and Dicots

6.   Classification according to life span
          (i).   Annuals
          (ii).   Biennals
          (iii).   Perennals

7.   Classification according to uses and types
          (i).   Cereals
          (ii).   Legumes

(iii). Tubers
(iv). Vegetables
(v). Beverages
(vi). Drugs
(vii). Spices etc.

8. Classify the following crops according to their form uses and life span.
Maize, Beans, Waterleaf, Soyabeans, Cassava, Pepper.

9. Classification of Animals (Live stock)
Definition of farm animals - list some
Definitions of ruminants and non ruminants

10. Classificatios based on mode of feeling
(i). Ruminants
(ii). Non - ruminants

11. Classification based on where they live
(i). Land
(ii). Water

12. Classification based on their uses
(i). Milk (diary) producers
(ii). Meat producers
(iii). Egg producers – fowl, duck
(iv). Work (beasts of burden) with examples: horse, ass

13. Revision of the year's work

PRIMARY FIVE
AGRICULTURAL SCIENCE

| SECOND TERM |

WEEK   TOPICS

1.   Review of First Term's work

2.   How to raise crops
            What are farm crops?
            Examples of crops
            (i). Cereals e.g. maize, sorghum
            (ii). Legumes - cowpea, soyabeans
            (iii). Tuber yam, sweet potatoe

3.   Procedure for raising farm crops
            (i). land clearing
            (ii). Tilling/Stumping
            (iii). Ridge/mound
            (iv). Making
            (v). Planting in rows with spaces between plants
            (vi). Regular weeding
            (vii). Fertilizing
            (viii). Harvesting
            (ix). Processing/preservation
            (x). Storage
            (xi). Marketing

4.   Raise school farm (practical)
            (i). Prepare materials for planting
            (ii). Prepare the land for planting using farm tools
            (iii). Participate in the planting of crops
            (iv). Care for the farm

5.   General requirements for live stock production
            (Animal Husbandry)

(i). what are livestock (rearing of animals)
(ii). Examples of livestock e.g. goat, pig, fowl etc.

6. Requirement for livestock management
    (i).   Housing - construct house for animals
    (ii).   Food
    (iii). Care

7. Component of animal feed
    (i).   locally processed
    (ii).   Processed

8. Specific needs of young animals for healthy growth
    Needs of growing farm animals
    (i).   Balanced food (mother milk)
    (ii).   Clean water
    (iii). Adequate medication
    (iv).   Clean environment

9. Effects of lack of care on the growing animals care for
    young animals in the schools livestocks farm by feeding,
    cleaning, providing water, breeding etc.

10. Effect of dirty environment and starvation

11. How to raise livestock (farm animal)
    Procedures for rearing any named animal chicken
    (i).   Construct a house
    (ii).   Provide a shelter
    (iii). Prepare or buy
    (iv).   Buy the young animal to rear
    (v).   Provision of food
    (vi).   Provision of water daily
    (vii). Provide medication when necessary
    (viii). Clean the house regularly
    (ix).   Routine check by veterinary personnel

(x).   Removal of sick or dead animals

(xi).   Sell or slaughter when matured

12.   Rear any livestock and apply necessary skills and procedures

(iii). Nuture the young animal to maturity

13.   Revision and Examition

PRIMARY FIVE
AGRICULTURAL SCIENCE

THIRD TERM

WEEK   TOPICS

1.   Revision on first and second term

2.   Pests and diseases of crop plants
      Common pests
      (i).   Insects
      (ii).   Bats
      (iii). Birds
      (iv).   Rodents
      (v).   Monkeys etc.

3.   Causal agents of crop diseases
      (i).   Fungi
              Bacteria
              Viruses
      (ii).   Nematocides
      Some common crop diseases

(i).   Maize & smut
(ii).   Cassava mosaic
(iii).   Tomato rot
(iv).   Groundnut rosette

4.   Raise school farm (practical)
(i). Prepare materials for planting
(ii). Prepare the land for planting using farm tools
(iii). Participate in the planting of the crops
(iv). Care of he farm

5.   General requirement for livestock production/
animal husbandry.
(i). What are livestock? (rearing of animals)
(ii). Examples of livestock e.g. goat, cattle, pig
fowl etc.

6.   Requirement for livestock management
(i). Housing - construct house for animals
(ii). Food
(iii). Care etc.

7.   Components of animal feed
(i). Locally
(ii). Processed

8.   Specific needs of young animals for healthy
growth
Needs of growing farm animals
(i). balanced food (mothers milk)
(ii). Clean water
(iii). Adequate medication
(iv). Clean environment

9.   Effects of lack of care on the growing animals.

Care for young animals in the school farm
by feeding, cleaning, providing water,
beddings etc.

10.   Effects of dirty environment and starvation on the
poor growth of young animals.

11.   How to raise livestock (Farm animals)
Procedures for rearing any named animal
chicken
(i).   Construct a house or
(ii).   Provide shelter
(iii).   Prepare or buy
(iv).   Buy the young animal to rear
(v).   Provision of food
(vi).   Provision of water daily
(vii).   Provide medication when necessary
(viii). Clean the house regularly
(ix).   Routine check by veterinary personnel
(x).   Removal of sick or dead animals
(xi).   Sell or slaughter when matured

12.   Rear any livestock and apply necessary skills and
procedures
(iii). Nuture the young animal to maturity

13.   Revision of the year's works.

PRIMARY SIX
AGRICULTURAL SCIENCE

<div style="border:1px solid black; display:inline-block; padding:4px;">**FIRST TERM**</div>

WEEK   TOPICS
1.   Review of last year's work

2-3.   Meaning of Agriculture
             - Growing of crops
             - Rearing of animals
             - Processing and
             - Selling of agricultural products for the benefit of
             man

4-5   Importance of Agriculture
             - Provision of food
             - Provision of shelter
             - Provision of income (money)
             - Provision of employment/job opportunities
             - Provision of raw materials like cotton lint, latex
             and skin of farm animals
             - Provision of clothing
             - Medicinal herbs
             - Provision of foreign exchange
             - Provision of transport - (use of animals like
             horses,donkey, and camels)
             - Provision of reaction and sports (use of
             animals like rabbits, elephants, dogs and cock).

6-7   Problems of Agriculture
             - Use of crude implements (hoes and cutlasses)
             - Unstable government policies
             - Bad roads
             - Lack of storage facilities
             - Lack of improved seed
             - Land tenure ststem
             - Transportation problem
             - Lack of medicinal facilities in the farm setting

8-9.   People in Agriculture
            - Crop farmers
            - Animals rearers/livestock farmers
            - Soil scientist
            - Fisherman
            - Veterinary doctors
            - Horticulturists (gardeners)
            - Agricultural engineers
            - Agricultural economists
            - Market people
            - Agricultural teachers

10-11.   Origin of farming
            - Originated in the near east by the early men
            - Hunters and gatherers of plants
            - Sharp digging stick as the first tool
            - The early men were wanderers

12.   Revision

13.   Examination

PRIMARY SIX
AGRICULTURAL SCIENCE

SECOND TERM

WEEK   TOPICS
1.   Review of last term's work

2-3.   (A).   Climate
            -      Meaning
            -      What constitute climate
            i.   Temperature
            ii.   Rainfall
            iii.   Light
            iv.   Wind
            v.   Humidity
            vi.   Atmospheric pressure

            (B).   Drawing a map showing the major vegetation zones

4.   Distribution of crops (with examples)
            i.   Savannah and semi arid
                   Examples of crops: millet, cowpea, groundnut,
                   cotton, rice, cactus, baobab, neem.
                   Common areas: sokoto, kebbi, kano, borno,
                   taraba, Kaduna, adamawa.
            ii.   Derived Savannah
                   Examples of crops: guinea corn, maize, yam,
                   soyabeans
                   Common areas: Kwara, oyo, osun, enugu, and
                   anambra
            iii.   Rainforest
                   Examples of crops: cocoa, rubber, yam, timber,
                   Kolanut, fruits, palm oil, cassava, cocoyam
            iv.   Swamp
                   Examples of crops: coconut
                   Common areas: all states with many waters.
            v.   Savannah

Examples of crops: millet, wheat and neem
Common areas: sokoto, kebbi, kastina, kano jigawa, bauchi and borno.

5.   Distribution animals
    i.   Savannah and semi arid
            Examples of animals: cattle
            Common areas: sokoto, kebbi, Kano, borno, taraba, Kaduna, adamawa
    ii.   Derived Savannah
            Examples of animals: sheep, goat and cattle
            Common areas: Kwara, oyo, osun, enugu, and anambra
    iii.   Rainforest
            Examples of animals: pig
            Common areas: All the southern state
    iv.   Swamp
            Examples of animals: fish
            Common areas: all states with many waters
    v.   Savannah
            Examples of animals: donkeys and horses
            Common areas: sokoto, kebbi, kastina, kano jigawa, bauchi and borno.

6.   Reasons for observed distribution of crops and animals climatic factors
            -       Rainfall
            -       Temperature
            -       Light
            -       Wind
            Other factors apart from climatic conditions that are responsible for distribution are
            -       Availability of grass
            -       The type of vegetation and topography
            -       Customs and beliefs of the people
            -       Religious beliefs of the people
            -       Diseases, parasites and pathogens
            -       Action of man
            -       The type of soil (crops only)

7.   Crop production
            Cultural practices for growing vegetables.
            (practical) e.g. African
            Spinach (tete)
            (A).   Preplanting activities
            -       Land clearing and stumping
            -       Preparation of seed bed (30cm to 45cm)
            -       Manuring
            -       Preparation of nursery bed and sowing of
                    seeds
            -       Selection of transplanting seedlings
            (B).   Post planting operation
            -       Watering and mulching
            -       Application of fertilizer
            -       Staking
            -       Application of pesticides
            -       Thinning
            -       Supplying (replacing of the dead plants)
            -       Weeding
            -       Harvesting

8.   Production of grain crops
            Examples - rice, maize, sorghum, millet and
            barley
            How to grow grain crops e.g.maize
            Steps
            -       Choice of site
            -       Land preparation
            -       Planting materials
            -       Seed rate (2 to 3 seeds in a hole)
            -       Spacing (25cm within rows, 60cm between rows)
            -       Watering (600 - 1500mm)
            -       Manuring (NPK (15:1515) at early stage and
                    Ammonium tetraoxosulphate
            Six weeks later
            -       Weeding

-       Pest control (handpicking, use of pesticides, use of scare crows, use of traps to catch rodents such as squirrels, monkeys, giant rats, grass cutters)
-       Harvesting

Maize ------- 90 - 12 days
Rice -------- 180 – 220 days
Sorghum ----- 180 --- 250 days

9.   Production of tuber crops (cassava)
      Examples of tuber crops: yam, cocoyam, irish potatoe, sweet potatoe and carrot.
      (A).   Preplanting activities
-       Choice of a suitable site
-       Land clearing amd land preparation
-       Planting (spacing 1m × 1m), around June (rainy season or around October for dry season planting season or around October

For drying season planting
(B).   Post planting activities
-       Mulching
-       Fertilizer application
-       Weeding and pest control
-       Harvesting (matures 12 - 18 months)

10.   Livestock production
      (A).Classification of farm animals
-       Ruminants : grass eaters e.g. goat, cow sheep.
-       Non - ruminants : Non grass eaters e.g. pig fish, chicken, etc.
      (B).Classification of animals based on mode of feeding

11.   Classification of animals based on where they live e.g. water - fishes,   Land - goat, sheep, cow etc.
      Classification of animals based on uses
-       Milk producer – (goat and cow)
-       Meat producer – (cow, goat, guinea pig, pig etc.)

- Egg producer – (chicken, turkey, guinea fowl)

12. Revision

13. Examination

PRIMARY SIX
AGRICULTURAL SCIENCE

THIRD TERM

WEEK   **TOPICS**
1. Review of last term's work

2. Livestock production (contd)
Rabbit rearing (Male - Buck, Female - Doe)
(A).Choice of rabit for rearing
(i).   Ability to grow rapidly
(ii).   A good converter of food into body weight
(iii).   Ability to resist diseases (disease resistant)
(iv).   Ability to give birth to many young ones in a
          litter.
(v).   Good quality hides and skin
(B).Housing/Hutches
(C). Feeding and drinking equipments
Feeding materials: Hays, Grasses, Cereals, Grains
Leafy vegetables, Dry bread, Pellected ration,
Kitchen waste, Mineral salt, clean cool water,
and Concentrates (groundnut, palm kernel
Soyabean and cotton seed)
(D) Disease control
(E). Records - birth dates

-     Birth dates
-     Size of litters at kidling
-     Size of litters at weaning

3.   Poultry
          -       Meaning of poultry
          -       Ways of rearing chicken
          i.   Traditional method
          ii.   Modern method
          -       Importance of poultry
          i.   Source of income
          ii.   Provision of eggs
          iii.   Provision of meat
          iv.   Provision of raw materials
          v.   Provision of poultry manure
          vi.   Game (bird like parrot, ostrich and cock are
                  used for games to entertain people)

4.   Poultry (contd)
          (A).   Types of chicken
          -       Eggs laying chicken
          -       Table meat chicken
          -       Dual purpose chicken (for eggs and meat
                  production)
          (B).   Selection of houses and equipment
          -       Concrete building
          -       Wooden and metal cages/wooden shed
          (C).   Feeds
          -       Chicks mash (from a day old to about 8 weeks)
          -       Growers mash (2 months - 4 months (8 - 16 weeks)
          -       Broiler starter (for meat production only (9 - 14 weeks)
          -       Layers mash (for more eggs)
          (D).   Source of day old chicks
          (E).   Housing
          System of poultry keeping
          -       Free - range system
          -       Semi - intensive
          -       Intensive system – 1. The fold system
          ii.   The deep litter system

        iii.   The battery cage system

5.   Sign of ill - health in chicken (poultry contd)
- Roughened feathers
- Discharge from nostril
- Muscorish discharge
- Coughing
- Loss of appetite
- Reduction in egg production among layers
- Retarded growth
- Chicken huddles together and droops as if the birds are feeling cold.
- Birds standing with their eyes closed
- Presence of stores on wattles and combs

6.   Farm records (contd)
Types of farm records
- Farm diary
- Farm inventory
- Input records
- Production record
- Consumption records
- Sales record
- Profit and loss account

7.   Revision

8.   Revision

9.   Revision

10.   Revision

11.   Revision

HOME ECONOMICS
(PRIMARY FOUR)

HOME ECONOMICS
(PRIMARY 4)

FIRST TERM

WKS	TOPICS

1.   Choice of personal belongings
   - Meaning of personal belongings
   - List of personal belongings e.g.
     clothes, brushes, combs, towel, shoes, toothbrush.

2.   Factors influencing choice of personal belongings
   - Money, sex, age, weather, likes and dislikes.
   Uses of personal belongings
   - Brush: For brushing the teeth
   - Sponge: For scrubbing the body
   - Towel: For cleaning the body
   - Shoe: To protect the feet
   - Clothes: To cover and beautify the body

3.   Care of personal belongings
   - Keeping personal belongings in an orderly manner
   - Keeping personal belongings in their proper places
   - Keeping personal belongings clean
   - Using soap and water e.g. Washing, airing, drying, dusting

4.   Effect of right choice and uses on personal appearance
   - Look beautiful, Attractive, Self esteem, Comfortable
     Happiness, Society acceptance
   Effect of right care on personal appearance
   - It saves money
   - It is durable
   - It saves time and energy

5.   Various functional rooms in the house

- Sitting room, Bedroom, Kitchen, Foodstore, Toilet, Dinning room, Bathroom.
- Uses of various rooms in the house
- Sitting room: to entertain guest and for relaxation
- Bedroom: For rest, sleep, dress-up, and for keeping some personal belongings.

6.   Uses of various rooms in the house
- Food store: For keeping food stuffs e.g. Beans, Yams Rice, yam-flour etc.
- Bathroom: For taking our bath
- Toilet: For removing waste products from the body
- Kitchen: For cooking our food, washing the utensils and serving food.
- Dinning room: For taking our meals and for entertaining guests.

7.   Care of sitting room and food store in the house
- Sitting room: Daily cleaning e.g. Airing, sweeping, dusting.
- Food store: weekly cleaning e.g. airing, removal of cobwebs, sweeping, dusting, arranging the food stuffs
- Bathroom and toilet: daily and weekly cleaning e.g. sweeping, airing, scrubbing, using disinfectant.

8.   Care of the kitchen and the dinning room
- Kitchen and dinning room: daily and weekly cleaning - removal of cobwebs, sweeping, dusting and washing with soap and clean water the kitchen utensils and equipment.

9.   Practical demonstration on care of toilet
- Toilet: airing of the toilet, removing cobwebs, sweeping Washing, scrubbing, and disinfect the toilet

10. Meaning and kinds of food.
-   Food is a substance, either liquid or solid that gives the essential nutrients to the body.
Kinds of food: rice, pawpaw, plantain, garri, beans vegetable oil, salt, water, meat, egg etc.
Food groups:
-   Body building food
-   Protein: foods that helps the body to grow and repair The worn out tissues e.g. fish, beans, meat, cheese, milk, egg, etc.
-   Energy giving food
-   Carbohydrate: it gives warmth and energy to the body e.g. yam, rice, potatoe, butter, cocoyam, bread, garri (Eba). Palmoil etc.

11. Body protector:
-   Vitamins and Minerals: they fight against diseases in the body e.g. oranges, pawpaw, vegetables, banana groundnut, cashew, egg, milk, liver, fish etc.
-   Meaning of food nutrient
-   Nutrients are the essential substances present in the food that help the body to function we.

Nutrients	Sources
Carbohydrates	rice, bread, yam
Vitamins	Fruits: pawpaw, oranges green leaves, vegetable spinach
Fats&oil	palm oil, vegetable oil, oily fish, butter etc.
Minerals salt	iodised salt, liver, egg
Water	drinking water, fruit juice and drinks

12. Functions of food

Nutrients	Sources

Carbohydrate	supply heat and energy for work and play
Protein	builds the body and repair the body worm out tissues
Vitamins	help the body to fight Disease
Minerals	keep the body in good working condition
Fats and oil	keep the body warm and gives energy
Water	it aid digestion It regulate body Temperature

12.   Revision

13.   Examination

HOME ECONOMICS
(PRIMARY 4)

SECOND TERM

WKS   TOPICS
1.   Meaning and types of snack
          - Snacks are light food taken in between meals
          Types of snacks
          - Puff-puff, chin-chin, biscuit, cake, ojojo, groundnut
          pop corn.
          Meaning and types of fruit drinks
          - Fruits drinks are juice extracted from fruits and diluted
          With sugar, pine apple drinks etc.

2.   Snacks and main meal
          - Snacks: they are light food taken in between meals
          while main-meal are the major food taken three times in
          a day that contains balanced diet e.g.
                    Breakfast: Tea and bread and egg
                    Lunch: Eba with meat vegetable soup
                    Supper: Beans and fried plantain with stew
          - Differences between snacks and the main meals.

Main meals	Snacks
- It takes longer Time to prepare	It is fast to prepare
- It contains all Food nutrients	It lacks some nutrients
- It is expensive	It is very cheap
- It is usually heavy Food	It is light food
- It is taken three times	It can be taken daily often.

3.   Some common snacks in the locality
          - Chin-chin, puff-puff, pan-cake, cake, chips, ojojo,
          Beans-cake, pop-corn, groundnut, biscuit, cheese ball
          Etc.
          Imporatnce of snacks and fruits drink
          - To sustain hunger and thirst
          - To entertain guest e.g. at the party, at home, sport
          arena, school etc.
          - It serves as gifts
          - It refreshes the body
          - It is used for picnics

4.   Preparation of simple snacks
          - Pop-corn and groundnut
          - Ingredients: fresh pop-corn, sugar, vegetable oil.
          Method:
          1. Pick dirt from the corn
          2. Place pot on fire

3. Pour little vegetable oil, allow to heat
4. Add the fresh pop-corn, allow to heat for four minutes
5. Add the sugar to taste
6. Remove from the fire and serve with groundnut.
Preparation of simple fruit drink
- Choose fruit in season
- Ingerdients: chosen fruit, sugar and water
Method
- Wash and peel the fruit
- Extract the juice from the fruit
- Sieve and pour in a covered jar or jug
- Warm water and add sugar
- Add the sugar solution to the fruit juice and mix together
- Serve chilled

5.   Needle craft - Simple sewing tools
- Sewing tools: Materials used in sewing e.g. tape measure, scissors, needle, pins, tailors's chalk, timble table for cutting, thread of different colours fabrics, brown paper.
Simple knitting and crocheting tools
- Crochet: it is a kind of knitting done with one hooked needle while knitting is used to make cloth looping together thread by means of special needle called knitting pins.
Tools for knitting and crocheting
- Crocheting: Crochet pin and different colours of wool
- Knitting: Knitting pins and wool of different colours

6.   Uses of simple sewing tools
- Tape measurere: For body and material measurement
- Scissors: For cutting and trimming of materials
- Thimble: To protect the fingers
- Tailors chalk: For making the temporary lines on fabrics.

- Thread: For holding materials together temporarily or
Permanently
- Needle: for sewing
- Pins: For holding two materials together
Care of simple sewing, knitting and crocheting tools
- Get a kit for sewing
- Protect needle, pins thimbles with white powder
- Scissors used for cutting materials should not be used
to cut paper
- Protect scissors from rust.

7.   Common articles made by sewing, knitting and
crocheting.
- Bed-cover, dresses, back rest, head rest, tray cover
bag, cap, maflar, belt, hair bond, socks, baby shawl,
throw pillow, table cover, table mat, crocheting sweater.
Practical works on common articles
- Use the tools to produce simple article e.g. cap, bag, belt

8.   Practical work on common articles
- Use the tools to produce simple articles e.g. tray cover
Display various tools and articles produced
- Display of the finished products and tools e.g.
- Articles produced: Cap, bag, belt, tray cover
Tools: needle, scissors, sewing thread, thimble, tape
measure, pins, tailors chalk, knitting pins and crochet
pins.

9.   Simple sewing tools
- Correct tools make sewing easy and enjoyable
The simple sewing tools
- Measuring equipment: rulers, tape measure, marking
and tracing tools

- Tracing wheel, tracing paper, tailor's chalk
- Cutting tools: scissors and shears
- Stiching tools: pins, needle, sewing thread of different colours, thimble.
Simple sewing machine equipment
- The right equipment should be used for the right work.
Sewing equipment
- Sewing marching: It is large equipment used in sewing parts of sewing machine
- Presser bar, tension disc, spring and screw, needle clamp, shutte case, feed plate, presser foot, spool pin balance wheel, stop motion screw, robin winder, stich regulators.

10.   Types of sewing machine
- Hand machine: Used on a table. Easy to work but slower than other types. Sewing is with one hand.
- Treadle machine: Fixed to a stand, quick to useworkers has both hands free to guide the work
- Electric machines: Made either for table use or on a stand, quicker than other machines it uses electricity.
Uses of sewing machine
- Use the right needle for the particular type of sewing machine
- Fix needle correctly on the machine before use
- Use the right thread for the right type of work and thickness of the needle.

11.   Practical work on using simple tools and equipments
- Threading different types of needle
- Types of needle: Sharp needle, short needle, crewel needle, machine needle.
- Practical work on threading of different types of needles to sew fabrics

12.   Revision

13.   Examination

HOME ECONOMICS
(PRIMARY 4)

THIRD TERM

WKS   TOPICS

1.   Revision of last term's work

2.   Sewing basic stitches
          - Definition of stitches
          - Stitches means the movement of thread and needle in
          and out of the stitches
          There are two types of stitches
          - Temporary stitches
          - Permanent stitches
          Basic stitches
          - Temporary stitches: are used to hold materials in
          position temporarily during work. Start and finish with
          double stitches e.g.
          - Tailor's tacking
          - Even tacking
          - long and short tacking

3.   Permanent stitches: are used to join two pieces of
          materials together permanently. Used matched thread
          with the fabrics. Examples are:
          - Running stitches
          - Back stitches
          - Hemming stitches
          - Decorative stitches
          Process of basic stitches
          - Tailor's tacking:

Even tacking: the stitches and spaces between them are equal work from right to left. Start with thread knotted or make a back stitches.

4.   Process of basic stitches
- Permanent stitches
- Back stitches: this is a long hand stitches that can be used in place of straight machine stitch.
How to make
- Fasten on the thread
- Take one long running stitch
- Take a stitch back, then bring the needle at again a little way along the seem line.
- Repeat the desired length
Uses of Temporary and Permanent stitches.
- Temporary stitches: These hold pieces of fabrics together temporarily. They are removed as soon as they have served their purposes.
Uses:
- It can be used to hold side seam
- To make gathers on fabrics
- To hold materials in position temporarily
Permanent stitches
- It can be used as decorative stitches
- It can be used to sew fabric permanently
- It can be used to hold down garment hem.

5.   Simple Decorative Stitches
- Decorative stitches: this is the art or work of ornamenting fabrics with needle work.
- Chain, blanket, herring-borne, satin, feather, french knot, fly, cross, stem etc.
Practical work: simple decorative stitches on brown paper.

- Chain Stitch
- Bring needle out of the line to be stitched
- Hold the thread to the left
- Put the needle back to where it has just come out
- Bring it out in short space further down.
- Pass the thread under the needle from left to right.
- Put the needle back into the material just inside the link.

6.   Practical decorative stitches on brown paper: Satin stitch
- Satin stitch is simple to work but take practice to get a smooth surface and neat edges
How to make satin stitch
- Work straight stitches closely together across the outline
- Taken care to keep a neat edge
- Work with an even tension throughout
French knot
- Bring the thread out at the required position
- Hold thread down with left thumb and encycle thread twice or more with the needle
- Still holding thread firmly, twist needle back to the starting point
- Insert it close to where the thread first comes
- Put thread through to the back and secure for a single knot or pass on to the position of next stitch

7.   Making simple decorative stitches on brown paper
Herring - borne
How it is worked
- Make a running stitch on single material just below the raw edge and a little way to the right, bring the needle outbeneath the end of a back stich mode a double fabric

- Take the next running stitch in double materials a little to the right.
- Bring out above the end of the first running stitch
- Continue working on stitches this way.
Stem stitch: It is often used as an outline stitch
Method:
- Work the stitch to progress from the worker, bring the needle out on the line to be stitched.
- Put the needle in a short distance along the line
and bring it out half way down.
- Keep the thread on the right hand side of the line
- Work from left to right, taking small regular stitch along the line of the design.
- Let the thread come on left side of the previous stitch.

8.   Making blanket or loop stitchs
- Hold the bedge towards the worker and work the stitch from left to right.
- Place the needle into the right side of the material.
- Pass the single thread of cotton which comes from the material under the point of the needle from left to right
- Draw the needle through so that a loop lies along the edge of the cloth.
Display of some simple decorative stitches on brown paper.

9.   Simple clothing construction processes seam:
- These are joining on the materials e.g. shoulders, sides, sleave, waistline, collac etc.
There are different types of seam e.g. Open seam, overlaid seam, piped seam, mantua seam etc.
- Types of seam: plain: open seam.
- This is a flat seam showing no stitches on the right side.
Method:

- Cut two pieces of materials to required length.
- Place the two pieces of materials together, right side facing pin.
- Tack together and stitch on the wrong side remove the pins.
- Neaten the raw edges and press.

10.   Run and Fell
- This is a strong seam. The seam is flat and the easiest seam among the seam to launder.
Method:
- Cut the material and place together with the right and side facing matching balance marks.
- Machine stitch along fitting line
- Remove task and press
- Tread seam allowances of one edge longer than the other
- Fold the longer edge over the lesser edge, press fold edge after tacking
- Hem neatly either by hand or machine
- Remove task and press.
French seam: The seam is strong and self neaten, it launders well. It is used on fine fabrics only.
Method:
- Cut the material and place wrong side together
- Pick and tack through fitting line.
- Machine stitch outside the fitting line
- Press turning open and tream the raw edges.
- Turn the seam to the right side of the materials facing each other.
- Push the seam up with thumb and fore fingers of both hands and stitch.
- Remove tacking, press stitches and press seam.

11.   Uses of plain seam
- It is used for joining materials which are meant to show

as little as possible e.g. joining underarm, sleeve, seam on clothing of all kinds.
Uses of run and fell
- Good for clothing needing handwear and frequent washing e.g. shirt, jeans, under wear, night wear, overall, short.
Uses of French seam
- The seam is good for under cloth, also used on fine blouses, children wear.
- The seam can be made on dresses, blouses and overalls requiring frequent washing.

12.   Revision

13.   Examination

HOME ECONOMICS
(PRIMARY 5)

FIRST TERM

WKS	TOPICS
1.	Home made polish

- Home made polish are polish made with local materials. They are used in the home
Types of home made polish
- Kerosine
- Turpentine
- Candle wax
- Palm oil
Home made cleaning agents

They are materials used for cleaning the household articles and equipments.

Types of home made cleaning agents
- Paw-paw leaves
- Fine sand
- Pine apple leaves
- Detergent
- Egg shell
- Wood ash
- Lime
- Salt

2.   Uses of home made cleaning agents
- Paw-paw leaves: For washing galvanized iron
- Fine sand: For washing pot and bucket
- Egg shell: For washing the back of pot
- Wood ash: For washing bucket, tray, cup etc.
- Detergent: For washing articles e.g. clothes, plates etc.

Uses of home made polish
- Kerosine and turpentine: For polishing woden furniture e.g. chair, table, cupboard, shelves, cloth, poles.

3.   Preparation of home-made furniture polish
Materials needed:
- Kerosine
- Candle
- Bar soap
- Boiling water

Procedure
- Grate the wax and soap
- Place the grated mixture in an earthware pot or enamel pot and pour boiling water.
- Stand the pot in boiling water and allow the content to melt.
- Beat the method mixture thoroughly into a cream using

a wooden spoon.
- Add turpentine gradually and keep beating until the polish is perfectly blended.
- Store in a good container and stoer well.
Preparation of home made cleaning agent
Materials needed:
- Egg shell
- Detergent
- Broken china ware
Procedure
- Grind the egg shell and pieces of china ware into fine powder.
- Sift the mixture to smooth powder
- Mix the powder thoroughly with detergent powder.
- Store in a covered container

4.   Guide lines for the use of cleaning agents
- Choose the correct cleaning agent for the surface to clean.
- Read label or instruction on commercial cleaning agent before use.
- Follow the direction carefully
- Avoid wastage
- Store cleaning agents properly
Display of home made furniture polish and cleaning agents.
Procedure
- Collection of all samples
- Sorting out the best
- Repack in a neat container
- Label each with paper tape
- Display

5.   Practical work on uses of home made furniture polish
- Polish some furniture in the classroom
Materials needed:

- Brush
- Home made furniture polish
- Duster
Practical work on uses of home made cleaning agent

6.   Care of bucket
         Materials needed:
         - Home-made cleaning agent
         - Bucket
         - Water
         - Scrubbing brush or hard sponge
         Procedure
         - Wash the bucket
         - Dry by placing on its side
         - Store properly
         Cleaning of various surface in the home
         Types of surface in the home
         - Mud surface
         - Cement surface
         - Wooden surface
         - Floors e.g. terrazzo, marble, floor, tiles

7.   Identification of different types of surface and cleaning
         - Mud surface: it is a traditional finishing in Nigeria
         and Africa.
         Advantages
         - Cheaper than the other floor finishes
         - It is cool, therefore good for hot weather
         Disadvantages
         - It is not hard wearing
         - It is not durable
         - It is not good for certain functional areas in the home e.g.
         Bathroom
         - Cleaning
         - Daily cleaning: Sprinkle water lightly on the floor
         - Sweep with a soft broom

Weekly cleaning
- Sweep the floor
- Rub with wet soft rib of banana or plantain stem
- Rub gently
Concrete floor: is common, it is made up of mixture of cement, sand, gravel and water.
Advantages
- It is strong and hard wearing
- It does not wear out easily
- Good for every areas in the house
- Easy to clean and wash
Disadvantages
- It is more expensive than mud surface
- It can become slippery
Cleaning
- Daily care: Sprinkle water lightly to keep dust
- Sweep with broom or brush
Weekly:
- Sweep the floor
- Scrub with warm soapy water using scrubbing brush
- Wipe off dirty water
- Rinse with clean cloth, wrung out in clean water then mob dry

8. Identification of floor surface and cleaning
Wooden floor:
- Good quality wood is needed for floor finishing
Advantages:
- It is cheaper than other surface
- It is warm
- It can be made to look attractive if well painted
- It can last long
Disadvantages
- It can be easily damaged by moisture
- It is inflammable

- It can be damaged by pests
- It can be stretched with dragging of heavy objects
Daily cleaning
- Sweep to remove surface dust
- Dust with cleaning
- Weekly cleaning
- Sweep the surface
- Scrub with brush and soapy water following the grains of the wood
- Rinse and wipe dry thoroughly with clean water
- Polish with correct wood polish
Reasons for cleaning surfaces in the home
- To remove dirt
- To make it attractive
- To make it durable
- To avoid accident
- To prevent germs and pests

9.   Cleaning different surfaces in the home
        - Practical work on cleaning the classroom surface
        Tools for cleaning
        - Long and short broom
        - Mob or clean rag
        - Soap and water
        House -hold pests
        Meaning of House hold pest - They are harmful insects and animals. They are dangerous to health. They often carry diseases. They are commonly found in dirty houses and surroundings e.g. rats, cockroaches etc.
        Types of household pests
        - Mice, mosquitoes, rats, housefly, bedbugs
        - Weevils etc.

10.   Prevention of household pests
        - Maintain good hygiene

- Keep the house properly ventilated and lit
- Dispose house hold refuse promptly and properly
- Destroy all possible breeding and hiding spaces for mosquitoes and other pests.
- Store and cover food properly

Destruction of house hold pests
- Avoid leaving stagnant water in broken cans bottles and pots around the house.
- Cover all holes, cracks or spaces that are likely hidden places for rats, insects and other pests.
- Put mosquitoes netting screen over windows and doors.
- Spray the house with suitable insecticides

11.   Effects of pest in the home
- They are harmful to man and his environment
- They carry disease that cause infections
- They eat and damage food and article in the home
- Rats and rodents can cause Lassa fever

Proper ways of cleaning the house
- Open windows to allow ventilation
- Remove cobwebs
- Sweep the cupboard, shelves, wardrobe etc.
- Sweep the floor regularly
- Dusting the house and house hold furniture
- Cut bushes around you.

12.   Revision

13.   Examination

HOME ECONOMICS
(PRIMARY 5)

SECOND TERM

WKS   **TOPICS**
1.   Revision

2.   Kitchen Hygiene
                 - Meaning of kitchen hygiene
                 - Kitchen is a functional room in the house where food
                 are stored, prepared and served
                 - Kitchen Hygiene: It is a way of ensuring cleanliness
                 and safety in the kitchen.
                 Materials needed:
                 - Broom, soap, water, dustbin, sponge, foam, napkin or
                 towel, rag or mop, hand glove, apron, cap, scrubbing brush
                 working table, packer.
                 Imporatnce of kitchen hygiene
                 - To avoid accident in the kitchen
                 - To make work easy and enjoyable
                 - To keep the kitchen tidy
                 - To prevent fatigue
                 - To prevent pests, germ, insects and diseases.

3.   Ways of maintaining kitchen hygiene
                 Guidelines:
                 - Label all containers correctly
                 - Arrange equipment and utensils properly
                 - Avoid spilling liquid on the floor
                 - Mop up any spill immediately
                 - Do not use faulty electric appliances
                 - Do not store dangerous substances such as bleach,
                 caustic soda in fruit drinks or beverages bottles.
                 - Put off gas after use

- Do not touch electric switch or operate electrical appliances with wet hands to avoid shock.
- Cover all food in the kitchen
- Do not allow rubbish of refuse to accumulate in the kitchen.

4.   Practical demonstration on kitchen hygiene
         Materials needed:
         - Soap, sponge, long and short broom, mob or rag packer or dustbin.
         Group the pupils to role play cleaning or the kitchen using the classroom.
         Care and storage of the cleaning equipments used in the kitchen
         - Dustbin cleaning: Rinse out with plenty water and add disinfectant.
         - Allow to dry in the sun
         - Replaced when damaged
         Broom
         - Wash with soapy water
         - Use disinfectant and dry in the sun
         Packer
         - Wash with soapy water and dry in the sun

5.   Common method of cooking foods
         - Boiling
         - Steaming
         - Frying
         - Roasting
         - Stewing
         - Grilling
         - Baking
         Boiling: This is the process of cooking food in boiling water until it is tender e.g. rice, yam
         Advantages
         - It is an easy and quick method

- It makes food soft and easy to digest
- Many food can be cooked by boiling
Disadvantages
- Some food nutrient can be lost in boiling water e.g. water soluble vitamins.

5.   Steaming: It is a method of cooking food in the steam from boiling water.
- No direct contact between the food and the boiling water
 Advantages
- Steam food are easily digested
- It is suitable for cooking for children, invalid and the aged
- Nutrients are retained in the food
Disadvantages
- It takes longer time than boiling
- It consume more fuel
- It tends to lack flavour

6.   Frying
This is a method of cooking food in hot oil. E.g. fish, meat, beans cake
There are two methods of frying
- Deep and shallow frying
- Shallow: The food is fried in a little oil or fat e.g. pan cake egg etc.
- Deep frying: The food is fried in plenty of oil or fat e.g. bean cake, chin-chin etc.
Advantages:
- It is a quick method of cooking
- Very tasty and flavoured/flavourful
Disadvantages
- It requires careful and constant attention
- They are not suitable for cooking for invalid and aged.

Stewing:
- It is a method of cooking food slowly or at a low heat in small quantity of water in a covered pot for a long time. It is commonly used for making soups.
Advantages
- Food nutrients are retained in sewing liquid
- Flavour of foods are retained
Disadvantages
- It is a long and slow method of cooking
- It requires longer time than boiling

7.   Roasting
- This is a method of cooking food in dry heat by any of the following: an open fire or overheated charcoal e.g. roasted maize, plantain etc.
- In roasted sand orash e.g. roasted yam, groundnut.
Advantages:
- Roasting develop good flavour in the food
- Roasting in open fire is an open and feet method of cooking
Disadvantages:
- Food tends to shrink during roasting
- It requires constant attention
Grilling
Advantages:
- It is a method of cooking food over, under or in front of a smokeless fire e.g. slice of meat, chicken parts, fish and plantain
- It is a quick method of cooking
- Grilled food digests easily
Disadvantages
- It requires careful and constant attention

8.   Baking
- This is a method of cooking food with dry heat in an enclosed space.

- Baking is done in ovens e.g. bread, cake, biscuit etc.
Advantages
- It develops good flavour in food
- Many food can be baked at a time
- It saves fuel and time
Disadvantages
- It requires attention
- It requires careful temperature control
Preparation of simple meals using common methods
Boiling of yam
Ingredients: 1 tuber of yam, water, salt
Method:
- Wash and peel yam
- Cut into slices
- Place in pot, add water and salt to taste
- Cover and alow to boil
- Remove from fire
- Serve hot

9.   Preparation of simple meals
Steaming of moin-moin
- Ingredients
Beans, onions, crayfish, pepper, vegetable oil, salt to taste, water, stuffing e.g. boiled egg, boiled fresh fish, leaves or cups.

Method:
- Pick the beans
- Soak in water and remove the skin
- Add pepper, onions and grind into paste
- Add warm water, warm oil and stuffings
- Mix thoroughly and add salt
- Wrap mixture into leaves or put in cups
- Place above the boiling water and steam until cooks.
- Serve hot or warm

9.	Preparation of simple meals
	Frying method: Frying of plantain (deeps)
	Ingredients:
	- Plantain
	- Vegetable oil
	- Salt
	Method
	- Wash and peel the plantain
	- Cut into sizes and add salt to taste
	- Heat vegetable oil
	- Fry the plaintain until golden brown
	- Remove from oil
	- Serve hot

10.	Frying (shallow)
	Frying of egg
	Ingredients:
	Egg, pepper, tomatoes and onions, salt, sausage meat
	Method:
	- Wash and chop your tomatoes, pepper and onions
	- Place sauce pan on fire and little vegetable oil
	- Add the chopped tomatoes, pepper and onions, allow
	to fry a little
	- Beat the egg and put the mixture on fire and fry until set

11.	Baking of sausage rolls
	Ingredients:
	Flour, magarine, water, salt, sausage meat
	Method:
	- Clean the banking tray and grease lightly
	- Measure out all ingredients and keep separately
	- Put flour into a mixing bowl
	- Add salt to flour

- Rub the fat to the flour
- Mix to pastry
- Sprinkle flour lightly on the table
- Knead the pastry to get it smooth
- Shape into oblong and roll it
- Cut into equal pieces
- Place equal quantity of sausage meat on each piece
- Wet the edges of pastry and roll it over the sausage
- Place the roll on the baking tray
- Bake for 15 minutes until golden brown
- Remove from the oven and tray
- Serve hot or cool

12.   Revision

13.   Examination

HOME ECONOMICS
(PRIMARY 5)

THIRD TERM

WKS	**TOPICS**
1.	Revision of last term's work
2.	Simple relevant clothing articles

Some simple clothing article
- Apron
- Cap
- Tray cover
- Needle work
- Bag
- Tray cloth
Materials needed for making simple articles

- Fabrics
- Hand needles
- Thread of different colours
- Thimbles
- Tailor's chalk
- Pins
- Scissors

3.   How to produce simple articles
         - Apron
         - Materials needed
         - Brown paper
         - Materials needed
         - Matching thread
         - Calico
         Preparation of pattern and cutting out
         - Make a paper pattern of apron, belts, neck band pocket
         - Straighten the fabric
         - Hold the fabric into two with the right side together
         - Place pattern pieces on the fabrics
         - Pin the pattern pieces and cut out
         - Transfer all patternmarkings to the fabric

4.   Making up simple apron
         - Turn in 15mm double hems along curved sides
         (under arms) and the straight sides
         - Pins, tacks and press hem
         - Hand stitch the hems, using hemming stitch
         - Turn, pin and tack 2cm at the topand bottom of apron
         then hem
         - Prepare the neck band and belts as follows.
         - Fold each length wise with right side facingand edges even
         - Tack and stitch along seam lines, leaving one short
         edge open. Use back stitch
         - Turn each piece to the right side and press flat

5.   Prepare the object for apron
            - Turn a 10mm single hem along the top of the pocket
            - Turn under 10mm round the rest of the pocket, clipping
            as necessary.
            - Tack neck band, belts and pockets in the proper positions
            - Stitch each firmly
            - Remove tacking thread and press apron

6.   Making simple relevantclothing articles
            Making of tray cover
            Materials needed:
            - Suitable material for tray covers e.g. plain cloth
            - Matching thread
            - Embroidery thread
            Procedure for making tray cover
            - Measure and cut out materials according to the shape
            and size of the tray
            - Make any desired design on the cover
            - Fold in and press about 2.5cm double hem around
            the edges
            - Tack and stitch with hemming stitching or other
            decorative stitches.
            - Make the design with suitable decorative stitches

7.   Care and maintenance of clothing
            - Maintenance of clothing is the way of keeping
            clothes cleanand lasts longer
            Ways of caring and maintaining clothes
            - Mend your clothes as soonas they are torn
            - Store clothes properly, either by folding neatly and
            storing in boxes/suitcases or hanging with suitable
            hangers.
            - Do not store dirty or damp clothes

        - Wash clothes as soon as they are dirty
        - Study label on the clothes
        - Change underwears everyday

8.   Materials for care of clothing
        - Suitable cupboard
        - Wardrobe
        - Suitcases
        - Bag
        - Hangers
        - Soap and detergents
        - Water
        Materials for maintaining of clothing
        - Starch (stiffing agent)
        - Blue
        - Ironing
        - Stain removals

9.   Mending of clothing (practical)
        - Replace lost button
        - Remove stains from clothing
        - Dye faded clothing

10.   Sewing and mending of torn cloth (practical)

11.   Patching of torn clothes

12.   Revision

13.   Examination

HOME ECONOMICS
(PRIMARY 6)

FIRST TERM

WKS   TOPICS

1.   CONSUMER EDUCATION
                Sources of Income
                - Identify sources of income
                - Means of getting family income principles of
                 'needs' and 'wants'
                - Explain the differences between needs and
                Wants
                - Identify items of needs and wants

2.   How to spend money wisely
                - Price comparison
                - Ways of wise spending
                - Meaning of wise buying and spending

                 Advantages of wise spending and buying
                - It saves money and time
                - It saves energy

3.   Bulk buying
                - Need for listing items on purchase
                - Make a list of four market items to buy with cost
                estimates
                - Make a market survey

4.   Food and nutrition
                Special dishes and drink
                Meaning of meal planning
                - Revise types and sources of food nutrient and
                their function
                - Explain the meaning of meal planning

Major meals of the day
- Discuss balanced diet
- Identify three major meals of the day

5.   Types of food for each meal
- Write down some rules guiding meal planning
- Identify the right foods for each meal

Menu planning
- Write down simple breakfast, lunch and
super/ dinner menu
- Provide simple menu chart for a day

6.   Special dishes and drinks
Special dishes and drinks in the locality
- Mention some special dishes in the locality
- Discuss on the traditional/special dishes
-Dishes/drinks for occasions such as:
- Christmas
- Eid-e Kabir
- Birthday
- Wedding

7.   Cooking traditional dishes/drinks
- Preparation of traditional dishes
- Preparation of special dishes
- Preparation of traditional drinks
Writing of short notes on traditional and special
Dishes with drinks

8.   Meal service and entertainment
- Types of meal service
- Kitchen service
- Tray service
- Table service

- Prepare for practical work
Importance of meal service
- Discuss the importance of meal service e.g. Not
to waste food etc.
- List materials required for meal service e.g.
Plate, cutleries, tray, napkin, cup etc.

9.   Good eating habits
           - Washing of hands before meals
           - Chewing with mouth closed
           - Taking little portion at a time
           - State and practice good eating habit
           How to receive and entertain guests
           - Welcoming guests warmly
           - State how to receive and entertain guests

10.   Role play serving guests correctly

11.   Being a good hostess or host
           - Role play reception of guests
           - Table laying techniques
           - Practice tray service and table laying
           - Copy short notes on the item on the chalkboard

12.   Revision

13.   Examination

HOME ECONOMICS
(PRIMARY 6)

SECOND TERM

WKS   **TOPICS**
1.   Meaning of food preservation
                - State the meaning of food preservation
                - Explain food spoilage, waste and their
                disadvantages.
                Reasons for preserving food
                - Mention reason for food preservation and
                Storage
                - State the importance of food preservation and
                Storage

2.   Common methods of food preservation
                - Discuss common foods that can be preserved
                E.g. perishable foods such as meat, fish.
                - Identify those foods that should be preserved
                - List and explain methods of preservation e.g.
                Smoking, salting

3.   Sun drying under the sun e.g. cereals and roots,
                Vegetables etc.
                - Discuss the reasons for food preservation and
                How such food should be preservsed.
                Air drying under room temperature for vegetables
                - Importance of air drying vegetables under room
                temperature e.g.
                - To maintain the colour
                - To retain the nutrients

4.   Freezing and chilling e.g. meat, fish, milk
                - Explain the difference between "freezing" and
                "chilling"

- Highlight and discuss the ways to preserve by
chilling.
- Freezing of tomatoes etc.
- Describe how to clean before preservation
- State how to portion it into different container before chilling

5.   Food storage methods
- Discuss food storage and labeling
- Demonstration food storage and preservation
- Methods of food storage
- Explain two methods to be used in storing some common foods e.g
- Freezing
- Salting
- Smoking
- Sun drying e.t.c
- Describe food storage and labeling of containers
- copy notes on preservation and storage of foods

6.   Home accidents
           Safety in the home
- Meaning of home accidents
- Name types of home accidents
- Causes of home accidents
- Spillage of water on the floor
- Dropping of banana and plaintain peels on the floor
- Cuts from knives, broken bottles/ plates
- Burns and scald from naked fire and hot water.

7.   Types of home accidents
- Falls
- Sprains
- Burns and scalds
- Cuts
- Suffocation
- Poisoning
- Electrical shocks
- Dislocation

8.   Prevention of home accidents
           -ways of avoiding home accidents e.g.
           - By not pouring water on the floor

- By not keeping knives in the plates for washing
- By not dropping peels on the ground/ floor
- By not running behind the curtains
- By not allowing children in the kitchen

9.   Prevention of schools accidents
            - By picking the broken bottles from the floor/ ground
            - By not playing with sharp objects
            - By not running on a slippery floor
            - By not jumping on the desks and benches.
            The first aid box
            - Meaning of first aid box
            - Contents in the first aid box
            - Uses of the contents

10.   Introduction to maturity
            - Definition of puberty
            - Definition of maturity
            - Changes observed in the body
            - Signs of puberty
            - Development of breast for girls
            - Menstruation for girls
            - Development of deep voice for boys
            - Growing of pubic and armpit air

11.   Menstrual circle
            - Materials to be used and date
            Menstrual hygiene
            - Cleanliness of the materials used
            - Cleanliness of the body

   12.   Revision

   13.   Examination

PRIMARY SIX

THIRD TERM

WEEKS	SUMMARY OF CONTENTS

1.   Types of sewing machine
- Mention types of sewing machine
- Identify parts of a sewing machine
- State the functions of the parts of a sewing machine

Advantages of the sewing machine
- It makes sewing to be easier and faster
- It makes the work to be neat

2.   The uses and cares of the sewing machine
- Explain how to use and care for the sewing machine
- State two ways of caring for sewing machine
- Demonstrate the uses of a sewing machine
- Oil and sun the machine to remove fluffs
- Demonstrate how to pack and store a sewing machine
- Write notes on the uses and care of the sewing machine

3.   Measuring and sewing tools
- Identify measuring tools
- mention different types of measuring tools to the pupils
- Taking body measurement
- Guide the pupils in taking and record of body measured
- Explain how to take body measurement accurately

4.   Sketching of simple apron and cap using the body measurement.
- Sketch an apron and cap for self on brown paper
- Explain how to cut out the sketch apron and cap pattern for sewing
- Pin pattern on pieces of fabrics
- and cut, sew on apron and cap.
- Practice sewing apron and cap to exhibit their products.
- Write steps in apron and cap construction

5.   Income yielding crafts
- Define income yielding crafts
- Identify different articles which could be made for house hold use and for sale e.g Head rest, table mat napkins, purse, arm rest e.t.c.

Importance of income yielding crafts
- Discuss the importance of earnings an income from making crafts
- Demonstrate how to make some income yield crafts and list
Five home crafts

6.   Types of home made crafts e.g

- Table mat, purse, shopping bag curtain holder, napkins, handkerchiefs,
Pot holders, bibs, arm rest. Etc.
- Pick a crafts among those listed and produce production of income yielding crafts
- Make one crafts for display
- Go round the class and assist the pupils as they make their crafts
- Write notes for pupils to copy
- Exhibit the product for sale

7.   Revision

8.   Revision

9.   Revision

10.   Revision

11.   Revision

12.   Examinations

13.   Examinations