THEME: NUMBER AND NUMERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
1	Whole numbers 1- 100	1. Count numbers up to 100. 2. Write numbers up to 100. 3. Revise the place values of numbers up to 100.	1. Counting numbers up to 100. 2. Writing numbers up to 100. 3.Recognition of place values of numbers up to 100 as tens and units.	1. Allow learners to use counters to count numbers up to 100. 2. Let learners write numbers up to 100. 3. Lead learners to recognize and read place values up to 100 using abacus.	1. Use counters to count numbers up to 99. 2. Write numbers up to 99. 3. Recognize and read place values up to 100 as tens and units, i.e. T U	1. Counter: seeds, bottle tops, bundles of sticks. 2. Flash cards.	1. Count numbers up to 100. 2. Write numbers up to 100. 3. Identify the place values of given numbers up to 100.
2.	Whole numbers 1 – 200.	Learners should be able to: Count numbers correctly from 1 – 200.	Counting of numbers from 1 – 200.	1. Guide learners in revising counting of numbers from 1 – 100 using counters and 100 – square charts. 2.add one counter to 99	1. Revise counting from 1 – 99. 2. Layout bottle tops in rows and columns of tens. 3. Cout	Concrete objects such as bottle tops, sticks, seeds, small waterproof bags for bundles of seeds/bottles tops.	Learners to: 1. arrange and count correctly using bottle tops in tens up to two hundred. 2. count bundles of straw in tens and hundreds

				counters and recap that 100 is equal to 99 plus one i.d 100 = 99 + 1. 3. count numbers 1 – 200.			up to two hundred. 3. build pics corresponding to given numbers.
2.		Identify and read numbers from 1 – 200.	Identification and reading of numbers from 1 – 200.	4. Guide learners to identify and read numbers from 1 – 200. 5. Build up piles in tens and unit and demonstrates place value.	4. Identify and read numbers from 1 – 200. 5. Build up piles to correspond with the numbers given. 6. Build up piles in tens and units.	Concrete objects such as bottle tops, sticks, seeds, small, waterproof etc. Flash cards.	4. Say the numbers representing a pile. 5. Build piles corresponding to given numbers.
3..	Whole numbers 1 – 200 and counting in 2s, 5s and 10s.	Identify order and write numbers up to 200.	1. Introduction of place value of a number. 2. Ordering numbers up to 200.	1. Guide learners to use bundles or piles to demonstrate place value. 2. Guide learners to order given piles of numbers. 3. Write numbers up to 200.	1. Write number in expanded form and use same to find place value. 2. Order given piles of numbers. 3. Write numbers up to 200.	Concrete objects such as bottle tops, sticks, seeds, small waterproof bags for bundles of seeds/bottle tops, ropes, straws and two hundred square charts etc. Flash cards, charts of	1. identify and read given numbers on flash cards. 2. write given numbers in expanded form. 3. order given piles of numbers. 4. Write numbers up to 200.

						numbers 1 – 200.	
4.	Fractions	Count in pairs up to 20. 2. Count in 5s up to 30. 3. Count in 10s up to 100 with and without the aid of objects and charts. 4. Count in 2s, 5s and 10s.	Revision of counting of numbers up to 200. 2. Counting in pairs up to 30. 3. Counting in 5s up to 30. 4. counting in 10s with and without the aid of objects.	4. Revise counting of numbers 1 – 200 with learners. 5. Explain how to use counters to count in pairs i.e. counting in twos. 6.Lead learners to count seeds or sticks in pairs up to 30.	4. Participate in the revision class. 5. Practice the use of counters to count in pairs. 6. Count seeds or sticks in pairs up to 30.	1. Counters, seeds, sticks, pebbles, bottle tops. 2. Bags, 3. Cups.	5. Count in 2s from 1 to 30. 6. Count in 5s up to 30. 7. Count in 10s up to 100 without any charts.
4.		Learners should be able to: divide a collection of concrete objects into two equal parts.	½ of any given collection.	Guide the learners to divide the objects into two equal parts i.e. ½ of 10 = 5.	Divide the objects into two equal parts. ½ of 10 = 5.	Orange, cardboard, paper etc.	1. Find ½ of given collection of objects. 2. Find ¼ of given collection of objects.
4		Divide a collection of concrete objects into four equal parts.	¼ of any given collection.	Guides the learners to divide the objects into four equal parts. ¼ of 20 = 5. 2. Guide learners to	2. Divide the objects into four equal parts i.e. ¼ of 20 = 5.		

				divide the objects into four equal parts to obtain three quarters.			
5. 5	Fraction	1. Obtain ¾ of a concrete object. 2. Learners should be able to: Identify ½ and ¼ using concrete objects and shapes. -divide a collection of concrete objects into two equal parts and four equal parts. -obtain ¾ of a concrete object.	¾ of any given collection. Identification of ½ and ¼ using concrete objects and shades. -3/4 of any given collection.	1. Guide learners: Divide the objects into four equal parts to obtain three quarters. 2. fold cardboard papers once and fold again to get four parts or cut an orange into four equal parts and remove one part. 3. present each object as one whole. 4. cuts an object e.g. an orange into four equal parts to obtain three quarter.	1. Divide the objects into four equal parts to obtain three quarters. 2. Fold cardboard papers once and fold again to get four part or cut an orange into four equal parts and remove one part. 3. Divide the object into two equal parts and four equal parts i.e. ½ of 10= 6, ¼ of 20=5, 4. Divide the objects into four equal parts to obtain three quarters. 5. Fold cardboard paper	Orange cardboard paper etc.	Find ¾ of given collections of objects. 2. Learner to: i. Find ½ and ¼ of given collection of objects. ii. Find ¾ of given collections of objects.

				5. Guides learners fold cardboard paper once and fold again to get four parts and shade the three parts or cut an orange into four equal parts and remove one part.	once and fold again to get four parts and shade the three parts or cut an orange into four parts and remove one part.		

6	Addition	i. Learners should be able to: 1. add 2-digit numbers without exchanging or renaming. 2. add 3-digit numbers without remaining or exchanging.	i. Revision of addition of 2-digit numbers without exchanging or renaming. ii. addition of 3-digit numbers without exchanging or renaming.	Revision addition of 2-digit numbers without exchanging or renaming e.g. 15 + 14 = 1 5 + 1 4 2. Guides learners to solve addition problems of 3-digit numbers e.g. 141 + 125 = 1 4 1 + 1 2 5	1. Revise addition of 2-digit numbers without exchanging or renaming. 2. Solve addition of 3-digit numbers such as 141+125 = 266 1 4 1 +1 2 5 2 6 6 Provides answers to the given problems.	1. Number beads, bean seed, card etc. Charts on addition of 3-digit numbers without renaming etc. -Counters such as sticks, bottle tops. -addition cards.	1. Add given 2-digit numbers without exchanging or renaming. 2. add 3-digit numbers vertically without exchanging or renaming.

7	Mid Term Test						
8.	Addition	Add 2-digit numbers with exchanging or renaming. 2. Add 3 numbers taking two at a time.	-Addition of 2-digit numbers with exchanging or renaming. -Adding 3 numbers taking two at a time.	-Lead learners to arrange counters in bundles of tens and units. E.g. 35 sticks = 3 bundles of sticks and 5 pieces. -Lead learners to count and say the numbers in the expanded from and be able to write the numerals in that form. e.g. 96 = 9 tens + 6 units. -Guide learners to solve some addition problems on the board. e.g. 17 + 19 = ☐ -Guide learners to mention the number of tens and units in each of the numbers, write	-Arrange counters in bundles of tens and units. -Count and say the numbers in the expanded form and write the numerals as: 96 = 9 tens + 6 units, 75 =7 tens + 5units, 58 = 5 tens + 8 units. -Add given 2-digit numbers on the Board. -Mention the number of tens and units in each of the numbers on the Board. -Solve the verbal addition contained in the addition cards.	-Bean seeds, -Number beads, -card etc. Charts on addition of 3-digit numbers without renaming etc. -Counter such as sticks, bottle tops, -addition cards.	-add 2-digit numbers with exchanging and renaming. -add 3 given number taking two at a time.

				in on the board e.g. 76 = 70 + 6 19 = 10 + 9 80 + 15. But 15 = 10 + 5 80 + 15 = 80+10+5 =75. -Guide learners on verbal addition using flash cards.			
9.	Subtraction	Learners should be able to: 1. Subtract 2-digit numbers without exchanging or renaming. 2. Subtract 2-digit numbers with exchanging and renaming.	Subtraction of 2-digit numbers without exchanging or renaming.	-Revise subtraction of 1-digit numbers. -Lead Learners to identify number of tens and unit in 2-digit numbers i.e. place value. -Guide Learners in the use of counters to demonstrate subtraction as taking away in 2-digit numbers e.g. 44 – 12 = 4 4	1. Discuss quick problem on subtraction of 1-digit numbers. 2. Practice expressing place value e.g. 36 = 3 tens, 6 units, 28 = 2 tens, 8 units. 3. Give the answer to given problem using counters e.g. count 44 and take away 12. 44 – 12 = 32 4 4 - 1 2 3 2	1. Number cards. 2. Cardboard strips with numerals and number line etc. 3.Number beads. 4. Sticks. 5. Counter such as oranges, bean seeds, bottle tops.	-Subtract 2-digit numbers without exchanging or renaming. -subtract 2-digit numbers with exchanging and renaming.

				- 1 2			
10.	Subtraction	-Subtract 2-digit numbers with exchanging and renaming. -Apply addition and subtraction in everyday life activities.	Subtraction of 2-digit numbers with exchanging or renaming.	1. Guide learners to identify the digits that are in tens and units e.g. 43 = 4 tens + 3 units 57 = 5 tens + 7 units 83 = 8 tens + 3 units. 2. Lead learners to give examples of everyday activities where accuracy of addition and subtraction are required. 3. Guide Learners to mention the number of tens and units in given problem. e.g. subtract 47 from 54.	1. Mention the digits in the tens and units in the expanded form. -Give examples of everyday activities where accuracy of addition and subtraction are required. 2. subtract given 2-digits numbers, 3. Mention the numbers of tens and units in a given number.	-Number cards, -cardboard strips with numerals and number line etc. -number beads. -stick -counters such as oranges, bean seed, bottle tops.	Subtract 2-digit numbers with exchanging and renaming. -mention 4 everyday activities where accuracy is needed.

				54 = 40 + 14 40 + 14 - 40 + 7 T U 5 4 - 4 7 7			
11 & 12	Revision and Examination						

THEME: BASIC OPERATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
1.	Multiplication	Learners should be to: 1. Multiply numbers using repeated additions. 2. Apply corrections in multiplications as important in every activity.	Multiplication as repeated addition and the use of symbol "x".	Uses counter to demonstrate the idea of multiplication as repeated addition. E.g. 2+2+2=6 and 4+4 = 8. i.e. three sets of two and two set of four. -Guide Learners to use the symbol "x" to mean multiplication i.e. 2+2+2=2x3=6 4+4=4x2=8	Use counter to carry out multiplication as repeated addition. -use the symbol "x" in multiplication.	-Number cards -cardboard strips with numerals and number line etc. Number bead, Sticks, counters.	Multiply the given numbers using repeated addition.

2.	Multiplication	-Apply correctness in multiplication as important in everyday activities. -understand that i. any number multiplied by 0 is 0. ii. any number multiplied by 1 is that number.	Multiplication properties of 0 and 1.	Explain to Learners that any number multiplied by o is 0, e.g. i. 2 x 0 = 0 or 0 x 2 = 0 ii. 50 x 0 = 0 2. also lets Learners know that any number multiplied by 1 is that number.	1. understand that any number multiplied by 0 is 0. 2. know that any number multiplied by 1 is that number.	1. Counters, stones, oranges, bean seeds, bottle tops, 2. Charts showing various examples on multiplication. 3. Number beads.	Solve the following exercise: a. 2 x 0 = b. 6 x 0 = c. 10 x 1 = d. 12 x 1 =
3.	Addition and Subtraction	1. Solve addition and subtraction of 2-digit numbers with or without exchanging or renaming. -Solve exercises on addition of three numbers taking two at a time. -solve exercise on multiplication	-Addition of three numbers taking two at a time. -Solving exercises on multiplication.	-gives practical exercise and tests on addition and subtraction of 2-digit numbers with or without exchanging or renaming. -test learners on addition of three numbers taking two at a time.	Do practical exercise and tests on addition and subtraction of 2-digit numbers with or without exchanging or renaming. -Practice exercises and tests on addition of three numbers taking two at a time. 2. Solve practical exercises and	1. Counters. 2. Addition table. 3. Subtraction tables.	Solve exercises like the following: a. 12 + 13 = b. 9 – 5 = c. 28 + 14 = -Solve related exercises e.g. solve the following: a. 31+26+42 = b. 21 + 35+16 = 56 + ☐ = 112 ☐ x 3 = 36. 10 x ☐ = 90

				-give practical exercises and test on multiplication.	tests on multiplication.		
ALGEBRAIC PROCESSES							
4..	Open Sentences.	Learners should be able to: 1. Find missing numbers in an open sentence; 2. Solve simple related quantitative aptitude problems.	Open sentences.	1. Guide learners to find missing numbers such as: 2 + ☐ = 5 6 - ☐ = 3 2. Guide learners to solve simple related quantitative aptitude problems.	-Solve series of problems involving open sentences. 2.Solve simple related quantitative aptitude problems.	1. Bottle tops 2. Number card. 3. Dot Cards 4. Learners themselves.	Learners to: 1. Solve given problems on open sentences. 2. Find missing numbers in a simple related quantitative aptitude problem.

THEME: MENSURATION AND GEOMETRY							
5 & 6	MONEY	Learn should be able to: 1. enumerate the uses of money. 2. recognize all types of Nigerian coins and bank note. 3. change money up to ₦20 into small units and shop with money not greater than ₦20.	1. uses of money. 2. Nigerian coins and bank notes. 3. Changing units of money e.g. 10k coins =10k pieces. Two 5k pieces =10k. ₦5 = 5 x ₦100 =10 x 50k = 20 x 25k etc.	Guide learners to list the various uses of money. 2. Guide learners to recognize and identify the Nigerian coins and bank notes. 3. Bring various articles to the class with price tags not more than ₦20. -Model of coins are also brought to the class by the teacher. 4. Guide learners' shop in the class.	1. Mention the uses of money. 2. Recognize and identify the Nigerian coins and bank notes. 3.Change money up to ₦20 into small units and shop with money not greater than ₦20.	1. Nigerian coins and bank notes. 2. Chart of coins and bank notes. 3. Various articles with price tags less than ₦5.	Learners to: 1. List various uses of money; 2. Recognize and identify given Nigerian coins and bank notes. 3. Collect correct change from buying an article from the class shop.
7.	Mid-Term Test						
8.	Length	Learners should be able to: 1. Compare their natural units with another e.g. arm's length.	1. Comparing natural units of groups of length. 2. Measurement	1. Guide learners to measure the length of the classroom with their foot and arm's length	Measure the length of their classroom with their foot and arms' length and compare their	-The classroom, -Learners themselves; -Metre rule 30cm ruler etc.	Learners to: -measure the width of their classroom with their foot and arms' length.

		2.. Identify the differences in arm's length and other parts of the body used for measurement. 3. Use meters and centimeters as standard measuring units. 4. Identify the needs for length and measurement using standardized units.	in metres and centimeters.	and record their results. 2. Lead learners to find what the difference in arm's length and other parts of the body used for measurement. 3. Guides learners to used metre rule to measure same objects in the class. 4. Emphasizes on the importance of standard unit as opposed to natural units of measurement. 5. Lead learners to identify the need for standard units of measurement within the society.	results with one another. 2. Identify the difference in arm's length and other parts of the body used for measurement. 3. Use metre ruler to measure some objects in the class. 4.Note the importance of standard unit as opposed to natural units of measurements. 5. Identify the need for standard units in measurements.		-Measure the width of their classroom with ruler. -Explain the value of standardized unit of measurement.

9.	Time	Learners should be able to: -give time to the hour and half. -name and arrange days of the week.	Reading clock to the hour and half hour. -Naming days of the week and arranging them in order.	1. Explain the long and short hands of the clock. 2. Lead Learners to relate half hour to half of the clock face and emphasize the convention of say “half past”. 3. Write a given topic on the board. 4. Guide learners’ name the days of the week. 5. Lead learners to arrange and learn the days of the week in order from Sunday to Saturday.	Say the time as shown on clocks. (Real or Cardboard). 2. Write given time in their exercise books. 3. Name the days of the week. 4. Arrange and learn the days of the week in order from Sunday to Saturday.	Real clocks, Card boards, Dummy Clock Calendars Table of the days of the weeks.	Learners to: 1. say the time on a given cardboard clock or time on the clock drawn on the cardboard. 2. Write the time of a given diagram or cardboard on the board/exercise book. 3.Name the days of the week. 4. Name the day before and after a given day.
10.	Weight	Learners should be able to order objects according to their weights.	Comparison and ordering of objects by weight.	Guide the learners in comparing the weights of objects taking two at a time by using:	1. Compare weight of objects and their weights using: hand balancing, improvised scale,	Stone, oranges, coconut, improvised scale, bathroom scale, strings, length of	Learners to: 1. Compare the weights of two given objects and leaners and determine which or who

				Hand balancing, improvised scale. 2. Obtain the weights of different learners using see-saw and bathroom scales. 3. Arrange the objects/learners weights obtained to determine which object/learners weight is heavier than the other.	bathroom scale and see-saw. 2. Arrange the objects/learners weights obtained to determine which object/learner's weight is heavier than the other.	sticks, see-saw etc.	is heavier than the other.
11 & 12	Revision & Examination						

THEME: MENSURATION AND GEOMETRY

1 & 2	Capacity	Learners should be able to: 1. Identify and name objects that could be used for measuring capacity e.g. cups, empty containers, bucket etc. 2. order containers based on their capacities.	1. Identifying and naming of objects that could be used for measuring capacity e.g. Cups, empty containers, buckets etc. 2. Ordering of containers based on their capacities.	1. Guide learners to say the uses of the empty containers and emphasizes the use of the containers for measuring capacity. 2. Guide learners to measure into different containers of different sizes with a small container and noting how many in each case. 3. Guide leaners to arrange the containers according to the number of time the small containers was measured.	Say the uses of each of these capacities. 2. measure and note the number of times in each case. 3. Arrange the containers according to the number of times the small containers were measured.	1. Cups; 2. Buckets; 3. Empty containers; 4. Tins etc.	Learners to: 1. Use a small cup to measure water into a container and say how many of the cups of water would fill the container, 2. order given containers based on capacities.

				4. Explain the arrangement and lead learners to the idea based on capacities.			
3.	Area	Learner should be able to: 1. Compare areas of surfaces. 2. identify the use of standard measuring units.	1. Areas of different objects, rectangles, squares, triangles and other surfaces. 2. The idea of larger than, smaller than, largest, smallest and the same.	1. Guide learners to compare areas of different surfaces. 2. Lead learners to appreciate standard measuring units.	1. Compare areas of different surfaces. 2. identify the use of standard measuring units.	Plane shapes, square and rectangles etc.	Learners to compare areas of given surfaces.
4&5.	Three Dimensional Shapes.	Learners should be able to: 1. identify and count the flat faces of a cube and a cuboid. 2.Identify and count the corners of a cube and cuboid. 3. identify and count the edges	1. Properties of a cube and a cuboid. *Faces; *Corners *Edges 2. Properties of a cylinder and a sphere. *Curved surface.	1. Guide the learner to identify and count the faces, corners, and edges of a cuboid and a cube. 2. Lead learners to mention objects at home that are cuboids and cubes.	1. identify and count the faces, corners and edges of a cuboid and a cube. 2. Copy the board summary. 3. Mention objects at home that are cuboid and cubes. 4. Identify the flat faces and	Boxes, tins, balls, paper cuttings and drawing of cubes and cuboids etc.	Learners to: 1.Identify cuboids and cubes from a given collection of three dimensional objects. 2. Count the faces, corners and edges of a given cube and cuboids.

		of a cube and a cuboid. 4.identify objects that are cubes and cuboid at home. 5. Identify the curved surfaces of a cylinder. 6. mention three dimensional objects that are		3. Guide learners to identify the flat curved surfaces of a cylinder and a sphere. 4. Lead learners to mention the differences between flat faces and curved surfaces of a cylinder and a sphere. 5. Lead learners to mention objects at home that are cylinders and spheres.	curved surfaces of a cylinder and a sphere. 5. Mention the differences between the flat faces and curved surfaces of a cylinder and a sphere.		3. Mention three objects each that are cuboids and cubes. 4. Complete a chart to indicate the number of flat faces, corners, edges and curved sufaces of a cube, cuboid, cylinder and a sphere.
6.	Two Dimensional Shapes.	Learners should be able to: 1. identify a square, rectangle, circle and triangle. 2. Indicate which corner of a 2-dimensional shape is a square corner.	1. Identification of shapes: *Square *Rectangle *Triangle *Circle 2. Square meters in shapes.	1. Bring square, rectangle, circle and triangle materials to class. 2. Lead learners to identify square and rectangular faces of cubes, cuboids and circular faces of cylinders.	1. Identify square and rectangle faces of cubes and cuboids and circular faces of cylinders. 2. Draw triangles by joining three non-collinear points. 3. Identify that a triangle has three	Cubes, match boxes, tins, paper cuttings and drawings of squares, rectangles, triangles and squares.	Learners to: 1. identify objects that have square, rectangular and circular faces. 2. Draw different types of triangles in their exercise books. 3.Match given shapes with their

				3. Lead learners to draw triangles by joining three non-collinear points. 4. Lead learners to discover that triangle has three sides and three corners. 5. Guide learners to discover that a square or rectangle has four square corners. 6. Guide learners to discover that some triangles have only one square corner while other triangles have no square corner.	sides and three corners. 4. Discover corners that are squares, rectangles and some triangles. 5. Discover that at square or a rectangle has four square corners. 6. Discover that some triangles have only one square corner while other triangles have no square corner.		corresponding names. 4. identify square corners of a given cube, cuboids, square, rectangles or triangle.
7.	**Mid Term Test**						
8	Two Dimensional Shapes						
9 & 10.	Data Collection	Learners should be able to:	1. Collecting data and arranging	1. Guide learners to collect data and	Collect data and arrange them in arrays.	1. Learners themselves;	Learners to:

		1. collect data and arrange them in arrays; 2. Collect data and arrange them in groups such as group of boys and group of girls.	them in arrays. 2. Collecting data and arranging them in groups.	arrange them in arrays. 2/ Arrange them in groups such as group of boys and group of girls.	2. Collect data and arrange them in groups.	2. Cards written ages; 3. Wall rule, etc.	1. Arrange the numbers in order. 2. Group the numbers in order.
11.	Revision						
12 & 13	Examination						