

MATHEMATICS

PRIMARY III

FIRST TERM

THEME: NUMBER AND NUMERATION
SUB- THEME: WHOLE NUMBER

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Whole number up to 999	Pupils should be able to: 1. Count correctly numbers up to 999. 2. State the place value of a digit in a 3-digit number.	i. Correct counting of number up to 999. ii. Counting in groups of hundred tens and units (HTU).	1. Guides pupils to prepare piles or bundles in hundreds, tens and units. 2. Guides pupils to count up to 999. 3. Guides pupils to identify and read out the numbers to 999. 4. Guides pupils to prepare a collection of counters in hundreds, tens and units. 5. Guides pupils to count numbers in hundreds tens and units. 6. Guides pupils to expand a given numbers say 432 in hundreds, tens and units as $432=400+30+2$.	1. Prepare piles or bundles of given collection in hundreds, tens and units. 2. Counts up to 999. 3. Identify and read out the numbers up to 999. 4. Prepare a collection of counters in hundred, tens and units. 5. Count numbers in hundreds, tens and units. 6. Expands and present whole number in hundreds, tens and units.	1. Match sticks. 2. Bottle tops. 3. Seeds 4. Ropes 5. Rubber band 6. Pebbles 7. Charts of written whole numbers. 8. Place values 9. Counter 10. Abacus 11. Inequality chart. 12. Elbow sign.	Pupils to: 1. count objects in hundreds, tens and units. 2. identify and read out given numbers to 999. 3. state the place value of a digit in a given whole number.
2.	Whole number up to 999	Pupils should be able to: order whole number and use the symbol < and >	Ordering whole numbers with symbol <and >	1. Guides pupils to compare two given whole numbers using the procedure of considering the number under hundred	1. Compare the given number using symbol of <and> 2. Mention the need for counting and ordering in	1. Match sticks. 2. Bottle tops. 3. Seeds 4. Ropes 5. Rubber band 6. Pebbles	1. order pairs of 3 digit number using <and> symbols. 2. give two examples of everyday activities that require counting.

				<p>first, if the number are equal, the number under tens are considered and so on. -for example, comparing 516 and 342 3 and 5 are under H respectively, but 5 is greater than 3, then 342 is less than 516 or 516 is greater than 342.</p> <p>2. Leads pupils to mention the importance of counting and ordering of whole numbers.</p>	everyday activities	<p>7. Charts of written whole numbers. 8. Place values 9. Counter 10. Abacus 11. Inequality chart. 12. Elbow sign.</p>	
3.	Fractions	<p>Pupils should be able to:</p> <p>1. state fraction of a group of concrete objects 2. divide shapes into $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ etc.</p>	<p>i. Fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ ii. Fractions of shapes square, circles rectangle and triangle.</p>	<p>1. Guides pupils to divide a given numbers into parts without remainder to form fractions. 2. Guides pupils to divide shapes into given number of parts without remainder. 3. Guides pupils to match the division with the corresponding fraction e.g. $\frac{1}{2}$, $\frac{1}{3}$ $\frac{1}{4}$ etc. 4. Guides pupils to divide different set of objects into two to discover that $\frac{1}{2} = \frac{1}{4} = \frac{3}{6} = \frac{4}{8}$. 5. Guides pupils to divide different sets of objects into 3 to discover that $\frac{1}{3} = \frac{2}{6} = \frac{4}{12}$.</p>	<p>1. Divide different set of objects into two to discover that $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}$. 2. Divide colour and match the outcome of the marked paper. 3. Divide set of objects 4. Using the result obtained above, identify which fractions is less than (<) or greater than (>) the other.</p>	<p>1. Concrete objects 2. Counters, 3. Paper cut outs in shapes of square circle, rectangle and triangle papers of equal sizes, markers, coloured pencils or crayon, inequality chart etc.</p>	<p>Pupils to:</p> <p>1. divide a given set of objects into $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$. 2. divide given shapes into fraction $\frac{1}{2}$, $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{3}$, $\frac{1}{6}$.</p>

4.	Fractions	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. write fractions which have the same value as a given fraction. 2. use the symbol (or) to order fractions. 	<ol style="list-style-type: none"> 1. Equivalent fractions. 2. Ordering of fractions. 	<ol style="list-style-type: none"> 1. Guides pupils to use 2 pieces of paper of the same sizes and maker to divide first into two and second into four equal parts, colour and match the outcome. 2. Guides pupils to divide sets of objects. 3. Using the numbers of objects for the various fraction, 4. Leads pupils to identify which fraction is less than (<) or greater than (>) than other e.g. $\frac{1}{4} < \frac{1}{2}$ $\frac{1}{5} < \frac{1}{4}$ and $\frac{1}{4} > \frac{1}{5}$ $\frac{1}{2} > \frac{1}{5}$. 	<ol style="list-style-type: none"> 1. Divide different set of objects into two to discover that $\frac{1}{2} = \frac{2}{4} = \frac{3}{4} = \frac{4}{5}$. 2. Divide colour and match the outcome of the marked paper. 3. Divide sets of objects. 4. Using the result obtained above identify which fractions is less than (<) or greater than (>) the other. 	<p>Concrete objects Counters, paper cut outs in shapes of square, circle rectangle and triangle Papers of equal sizes markers. Coloured pencils, or crayon, inequality chart etc.</p>	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. divide given into a given number of part to form required equivalent fraction 2. order given set of fraction using the symbol (or).
5.	Addition	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. add 2digit number with exchanging or renaming 2 add 3-digit numbers. 3. add 3 numbered taking two at a time. 	<ol style="list-style-type: none"> 1. Addition of 2digit number with exchanging or renaming. 2. Addition of 3digit numbers 3. Addition of 3digit numbers taking two at a time. 	<ol style="list-style-type: none"> 1. Guides pupils to arrange counters in bundles of tens and write e.g. 35 stones=3 bundles of stone and 5 piece. 3. Guides pupils to count and say the number in the expanded form and be able to write the numerals in that form e.g. $96 = 9\text{tens} + 6\text{units}$ $75 = 7\text{tens} + 5\text{units}$ $58 = 5\text{tens} + 8\text{units}$ 3. Guides pupils in solving some addition problems on the board e.g. $76 + 19 = \square$ 4. Guides pupils to 	<ol style="list-style-type: none"> 1. Arrange counter in bundles of tens and units 2. Count and say the numbers of in the expand form and write the numerals as $96 = 9\text{tens}$ and 6units 3. Add given 2digit number on the board. 4. Mention the number of tens and units in each of the number on the board. 5. Add two numbers with 3digits that involve 	<p>Charts and flash cards, etc. Addition card etc. Fraction card, fraction board etc. Counters, Charts abacus etc.</p>	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. add 2 digit numbers with exchanging and renaming. 2. add two given 3digit numbers with exchanging. 3. add two numbers with 3digits that involved renaming using abacus. 4. add 3 given numbers taking two at a time.

				<p>mention the number of tens and units in each of the number written on the chalkboard.</p> $76=70+6$ $19=10+9$ $80\ 15$ But $15=10+5$ $80+15=80+10+5=95$. 5. Guides pupils to add two numbers with 3digit that involves exchanging or renaming. 6. Guides pupils on the use of abacus in adding numbers. 7. Guides pupils on oral addition using addition cards, flash the addition cards to the pupils and let respond by giving correct answers to questions such as 5+8, 7+4, 6+5+2 etc contained in addition card.	<p>renaming or exchanging. 6. Uses abacus to perform addition of two numbers with 3digits 7. Respond to the oral addition contained in addition card.</p>		
6.	Addition	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> add fractions with the same denominator. mention the need for correct addition of numbers and fractions in everyday activities. 	<p>i. Addition of 1 fraction with the same denominator.</p>	<ol style="list-style-type: none"> Guides pupils to identify fractions with the same denominator from the fraction boards. Guides pupils to add fractions having the same denominator $3/6+2/6=$ $3/5+2/5=$ Guides pupils to give examples of daily activities that demand 	<ol style="list-style-type: none"> Use fraction board to bring out fractions with the same denominator. Add fraction with the same denominator. Mention the need for correct addition of whole numbers and fractions. Give examples 	<ol style="list-style-type: none"> Charts and flash cards etc Addition cards etc Fractions card Fraction board etc. 	<p>Pupils to:</p> <ol style="list-style-type: none"> add given fraction with the same denominator. identify the total parts to be coloured when a cardboard is divided into $2/6+3/6=5/6$. give three examples of everyday activities that demands accuracy of

				correctness in addition of number Addition of fraction.	of daily activities requiring correct additions of whole number and fractions.		addition of numbers and fractions.
7.	Subtraction	Pupils should be able to: 1. subtract 2digit numbers with exchanging or renaming 2. subtract 3digit number. 3. subtract 3 numbers taking two at a time.	1. Subtraction of 2-digit numbers with exchanging or renaming. 2. Subtraction of 3digit numbers 3. Subtraction of 3 numbers taking two at a time.	1. Guides pupils to arrange counters in bundles of tens and write e.g. 35 stones=3 bundles of stone and 5 piece. 2. Guides pupils to count and say the number in the expanded form and be able to write the numerals in that form. 3. Guides pupils in solving some subtraction problems involving 2digit numbers e.g. $54-47= \square$ 4. Guides pupils to identify the numbers of tens and units e.g. $54=40+14=54-47=40+7/7-47/7$. 5. Guides pupils to subtract two numbers with exchanging or renaming. 6. Guides pupils to make uses of abacus to subtract 3digit numbers. 7. Drills pupils on mental addition with respect to subtraction using addition card-flash the addition	1. Arrange counters in bundles of tens and units. 2. Count and express the numbers in the expanded form and write the numerals as $96= 9\text{tens} +6\text{units}$. 3. Subtracts given 2digit number 4. Identify the tens and units in given numbers 5. Subtract two numbers with 3-digits that involve renaming or exchanging e.g. $876-487$ $982-540$. 6. Use abacus to perform subtraction of two numbers with 3digits. 7. Respond to the mental addition contained in addition in addition card presented to the pupils by teacher.	Counters such as stones, sticks bottle tops etc charts, abacus subtraction card, Fraction board flash card etc.	Pupils to: 1. subtract 2digit numbers with exchanging and renaming. 2. subtract two given 3digit numbers with exchanging or renaming. 3. subtract 3 numbers taking two at a time.

				cards to the pupils and let them respond by giving correct answers to questions such as 8-5, 7-4, 10-5 etc contained in addition cards.			
8.	Subtraction	Pupils should be able to: 1. subtract fractions with the same denominator. 2. mention the need for correct subtraction of numbers and fractions in everyday activities.	1. Subtraction of fraction with the same denominator	1. Guides pupils to subtract fractions with the same denominator using the fraction board. 2. Emphasizes the need to be correct in subtraction of everyday activities. 3. Leads pupils to give examples of daily activities that demand correctness in subtraction of numbers, subtraction of fractions.	1. Identify fractions with same denominators 2. Subtract fractions with the same denominator. 3. Mention the need for correct subtraction of whole number and fraction. 4. Give examples of daily activities requiring correct subtraction of whole number and fractions.	1. Charts 2. Fraction board 3. Flash card	Pupils to: subtract given fraction with the same denominator.
9.	Multiplication	Pupils should be able to: 1. multiply from 1x1 to 9x9. 2. multiply 2-digit number by 1-digit number.	1. Basic multiplication from 1x1 to 9x9. 2. Multiplication of 2-digit number by 1-digit e.g. 24×4 or $23 \times 4 = \square$	1. Guides pupils in the use of square charts to carry out multiplication from 1x1 to 9x9. 2. Guides pupils to use repeated addition for multiplication e.g. $23 \times 4 = \square$ i.e. $23+23+23+23 = \square$ 3. Guides pupils to use multiplication charts to multiply 2-digit number by 1-digit number horizontally or vertically e.g. 31×6 or $\begin{array}{r} 31 \\ \times 6 \end{array}$	1. Use square charts and multiplication tables to carry out multiplication from 1x1 to 9x9. 2. Carry out multiplication of 2-digit number by 1-digit number and use repeated addition for multiplication. 3. Practice multiplication of 2-digit numbers by 1-digit number horizontally or	1. 10x10 square charts. 2. Multiplication table. 3. Charts showing multiplication of 2-digit number by 1-digit number.	Pupils to: 1. carry out given multiplications from 1x1 to 9x9. 2. multiply given 2-digit number by 1-digit number. 3. multiply 2-digit number by 1-digit number vertically or horizontally.

					vertically.		
10	Multiplication	Pupils should be able to: 1. multiply three 1-digit numbers taking two at a time. 2. carryout correct multiplication in everyday activities.	1. Multiplication of three 1-digit numbers taking two at a time	1. Guides pupils to multiply three 1-digit numbers taking two at a time e.g. $7 \times 8 \times 9 = (7 \times 8) \times 9 = 56 \times 9 = 504$ or $7 \times 8 \times 9 = 7(8 \times 9) = 7 \times 72 = 504$. 2. Emphasizes the need to carryout correct multiplication in everyday activities. 3. Leads pupils to give examples of areas where correct multiplication is important in everyday activities.	1. Carryout series of multiplication of three 1-digit numbers taking two at a time. 2. Carryout multiplication in everyday activities. 3. Give examples of everyday activities that require correct multiplication.	1. Multiplications charts for three 1-digit numbers. 2. Multiplication table.	Pupils to: 1. multiply given 1-digit number taking two at a time. 2. give examples of everyday activities that require correct multiplications.
11	REVISION						
12.	EXAMINATION						

**MATHEMATICS
PRIMARY III
SECOND TERM**

**THEME: BASIC OPERATIONS
SUB- THEME: BASIC OPERATION**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Division	Pupils should be able to: 1. divide whole number not exceeding 48, by 2,3,4,5 and 6 without remainder. 2. express whole not exceeding 48 as product of factors.	1. Division of whole numbers not exceeding 48 by 2, 3, 4, 5 and 6 without remainder. 2. Factors of whole number not exceeding 48.	1. Guides pupils through division of whole number such as $20/5$ or $20-5$. 2. Leads pupils to divide by grouping and repeated subtraction using counters not exceeding 48. 3. Guides pupils in expressing whole numbers not exceeding 48 as product of their factor e.g. $36 = 2 \times 3 \times 6$. 4. Guides pupils to use rectangular pattern of numbered to find two or three factors of whole number e.g.	1. Divide whole numbers not exceeding 48 by 2, 3, 4, 5, 6. 2. Solves division problems using grouping and repeated subtractions. 3. Uses rectangular pattern of number to find factors of given numbers.	1. Counters 2. Charts counting division not exceeding 48 3. Charts of factors of whole numbers. 4. Rectangular patterns of numbers. 5. Charts containing worked examples etc.	Pupils to: 1. divide whole numbers not exceeding 48 by 2,3,4,5 and 6 by grouping and repeated subtraction. 2. express given whole numbers not exceeding 48 as products of their factors, 3. construct rectangular pattern of numbers and used same to find factors of given numbers.

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2	Division	Pupils should be able to: 1. find a missing factor in a given numbers. 2. distinguish between multiples and factors 3. carryout correct division in everyday activities.	1. Finding missing factors in a given number. 2. Factors and multiple of numbers.	1. Leads pupils to distinguish between factors and multiples of a given numbers. 2. Emphasizes the need to be accurate in carrying out division in everyday activities. 3. Leads pupils to give examples of everyday activities when correct division is needed.	1. Work problem involving finding missing factors of given numbers. 2. Distinguish between factors and multiples of given numbers. 3. Perform correct divisions of everyday activities such as: - sharing of items among brother and sisters -giving instances in	1. Counters, 2. Charts containing division not exceeding 48. 3. Charts of factors of whole number.	Pupils to: 1. Find missing factors of a given number. 2. distinguish between factors and multiples of given numbers. 3. gives examples of everyday activities that require correct division.																																																																		

					everyday activities that demand division.		
3	Open Sentence	Pupils should be able to: find missing numbers in open sentences.	Open sentences	1. Guides pupils to find missing numbers example i. $9 + \square = 18$ ii. $18 - \square = 7$	1. Solve series of problem involving open sentences.	Charts containing worked examples on open sentences.	Pupils to: solve give problems on open sentences.
4	Open Sentence	Pupils should be able to: 1. identify the relationship between - addition and subtraction. - subtraction. 2. solve related quantitative aptitude problems.	Open sentences	1. Leads pupils to appreciate the relationship between + and -. 2. Guides pupils to solve quantitative aptitude problems on open sentences.	1. Give examples of open sentences in everyday life. 2. Solve related quantitative aptitude problems	Chart containing worked examples on open sentences.	Pupils to: find missing numbers in quantitative aptitude diagrams.
5	Money	Pupils should be able to: 1. change money not exceeding N20 into smaller unit. 2. shop effectively with money not greater than N20 using the idea of addition and subtraction.	1. Changing money not exceeding N20.00 into smaller units. 2. Shopping involving addition and subtraction with money not greater than N20.	1. Guides pupils to realize that there are five 1k coins in a 5k coins, two 5k coins in a 10k coin, five 10k coins in a 50k coin etc. 2. Gives pupils 50k, ask them to change it into 10k coins etc. 3. Set up a shopping corner in the classroom with items such as empty packets of omo tins of geisha etc. 4. Appoints a pupils as shop keeper and another as a customer- the customer goes to the shop keeper to buy some items add up the cost and gives the shop keeper an amount	1. Participates in the changing of money into smaller units not exceeding N20. 2. Collect items to be kept in shaping corner. 3. Act as a shop keeper or as a customer.	1. Real money and 2. Model money 3. Empty tins of milk, Geisha, Bounvita. 4. Empty packet of sugar, Lipton 5. Empty packets of matches. 6. Addition cards containing mental addition on simple multiplication.	Pupils to: 1. say how many of a given smaller denominator is contained in a bigger denominator such as N20.00. 2. do a given exercises on addition and subtraction of money.

				<p>which may require change money involved should not be greater than N20.</p> <p>5. Guides pupils to solve problems on addition and subtraction of money not greater than N20.</p>			
6	Money	<p>Pupils should be able to: perform simple multiplication involving money with product not exceeding N20.</p>	<p>1. Multiplication of money with product not exceeding N20.</p>	<p>1. Go mental skills with respect to multiplication of simple number e.g. 2x2, 5x2, 3x4,4x4 etc</p> <p>2. Guides discussion on problems involving multiplication of money with product not exceeding N20 e.g. 12x3=36k 4x4=16.</p>	<p>1. Respond to mental skills on multiplications of given numbers</p> <p>2. Solve problems on multiplication involving product not greater than N20.</p>	<p>1. Real money and</p> <p>2. Models money</p> <p>3. Empty tins of milk geisha, Bounivita</p> <p>4. Empty packet of sugar, Lipton.</p> <p>5 Empty packets of matches.</p> <p>6. Addition cards, containing mental addition on simple multiplication.</p>	<p>Pupils to: solve given problems on multiplication involving money with products not exceeding N2.00 to pupils to solve.</p>
7	Length	<p>Pupils should be able to: 1. measure the length and breadth or width of room table, building and straight edged materials etc. 2. mention importance/benefits of standard unit.</p>	<p>1. Measure of length widths and comparison of estimates with actual measurement using steps and hand span.</p>	<p>1. Guides pupils to measure their table using hand span.</p> <p>2. Records their result in a tabular form for pupils to see which child has the longest span and who ha the shortest span.</p> <p>3. Estimates the length of various objects in their class.</p> <p>4. Guides pupils to measure lengthof given objects using standard units.</p> <p>5. Leads pupils to state the need for stanadrd measuring units in</p>	<p>1. Measure their table using their hand span.</p> <p>2. Find out which child has the longest and who has the shortest hand span.</p> <p>3. Estimate the length of various objects in the class.</p> <p>4. Measure the length of a given number objects using standard units of measurement</p> <p>5. Apply standard units of measures.</p>	<p>1. Ropes</p> <p>2. Tapes</p> <p>3. Rulers</p> <p>4. Desk.</p> <p>5. Table</p> <p>6. Hand span of the pupils etc.</p> <p>7. Cut-out of squares, rectangle, triangles and teacher's table.</p>	<p>Pupils to: measure given objects using board spans standard units.</p>

				centimeters. 6. Leads pupils to mention the importance/benefits of standard units. 7. Asks pupils to measure the two lengths and two width of their tables and add their results.	6. Measure the two lengths and two widths of their tables and add their result.		
8	Length	Pupils should be able to: 1. find perimeters of regular figures in meters and centimeters by measurement. 2. identify perimeter of regular shapes in their environment.	1. Measuring and finding the perimeter of regular figures in meters and centimeters.	1. Guides pupils to pick regular figures and measures all distances round and record their results. 2. Guides pupils to record all the results of their activities on the board in a tabular form. 3. Leads pupils to find out that the distances round a plain objects is called perimeter. 4. Leads pupils to find perimeter of regular shape in their environment.	1. Measures a given regular figures and measure all distances round and record their results. 2. Record their results in a tabular form. 3. Find the distances round a given plain object or space is called a perimeter. 4. Find the perimeter of plain shape in the environment.	1. Ropes 2. Tapes 3. Rulers 4. Desk. 5. Table 6. Hand span of the pupils etc. 7. Cut-out of squares, rectangle, triangles and teacher's table.	Pupils to: 1. find perimeters of a given figures by measurement. 2. find perimeters of regular shapes.
9	Length II	Pupils should be able to: 1. compare their non standard measure e.g. arm length. 2. identify the difference in the non standard measures. 3. uses meters and centimeters as standard measuring units.	i. Comparing non-standard measure e.g. arms length. ii. Measurement in meters and centimeters.	1. Asks pupils to measure the length of the classroom with their foot and arms length and record their result. 2. Leads pupils to find out the difference in arms length and other non standard measure used. 3. Guides pupils to use meters rule to measure	1. Measure the length of their classroom with their foot and arms length and compare their results with one another. 2. Find out the difference I n arms length and other non-standard measures.	1. The classroom. 2. Arms length. 3. Foot and other non-standard measures 4. Meter rule. 5. 30cm ruler 6. Biro. 7. Pencils.	Pupils to: 1. Measure the length and width of their classroom with their foot and arms length. 2. measure the length and width of their classroom using standard measuring. 3. explains the value

		4. Identify the need for lengths and measurement using standard units.		some objects in the class. 4. Emphasizes the importance of standard unit as opposed to natural units of measurement. 5. Leads pupils to identify the need for standardize unit of measure within the society.	3. Uses metric rules to measure some objects in the class. 4. Note the importance of standard units as opposed to natural units of measurement 5. Identify the need for standardized unit in measurement.		of standardized unit of measures.
10	Time	Pupils should be able to: say time accurately in hours and minutes.	Time on the clock	1. Ues clock chart to demonstrate to the pupils on how to tell the time. 2. Leads pupils to state time in minutes, hours, “half past” and “quarter to”. 3. Designs activities that will enable pupils to state time in hours and minutes.	1. State time in minutes, hours, “half past” and “quarter to”. 2. Participates in the activities that will enable them to state time in hours and minutes.	Clock charts Real clock etc.	Pupils to: 1. write exercises on how to tell time in minutes and hours. 2. draw clock faces to show different time.
11	REVISION						
12	EXAMINATION						

**MATHEMATICS
PRIMARY III
THIRD TERM**

**THEME: MENSURATION AND GEOMETRY
SUB- THEME: PRIMARY MEASURES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Time	Pupils should be able to: 1. gives dates in day and month. 2. mention the importance of time in daily life activities.	Calendar reading of the days of the month, year and reading of dates.	1. Displays calendar and guides pupils to say dates and when certain events like Christmas, new year, Easter, id-el-kabir and Nigerian independence are celebrated. 2. Leads pupils to identify the uses of time and dates in daily life activities.	1. Study the calendar and say when certain event like Christmas, New year, Easter, Id-el-kabir and Nigerian independence are celebrated to locate the dates and indicate by the teachers.	Calendars	Pupils to: 1. Demonstrate the ability to read calendar and state the date of a particular event in Nigerian. 2. say the number of days in every given month and the number of months in any given year.
2.	Weight I	Pupils should be able to: 1. Measure weights of objects in grams and kilograms. 2. Make meaningful comparison of weight of objects like rocks, minerals.	1. Introduction of grams and kilograms as units of measurement. 2. Weight of some rocks and minerals.	1. Guides pupils to obtain the weight of some objects. 2. Explains that the weight of some objects like packets of sugar tins of milk are expressed in grams while the weights of heavy objects such as stones and human are expressed in kilogram. 3. Guides pupils to obtain the weight of some rocks and minerals.	1. Obtain the weight of some of these objects. 2. Note that the weight of small objects like packet of sugar tins of milk are expressed in grams while the weight of heavy objects such as stones and human are expressed in kilograms. 3. Weigh some of the rocks and minerals samples.	1. A scale or balance. 2. Tins of milk and tomatoes puree. 3. Packets of sugar, large tins of beverage etc. 4. Block of stones 5. Samples of different rocks and minerals e.g. 6. Marble 7. Different types of stones.	Pupils to: 1. Weigh selected objects and make a chart of their result. 2. Gives example of objects in the class or at home whose weight could be expressed in * Grams * Kilograms 3. Determine the weight of given rocks and minerals.

3.	Weight II	Pupils should be able to: 1. appreciate the need for grams and kilograms as standard units of measure for transactions 2. change grams to kilogram and kilograms to grams.	Weight of some rocks and minerals.	1. Guides pupils to obtain the weight of some rocks and mineral. 2. Leads pupils to apply the gram and kilograms as standard units of measure for transaction.	1. Weigh some of the rocks and mineral samples. 2. Apply grams and kilograms as standard unit of measure for transaction.	1. A scale or balance 2. Tins of milk and tomatoes puree. 3. Packets of sugar, large tins of beverage etc. 4. Block of stones 5. Samples of different rocks and minerals e.g. 6. Marble 7. Different types of stones.	Pupils to: determine the weight of given rocks and minerals sample and explain those that can be expressed in kilograms and in grams.
4.	Capacity I	Pupils should be able to: identify liter as a unit of measuring capacity.	Identifying liter as a unit of measuring capacity.	1. Guides pupils to learn the following: -10 milliliters (ml) = 1centiliter. -10centiliter (c l) = 1deceliter (d l). -10deceliters=1liter (l). 1000liters=1kiloliter (kl). 2. Leads pupils to identify the liter as a unit of measurement and used in daily life as a measure of capacity of contained such as the ones used in measuring liquid e.g. kerosene, petrol etc.	1. Study and copy the given information on units of liters. 2. Identify the liters as a measure of capacity of container such as bottles, kerosene, petrol and water container.	1. Empty used syringes. 2. Bottle. 3. Graduated cylinder 4. Empty containers of water.	Pupils to: say how many milliliters and deciliter make 1liter.
5.	Capacity II	Pupils should be able to: 1. measure liquid e.g. water using a graduated cylinder up to any stated number of liters.	1. Measuring liquid e.g. water with graduated cylinder up to any stated number of liters.	1. Guides pupils measure into the graduated cylinder and calculate the number of it that will fill a given container. 2. Guides pupils to	1. Measure into the graduated cylinder and calculate the number of it that will fill a given container. 2. Identify the need for accuracy in	1. Empty used syringes. 2. Bottle. 3. Graduated cylinder 4. Empty containers of water.	Pupils to: measure out four liters of water with a graduated cylinder.

		2. identify the need for accuracy in measuring liquid e.g. kerosene water, petrol etc.		identify the need for accuracy in measuring liquids e.g. kerosene, water , petrol etc.	measuring liquids e.g. kerosene, water, petrol etc.		
6.	Symmetry I	Pupils should be able to: 1. identify shapes with lines of symmetry. 2. identify lines of symmetry in everyday life.	Line(s) of symmetry.	1. Guides pupils to identify lines of symmetry by folding a given plain shapes. 2. Leads pupils to identify lines of symmetry in everyday life.	1. Identify lines of symmetry by folding given plain shapes. 2. Identify lines of symmetry in everyday life.	1. Plain shapes. 2. Leaves. 3. Pictures 4. Square 5. Rectangle 6. Triangle 7. Cut-out of square, rectangle, triangles, 8. Ruler 9. Pencil. 10. Broom stick. 11. Straight edges square, cone, 12. Red shapes. 13. Circular tins coins etc.	Pupils to: 1. verify whether or not a given plain shapes have lines of symmetry. 2. find the number of line of symmetry in each given plain shape. 3. identify line(s) symmetry in everyday life.
7.	Symmetry II	Pupils should be able to: 1. State properties of square, rectangle and triangles. 2. Identify that some shapes in everyday life are square, rectangular, triangular and circular and therefore see mathematics in everyday life.	Properties of: -squares. -rectangles -triangles.	1. Guides pupils to identify the properties of squares, rectangles and triangles, number of sides, corners, lines of symmetry equal line, "square corner etc. 2. Guides pupils to record properties of each plain shape. 3. Leads pupils to identify various shapes in everyday life.	1. Identify the properties of square, rectangles and triangles. 2. Identify various shapes in our environment.	1. Pictures, 2. Squares 3. Rectangle 4. Triangles 5. Cut-out of square, rectangles, triangles. 6. Rulers. 7. Pencils. 8. Broomstick 9. Straight edge 10. Square corners.	Pupils to: 1. State the relationship between sides and angles of a square, a rectangle and a triangle. 2. State important properties of square, rectangle and triangle.
8.	Symmetry III	Pupils should be able to: 1. distinguish between curves and straight lines. 2. identify the	i. Curves and straight lines. ii. Drawing of squares, rectangles, triangles and circles.	1. Guides pupils to draw straight lines and curves. 2. Leads pupils to explain the difference between a curve and a	1. Mention the difference between a curve and a straight line. 2. Mention the presence of straight	1. Pictures, 2. Squares 3. Rectangle 4. Triangles 5. Cut-out of square, rectangles,	Pupils to: 1. explains the difference between a straight lines and a curve. 2. identify everyday

		presences of straight lines and curve in real life situations. 3. draws square, rectangle, triangles and circles.		straight line. 3. Leads pupils to identify straight lines and curve in real life situations. 4. Guides pupils to draw square, rectangles, triangles and circles using rulers, square, cornered shapes circular tins and coins. 5. Emphasizes on different types of triangles.	lines and curves in everyday life. 3. Draws square, rectangle, triangles and curves using rulers, square cornered shapes, circular tins and coins. 4. Mention the different types of triangles.	triangles. 6. Rulers. 7. Pencils. 8. Broomstick 9. Straight edge 10. Square cornered shapes. 11. Circular tines and coins	examples of straight lines and curves e.g. rainbow lines between the wall and the floor of a house, a tight rope, pulling a cow etc. 3. draw and label a square, a rectangle, a triangle and a circle. 4. explains the difference between equilateral isosceles and right angled triangles.
9.	Pictograms	Pupils should be able to: 1. read and represent information in pictograms using vertical and horizontal arrangements. 2. represent information on a pictogram.	Pictograms.	1. Guides pupils to represent information in a pictogram. 2. Guides pupils to present information involving everyday life in a pictogram.	1. Represent information in a pictogram. 2. Represent information involving everyday life in a pictogram.	1. Cardboard of pictograms arranged vertically and horizontally. 2. Cut-outs of pictures for pictograms.	Pupils to: 1. represent given information on a pictogram. 2. gives three examples of life situation where pictograms can be applied.
10.	Pictogram	Pupils should be able to: 1. identify the most common features of pictogram (the mode). 2. mention the usefulness of pictogram (the mode).	Pictogram mode.	1. Guides pupils to find the mode in a pictogram. 2. Leads pupils to mention the usefulness and applications of mode in real life.	1. Find the mode in a pictogram. 2. Mention the usefulness and applications of mode in real life.	1. Pictograms with one mode for each pictogram. 2. Mathematical activity or game. 3. Data from emerging issues such as environmental degradation etc.	Pupils to: 1. find the mode on a given pictogram. 2. state the mode of information or an event within the environment.
11.	REVISION						
12.	EXAMINATION						

THEME	TOPIC/SKILLS	PAGE
READING	<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics 3. Fluency 4. Comprehension 5. Vocabulary 6. Concepts of prints. 	
WRITING	<ol style="list-style-type: none"> 1. Use of capital letters, punctuation marks, full stop, comma etc. 2. Writing three to four sentence on everyday attributes using present and past tense 3. Hand writing. 4. Writing answers to question on simple comprehension passage. 	
LISTENING AND SPEAKING.	<ol style="list-style-type: none"> 1. Pronunciation of consonants and consonant clusters. 2. Making simple statements and responding to simple commands with emphasis on stress and intonation. 3. Simple dialogues expressing present; past and future actions 4. Oral comprehension 5. Pronunciation of vowels and diphthongs. 6. Aural discrimination. 	
GRAMMATICAL ACCURACY	<ol style="list-style-type: none"> 1. Use of regular/irregular plural in speaking and writing 2. Use of auxiliary verb. 3. Expressing future actions in the negative 4. Using past continuous tense. 5. Present perfect using 'ed', and 'en' ending. 6. Present perfect with 'since' and 'for' 7. Interrogation with response using present perfect. 	

**ENGLISH STUDIES
PRIMARY III
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Phonemic Awareness.	Pupils should be able to: 1. pronounce the give words correctly using the sounds. 2. distinguish between the sounds in words using the stress and correct intonation.	Aural discrimination of the sounds i. /3/ and /^/ burn-born, firm-form, perch-porch I can burn this bush. A new child is born - The firm sent a form to me ii. /)/ and /):/ cot-court spot-sport.	1. Reads the sentences containing the sounds 2. Distinguishes between the sounds. 3. Pronounces the words paying attention to the stress and intonation. 4. Asks pupils to repeat after him.	1. Listen to and repeat after the teacher. 2. Distinguishes between the sounds. 3. Pronounces the words. 4. Read the sentences following the teacher example.	1. Flash card. 2. Sentence strips 3. Flannel board. 4. Course book.	Pupils to: 1. pronounce given words using the appropriate sounds. 2. distinguishes between the sounds in words and in sentences using the correct stress and intonation.
2.	Phonics I	Pupils should be able to: 1. produce vowel sounds and diphthongs correctly. 2. write out the words containing	1. Pronunciation of vowels and diphthongs - Vowel e.g. a, e, i, o, u and - Diphthongs /) i/ as in boy and /ea/ air.	1. Demonstrates and pronounces the words containing the vowels and diphthongs. 2. Shows objects or their pictures while repeating the words	1. Produces the sounds in each of the words correctly. 2. Write dictations based on the use of these words.	1. Relevant pictures of objects. 2. Flash cards 3. Flannel board. 4. Course book.	Pupils to: 1. pronounces the sounds /)i/ and /ea/ correctly. 2. write correctly the words containing the vowels and diphthongs dictated

		the vowels and diphthongs dictated by the teacher. 3. distinguish between vowels and diphthongs by pronouncing them correctly in words and in sentences contexts.	- Production of vowels and diphthongs in words and in sentences.	correctly. 3. Engages pupils in role play. 4. Dictates words containing vowels and diphthongs for pupils to copy.			by the teacher. 3. say the difference between vowels and diphthongs by pronouncing them.
3.	Phonics II	Pupils should be able to: 1. produce multi syllabic words 2 and 3 syllable words. 2. identify 2 and 3 syllable words. 3. complete 2 and 3 syllable words.	1. Production of multi- syllabic words. i. 2- syllable words e.g. teacher, coffee - Father - Picture - Leather 2. 3- syllable words e.g. Photograph. 3. Identification of the words in sentences. 4. Completion of 2 and 3 syllable words.	1. Explains with examples 2 and 3 syllable words. 2. Leads pupils to give and pronounce 2 and 3 syllable words. 3. Identifies 2 and 3 syllable words in sentences. 4. Guides pupils to complete 2 and 3 syllable words.	1. Listen attentively. 2. Produce 2 and 3 syllable words. 3. Identify 2 and 3 syllable words in sentences. 4. Complete 2 and 3 syllable words.	1. Flash cards 2. Sentences strips. 3. Flannel board. 4. Course book.	Pupils to: 1. produce 2 and 3 syllable words. 2. identify 2 and 3 syllable words in sentence. 3. complete 2 and 3 syllable words.
4.	Phonics III	Pupils should be able to: 1. identify regular and irregular plurals. 2. use regular and irregular plurals in simple sentences.	1. Uses of regular and irregular plurals. - Regular plurals with 's' ending – e.g. ball/balls, girl/girls. - Irregular plurals e.g. man/men;	1. Writes out examples of regular and irregular plurals. 2. Guides pupils in the formation of plurals.	Pupils reproduce in writing teachers examples of regular and irregular plurals.	1. Charts 2. Chalkboards 3. Pictures 4. Flash cards etc.	Pupils to: 1. give the plural forms of five words. 2. form sentences with regular and irregular plurals.

			ox/oxen, child/children.				
5.	Fluency I	Pupils should be able to: 1. read simple sentences correctly with the appropriate stress and intonation. 2. respond to simple command appropriately.	1. Responding to simple commands with emphasis on stress and intonation e.g. - Reading simple sentences with appropriate stress and intonation. - Simple command.	1. Read simple sentences with the appropriate stress and intonation. 2. Give commands to pupils paying attention to the correct stress and intonation. 3. Guides pupils in making sentences and responding to commands.	1. Listen to teachers sentences and commands. 2. Repeat the sentences after the teacher. 3. Follow teacher's command appropriately.	1. Course book. 2. Supplementary text. 3. Charts containing simple sentence. 4. Flash cards.	Pupils to: 1. read simple sentence with the appropriate stress and intonation. 2. respond to given command correctly.
6.	Fluency II	Pupils should be able to: 1. read class appropriate stories and poems. 2. identify values and lessons in given stories and poems.	Reading class appropriate stories and poems on: - discipline - courage - courtesy - road safety etc.	1. Presents class appropriate story and poem for pupils to read. 2. Leads pupils to read and retell what they have read. 3. Explains the meaning of the poem to pupils. 4. Guides pupils to dramatize the story. 5. Leads pupils to identify the values and lesson in the stories and poems.	1. Participates in reading the story and poem. 2. Dramatize the poem. 3. Identify values and lessons in pairs or in groups.	1. Poetry and story books. 2. A flannel board containing the poem to be taught. 3. Pictures depicting values in the poem.	Pupils to: 1. read given simple stories and poems. 2. identify values/lesson learnt.

7.	Comprehension I	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> listen carefully to a story. answer questions on the main points in the story in their own words. re-tell the story in their own words. 	<p>1. Oral comprehension based on.</p> <p>a. Stories- e.g.</p> <ul style="list-style-type: none"> Stories built on any topic such as road safety, national values, disaster, risk reduction, dangers of chemicals, drug abuse, HIV/AIDS etc. Stories that will encourage them to tell their own stories in simple English, e.g. the house that jack built. 	<ol style="list-style-type: none"> Tells a story slowly, stressing important points with the correct intonation. Asks questions and gives pupils the opportunity to re-tell the story. Guides and supervises pupil's activities. 	<ol style="list-style-type: none"> Listen attentively to the teacher telling or reading the story Re- tell the story. Answer question on the story. 	<ol style="list-style-type: none"> Course book or supplementary readers. Relevant pictures or real objects. 	<p>Pupils to:</p> <ol style="list-style-type: none"> State the title of the story. Answer questions on the main points in the story, and Relate a story in their own words.
8.	Comprehension II	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> read simple non-fiction passages correctly. answer questions on the passages. explains the meaning of difficult words in the passages. identify and discuss issues of 	<ol style="list-style-type: none"> Reading class appropriate passage (non fiction) and answering questions on them e.g. Simple passages based on national values e.g. disciplines and courage; respect for elders etc. Identification and 	<ol style="list-style-type: none"> Guides pupils to read a given passage silently, individually or aloud in turns. Asks questions and guides pupils to answer them. Guides pupils to identify and explain the meaning of difficult words. 	<ol style="list-style-type: none"> Reads the passage silently to get the main ideas contained in it. Read it again to get the passage details. Identify and explain the meaning of difficult words in the passage. Identify and discuss national values in the passage. Answer the comprehension 	<ol style="list-style-type: none"> Course book Simple passage from magazines and other relevant materials available to the pupils. List of new words to learn from passage on flip chart or chalkboard. 	<p>Pupils to:</p> <ol style="list-style-type: none"> read given passage correctly. answer questions on the passages. say the meaning of the difficult words in the passage. mention and discuss national values in the passage.

		national values in a given passage.	use of new words in sentences. - Identification and discussion of issues of national values in the passage.	4. Leads pupils to use new words in the passage in sentences. 5. Guides pupils to identify and discuss national values in the passage.	questions.		
9.	Comprehension III	Pupils should be able to: 1. read simple poems, folktales/stories correctly. 2. identify values and lesson in given poems. 3. identify values in folktales/lesson learnt.	1. Reading simple poems on: - discipline - courage. - courtesy - road safety etc. 2. Folktales and short stories on how to use chemicals safety; and identifying and discussing values and lessons learnt.	1. Presents relevant poems. 2. Guides pupils to read and dramatize the poem. 3. Explains the meaning of the poem to pupils. 4. Guides pupils to read the given folktales/short stories. 5. Guides pupils to discuss the folktale/short stories- characters, lesson learnt. 6. Guides pupils to recall the folktales/short stories.	1. Participates in reading the poem. 2. Dramatize the poem. 3. Identify values and lessons in pairs or in groups. 4. Read given folktale/short stories. 5. Discuss the characters and lesson learnt etc. in pairs or groups and make presentations. 6. Recall folktales/short stories.	1. Poetry book. 2. A flannel board containing the poem to be taught. 3. Pictures depicting values in the poem. 4. Collections of popular folktales/short stories. 5. Course book.	Pupils to: 1. read a given simple poem, folktales and short stories. 2. identify values/lesson learnt. 3. recall the folktales/short stories.
10	Comprehension IV	Pupils should be able to: 1. read information on charts, diagrams calendars etc.	Reading charts diagrams graphs, calendars etc. to obtain information.	1. Shows pupils relevant charts, graphs, diagrams, calendars etc. 2. Illustrates to	1. Observe charts, graphs, diagrams, calendars presented by the teacher. 2. Answer teacher's	1. Calendars 2. Course book 3. Relevant charts, diagrams, graph etc.	Pupils to: 1. read charts diagrams, graphs, calendars etc. 2. answer questions

		2. obtains information from charts, diagrams and calendars.		pupils how information can be obtained from the above. 3. Asks questions and guides pupils to find answer to them from the charts, graphs, diagrams, calendars etc.	question individually in pairs or in groups.		on charts, diagrams, graphs and calendars.
11 .	REVISION						
12 .	EXAMINATION						

**ENGLISH STUDIES
PRIMARY III
SECOND TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Comprehension I	Pupils should be able to: 1. write answers to questions based on a passage. 2. read simple passages effectively. 3. skim simple passages for main ideas.	1. Written comprehension: a. answering questions from comprehension passages taken from the course book or supplementary readers e.g. food additives, food adulteration and food safety b. identifying structural words and verbs from already dealt with. c. copying identified words and structures in legible handwriting.	1. Presents short comprehension passages and guides pupils to study the passages. 2. Asks questions on them. 3. Tells pupils to write the answers in their exercise books.	1. Read the passages silently and quickly for the first time after teacher's pattern reading and explanation. 2. Read them slowly the second time, noting the main points and details. 3. Answers the questions provided in their own handwriting on the chalkboard and into their exercise books.	1. Course book 2. Supplementary readers. 3. Any other relevant materials.	Pupils to: 1. write answers to a few questions based on a passage they read. 2. read the passages on their own. 3. skim give passage for main ideas.
2.	Comprehension ii	Pupils should be able to: 1. read selected stories on their own. 2. retell the stories.	Extensive/independent reading: - reading selected stories and chapters from books.	1. Selects appropriate fictional materials and chapters from books for pupils to read. 2. Asks questions on the book read.	1. Pupils read selected materials independently. 2. They answer questions on what they have read.	Supplementary reading materials.	Pupils to: 1. read given materials correctly. 2. answer questions on the materials correctly.
3.		Pupils should be able to: 1. describe a simple	Descriptive comprehension description of an event	1. Leads discussion on a given topic. 2. Asks pupils to	1. Pupils describe an event or a natural disaster witnessed.	1. Pictures showing the effect of an event or a natural disaster	Pupils to: 1. describe an event or a natural disaster

		<p>event or a natural disaster and explain the probable cause (s) of such event.</p> <p>2. pick out important features of the event with emphasis on the causes.</p>	<p>or a natural disaster e.g. a rain storm that wreaked havoc on the community.</p>	<p>describe an event or a natural disaster witnessed e.g. a rainstorm.</p> <p>3. Guides pupils to explain the probable cause (s).</p>	<p>2. Explain the causes of the event or natural disaster.</p>	<p>e.g. a rainstorm.</p> <p>2. Real objects.</p>	<p>witnessed.</p> <p>2. explain the causes of the event or natural disaster.</p>
4.	Vocabulary.	<p>Pupils should be able to:</p> <p>1. substitute words in poems.</p> <p>2. explains the relationship between words.</p> <p>3. develop new words.</p>	<p>Vocabulary acquisition:</p> <p>a. using poems on discipline, courage, courtesy road safety etc. to expand children's</p> <p>b. substitution of words in poems.</p> <p>c. explanations of the relationship between words.</p> <p>d. development of new words.</p>	<p>1. Presents a class appropriate poem.</p> <p>2. Guides pupils to read the poem.</p> <p>3. Guides pupils to substituted words in the poems with appropriate words.</p> <p>4. Explains relationship between words to pupils.</p> <p>5. Guides pupils to develop new words.</p>	<p>1. Participates in reading the poem.</p> <p>2. Read the poem.</p> <p>3. Substitute words in the poems with appropriate words.</p> <p>4. Explains the relationship between words.</p> <p>5. Develop new words.</p>	<p>1. Poetry books.</p> <p>2. A flannel board containing the poem to be taught.</p> <p>3. Pictures depicting values in the poem.</p> <p>4. Posters.</p> <p>5. Flash cards.</p>	<p>Pupils to:</p> <p>1. read given simple poems.</p> <p>2. explains the relationship between words; and</p> <p>3. substitute four words in the poem with others.</p>
5.	Concepts of print I.	<p>Pupils should be able to:</p> <p>1. recognize that title page, illustrations margins, pictures, diagrams are components of printed materials etc.</p> <p>2. obtain information from charts, diagrams and calendar etc.</p> <p>3. recognizes reading materials correctly e.g. newspaper, journals,</p>	<p>1. Recognitions of title page, margins, illustrations, pictures, diagrams label etc. imprinted texts/materials.</p> <p>2. Recognition of reading materials e.g. news paper, journals, magazines, reference books, etc.</p>	<p>1. Shows pupils title page, illustrations, margins, picture, charts, graphs, diagrams etc. in texts.</p> <p>2. Illustrates to pupils how information can be obtained from the above.</p> <p>3. Asks questions and guide pupils to identify graphs, diagrams, pictures etc.</p> <p>4. Pictures samples of</p>	<p>1. Observe, graphs, diagrams, labels etc in texts.</p> <p>2. Answers teacher's questions individually, in pairs or in groups.</p> <p>3. Observe reading materials and explain their special features.</p>	<p>1. Supplementary readers.</p> <p>2. Course book</p> <p>3. Relevant charts, diagrams, graphs, labels, signs etc.</p> <p>4. Selected reading materials.</p>	<p>Pupils to:</p> <p>1. identify diagrams, graphs, title page, illustrations, margins, pictures etc. in texts.</p> <p>2. answer questions individually or in pairs.</p> <p>3. lists and explains the features of some reading materials checked.</p>

		magazines, reference books ICT etc.		reading materials e.g. newspaper, journals, magazines, references book ICT. 5. Explains their special features.			
6.	Use of capital letters, punctuation marks, full stop, comma etc.	Pupils should be able to: 1. get an understanding that “capital” letters and higher cases mean the same thing. 2. use capital letters/higher cases correctly; and 3. use the punctuation marks e.g. comma, semi-colon, exclamation marks etc. correctly.	1. Various uses of capital letters/higher cases. 2. Uses of full stop and comma e.g. at the end of sentences and for listing a series of items respectively and for separating ideas or clauses in sentences.	1. Writes sample sentences using higher cases, punctuation marks such as full stop, comma, colon, semi-colon etc. 2. Explains various uses of comma. 3. Asks pupils to give similar examples. 4. Asks them to write their own examples in their books.	1. Read the examples given by the teacher. 2. Listen to teacher’s explanation. 3. Make similar sentences of their own. 4. Write teacher’s examples in their books. 5. Do several exercises on the use of capital letters and punctuation marks.	1. Selected passages from course books. 2. Sample sentences showing the various uses of capital/higher cases and the punctuation marks.	Pupils to: 1. uses the capital letters/higher cases correctly. 2. uses the punctuation marks in sentences correctly.
7.	Writing three to four sentences on everyday activities using present and past tenses.	Pupils should be able to: 1. say the meaning of habitual sentences. 2. use habitual sentences in both present and past tenses. examples; - present- 1. audu dances well. 2. he eats amala very well - past. 1. audu danced	Writing three to four sentences on habitual activities using present and past tense.	1. Explains what habitual sentences mean. 2. He writes sample of habitual sentences in present tense as well as in past tense.	1. Pupil listen to the teacher’s explanation 2. Write examples of habitual sentences in their books. 3. They write similar sentences as homework.	1. Charts on sample tenses. 2. Work boo., 3. Any other relevant materials.	Pupils to: 1. explain the meaning of habitual sentences. 2. write habitual sentences both in present and past tense correctly.

		yesterday. 2. he ate amala.					
8.	Handwriting.	Pupils should be able to: 1. read simple passages on the content column. 2. copy the passage into their exercises books in their own handwriting. 3. write clearly and legibly. 4. observe the spacing between letters in a word and words in a sentences.	Passages highlighting national values e.g. discipline, honesty and courage.	1. Reads to give a model example. 2. Writes passage on the board. 3. Guides pupils to identify some difficult words in the passage. 4. Shows them the spacing between letters in a word and words in a sentences. 5. Asks pupils to copy passage into their notebooks. 6. Supervises and makes correction where necessary.	1. Listen to teachers reading. 2. Reading the passage following teacher's example. 3. Identify some difficult words in the passage. 4. Observe the spacing between letters in a word and words in a sentences. 5. Copy the passage into their writing exercise book. 6. Do corrections where necessary.	1. Passages under content column. 2. Any other relevant reference materials.	Pupils to: 1. read given passage correctly and 2. copy correctly the given passage into their exercise books. 3. space between letters in a word and words in a sentences.
9.	Writing answers to questions on simple comprehension passages.	Pupils should be able to: 1. write answers to questions based on passage. 2. read simple passages effectively. 3. skim simple passages for main ideas. 4. identify words and verbs already learnt.	1. Writing answers to comprehension passages from the course book, supplementary readers and any other structures. 2. Identify structural words and verb form already dealt with. 3. Copying identified words and structures in legible handwriting.	1. Presents short comprehension passages and guides pupils to study the passages. 2. Asks questions on them. 3. Tells pupils to write the answers in their exercise books.	1. Read the passages silently and quickly for the first time after teacher's pattern reading and explanation. 2. Read it slowly the second time, noting the main points and details. 3. Answer questions on it orally. 4. Copy in their handwriting on the chalkboard and into their exercise books.	1. Course books 2. Supplementary 3. Any other relevant materials.	Pupils to: 1. write answers to a few questions based on a passage they read. 2. skim given passage for general ideas. 3. identify words and structures already learnt.

10.	Pronunciation of consonants and consonant clusters.	Pupils should be able to: 1. pronounce consonant sounds in isolation, in words and in sentences correctly. 2. differentiate between words in each pair in isolation and in sentences context; and 3. produce consonant cluster correctly.	1. Production of consonant sounds in isolation, words and in context. 2. Pronunciation practice on consonant cluster e.g. /b/ br- blade, /br/- bread, /dr/- dry /f/ frog, /f/- flood, /g/- grass, /k/- clipper, quick, /pl/ please, /pr/- parice, /ʒ/ state, /sm/ smiles, /tr/ train /st/ stone, /spr/ spread e.g. i. This blade is very sharp. ii. I ate bread this morning. iii. Spread the clothes on the grass.	1. Writes the words and the sounds on the board. 2. Demonstrates correct articulation of the sounds, 3. Asks pupils to repeat the sounds after him. 4. Corrects identified pupils problems with the sounds.	1. Watch the teacher write the sounds on the board. 2. Copy the articulation of the sounds into their books. 3. Pronounce the words after the teacher. 4. Practice the correct pronunciation of the words/sounds in sentences context. 5. Have more practices in pronouncing such words for the teacher to assess.	1. Objects. 2. Pictures of objects 3. Flash cards. 4. Flannel board. 5. Wall charts. 6. Course books.	Pupils to: 1. pronounce consonants sound isolation, words and sentence correctly. 2. differentiate between sound in pairs of words correctly.
11.	REVISION						
12.	EXAMINATION						

**ENGLISH STUDIES
PRIMARY III
THIRD TERM**

THEME: LISTENING AND SPEAKING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Making simple statements and responding to simple commands with emphasis on stress and intonation.	Pupils should be able to: 1. make simple statements correctly with the appropriate stress and intonations. 2. respond to simple command appropriately.	1. Making simple statements using the appropriate stress and intonation. 2. Responding to simple commands appropriately.	1. Makes model statements with the appropriate stress and intonation. 2. Gives commands to pupils paying attention to the correct stress and intonation. 3. Guides pupils in making statements and responding to commands.	1. Listen to teacher's statements and commands. 2. Repeat the statements after the teacher. 3. Follow teacher's command appropriately.	1. Course book. 2. Supplementary text. 3. Charts containing simple sentences.	Pupils to: 1. construct simple sentences with appropriate stress and intonation. 2. respond to given commands correctly.
2.	Simple dialogues expressing present, past and future actions.	Pupils should be able to: 1. participates in simple dialogues using present, past and future tenses. 2. ask and answer simple questions correctly using present, past and future tenses.	1. Simple dialogues- dialogues in present, past and future actions. 2. Asking and answering simple questions using present, past and future tense with the appropriate intonation e.g.	1. Explains what dialogue is. 2. Gives example of dialogue shown in the content column. 3. Gets pupils to engage in dialogues in present, past and future tense, ensuring that the correct stress and	1. Listen to teacher's explanation. 2. Repeat the dialogues after the teacher observing the correct stress and intonation (rising and falling tones). 3. Practice the	1. Course book. 2. Sentences strip 3. A volunteer pupils for rehearsal 4. Other suitable materials.	Pupils to: 1. ask two questions and answer them correctly through simple dialogues. 2. engage in dialogues using the rising and falling tone.

		3. practices the use of rising and falling times in questions and answer correctly.	i. Question: where is the teacher? Answer: He is in the class. ii. Question: who is mallam Dikko? Answer: Mallam Dikko is the head teacher.	intonations are observed. 4. Guides pupils to practice the use of the rising and falling tones correctly.	dialogues in two and in groups, both inside and outside the classroom.		
3.	Oral comprehension	Pupils should be able to: 1. listen carefully to a story. 2. answer questions on the main points in the story in their own words. 3. re-tell the story in their own words. 4. tell similar stories.	1. A story that will interest the pupils but built on any topic such as road safety, national values, disasters, risk reduction, drug abuse, HIV/AIDS etc. 2. Provide stories that will encourage them to tell their own stories in simple English e.g. the house that jack built. 3. Prepare them for future life.	1. Tell the story slowly, stressing important point with the correct intonation. 2. Ask questions. 3. Give pupils the opportunity to tell their own stories. 4. Guides and supervise pupil's activities.	1. Listen attentively to the teacher's telling or reading the story. 2. Re-tell the story. 3. Answer questions on the story. 4. Tell similar stories in groups, about children's club or society they know orally.	1. Course book or supplementary readers. 2. Relevant pictures or real objects.	Pupils to: 1. Answer questions on the main points in the story. 2. Relate story in their own words. 3. Participates in telling similar stories.
4.	Pronunciation of vowels and diphthongs.	Pupils should be able to: 1. produce vowel sounds and diphthongs correctly. 2. distinguish between vowels and diphthongs by pronouncing them correctly in words and	Pronunciation practice: e.g. a, e, i, u /ie/ and /ea/ here – hare Ear- air Fear- fare/fair Bear- bear/bare e.g. the hare was here yesterday.	1. Demonstrates and pronounce the words or show objects or their pictures while repeating the words correctly. 2. Lets the pupils imitate him.	1. Listen attentively to the teacher. 2. Produce the sounds used in each pair of words correctly. 3. Write dictation based on the use of these words.	1. Relevant pictures of objects. 2. Flash cards 3. Flannel board. 4. Course book.	Pupils to: 1. produce the sounds used in each pair of words correctly. 2. distinguish between the sound /id/ and /ed/ by pronouncing them

		sentences contexts. 3. write down some dictated words correctly.		3. Engages pupils in drills, using the minimal pair. 4. Dictates words to the pupils to copy.			correctly. 3. write correctly five words dictated by the teacher.
5.	Aural discrimination.	Pupils should be able to: 1. pronounce and distinguish between the sounds in words and sentences using the correct stress and intonation. 2. distinguish between the different sounds in words and sentences.	Aural discrimination of the sounds i. /3/ and /ʌ:/ burn- born firm- form perch- porch - I can burn this bush. A new child is born. - The firm sent a form to me. - /d/ and /j):/ Cot- court Spot- sport.	1. Reads the sentences containing the sounds. 2. Distinguishes between the sounds. 3. Pronounces the words paying attention to the stress and intonation. 4. Asks pupils to repeat after him.	1. Listen to teacher's reading. 2. Repeat after teacher. 3. Distinguish between the sounds. 4. Pronounce the words. 5. Read the sentences following teacher's example.	1. Flash cards. 2. Sentences strips. 3. Flannel board. 4. Course book.	Pupils to: 1. Pronounce given words using the appropriate sounds. 2. Distinguish between the sounds in words and the correct stress and intonation.
6.	Use of regular and irregular plurals in speaking and writing 2. Use of auxiliary verb.	Pupils should be able to: 1. identify regular and irregular plurals. 2. use regular and irregular plurals in simple sentences. 3. identify auxiliary verbs in sentences. 4. use auxiliary verbs in sentences.	1. Regular plurals e.g. Ball/balls; boy/boys. 2. Irregular plurals e.g. child/children; foot/feet. 3. Auxiliary verb e.g. may, can, will.	1. Presents the correct use of regular and irregular plural in speeches. 2. The correct use of irregular plurals in writing. 3. Presents and demonstrates the correct use of auxiliary verbs in sentences. 4. Facilitates flash card games to aid	1. Identify regular and irregular plurals in speeches and writings. 2. To use regular and irregular plurals in speeches and writings. 3. Identify auxiliary verbs in sentences. 4. Pupils play game, play games with flash cards as facilitated by	1. Real objects 2. Pictures of object. 3. Charts. 4. Flash cards games.	Pupils to: 1. identify regular and irregular plurals in speeches and writings. 2. pupils to use regular and irregular plurals in speeches and writings. 3. identify auxiliary verbs in sentences. 4. use auxiliary verbs in sentences.

				pupils understanding of auxiliary verbs.	teacher. 5. Correctly use auxiliary verbs.		
7.	Expressing future action in the negative.	Pupils should be able to: 1. make correct sentences in the simple future tenses. 2. respond correctly to interrogative sentences using contracted forms of “will” and “shall”.	1. Expressing future actions in the negative e.g. we will not be going to church next Sunday; Q- Mummy will we eat rice today? A- No, we will not.	1. Explains and demonstrate what future action is. 2. Gives examples and asks questions in the future tense.	1. Pupils listen to the teacher’s explanation. 2. Gives example themselves. 3. Ask and answer teacher’s question.	1. Sentence strips. 2. Course book. 3. Other supplementary resources like newspapers or magazines.	Pupils to: 1. use future actions in the negative through sentences construction. 2. respond correctly to interrogative sentences using contracted forms of “will and “shall”.
8.	1. Using past continuous tense. 2. Present perfect using- ed and – en ending.	Pupils should be able to: 1. identify past continuous tense in sentences; and 2. use past continuous tense in sentences. 3. identify present perfect using- ed ending. 4. identify present perfect using end ending 5. express correct use of present perfect with ed ending. 6. express correct use of present perfect with – ed ending.	1. Past continuous tense e.g. “He was going to school when he fell; He was coming to the house when he met John. 2. Present perfect using – ed ending e.g. I have cleaned the kitchen; I have washed my clothes. 3. Present perfect using – en ending e.g. John has stolen a pencil; I have eaten my food.	1. Explains past continuous tense in sentences. 2. Demonstrates the correct use of past continuous tense in sentences. 3. Explains present perfect using both – ed and –en endings. 4. Leads pupils in constructing in the present perfect tense.	1. Listen to teacher’s explanation. 2. Use past continuous tense in sentences. 3. Pupils to identify correctly present perfect tense in sentences. 4. Use present perfect tense in sentences.	1. Course book 2. Supplementary materials 3. Charts 4. Chalkboard.	Pupils to: 1. identify past continuous tense in sentence. 2. use past continuous tense in sentences. 3. identify present perfect tense in sentences; and 4. express correct use of present perfect in sentences.
9.	Present perfect with “since” and “for”.	pupils should be able to: 1. identify present	1. Present perfect with “since” e.g. I have been awake	Explains the correct use of present perfect with “since	Pupils correctly use present perfect with “since and “for”	1. Course book. 2. Charts. 3. Supplementary	Pupils to: 1. identify present perfect with “since”

		<p>perfect with “since”.</p> <p>2. identify present perfect with “for”</p> <p>3. express correct use of present perfect with “since” and</p> <p>4. express correct use of present perfect with “for”</p>	<p>since 8’0 clock; lunch has been ready since 2 hours ago.</p> <p>2. Present perfect with “for” e.g. I have been sick for two days; mum has been in the market for two hours.</p>	and “for”	following teacher’s examples.	materials.	<p>and “for”.</p> <p>2. use “since” and “for” in sentence construction.</p>
10.	Interrogation with response using present perfect.	<p>Pupils should be able to:</p> <p>1. use present perfect tense in question forms correctly.</p> <p>2. give appropriate response to such question forms orally in writing.</p>	<p>1. Interrogation and response using present perfect e.g. interrogation; have you finished your home work?</p> <p>2. Response: No. I have not.</p> <p>3. Interrogation: Are you going to play football with me today?</p> <p>4. Response: Yes, of course.</p>	<p>1. Makes series of statement using the present perfect tense.</p> <p>2. Transforms each statement into a question.</p> <p>3. Gives the appropriate answers to pupils.</p>	<p>1. Pupils say the statement after the teacher using the present perfect tense.</p> <p>2. Repeat series of statements using the present perfect tense of verbs after the teacher.</p> <p>3. Transforms each statement into questions again following teacher’s examples.</p>	<p>1. Course book.</p> <p>2. Charts.</p> <p>3. Supplementary materials.</p>	<p>Pupils to:</p> <p>1. use present perfect tense in question forms correctly.</p> <p>2. give appropriate response to such question form orally and in writing.</p>
11.	REVISION						
12.	EXAMINATION						

**BASIC SCIENCE AND TECHNOLOGY
PRIMARY III
FIRST TERM**

**THEME: BASIC SCIENCE AND TECHNOLOGY
SUB- THEME: LEARNING ABOUT OUR ENVIRONMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Measurement of Length	Pupils should be able to: name the instruments for measuring length.	Measuring length - Instrument - Unit of length.	1. Uses of chart showing metric rule and tape rule to teach pupils the metric units of length (m7m, cm) 2. Shows pupils the correct ways of measuring length, breadth and height of objects including their heights.	1. Pupils and learn the metric unit of length. 2. Measure the length, breadth and height of tables, desk, books in the classroom.	1. Tape rule. 2. Meter rule 3. Objects in the classroom the pupils 4. A charts on standard units of length.	Pupils to: 1. name two instruments for measuring length. 2. state the metric units of length. 3. measure correctly the length, breadth and height of objects in the classroom.
2.	Measurement of Mass	Pupils should be able to: 1. name the instrument for measuring mass; 2. compare masses of objects using the balance provided. 3. state the metric units of mass.	Measuring mass: - instruments, - units of measuring mass.	1. Guides the pupils to use of lever arm balance and bathroom scale. 2. Guides pupils to record their weight. 3. Uses the charts to teach pupils the metric units of mass. 4. Initiates class discussion on standard instruments for measuring mass.	1. Working in pairs, measure their heights. 2. Record the measurements taken. 3. Working in pairs. 4. Pupils record their weight 5. Use balance to estimate the masses of objects in classroom.	1. A charts on standard unit of mass. 2. Lever arm balance. 3. Eraser 4. Record book. 5. Pencil. 6. Weighing scale (bathroom scale) 7. Rope. 8. Sticks.	Pupils to: 1. record measurements correctly including units. 2. name two instruments for measuring mass. 3. state the metric units of mass. 4. use lever-arm balance to estimate the masses of

							objects in the classroom and record their findings.
3.	Measurement of Time	Pupils should be able to: 1. name the instrument for measuring time. 2. perform specified activities within specified time frame. 3. state metric unit of time.	Measuring time: - instrument for measuring time. - units of measuring time.	1. Uses charts to teach pupils how to read time. 2. Initiate class discussion on how to accomplish certain tasks within specified time frame.	1. Read time correctly. 2. Read a paragraph of any story from their textbook and recap the story within a set time frame. 3. Read and learn the metric unit of time.	1. A chart showing faces of clock with different readings in second, minute, hour. 2. Wall clock. 3. Stop clock.	Pupils to: 1. name the instrument for measuring time. 2. state the metric unit of time. 3. mention the uses of time.
4.	Soil: importance of Soil to Plants.	Pupils should be able to: 1. mention the importance of soil to plants. 2. sources of nutrients.	1. Importance of soil. - Medium for plants growth. - Sources of nutrients (food and air).	1. Guides pupils to mention the importance of soil to plants. 2 Explains the environmental importance of soil (checking erosions, beautifies the environment e.g. sports field, roads etc.	1. Mention the importance of soil to plants. 2. Identify things in their surroundings that is made from soil	1. School garden 2. Charts showing uses of soil	Pupils to: state two uses of soil to plants.
5.	Soil: importance of soil to Animals	Pupils should be able to: mention the importance of soil to animals.	1. The importance of soil to animals. 2. Surfaces for human activities (farming, building, pottery making).	1. Guides pupils to mention the importance of soil to animals. 2. Explains the environmental importance of soil (beautifies the environment e.g.	Mention the importance of soil to animals.	Recommended textbook.	Pupils to: state at least two uses of soil to animals.

				sport field road etc.			
6.	Air in Motion	Pupils should be able to: 1. state the meaning of wind. 2. describe their feelings when winds blows against their bodies.	Wind - Meaning - Importance.	1. Initiates and guides class discussion on the meaning of wind. 2. Makes references to pupils experience on windy days. 3. Guides pupils to make and fly paper or polythene kites. 4. Presents inflated balloons to lift objects.	1. Uses paper or hand fan to show air in motion. 2. Make and fly paper kites. 3. Uses inflated balloons to lift things.	1. Pieces of paper. 2. Feathers 3. Balloons. 4. Cardboard paper. 5. Gum 6. Sticks. 7. Thread 8. Pair of scissors.	Pupils to: 1. explains the meaning of wind. 2. describe their feelings when winds blow against their bodies. 3. demonstrates how air does work e.g. move or propel objects.
7.	Air in Motion the Effect of Air	Pupils should be able to: 1. explains the harmful effects of air. 2. describe their feelings when wind blows against their bodies.	Harmful effect of air.	1. Presents the pictures of someone: - sneezing - coughing without covering the mouth with his hand). - smoking. 2. Initiates and guides class discussion on the role of air in transferring harmful	1. Observes and describe the effects of wind on: - their bodies - light objects like feathers, 2. Discuss the role of air in smoking coughing and sneezing.	1. Pictures/charts showing the effect of wind. 2. Pictured chart of air.	Pupils to: 1. describe their feelings when wind blows against their bodies. 2. list two harmful substances that can be taken into the body through the air.
8.	Qualities of Water.	Pupils should be able to: 1. list the qualities of good water. 2. identify and name some substances that make water unfit for drinking. 3. state the dangers of drinking bad	1. Water quality. 2. Substances that contaminate water (i.e. make water unfit for drinking) 3. Dangers of drinking bad water. 4. Purifying water.	1. Provides pupils with samples of water of different qualities (clean, dirty, and muddy). 2. Uses simple activities to guide pupils to identify water that is unfit for drinking (check	1. Observe and describe samples of contaminated water. 2. Collect and observe substances that contaminated water e.g. sand, urine and dust. 3. Observe the displayed set of	1. Sample of water. - Clean water - Muddy water - Contaminated water 2. Sand 3. Urine. 4. Dust.	Pupils to: 1. distinguish between good and bad water (colour, odour). 2. mention three substance that make water unfit for drinking. 3. lists five effects

		water.		colour odour). 3. Guides on the dangers of drinking bad water.	water samples.		of drinking bad water.
9.	Uses of Water	Pupils should be able to: 1. list the common uses of water. 2. state reasons for packaging water. 3. list features of safe packaging water.	1. Uses of water. 2. Common uses of water.	1. Initiates and guides class discussion on the common uses of water. 2. Displays samples of package water and glass of water in class. 3. Guides pupils to suggest reasons for packaging, 4. Identifies types of packaged water.	1. Pupils to mention some common uses of water. 2. Participates in class discussion on uses of water.	1. Rain water. 2. Tap water. 3. Stream water. 4. Borehole water 5. Bottled water. 6. Sachet water.	Pupils to: 1. list five uses of water. 2. mention three features of packaged water. 3. state 2 reasons for packaged water.
10.	Plants	Pupils should be able to: Give reasons why plants are living things.	Plants as living things.	1. Takes pupils on a nature walk to observe plants (explains characteristics which they observed plants display on the spot) 2. Guides pupils to identify plants as living things. 3. Explains growth, irritability, reproduction as it affects plants.	1. Observe plants in their localities. 2. Identify plants as living things	Specimen of plants in the localities	Pupils to: states three reasons why plants are living things.
11	REVISION						
12.	EXAMINATION						

**BASIC SCIENCE AND TECHNOLOGY
PRIMARY III
SECOND TERM**

THEME: BASIC SCIENCE AND TECHNOLOGY

SUB- THEME: YOU AND ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Revision of Air	Pupils should be able to: 1. describe wind as air in motion. 2. describe their feelings when wind blows against their bodies. 3. explains the effects of air. 4. lists the uses of air.	1. Meaning of air. 2. Types of air 3. Effects of air 4. Uses of air.	1. Initiates and guides class discussion on the meaning of air. 2. Explains the different types of air. 3. Lists and explains the effects of air. 4. Enumerates the uses of air.	1. Uses paper or hand fan to show air in motion. 2. Listen to the teacher's explanation. 3. Participates in the listing of effects of air. 4. Listen and participates in the class.	1. Pieces of paper. 2. Feathers 3. Pictures of wind mill 4. Pictures/charts showing the effects of wind.	Pupils to: 1. describe air in motion. 2. name two types of air you know. 3. give two effects of air. 4. list three effects of air.
2.	Ways of Contacting Substances in the Air	Pupils should be able to: 1. discuss air as a means through which harmful substances are taken into the body. 2. explains environmental pollution. 3. explains how harmful substances are carried into the air by smoking. 4. explains how harmful substance are carried	1. Air carried harmful substances. 2. By environmental pollution. 3. By smoking 4. By swallowing contaminated water.	1. Initiates and guides class discussion on the role of air in transferring harmful substance into the body 2. Explains environmental pollution. 3. Displays picture/charts. 4. Discusses how harmful substances	1. Listen to the teacher's explanation. 2. Listen and participates in the class discussion. 3. Participates in class discussion. 4. Ask and answer question.	1. Unmaintained toilets in the school and soaker ways in the localities. 2. Pictures and charts of people smoking. 3. Pictures of children drinking contaminated water.	Pupils to: 1. what is environmental pollution? 2. explains how harmful substances are carried into the air by smoking. 3. state how harmful substances are carried into the air by swallowing contaminated water.

		into the air by swallowing contaminated water.		are carried into the air by smoking. 5. Uses charts/pictures to discuss how harmful substances are carried into the air by swallowing contaminated water.			4. make poster that can be placed in your school notice board on prevention of harmful substance in air.
3.	Examples of Diseases/Sickness Caused by Harmful Substances.	Pupils should be able to: 1. explains the meaning of disease/sickness 2. discuss examples of diseases and sickness caused by harmful substances. 3. explains symptoms and prevention of diseases and sickness. 4. explains treatment of the diseases/sickness.	1. Meaning of diseases and sickness caused by harmful substances. 2. Examples of some diseases and sickness and prevention. 3. Symptoms of the diseases and sickness and prevention. 4. Treatment of the diseases/sickness.	1. Explains the meaning of diseases/sickness to the pupils. 2. Uses of someone or charts of someone sick, caused by harmful substances. 3. Lists and discusses examples of diseases and sickness. 4. Initiates and guides class discussion on symptoms and prevention of diseases and sickness. 5. Explains some of the treatment of the disease and sickness.	1. Listen to the teacher's explanation. 2. Participates in the listing of disease and sickness, caused by harmful substances. 3. Participates in the class discussion. 4. Listen to the teacher's explanation.	1. Pictures or charts of someone sick caused by harmful substances. 2. Visit to a nearby clinic	Pupils to: 1. define disease/sickness. 2. list three disease or sickness caused by harmful substances. 3. list two symptoms of disease and sickness. 4. list two preventions of sickness. 5. list two treatment of any sickness or disease you have studied.
4.	Water (Water Quality)	Pupils should be able to: 1. list the qualities of good water. 2. sources of good water. 3. explains the sources and qualities of bad water.	1. What is water? 2. Sources of good water. 3. Sources of bad water. 4. Qualities of good water. 5. Qualities of bad	1. Explains the meaning of water. 2. Provides pupils with samples of water of different qualities. 3. Explains the sources and qualities of bad water.	1. Listen to the teacher's explanation. 2. Observes the colour of different samples provided 3. Participates in enumerating the	1. Samples of water 2. Clean water 3. Muddy water. 4. Rain water. 5. Tap water. 6. Contaminated water.	Pupils to: 1. what is water? 2. give two sources of water. 3. distinguishes between good and bad water. 4. list three qualities

		4. enumerate the qualities of good water. 5. enumerate the qualities of bad water.	water.	4. Explains and enumerate the qualities of good water. 5. Enumerate the qualities of bad water.	qualities of good water. 4. Participates in enumerating qualities of bad water.		of good water. 5. list three qualities of bad water.
5.	Water Quality	Pupils should be able to: 1. explains how water is contaminated. 2. state the dangers of drinking bad water. 3. importance of drinking good water. 4. explains ways and how to avoid drinking bad water.	1. Contamination of water. 2. Dangers of drinking bad water. 3. Drinking of good water. 4. Avoiding drinking bad water.	1. Uses simple activities to guides pupils to identify water that is unfit for drinking (check colour and odour). 2. Explains the dangers of drinking bad water. 3. Explains the importance of drinking good water. 4. Explains ways we can avoid drinking bad water.	1. Collect and observe substances that contaminated water e.g. sand, urine, dust, chemicals and germs. 2. Observe and describe sample of contaminated water. 3. Listen attentively to the teacher. 4. Participate in the class work.	1. Samples of sand, 2. Urine 3. Dust. 4. Chemicals	Pupils to: 1. list three substances that contaminate water. 2. mention three substances that makes water unfit for drinking. 3. list five effects of drinking bad water.
6.	Substances that Contaminate Water	Pupils should be able to: 1. identify and name some substances that make water unfit for drinking. 2. explains how dead and decaying animals contaminate water 3. explains how contaminate water. 4. discuss how dumping of refuse in rivers contaminate water.	1. Leaking pipes in rivers and underground. 2. Dead and decaying animals. 3. Human waste. 4. Dumping of refuse in river.	1. Imitates and guides class discussion on how leaking pipes in rivers and underground contaminate water. 2. Explains how dead and decaying animals contaminate water. 3. Explains the effects of human waste on water. 4. Discusses how dumping of refuse in	1. Participates in class discussion. 2. Listen attentively 3. Participates in the class discussion.	1. Charts showing ways water can be contaminated 2. Water contaminated with dust, sand particles.	Pupils to: 1. explains how leaking pipes in rivers can contaminate water. 2. describe how water contaminated with decaying animals is like 3. name two human wastes that contaminate water. 4. give three reasons why refuse should

				river contaminate water.			not be dumped in rivers
7.	Water Purification (Making Water Fit for Drinking)	Pupils should be able to: 1. explains the meaning of purification of water. 2. describe how distillation process can purify water. 3. explains the meaning and ways of filtration. 4. explains boiling of water a method of purifying water. 5. name and explain how to keep the sources of water clean.	1. Distillation of water. 2. Water filtrations. 3. Boiling of water. 4. Keeping source of water clean.	1. Explains the meaning of water. 2. Brings samples of contaminated water. 3. Initiates and guides class discussion on ways of purifying water. 4. Explains the meaning of filtration and demonstrates ways of purifying water by filtration. 5. Explains the process of making water pure by boiling 6. Guides the pupils on how to purify water by boiling. 7. Enumerates the sources of water and explain how to keep the sources of water clean.	1. Filter samples of water using sieve cloth. 2. Add alum. 3. Add disinfectant to a sample water. 4. Listen to the teacher's explanation and participates in the class demonstration. 5. Listen to the teacher's explanation and fellow the teacher's guide on how to purify water by boiling. 6. Participates in enumerating the sources of water and how to keep them clean.	1. Alum 2. Disinfectant e.g. Izal, Dettol, TCP, Milton solution. 3. Muddy water 4. Container 5. Clean white cloth 6. Stove.	Pupils to: 1. mention three methods of purifying water. 2. list three examples of disinfectants. 3. what is the meaning of filtration. 4. explains how you can purify water by boiling. 5. state two sources of water and explain how to keep them clean.
8.	Making Water Fit for Drinking (Filtration)	Pupils should be able to: 1. explains and name some chemicals for filtering. 2. describe ways of filtering. 3. explains the changes that occur when alum is put in water.	1. Filter samples of water using sieve cloth. 2. Add alum to muddy water. 3. Add disinfectant to sample water. 4. Practicalized all the processes of	1. Explains what filtration is and discusses the process in the class. 2. Provides pupils with coloured water (muddy water) initiates and guides class in carrying out	1. Listen to the teacher's explanation. 2. Participates in the class discussion and participate in filtering of water in the class.	1. Sieve cloth. 2. Coloured water e.g. muddy water. 3. Basin 4. Disinfectants e.g. TCP, Dettol 5. Alum 6. Charts.	Pupils to: 1. mention two methods of filtration. 2. form your practical in the class, write out your findings in your note. 3. list two examples

			purifying water.	the processes of filtration.			of disinfectants.
9.	Things about Water	Pupils should be able to: 1. explains and name things about water 2. explain the process of condensation. 3. explain water as solvent 4. describe the practical work on the water project.	1. Evaporation of water. 2. Condensation of water. 3. Water as solvent. 4. Water projects (practical work on period 1-3 above).	1. Initiates and guides class practical work. 2. Explains the process of condensation of water. 3. Explains and practicalized how water is a solvent. 4. Guides pupils in the practical work on water project.	1. Observe practical work in evaporation 2. Listen to the teacher's explanation. 3. Follow the teacher's directive in carrying out the project.	1. Stove, water (boil the water until it evaporates from the kettle. 2. Sun- Water to be kept in an intensive sun heat for evaporation.	Pupils to: 1. explains the process of evaporation of water. 2. what is condensation of water? 3. describe and write out how water is a solvent.
10	More about Water Purification	Pupils should be able to: 1. practicalize 2. practical.	1. By boiling. 2. Filtration 3. Addition of alum 4. Addition of disinfectants.	1. Leads the pupils in practical work. 2. Leads the pupils in practical works.	Follow the teacher's directive	1. Stove 2. Water 3. Sieve cloth 4. TCP	Pupils to: 1. list four ways of purification 2. write down their findings.
11	REVISION						
12.	EXAMINATION						

**BASIC SCIENCE AND TECHNOLOGY
PRIMARY III
THIRD TERM**

THEME: BASIC AND TECHNOLOGY

SUB- THEME: LIVING AND NON-LIVING THINGS.

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Animals	Pupils should be able to: Give reasons why animals are living things.	Observe the features of animals.	Takes pupils on a nature walk to observe animals (explains characteristics which they observed animal displayed on the spot).	1. Observe animals in their locality. 2. Identify animals living things.	Specimen of animals in the localities.	Pupils to: 1. states five reason why animals are living things. 2. compare plants and animals as living things.
2.	Characteristics of Living Things.	Pupils should be able to: mention the characteristics of living things.	Characteristics of living things: - movements - growth - breath - feed - reproduction.	Guides pupils to identify animals as living things. (explains growth, movement, feeding, irritability, excretion, reproduction as it effects animals	Pupils to Mention the characteristics of living things.	Show pupils live animals.	Pupils to: mention at least three characteristics of living things.
3.	Forms of Technology	Pupils should be able to: 1. identify the form of technology. 2. state two distinguishing characteristics between development and undeveloped	1. Forms of technology: - undeveloped technology -developed technology. 2. Examples of: - undeveloped technology (farming with hoes and cutlass using of town crier, use	1. Guides the pupils to name and identify examples of under developed and developed technology. 2. Explains the difference between under developed and developed technology.	1. Participates in class discussion. 2. Identify examples of underdeveloped and developed technology.	Charts and posters, hoes, cutlass, vehicles, etc.	Pupils to: 1. mention the two forms of technology. 2. give 2 examples such of underdeveloped and developed technology.

		technology.	of stones to make fire, use of donkeys for transportation etc). - developed technology.				3. list three difference between underdeveloped and developed technology.
4.	Developed Technology	Pupils should be able to: developed technology.	1. (Farming with harvesters, tractors, using of ships, airplanes use of lighter etc). 2. Characteristics: - underdeveloped technology are low profile or older days technology. - developed technology are high profile or modern day technology.		Identify examples of developed technology.	1. Tractor. 2. Harvesters. 3. Vehicles.	Pupils to: developed technology
5.	Forms of Energy (Light)	Pupils should be able to: 1. mention the sources of light energy. 2. discusses the uses of light. 3. identify some objects that reflect light 4. use mirrors to form images.	1. Form of energy. 2. Light energy source. - Source. - Uses - Reflection of light.	1. Guides pupils to name the source of light e.g. sun, stars, fire, electricity) 2. Guides pupils to realize that light is not fire but fire produce light. 3. Initiates and guides class discussion on the use of light energy. 4. Directs pupils in use of shinny surface or mirrors to reflect light and form images by placing objects. - In front of a mirror - Between two or more mirrors.	1. Participates in class discussions. 2. Perform the following activities with mirrors and describe their observations - Point a mirror or shinny surface facing a bright light at a dark corner. - Look at their faces in the mirror. - Hold a pencil in front of a mirror. 3. Tabulate the observation.	1. Plain mirrors. 2. Lenses convex and concave lenses. 3. Empty tins with shinny surfaces. 4. Pencils.	Pupils to: 1. list five sources of light energy. 2. mention three uses of light. 3. uses mirror and shinny surfaces to reflect light 4. list three things that reflect light. 5. form images with mirrors.

6.	Forms of Energy	Pupils should be able to: 1. define and explain the meaning of energy. 2. explains the different forms of energy. 3. explain the sources of energy. 4. explains how energy can be generated.	1. Definitions of energy. 2. Forms of energy. 3. Sources of energy. 4. Generating energy by striking two stones together.	1. Defines and explains the meaning of energy to the pupils. 2. Names and explains the different forms of energy. 3. Names and discusses the sources of energy. 4. Demonstrates how energy can be generated e.g. striking two stones.	1. Listen to the teacher's explanations. 2. Participates in the name of the forms of energy 3. Participates in the class discussion. 4. Participates in the class demonstration.	1. Sand. 2. Wheelbarrow. 3. Shovel 4. Stick 5. Plane 6. Mirror. 7. Lenses concave. 8. Empty tins with 4 shiny surface. 9. Pencils.	Pupils to: 1. what is energy? 2. name two forms of energy you know. 3. give two sources of energy. 4. explains in simple method of generating energy.
7.	Light Energy	Pupils should be able to: 1. explains the sources and uses of light energy. 2. show that some objects reflect light. 3. sound energy. 4. some musical instrument.	1. Sources and uses of light energy. 2. Reflection of light. 3. Things that produce sounds musical 4. Instruments: movement of sound and light.	1. Initiates and guides class discussion on the sources and uses of light energy. 2. Directs pupils to use shiny surface or mirror to reflect light and form images by placing objects in front of a mirror.	1. Participates in the class discussion. 2. Participates in the class practical. 3. Make sounds with different parts of their body (feet, hand, mouth). 4. Listen and make sound with the local instrument.	1. Plain mirror. 2. Lenses convex and concave. 3. Empty tins with 4 shiny surfaces. 4. Pencils.	Pupils to: 1. explains two sources of light energy. 2. list three materials that can reflect lights. 3. explains the meaning of sound energy.
8.	Sound Energy	Pupil should be able to: 1. identify different sounds made by different sound instruments. 2. name some locally made instruments. 3. explains sources of sound energy. 4. importance of sound energy.	1. Identification of different instruments from local materials. 2. Sources of sound energy. 3. importance of sound energy.	1. Explains the source of sound energy to the pupils. 2. Discusses the importance of sound energy. 3. Directs pupils to name some common musical instruments.	1. Participate in the identification of different musical instruments. 2. Identify and name instruments that produce locally. 3. Listen to the teacher's explanation. 4. Participates in the class discussion.	1. Drum 2. Agogo 3. Gong 4. Flute 5. String bow. 6. Bamboo stem. 7. Paw-paw stem.	Pupils to: 1. list three sources of sound energy. 2. name two locally made musical instruments. 3. mention two importance of sound energy.

9.	Sound Energy: Making Flute and Other Musical Instrument	Pupils should be able to: 1. name some common musical instrument. 2. make use of the flute in singing. 3. play and sing with locally made instrument. 4. practice singing with locally made instrument.	1. Making flute and drum from local materials. 2. Practice singing with locally made instrument. 3. Practice singing foreign instruments.	1. Directs pupils to name some common musical instruments. 2. Initiates and guides the pupils in making different types of flutes and drums and sing with them.	1. Participates in the name of the common musical instruments. 2. Practices making flutes and drums.	1. Bamboo stem 2. Drum 3. Agogo 4. Gong. 5. Flute. 6. String bow.	Pupils to: 1. name two common musical instruments you know. 2. design flute with a bamboo stalk.
10.	Force	Pupils should be able to: 1. explains the meaning of force. 2. explain the sources of force. 3. explains the effects of forces. 4. explains the usefulness of force.	1. Meaning of force. 2. Sources of force. 3. Push and pull, effect of force. 4. Explain the usefulness of force.	1. Define and explains the meaning of force. 2. Uses the charts to explain sources of force. 3. Explains the effects of force. 4. Explains the usefulness of force.	1. Listen to the teacher's explanation. 2. Listen to the teacher's explanation. 3. Listen to the teacher's explanation. 4. Listen to the teacher's explanations.	1. Pupils. 2. Wheelbarrow 3. Stone. 4. Balls. 5. Charts.	Pupils to: 1. define force. 2. define three types of force. 3. state three effect of force. 4. list three usefulness of force.
11	REVISION						
12.	EXAMINATION						

**PHYSICAL AND HEALTH EDUCATION
PRIMARY III
FIRST TERM**

THEME: PHYSICAL AND HEALTH EDUCATION

SUB- THEME: BASIC MOVEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Creative rhythm and movement	Pupils should be able to: 1. demonstrate the creative rhythmic sounds made by animals. 2. differentiate between animals sound and sounds made by people. 3. lists the importance of creative rhythm and movement.	1. Creative rhythmic sound made by animals e.g. ducks, birds, elephants and dogs. 2. Movements and sound made by people and animals 3. Importance of creative rhythm and movement.	1. Explains and demonstrates the creative rhythms and movements made by animals. 2. Supervises pupils practices on the differences between sounds made by animals and people.	1. Listen and initiate teacher's actions. 2. Practices the skills. 3. Practice the difference sounds made by animal and people.	1. Chart 2. Tape 3. Chalkboard. 4. Recorder.	Pupils to: 1. demonstrate the creative rhythm and movements correctly. 2. list two different sounds made by animals and people 3. give three importance of creative rhythm.
2.	Fundamental rhythms	Pupils should be able to: 1. demonstrates the movement rhythmically. 2. list the activities under fundamental rhythms. 3. demonstrates the matching skills and know the correct way	1. Meaning of fundamental rhythms and examples, walking, bending, shaking, matching, rushing etc. 2. Activities under fundamental rhythms i. Walking	1. Explains the meaning of fundamental rhythms. 2. Supervises the pupils to practice and make correction.	1. Listen to teacher's explanation. 2. Ask question. 3. Practice the skills.	1. Field 2. Chalkboard. 3. Recorder 4. Drum 5. Video clip.	Pupils to: 1. explains the meaning of fundamental rhythms 2. list at least six (6) activities under fundamental rhythms.

		of pushing.	ii. Bending iii. Shaking iv. Matching. v. Skipping and jumping.				
3.	FIRST AID	Pupils should be able to: 1. describe who give first aid and the qualities of him that gives first aid. 2. list the content inside the First Aid box.	1. Who gives first Aid? 2. Qualities of a person that gives first Aid. 3. Contents of first Aid box e.g. i. Scissors. ii. Cotton wool iii. Splints iv. Safety pins etc.	1. Explains the meaning of the first Aid. 2. Lists reasons for giving first Aid. 3. List and explains the contents on the chalkboard summary.	1. Participates by answering question and sharing their experiences. 2. Listen and participates by copying the notes on the chalkboard.	1.Charts 2. Posters. 3. Pictures 4. Video 5. Models. 6. First Aid Box.	Pupils to: 1. say the meaning of first aid. 2. give two reason why first aid is administered. 3. list four qualities of a person that gives first Aid.
4.	Table tennis	Pupils should be able to: 1. say how table tennis originated. 2. mention players involved in the game of table tennis. 3. modern rules that govern table tennis. 4. perform the skill of grip. 5. forehand 6. backhand serving.	1. Brief history of table tennis. 2. Basic skills in table tennis e.g. - Grip. - Forehand - Backhand serving - Basic skills in table tennis (cont)	1. Explains to the pupils the history of table tennis. 2. Demonstrates the skills 3. Explains and demonstrate some of the basic skills in table tennis. 4. Demonstrates the skill of backhand serving and smashing. 5. Guides pupils as they practice the skills.	1. Listen and watch the teacher's demonstration. 2. Listen and practice the skills. 3. Participates in practicing the skill of serving and smashing.	1. Table tennis batting. 2. Ball 3. Table 4. Net	Pupils to: 1. list the players in table tennis. 2. mention two modern laws that govern tables tennis today. 3. list four basic skills in table tennis. 4. explains the correct ways of serving and smashing in table tennis.
5.	Nutrients	Pupils should be able to: 1. explains the meaning of nutrients	1. Meaning of nutrients. 2. Basic nutrients. 3. Importance of	1. Explains the meaning of nutrients. 2. Discusses the basic nutrients.	1. Listen to the teacher's explanation. 2. Participates in	1. Chart 2. Posters 3. Chalkboard. 4. Objects (real)	Pupils to: 1. explains the meaning of nutrient.

		<p>and basic nutrients.</p> <p>2. describe the importance of nutrients to the body.</p> <p>3. List the types of food.</p>	<p>nutrients in the body e.g.</p> <p>i. Body building.</p> <p>ii. Repair.</p> <p>iii. Energy giving</p> <p>iv. Protecting against disease.</p> <p>4. Types of food</p> <p>i. Carbohydrate</p> <p>ii. Protein</p> <p>iii. Mineral salt</p> <p>iv. Fats and oil</p> <p>v. Vitamin.</p>	<p>3. Discusses the importance of nutrients to the body.</p> <p>4. Lists and explains the types of food.</p>	<p>class discussion.</p> <p>3. Listen to the teacher's discussion.</p> <p>4. Listen to the teacher's explanation.</p>		<p>2. explains two importance of nutrients to the body.</p> <p>3. mention four types of food and what they do in the body.</p>
6.	Safety in physical education	<p>Pupils should be able to:</p> <p>1. identify what causes dangers in physical education.</p> <p>2. list the safety measured in P.E.</p> <p>3. mention the basic rules in P.E</p> <p>4. discuss the importance of safety rules in P.E</p>	<p>Safety in P.E e.g.</p> <p>i. Instructor should be a qualified specialist.</p> <p>ii. Classes should be organized according to size and activity.</p> <p>iii. More emphasis on safety rules in P.E e.g. warm up.</p> <p>iv. Importance of safety in physical education.</p>	<p>1. Explains the causes of danger in physical education.</p> <p>2. Lists the basic safety rules in physical education.</p> <p>3. Explains the importance of observing safety rules in physical education.</p>	<p>1. Listen to the teacher's explanations</p> <p>2. Answers questions.</p> <p>3. Listen and ask questions.</p> <p>4. Listen to the teacher's explanation.</p> <p>5. Ask question.</p>	<p>1. Charts</p> <p>2. Posters.</p> <p>3. Pictures</p> <p>4. Chalkboard.</p>	<p>Pupils to:</p> <p>1. list three causes of danger in physical education.</p> <p>2. list two safety rules in P.E</p> <p>3. mention three importance of safety rules in P.E</p>
7.	Football	<p>Pupils should be able to:</p> <p>1. say how football originated</p> <p>2. mention players that are involved in football.</p> <p>3. mention the basic skills of football and perform the skills.</p>	<p>1. Brief history of football.</p> <p>2. Basic skills I n football e.g.</p> <p>i. Passing.</p> <p>ii. Trapping.</p> <p>iii. Heading</p> <p>iv. Kicking</p> <p>v. Dribbling.</p>	<p>1. Explains the brief history of football and mention the number of players.</p> <p>2. Explains and practice the skills.</p> <p>3. Supervises the pupils</p>	<p>1. Listen to the teacher.</p> <p>2. Follow the teacher's directive in performing the skills.</p> <p>3. Listen to the teacher's directives.</p>	<p>1. Football</p> <p>2. Whistle</p> <p>3. Football pitch.</p> <p>4. Television.</p>	<p>Pupils to:</p> <p>1. where did football originated?</p> <p>2. list how many players make a team.</p> <p>3. mention three skills of football.</p> <p>4. mention three basic rules of</p>

		4. perform the skills of heading, trapping, throwing.					football.
8.	Safety rules in swimming	Pupils should be able to: 1. mention the safety rules in swimming 2. observe the rules. 3. mention other safety rules in swimming. 4. list the importance of swimming.	1. Safety hints in shower. 2. Warm up activity 3. Don't swim immediately after food. 4. Don't eat or chew near the pool (river stream) 5. Ensure the presence of a life guide. 6. Don't play around the pool 7. Importance of swimming.	1. Explains the safety rules in swimming. 2. Enforces the rules in swimming. 3. Summarizes the rules on the chalkboard. 4. Lists and explains the importance of swimming.	1. Listen to the teacher 2. Observe safety rules. 3. Listen to teacher's explanation. 4. Answers teacher's questions.	1. Charts 2. Posters. 3. Chalkboard 4. Textbooks 5. Swimming pool.	Pupils to: 1. list any five safety rules in swimming. 2. explains three safety rules in swimming. 3. lists two importance of swimming.
9.	Social health	Pupils should be able to: 1. discusses the importance of recreation for good health. 2. describes a socially sick person. 3. identify ways of taking care of socially sick person.	1. Meaning of recreation for good health and its importance. 2. Sign and symptoms of socially sick person. 3. Ways of taking care of socially sick person.	1. Discusses the importance of recreation for good social health. 2. Explains the signs and symptoms of socially sick person. 3. Mentions and explains ways of taking care of socially sick person.	1. Participates in the class discussion. 2. Listen to the teacher's explanation. 3. Ask questions.	1. Pictures 2. Film show 3. Chalkboard 4. Swimming 5. Posters.	Pupils to: 1. list three importance of recreation for good health. 2. list four symptoms of socially sick person. 3. list two ways of taking care of a socially sick person.
10.	Loco motor movement	Pupils should be able to: 1. demonstrate and	1. Meaning of locomotors 2. Examples of	1. Explains the meaning of locomotor.	1. Listen and practice the locomotor	1. Television 2. Charts 3. Posters	Pupils to: 1. mention six locomotor

		<p>explain with examples locomotor movements.</p> <p>2. demonstrates the:</p> <p>i. jogging.</p> <p>ii. jumping</p> <p>iii. running exercise</p> <p>3. demonstrates the skills of skipping and walking.</p>	<p>locomotors</p> <p>a. Walking</p> <p>b. Skipping.</p> <p>c. Jumping</p> <p>d. Running</p> <p>e. Galloping.</p> <p>f. Jogging etc.</p>	<p>2. List the locomotor movements.</p> <p>3. Demonstrates the exercises for the pupils to follow the examples.</p>	<p>movements.</p> <p>2. Listen and practice the exercise</p> <p>3. Practice the movement skills.</p>	<p>4. Pictures</p> <p>5. Field</p> <p>6. Chalkboard.</p>	<p>movements.</p> <p>2. explains the difference between jogging and running.</p> <p>3. mention two skipping techniques.</p>
11.	REVISION						
12.	EXAMINATION						

**PHYSICAL AND HEALTH EDUCATION
PRIMARY III
SECOND TERM**

THEME: PHYSICAL AND HEALTH EDUCATION.

SUB- THEME: BASIC MOVEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Non locomotor movement	Pupils should be able to: 1. demonstrates the non locomotor movements. 2. list examples of non locomotor. 3. demonstrates the skills 4. demonstrates the activities.	1. Meaning of non locomotor movement e.g. i. Sitting ii. Pulling iii. Lifting. iv. Standing v. Bending etc.	1. Explains the non locomotor movement. 2. Lists the non locomotor exercises. 3. Explains and demonstrates the correct way of sitting and pulling. 4. Explains and demonstrates the activities.	1. Practice the non locomotor exercises. 2. Listen and practice the exercise. 3. Listen and practice the activities.	1. Charts 2. Pictures 3. Field 4. Mat 5. Posters.	Pupils to: 1. list four locomotor movements. 2. demonstrates correct sitting position and pulling skills 3. give two differences between lifting and standing skills.
2.	Introduction to physical fitness	Pupils should be able to: 1. explains the meaning of physical fitness. 2. mention the components of physical fitness. 3. identify and explains other component of physical fitness.	1. Meaning of physical fitness. i. Endurance. ii. Flexibility iii. Speed. iv. Agility v. Coordination vi. Cardiovascular endurance vii. Muscular endurance viii. Strength.	1. Explains to the pupils the meaning of physical fitness. 2. Explains some of the components of physical fitness like endurance, flexibility etc. 3. Summarizes important points on the chalkboard. 4. Discusses further	1. Listen to the teacher's explanation. 2. Copy the chalkboard summary.	1. Charts 2. Pictures 3. Textbooks 4. Chalkboard 5. Posters	Pupils to: 1. explains the meaning of physical fitness. 2. give four examples of physical fitness 3. explains three components of physical fitness. 4. explains cardiovascular endurance and

				other components of physical fitness.			muscular endurance as components of physical fitness.
3.	Mental health	Pupils should be able to: 1. explains the meaning of mental health and importance of rest. 2. describe a mentally sick person. 3. mentions ways of taking care of mentally sick person.	1. Explains the meaning of mental health and importance of rest. 2. Signs and symptoms of mentally sick person. 3. Ways of taking care of mentally sick person.	1. Explains the meaning of rest. 2. Discusses the importance of rest for good mental health. 3. Explains a mentally sick person. 4. Lists signs and symptoms of mentally sick person. 5. Discusses ways of taking care of a mentally sick person.	1. Listen to teacher's explanation. 2. Ask and answer questions by the teacher. 3. Participates in the class discussion.	1. Poster 2. Pictures. 3. Films show. 4. Chalkboard. 5. Charts.	Pupils to: 1. what is mental health? 2. list three importance of rest. 3. describe a mentally sick person. 4. list two signs and symptoms of a mentally sick person. 5. list three ways of taking care of mentally sick person.
4.	Track event (sprints)	Pupils should be able to: 1. identify what we mean by sprint race. 2. list the race under sprint races. 3. mention the skills involved in sprints races. 4. perform the skills 5. explains and demonstrate the different types of start in sprint race.	1. Sprints 100m, 200m and 400m. 2. Techniques in sprints races. i. Take off ii. Running iii. Arm action iv. Finish. 3. Types of start in sprint race e.g. i. The bunch start ii. The medium iii. The elongated start.	1. Explains what we mean by Sprint races. 2. Lists examples. of sprints races 3. Explains some of the techniques involved in sprint race. 4. Demonstrates skills to the pupils. 5. Observes pupils demonstration and make corrections. 6. Explains the different types of start in sprints races.	1. Listen to the teacher's explanation. 2. Listen and practice the skills as directed by the teacher.	1. Charts. 2. Video clip 3. Whistle 4. Starting fun 5. Stop watch. 6. Flags (red and white) 7. Field	Pupils to: 1. what is sprint race? 2. list three examples of sprint races. 3. explains two techniques involved in sprint races. 4. explains the following: i. the bunch start. ii. the elongated start.
5.	Food group	Pupils should be able to:	1. Meaning and classes of food.	1. Explains the classes of food.	1. Listen to the teacher's	1. Charts. 2. Posters.	Pupils to: 1. mention two classes

		<ol style="list-style-type: none"> 1. explains the meaning of Alamins 2. list the types of vitamins. 3. identify the sources of each of the vitamins listed. 4. list the functions of vitamins to the body. 5. identify the deficiency of each vitamin. 	<ol style="list-style-type: none"> 2. Meaning of vitamins. 3. Types of vitamins A,B,C,D etc. 4. Sources of vitamins (a) Liver oil, red palm oil, carrot fruits, green vegetables (b). unpolished rice, brown wheat, peas, beans etc. 5. Functions and deficiency of these vitamins. 	<ol style="list-style-type: none"> 2. Explains the meaning of vitamins and mention some types. 3. Explains the sources of vitamins. 4. Lists and explains the functions and deficiency of each vitamins. 	<ol style="list-style-type: none"> explanation. 2. Participates in the discussion. 3. Listen and answer the question put before them. 4. Listen and answer the question put before them. 	<ol style="list-style-type: none"> 3. Picture 4. Chalkboard. 	<ol style="list-style-type: none"> of food. 2. what is vitamin? 3. give two examples of vitamins 4. explains three sources of vitamin 5. list two functions of vitamins to the body. 6. list two deficiency found among them.
6.	Food group	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. identify the sources of vitamins c and consequences of its deficiency. 2. identify the sources of vitamins D and consequences of its deficiency 3. mention the functions of the above mention vitamins. 4. identify their deficiencies. 	<ol style="list-style-type: none"> 1. Sources of vitamin c and its deficiency. <ol style="list-style-type: none"> a. Fresh citrus. b. Fruits lime. c. Oranges d. Lemon etc. 2. Vitamin D and its deficiency. 3. Functions of vitamin A and B and their deficiencies. 	<ol style="list-style-type: none"> 1. Explains the sources of vitamin c and its deficiency. 2. Explains the sources of vitamins D and its deficiency. 3. Explains vitamin A and B and give their function. 4. Mention their deficiencies. 	<ol style="list-style-type: none"> Listen to the teacher's explanation and copy the chalkboard summary. 	<ol style="list-style-type: none"> 1. Charts. 2. Posters. 3. Pictures 4. Chalkboard 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. identify three sources of vitamin c and give two deficiencies 2. identify three sources of vitamin D and give two deficiencies. 3. lists two functions each of vitamin A and B. 4. give two deficiencies of each.
7.	Food group (protein)	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. say the meaning of protein and give some examples. 2. explains the types of 	<ol style="list-style-type: none"> 1. Meaning of protein and examples: <ol style="list-style-type: none"> a. Meat b. Fish c. Egg. 	<ol style="list-style-type: none"> 1. Explains the meaning of protein and give examples. 2. Mention the types and sources of protein. 	<ol style="list-style-type: none"> 1. Listen and ask questions. 2. Listen to the teacher's explanation and participate in the 	<ol style="list-style-type: none"> 1. Charts. 2. Posters. 3. Pictures 4. Chalkboard 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. explains the meaning of protein. 2. give the sources of protein and types of protein.

		protein and its sources. 3. explains the functions and the deficiencies of protein.	d. Liver e. Cowpeas. f. Snails etc. 2. Sources of protein and types of protein. 3. Functions and deficiencies of protein.	3. List and explains the functions of protein and its deficiencies.	discussion.		3. mention two functions of protein.
8.	Food preparation and preservation	Pupils should be able to: 1. distinguish between food preparation 2. identify ways of preserving food. 3. give reason why we preserve food.	1. Food preparation points: a. Age. b. Size. c. Climate. d. Time 2. How to preserve food. 3. Reason why we preserve food.	1. Explains to the pupils how to prepare food menu. 2. Mentions and discusses ways of preserving food. 3. Explains the reason why we preserve food.	1. Listen and ask question. 2. Participates in the discussion.	1. Charts 2. Chalkboard. 3. Posters. 4. Live food. 5. Summary.	Pupils to: 1. list the steps taken when preparing rice. 2. mention two ways of preserving food. 3. list two reasons why we preserve food.
9.	Basketball	Pupils should be able to: 1. tell history of basketball. 2. mention the number of players needed. 3. mention the basic skills of basketball. 4. perform the skill 5. perform other skills like: a. individual defense fainting, dodging. b. shooting.	1. Basic skills in basketball: a. Passing and catching b. Dribbling. c. Shooting. d. Footwork e. Individual defense fainting, dodging. 2. Brief history of basketball.	1. Explains and supervises the pupils as they perform the task. 2. Explains the history of basketball. 3. Demonstrates the skill 4. List the numbers of players. 5. Supervises the pupils and make correction where necessary.	1. Listen and practice the skills 2. Listen and watch the teacher's demonstration. 3. Practice the skills taught.	1. Basketball 2. Whistle. 3. Basketball court. 4. Court (basketball) 5. Ball.	Pupils to: 1. lists four skills used in the basket. 2. give a brief history of basketball. 3. list the players in basketball game. 4. draw the court. 5. explains the skill of shooting and individual defence in basketball.
10.	Basketball	Pupils should be able to: 1. perform the skills of	1. Footwork individual defence fainting, dodging.	1. Supervises the pupils, make correction where	1. Practice the skills taught. 2. Listen and	1. Basketball 2. Whistle. 3. Basketball court.	Pupils to: 1. explains footwork as a skill in basketball.

		<p>footwork, individual defence.</p> <p>2. draw and label the basketball court.</p> <p>3. mention the various officials in basketball game.</p>	<p>2. Draw and label the court and the position of the player.</p> <p>3. Officials in basketball.</p>	<p>necessary.</p> <p>2. Supervises the pupils drawing and makes corrections where necessary.</p> <p>3. Lists and explains the officials in a basketball game.</p>	<p>practice.</p> <p>3. Listen to the teacher's explanations.</p>	<p>4. Court (basketball)</p> <p>5. Ball.</p>	<p>2. draw a basketball court.</p> <p>3. name two officials in a basketball game.</p>
11.	REVISION						
12	EXAMINATION						

**PHYSICAL AND HEALTH EDUCATION
PRIMARY III
THIRD TERM**

**THEME: PHYSICAL AND HEALTH EDUCATION.
SUB- THEME: BASIC MOVEMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Systems of the body and function	Pupils should be able to: 1. say the meaning of the system of the body. 2. list the system of the body. 3. draw and label the respiratory and circulatory systems. 4. explains the functions of the respiratory and circulatory system.	Meaning of the body system. 1. Respiratory. 2. Circulatory. 3. Digestives. 4. Muscular 5. Skeletal 2. Respiratory and circulatory systems. 3. Functions of the respiratory and circulatory system of the body.	1. Explains the meaning of the systems of the body. 2. Mentions the five systems of the body. 3. Explains respiratory systems in the body. 4. Draws the respiratory and circulatory system and label them. 5. Discusses the functions of the respiratory and circulatory system of the body.	1. Listen to the teacher's explanation. 2. Listen and draw the diagrams. 3. Ask questions 4. Answer the teacher's questions.	1. Diagrams 2. Posters 3. Charts 4. Pictures 5. Chalkboard.	Pupils to: 1. explains the meaning of the system of the body. 2. name five systems of the body. 3. explains the respiratory of the body. 4. draw the circulatory system and label 5. list three functions each of respiratory and circulatory system of the body.
2.	System of the body and functions.	Pupils should be able to: 1. say the meaning of digestive systems. 2. list parts of digestive systems. 3. draws and label the	1. Meaning digestive system. 2. Parts of digestive system e.g. mouth, teeth, throat, stomach, intestine etc.	1. Explains the meaning of digestive systems. 2. Mentions parts of digestive systems. 3. Draws and names the parts of	1. Listens to the teacher's explanations. 2. Participates by drawing the diagram and label. 3. Participates in	1. Diagrams 2. Posters 3. Charts 4. Pictures 5. Chalkboard.	Pupils to: 1. explains the meaning of digestive systems. 2. draw and label the digestives system. 3. discuss the

		digestives system. 4. list the functions of digestive system of the body.	3. Draw and label digestive system. 4. Functions of the digestive systems.	digestive system 4. Discusses the functions of the system with the pupils.	the class discussion.		functions of the digestives system of the body.
3.	System of the body and functions.	Pupils should be able to: 1. say the meaning of muscular system. 2. list types of muscular systems. 3. draw and label the muscular system. 4. list the functions of the muscular system.	1. Meaning of muscular systems. 2. Types of muscular systems e.g. striated muscle triceps muscle smooth muscle. 3. Functions of muscular system.	1. Explains the meaning of muscular system. 2. Mentions types of muscular systems. 3. Draws the muscular systems. 4. Lists the types of muscles. 5. Discusses the functions of the system with the pupils	1. Listen to the teacher's explanation. 2. Participate by drawing the diagram. 3. Ask and answer questions. 4. Listen and ask question when necessary.	1. Diagrams 2. Posters 3. Charts 4. Pictures 5. Chalkboard.	Pupils to: 1. mention two (2) types of muscles. 2. draws the muscular system. 3. mention three functions of the muscular system.
4.	The body system	Pupils should be able to: 1. say the meaning of skeletal system. 2. draw the skeletal system and label 3. lists the function of skeletal system.	Skeletal System: 1. Meaning of skeletal system. 2. Types of bones. 3. Draw and label the skeletal system. 4. Functions of the skeletal system.	1. Explains the meaning of skeletal system and the types of bone. 2. Draws and label the skeletal system. 3. Discusses the functions of the skeletal system with the pupils.	1. Watch the teacher's drawing. 2. Listens to the teacher's explanation and ask question.	1. Diagrams 2. Posters 3. Pictures 4. Chalkboard summary.	Pupils to 1. say the meaning of skeletal system. 2. list two (2) types of bones. 3. draw and label the skeletal system 4. list three (3) functions of the skeletal system.
5.	Nutrition	Pupils should be able to: 1. explains the meaning of nutrition. 2. mention the six classes of food. 3. list the uses of food.	1. Meaning of nutrition. 2. Classes of food. 3. Uses of food.	1. Explains the meaning of nutrition. 2. Explains the classes of food. 3. Discusses the uses of food.	1. Listen to the teacher's explanation 2. Listen and participates in class discussion. 3. Ask questions.	1. Posters 2. Charts 3. Chalkboard. 4. Chalkboard summary.	Pupils to: 1. explains the meaning of nutrition. 2. list three classes of food. 3. mention three

							uses of food.
6.	Food group (carbohydrates)	Pupils should be able to: 1. explains the meaning of carbohydrates. 2. explains the sources of carbohydrates. 3. explains the functions of carbohydrates to the body.	1. Meaning of carbohydrates 2. Food that contain carbohydrates e.g. yam, maize, rice, potatoes etc. 3. Sources of carbohydrates. 4. Functions of carbohydrates.	1. Explains the meaning of carbohydrates. 2. Lists the foods that belong carbohydrates class. 3. Mentions the sources of carbohydrates. 4. Lists and discusses the functions of carbohydrates to the body.	1. Listen to the teacher's explanation. 2. Participates in the discussion. 3. Listen to teacher's explanation. 4. Listen and answer question.	1. Charts. 2. Pictures. 3. Chalkboard.	Pupils to: 1. explains the meaning of carbohydrates 2. list two (2) foods that contain carbohydrates. 3. lists eight (8) sources of carbohydrate. 4. mentions four functions of carbohydrate to man.
7.	Field events (high jump)	Pupils should be able to: 1. mentions the meaning of field events. 2. lists the examples of field events. 3. perform the run up, take off, cleaning the bar and landing skills in high jump. 4. mentions at least four of the rule sin high jump.	1. Meaning of field events. 2. Examples of field events. 3. Basic skills in high jump e.g. i. Run up ii. Take off iii. Clearance of the cross bar. iv. Landing v. Rules of high jump.	1. Explains what we meant by field events. 2. Lists the examples of field events. 3. Demonstrates the skills of high jump such as; run up, take off, clearance and landing skills. 4. Observes and corrects pupils demonstrations. 5. Explains the rules of high jump to the pupils 6. Demonstrates the rules.	1. Listen to the teacher's explanation. 2. Participates in the class demonstration. 3. Listen and practice the rules in high jump.	1. Field. 2. Charts. 3. Crossbar flags. 4. Red and white measuring tapes.	Pupils to: 1. what is a field event? 2. list two field events you know. 3. mention three skills used in high jump. 4. mention four rules in high jump.

8.	Environmental health	Pupils should be able to: 1. say the meaning of environmental health. 2. list the examples of environmental health hazards. 3. identify the problems facing environmental health 4. list the effects of environmental health.	1. Meaning of environmental health hazards. i. Air pollution. ii. Water pollution iii. Noise pollution iv. Chemical pollution. 2. Problems of environmental health. 3. Effects of environmental health.	1. Explains the meaning of environmental health. 2. Lists some examples of health hazards. 3. Explains the problems associating with environmental health. 4. Explains the effect of environmental health to the pupils.	1. Listens and ask questions when necessary. 2. Listen to the teacher' explanations. 3. Ask questions in the class discussion.	1. Charts 2. Pictures 3. Chalkboard summary.	Pupils to: 1. what is environmental health? 2. list three examples of environmental health hazards. 3. lists four (4) problems of environmental health. 4. list five effects of environmental health.
9.	Environmental health	Pupils should be able to: 1. say the meaning of noise pollutions and air pollution. 2. list the causes of noise and air pollution. 3. describe ways of preventing noise and air pollution.	1. Noise pollution and air pollution. 2. Causes of noise and air pollution. 3. Prevention of noise and air pollution.	1. Explains the meaning of noise and air pollution. 2. Discusses the causes of noise and air pollution. 3. Describes various ways of preventing noise and air pollution.	1. Listen to the teacher's explanation. 2. Ask questions. 3. Participates in the class discussion. 4. Listen to the teacher's explanation.	1. Magazines 2. Pictures. 3. Posters 4. Charts 5. Water filter 6. Chalkboard summary.	Pupils to: 1. explains the meaning of noise and air pollution. 2. describes the causes of noise and air pollution. 3. describe two (2) ways of preventing noise and air pollution.
10.	Environmental health	Pupils should be able to: 1. say the meaning of water and chemical pollution. 2. list the causes of water and chemical pollution. 3. prevention of water	1. Say the meaning of water and chemical pollution. 2. List the causes of water and chemical pollution. 3. Ways of preventing water and chemical pollution.	1. Explains the meaning of water and chemical pollution. 2. The causes of water and chemical pollutions. 3. Assists the pupils in describing ways	1. Listen to the teacher's explanation. 2. Take down the chalkboard summary. 3. Ask questions. 4. Participates in the class work.	1. Charts 2. Pictures 3. Magazines 4. Chalkboard 5. Water. 6. Chemical.	Pupils to: 1. explains the meaning of water and chemical pollution. 2. list 3 causes of water and chemical pollution 3. list 3 ways of

		and chemical pollution.		of preventing water and chemical pollution.			preventing water and chemical pollution.
11.	REVISION						
12.	EXAMINATION						

**INFORMATION TECHNOLOGY
PRIMARY III
FIRST TERM**

THEME: COMPUTER STUDIES

SUB- THEME: COMPUTER AWARENESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Revision	Pupils should be able to: 1. recall and answer questions. 2. put the answer down in their exercise book.	Oral revision of last term's term. Written assignment on past question.	Asks pupil's question Write some question on the chalkboard.	Answering question given. Answering question given into their notebook.	1. Textbooks. 2. Chalkboard. 3. Pictures/diagrams of a computer and its parts.	Pupils to: 1. what is computer? 2. mention five parts of a computer.
2.	History of computer I	Pupils should be able to: 1. identify early counting devices. 2. identify other early counting devices.	Early counting devices. 1. Fingers. 2. Toes Early counting devices counting using. 1. Pebbles. 2. Stones. 3. Sticks. 4. Cowries. 5. Seeds.	1. Engages the pupils to count with their finger and toes. 2. Explains early counting devices. 3. Demonstrates using the different counting devices. 4. Engages pupils in count up: to fifty (50) using different counting devices.	Count up to twenty using fingers and toes. Listen and participates in the class activities.	1. Textbooks. 2. Charts of fingers and toes. 3. Pupils fingers and toes. 4. Sticks. 5. Stones. 6. Pebbles. 7. Seeds. 8. Charts showing early counting devices.	Pupils to: 1. what are the earliest counting devices? 2. draw your finger/toes. 3. mention other items used as early counting devices. 4. mention four early counting devices. 5. uses any of the early counting devices to solve the following problems. i. $20 + 15 =$ ii. $45 - 18 =$ iii. $27 \div 9 =$

3.	History of computer II	Pupils should be able to: 1. identify early mechanical counting devices. 2. meaning of abacus 3. state the uses of an abacus. 4. explains how calculation is used in counting.	Later development: -Abacus. Later development: -Calculator.	1. Identifies early mechanical counting devices. 2. Explains what an abacus and its uses. 3. Demonstrates the use of an abacus 4. Explains what a calculator is 5. Demonstrates the use of the calculator.	1. Listen and participates in the class discussion. 2. Uses the abacus to solve different arithmetic problems. 3. Participates in the class activities. 4. Uses the calculator to solve different arithmetic problems.	1. Textbooks. 2. Real objects (Abacus). 3. A chart showing an abacus as counting machine. 4. Calculator. 5. Pictures/charts showing the use of calculator.	Pupils to: 1. what is an abacus? 2. what is the abacus used for? 3. draw an abacus 4. abacus can be used for- a. fighting b. adding c. singing. 5. mention two mechanical calculating devices. 6. how has calculator help in counting?
4.	History of computer III	Pupils should be able to: 1. identify the land marks in the transmission of early calculating devices to present day computer. 2. tell the sequences in the computer graduation.	Graduation of calculating devices into the present day computer.	1. Explains what Napier and Pascaline devices are used for. 2. Explains Charles Babbage as the father of the computer till date.	Listen and participate in the class discussion	Textbooks.	Pupils to: 1. who invented the pascaline? a. blasie pascal. b. john napier. c. abacus. 2. the napier's bone was invented in the year (a). 1999. (b). 1620 (c). 1930. 3. state the uses of napier and pascaline devices. 4. who is the father of computer? 5. what did he invent?
5.	Input devices I	Pupils should be able to: 1. state the meaning	1. Definition of input devices. 2. Identifying the	1. Explains the meaning of input devices. 2. Displays a computer	1. Listen and participates in the discussion.	1. Textbooks. 2. Computer set. 3. Real objects:	Pupils to: 1. what are input devices?

		of input devices. 2. identify the input devices.	input devices.	set. 3. Identifies each part of the computer set. 4. Shows and asks pupils the different input devices.	2. Examine the displayed input devices. 3. Observing and answering question.	a. Computer b. Keyboard. c. Mouse. 4. Pictures/charts showing computer, keyboard and mouse.	2. mention four (4) input devices you know.
6.	Input devices II	Pupils should be able to: 1. describe the input devices of a computer. 2. answer questions on input devices.	1. Description of input devices. 2. Exercises on input devices.	1. Explains what a keyboard and mouse are. 2. Shows the real objects 3. Asks questions and give assignment.	Listen and answer question.	1. Textbooks. 2. Computer 3. Keyboard. 4. Mouse 5. Pictures/charts of a computer keyboard and mouse.	Pupils to: 1. how does the keyboard look like? 2. draw a computer keyboard. 3. practice with a computer keyboard.
7.	Input devices III	Pupils should be able to: 1. identify the different types of keyboard 2. describe the computer keyboard.	1.Types of keyboard 2. Description of the keyboard.	1. Shows different type of computer keyboard. 2. Explains what a computer keyboard is. 3. Shows the different keys on the keyboard of the computer.	1. Observe and answer questions. 2. Participates and answer questions. 3. Type short sentences using the keyboard.	1. Textbooks. 2. Computer mouse 3. Pictures/charts of a computer mouse 4. Mouse pad.	Pupils to: 1. mention the two types of computer keyboard. 2. describe a keyboard. 3. name the different types on the keyboard.
8.	Input devices IV	Pupils should be able to: 1. identify the mouse 2. describe the computer mouse.	1. The computer mouse. 2. Description of a mouse.	1. Shows mouse. 2. Shows the mouse pad. 3. Describes the features of a computer mouse. 4. Displays pictures/charts showing mouse.	1. Participates in the class discussion and answer questions. 2. Listen attentively. 3. Observe and answer questions.	1. Textbooks. 2. Computer mouse 3. Pictures/charts of a computer mouse 4. Mouse pad.	Pupils to: 1. draw a computer mouse. 2. what parts of a computer is the mouse?
9.	Input devices V	Pupils should be able to: 1. state the uses/function of the computer keyboard. 2. state the functions	1. Uses/function of the keyboard. 2. Function of the specials keys on the keyboard.	1. Asks the different uses of computer keyboard. 2. Explains the uses of the computer keyboard. 3. Demonstrates these uses.	1. Participates in the class discussion and answer the questions. 2. Practical books on the use of keyboard. 3. Listen and	1. Textbooks. 2. Computer keyboard. 3. Pictures showing the uses of the keyboard.	Pupils to: 1. state three uses of the keyboard. 2. name the special keys on the keyboard. 3. state the functions

		of the special keys.		4. Explains the functions of the special keys on the keyboard. 5. Shows the pictures of the special keys.	participates in the class discussion. 4. Answer question.	4. Pictures showing the functions of the special keys of keyboard.	of the special keys on a keyboard.
10.	Input devices VI	Pupils should be able to: 1. state the uses/functions of the mouse. 2. input information into the computer using the mouse.	1. Uses/functions of the mouse. 2. Practical use of the mouse.	1. Explains the functions of the mouse. 2. Shows the pictures of a mouse. 3. Leads pupils to use the mouse to input information into the computer.	1. Answer questions 2. Use a mouse to highlight text or change the content of a document.	1. Textbooks. 2. Picture/charts showing the function of the mouse.	Pupils to: 1. state five (5) uses of the mouse. 2. we can use the mouse to _____ at things on the monitor. 3. we can use the mouse to _____ an item on the monitor. 4. draws a mouse.
11	REVISION						
12.	EXAMINATION						

**INFORMATION TECHNOLOGY
PRIMARY III
SECOND TERM**

THEME: COMPUTER STUDIES

SUB- THEME: COMPUTER AWARENESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Revision output devices	Pupils should be able to: 1. recall the last term's work. 2. answer question from the past work.	1. Revision of last term's work. 2. Assignment on the last term's work.	1. Asks questions orally. 2. Writes on the chalkboard.	1. Answer questions orally. 2. Writes on their books.	1. Textbooks. 2. Chalkboard 3. Pictures and charts.	Pupils to: 1. define the word input devices. 2. what is a keyboard? 3. state two uses of a keyboard. 4. describe a mouse. 5. what do we use the mouse for? 6. draw a keyboard and mouse. 7. mention the uses of the keyboard.
2.	Output devices I	Pupils should be able to: 1. to define and identify the output devices. 2. describe the monitor. 3. name the different types of monitor.	1. Definition/identifications of output devices (monitor). 2. Descriptions of a monitor/output devices and machine through which the result of processing is made available to the users	1. Displays the picture/charts showing output devices. 2. Calls on each pupil to identify output devices. 3. Shows the monitor. 4. Explains the types of monitor and its functions pupils to view a document through the monitor.	1. Participates in asking question in class discussion. 2. Lists the different output devices. 3. Participate actively in the class discussion by asking questions.	1. Textbooks. 2. Pictures/charts showing output devices 3. Computer monitor. 4. Picture/charts of a monitor.	Pupils to: 1. what is an output devices? 2. mention three output devices. 3. which parts of the computers is the monitor? 4. mention two types of monitor. 5. how does the computer monitor look

							like? 6. draw a monitor.
3.	Output devices II	Pupils should be able to: 1. recognize a printer as an output device. 2. describe the printers.	1. The printer. 2. Description of a printer.	1. Shows a printer to the pupils. 2. Explains how a printer looks like and write notes.	1. Listen and answer question. 2. Listen and participates in the class discussion.	1. Textbooks. 2. A real printer 3. Pictures/charts of a printer	Pupils to: 1. draw a printer. 2. which part of the computer uses paper?
4.	Output devices III	Pupils should be able to: 1. state the uses of the monitor. 2. state the uses of the printer.	1. Uses/functions of the monitor. 2. Uses of the printer.	1. Leads pupils to view a document through the monitor. 2. Assists pupils to type a letter using the monitor. 3. Guides pupils to print document from the computer using a printer.	1. Observe and answer questions. 2. Observed and print typed document using a printer. 3. Read a component of the system unit.	1. Textbooks. 2. Computer monitor. 3. Pictures/charts of computer monitor. 4. Computer printer 5. Pictures/charts of printers.	Pupils to: 1. mention the two uses of computer monitor. 2. state the uses of a printer.
5.	The system unit I	Pupils should be able to: 1. describe the system unit. 2. name/list the different component of the system unit.	1. Component of the system unit. 2. Name of component of the CPU.	1. Assist pupils to describe a system unit. 2. Displays pictures/charts of system unit. 3. Tells pupils to list out the component of a system unit.	1. Observe the system unit on display. 2. Ask and answer questions. 3. List out the different components of a system unit.	1. Textbooks. 2. Computer system, pictures/charts of the system unit. 3. Pictures and charts of the different components of the system unit.	Pupils to: 1. describe a system unit. 2. draw a computer system unit. 3. list three component of a system unit.
6.	The system unit II	Pupils should be able to: 1. locate the hard disk drive in the computer system. 2. locate the floppy disk and the CD ROM Drives.	1. Disk drives, hard disk drive. i. Floppy disk drive. ii. CD-ROM Drive	1. Guides pupils to identify and locate the disk drive on the system unit. 2. Asks leading question of what the hard disk is all about. 3. Explains the uses of the hard disk drive. 4. Guides pupils to	1. Participates in the class discussion. 2. Observe and answer question.	1. Textbooks. 2. Real system unit. 3. Pictures/charts of a system unit.	Pupils to: 1. state the uses of the hard disk drive. 2. draw a hard disk drive. 3. the disk drives are found in which parts of the computer. 4. label the parts of the system units.

				locate the named unit. 5. Explains their uses.			
7.	The system unit. III	Pupils should be able to: 1. locate the mother board on the system unit. 2. name the units found in the mother board of a computer.	1. Mother board. 2. Units in the mother board.	1. Guides the pupils to locate the mother board in the system unit. 2. Shows pupils the units in the mother board. 3. Explains its uses.	1. Observe and answers questions 2. Answers questions 3. Copy notes on the topic.	1. Textbook. 2. System unit. 3. Pictures/charts of motherboard 4. System unit of a computer. 5. Pictures and diagram.	Pupils to: 1. where is the motherboard found in the computer. 2. name the units in the motherboard.
8.	Component of a system unit I	Pupils should be able to: 1. describe the CPU. 2. state the uses of the CPU	1. Description of the CPU 2. Uses of the CPU	1. Displays the CPU. 2. Shows the pictures/charts. 3. Explains it uses. 4. Identifies the component. 5. Ask and answer question form the pupils. 6. Writes note on the chalkboard.	1. Observe the CPU. 2. Answer question and copy notes.	1. Textbooks. 2. Computer system unit. 3. Pictures/charts of the system.	Pupils to: 1. describe the CPU. 2. ----- is the brain of the computer. 3. CPU is also called-- ----- 4. what is the work of the CPU in the computer?
9.	Component of a system unit II	Pupils should be able to: 1. identify the parts of the CPU that has the arithmetic and logic unit (ALU). 2. tells the functions of CPU for arithmetic and logic unit (ALU)	Parts of the CPU. 1. Arithmetic and logic unit (ALU) 2. CPU functioning for arithmetic and logic unit (ALU).	1. Guides pupils to identify parts of the CPU unit that perform the functions. 2. Guides pupils to locate the unit. 3. Explains its functions.	1. Listen and answers questions orally. 2. Participates actively. 3. Ask and answer questions.	1. Textbooks 2. Computer system units. 3. Pictures/charts of the system unit.	Pupils to: 1. mention one part of the system unit. 2. locate three component of the system unit. 3. states the functions of the CPU. 4. list parts of the CPU.
10.	Component of a system unit III	Pupils should be able to: 1. identify the Radom Access Memory (RAM)	1. Random Access Memory (RAM). 2. Control unit (CU)	1. Leads pupils to locate the unit in the system.	1. Observe and ask questions. 2. Participates actively.	1. Textbook. 2. Computer system unit.	Pupils to: 1. name three component of the

		of the system. 2. locate the control unit of the computer.		2. Explains and shows the charts/pictures. 3. Guides pupils on the use of the control unit. 4. Explains the use of the control unit. 5. Groups pupils in fives (5) locates the control unit.	3. Observe, ask and answer questions. 4. Copy note from the chalkboard.	3. Pictures/charts of it.	CPU. 2. RAM in a component is found in its. Match the following.												
							<table border="1"> <tr> <td>1</td> <td>CPU</td> <td>Stores information</td> </tr> <tr> <td>2</td> <td>Control unit</td> <td>Processors</td> </tr> <tr> <td>3</td> <td>ALU</td> <td>Controls operations.</td> </tr> <tr> <td>4</td> <td>Primary memory</td> <td>Calculations</td> </tr> </table>	1	CPU	Stores information	2	Control unit	Processors	3	ALU	Controls operations.	4	Primary memory	Calculations
1	CPU	Stores information																	
2	Control unit	Processors																	
3	ALU	Controls operations.																	
4	Primary memory	Calculations																	
11.	REVISION																		
12.	EXAMINATION																		

**INFORMATION TECHNOLOGY
PRIMARY THREE
THIRD TERM**

THEME: COMPUTER STUDIES

SUB- THEME: COMPUTER AWARENESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Revision	Pupils should be able to: 1. recall the previous term's work. 2. write an assignment on the last term's work.	Revision of last term's work Assignments on the last term's work.	1. Asks and answers questions orally. 2. Explains the answer orally. 3. Writes on the chalkboard.	1. Answering question orally. 2. Answering the questions into their exercise book.	1. Textbooks 2. Pictures/charts of a computer system unit. 3. Chalkboard.	Pupils to: fill the blanks spaces with the following: (power button, floppy disk, drive diskette, brain). 1. floppy disk is inserted into the _____ 2. we can switch on/off the computer with _____ 3. the system unit is _____ of the computer fill in the blanks with the following button, CD-ROM, Drive Diskette) 1. the CD can be inserted into the _____ 2. we can store data and information on _____ 3. _____ Restarts the computer.

2.	Component of a System Unit I	Pupils should be able to: 1. state the meaning of disk drive. 2. identify the different types of disk drives.	Meaning of disk drive. Disk drive, types.	1. Explains the meaning of disk drive. 2. Asks pupils the different types of disk drive. 3. Shows the types of disk drives.	1. Listen and participates in the discussion. 2. Recite the definitions of a disk drive. 3. Participates in the class discussion 4. Show the types of disk drive.	1. Textbooks. 2. Chalkboard 3. Picture/charts of the disk drive. 4. Pictures/charts of different disk drives.	Pupils to: 1. define what a disk drive is 2. mention three types of disk drives.
3.	Component of a System Unit II	Pupils should be able to: 1. identify the various types of disk drives. 2. locate the floppy disk drive position in the computer. 3. states the meaning of CD and ROM	1. Floppy disk 2. CD ROM drive	1. Displays a system unit. 2. Leads pupils to locate the floppy disk drive positions in the system. 3. Asks pupils the meaning of CD and ROM. 4. Shows the pictures of a CD ROM drives. 5. Explains what CD ROM drives is. 6. Shows the pupils the location of the CD ROM drive.	1. Inspect the system unit in groups. 2. Observe and ask questions. 3. Listen and participates actively in the class discussion. 4. Identify the position where the CD ROM drive will be in the system. 5. Reads up Hard disk drive from your textbooks.	1. Textbooks. 2. Computer system unit. 3. Charts of it. 4. Pictures/charts of CD ROM drive.	Pupils to: 1. draw a floppy disk. 2. CD means_____ 3. ROM stands for_____
4.	Components of a System Unit III	Pupils should be able to: 1. Identify a hard disk drive. 2. State the difference between hard disk and floppy disk.	1. Hard disk drive 2. Difference between the hard disk and floppy disk.	1. Asks pupils what is hard disk drive. 2. Asks pupils to identify the hard disk drive. 3. Explains what a hard disk drive is. 4. Shows the pictures/charts of	1. Listen and participates in the class. 2. Observe the hard disk from the system in groups. 3. Ask questions and give assignment where	1. Textbook 2. System unit. 3. Pictures/charts of a hard disk drive. 4. Hard disk and floppy disk 5. Pictures/charts of hard and floppy disk drives.	Pupils to: 1. hard disk is use to_____ 2. draws a hard disk drive. 3. Which of the disk stores more information than the other? 4. state four differences between the hard disk and

				it. 5. Asks the pupils the differences. 6. Explains the difference. 7. Writes on the chalkboard.	necessary. 4. Participates in the class. 5. Answer questions. 6. Write into their exercises books.		floppy disk drive.
5.	Component of a System Unit IV	Pupils should be able to: 1. state the uses of the disk drive. 2. practice the use of the disk drive.	1. Uses of the disk drive. 2. Practical use of the disk drive.	1. Explains show the LED (the green light). 2. Guides pupils to use the disk drive in a computer set.	1. Listen and participates. 2. Answer questions. 3. Ask and answer questions.	1. Textbook. 2. System unit. 3. Computer set.	Pupils to: 1. state two uses of disk drives. 2. types of letter to your friend and use the floppy disk to store it. 3. where is the LED found in the computer?
6.	Component of a System Unit V	Pupils should be able to: 1. states dos in using the disk drive. 2. list the don'ts of using the disk drives.	1. Dos and don'ts of using a disk drive. 2. Don'ts of using a disk drive.	1. Asks questions. 2. Explains the DOS. 3. Reads up the don'ts of using the disk drive. 4. Discusses the don'ts of using the disk drive.	1. Listen and answer questions. 2. Listen and participates in class activity. 3. Ask questions.	1. Textbooks 2. Different disk drives. 3. System unit of a computer.	Pupils to: 1. mention six dos of using disk drive. 2. lists four don'ts of using the disk drive.
7.	Storage Devices I	Pupils should be able to: 1. tell the meaning of storage devices. 2. identify the general storage devices. 3. identify computer storage devices. 4. mention the different storage devices of a computer.	1. Meaning of storage devices. 2. Types of computer storage devices. i. Flash disk. ii. Hard disk iii. Computer disk (CD ROM).	1. Explains the following storage device which are: i. General storage devices. ii. Computer storage devices 2. Shows picture/charts of storage devices. 3. Shows the pupils	1. Listen and participates actively in the class. 2. Ask questions. 3. Write short note into their exercise book. 4. Pay attention to the teacher. 5.	1. Textbooks. 2. Pictures/charts of storage devices. 3. Computers system with MS-WORD Installed. 4. Flash disk. 5. Hard disk. 6. Compact disk (CD ROM) 7. Pictures/charts of	Pupils to: 1. state the meaning of storage devices. 2. list two (2) general storage devices. 3. write four (4) computer storage devices. 4. name five(5) storage devices of a computer 5. draw a flash drive.

				different types of storage devices. 4. Arranges the pupils in fives and show them the differences storage devices. 5. Guides the pupils to identify each by name.	Examine/identify the storage devices on display.	the different component storage devices.	
8.	Storage Devices II	Pupils should be able to: 1. identify the storage devices of a computer. 2. state the uses of the storage devices.	1. Types of computer storage devices: i. digital/versatile disk. ii. read only memory (DVD). iii. floppy disk (Diskette). 2. Uses of the storage device.	1. Shows and lists types of storage devices. 2. Guides the pupils. 3. Identifies and explains them. 4. States their uses. 5. Writes note on the topic.	1. Observe the CPU. 2. Copy note from the chalkboard. 3. Pay attention to the teacher. 4. Copy note in their exercise books.	1. Textbooks. 2. Digital versatile disk. 3. Real disks, floppy disk and their diagram. 4. Pictures/charts showing DVD and floppy drive. 5. The different storage devices and their diagram	Pupils to: 1. describe a floppy disk. 2. draw a compact disk. 3. draw DVD ROM. 4. what do we use to store information? 5. state two uses of storage devices.
9.	The Floppy Disk I	Pupils should be able to: 1. identify of floppy diskette. 2. describe the floppy diskette.	1. Identification of the floppy diskette. 2. Description of the floppy diskette.	1. Displays the diskette. 2. Leads pupils to identify the diskette. 3. Leads discussion on the description.	1. Observe and identify the diskette. 2. Describe what they have seen.	1. Textbooks. 2. Real floppy diskette. 3. Pictures/charts of it. 4. Floppy diskette and diagram.	Pupils to: 1. identify a floppy diskette among other drives. 2. floppy disk is also called _____ 3. diskette are used to _____date information (store, move) 4. describe a diskette. 5. draw a diskette.
10	The Floppy Disk II	Pupils should be able to: 1. describe size of	Types of diskette 1. 5 ^{1/4} (larger, thin, flexible soft plastic	1. Displays the different types. 2. Describes each	1. Observes the different sizes on display.	1. Textbooks. 2. Pictures/charts of different types of	Pupils to: 1. mention the two types floppy disk.

		floppy diskette. 2. differentiate between the $5^{1/4}$ and $3^{1/2}$ diskette. 3. explains grades $3^{1/2}$ of diskette. 4. explains and demonstrate care of diskette.	cover) 2. $3^{1/2}$ (smaller with heard plastic cover) 3. Differences between the two sizes of the floppy diskette. 4. Grade of diskette. i. Double density. ii. High density. 5. Care of diskette.	diskette. 3. Explains the difference between the two diskette. 4. Explains grades of diskette. 5. Explains and demonstrates care of diskette. 6. Writes note on the chalkboard.	2. Ask and answer questions. 3. Practice inserting a diskette into a disk drive. 4. Copy notes from the chalkboard.	diskette. 3. Pupils drawing books, pencils, eraser and sharpener. 4. Pictures/charts of $5^{1/4}$ and $3^{1/2}$ floppy diskette. 5. Real diskette to be used here.	2. draw $5^{1/2}$ floppy diskette. 3. describe $3^{1/2}$ floppy diskette. 4. states three (3) differences between the $5^{1/2}$ and $3^{1/2}$ diskette. 5. name the two grades of $3^{1/2}$ diskettes. 6. state two ways of caring for a diskette.
11.	REVISION						
12.	EXAMINATION						

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	The prophecies of Isaiah concerning the birth of Jesus Christ.	Pupils should be able to: 1) know the meaning of prophecies. 2) recall some of the prophecies of Isaiah concerning the birth of Jesus Christ. 3) give the meaning of Emmanuel.	1. Prophet Isaiah foretold the birth of Jesus Christ (Isaiah 7:14, 9:6-7, 11:1-5). 2) The meaning of Emmanuel (matt 1:23).	1) Leads pupils to identify the prophecies of Isaiah about the birth of Jesus Christ. 2) Explains the meaning of Emmanuel.	1) Listen to teacher's explanation. 2) Ask questions.	1) the holy bible 2) Picture of a prophet.	Pupils to: 1) tell the prophecy of Isaiah on the birth of Jesus Christ. 2) explain the meaning of Emmanuel.
2.	The type of savior the Jews were expecting.	Pupils should be able to: 1. say the type of savior the Jews were expecting. 2. explain the type savior that Jesus is and enumerate the significance of a savior.	1. The type of savior the Jews were expecting: (Conquering Messiah) Acts. 1:6, Jn. 18:36 a. The type of Saviour that Jesus is – a suffering Messiah.	1. Explains type of Saviour the Jews expected. 2. Explains the type of Saviour Jesus is.	1. Ask questions 2. Participates in discussing the significance of a Saviour. 3. Read passage and copy note.	Picture of Jesus being arrested.	Pupils to: 1. mention the type of Saviour the Jews expected. 2. describe the kind of Saviour that Jesus is.
3.	The importance of	Pupils should be able to:	The importance of a	1. Lists out the	1. Ask questions	1. The Holy Bible	Pupils to:

	Saviour	1. know the importance of Saviour. 2. identify Jesus Christ as a good Saviour.	Saviour (Matt. 1:211). a. Saves b. Protects c. Defends (2 Sam. 22:2&3) . d. Cares (Hos. 13:4&5) etc.	importance of a Saviour. 2. Leads pupils to know how important a Saviour is.	2. Read passage and copy note.	2. Picture of Jesus Christ on the cross	mention the importance of a Saviour.
4.	The Holy Spirit	Pupils should be able to: 1. explain the person of the Holy Spirit – Jn. 14:26, 15:26. 2. identify what Holy Spirit means.	1. Explain the person of the Holy Spirit. 2. The promise of the Holy Spirit in Acts 1:1-8.	1. Explains the bible passages. 2. Leads a discussion on areas of the pupils lives they can appreciate the power of the Holy Spirit.	Pupils should: 1. Ask questions 2. Participate in class discussions and prayers	1. The Holy Bible 2. Pictures of believers worshipping and praying	Pupils to: 1. explain what they understand by the Holy Spirit. 2. identify two thing spirit does in the life of the Christian.
5.	The Coming Of The Holy Spirit	Pupils should be able to: 1. explain how they feel Holy Spirit coming. 2. appropriate the power of the Holy Spirit to: a. obedient b. faith and c. christian living	1. The coming of the Holy Spirit in (Acts 2:1-4). 2. The power of the Holy Spirit to: - obedient - faith and Christ like living .	1. Explains the bible passages. 2. Leads the class in prayer for the empowerment of the Holy Spirit.	Pupils should participate in class discussions and prayers.	Picture of Jesus disciples on the Pentecost day.	Pupils to: 1. identify 3 things the Holy Spirit does in the life of the Christians. 2. dramatization
6.	The Work Of The Holy Spirit On The Apostles	Pupils should be able to: 1. develop the habit of seeking the guidance of the Holy Spirit in their lives. 2. identify 3 works of the Holy Spirit.	The work of the Holy Spirit on the apostles 1. Boldness, power - Healing, comfort, - Protection and deliverance, teacher etc. 2. How these virtue apply to Christians today.	1. Leads discussion on areas of pupils lives. 2. Explains the Bible passages. 3. Leads the class in prayer for the empowerment of the Holy Spirit.	1. Ask questions. 2. Participate in class discussions and prayers.	Picture of the disciple with fire on their heads speaking in tongues.	Pupils to: 1. explain what they understand by the work of the Holy Spirit. 2. identify 2 areas of their lives that they need the Holy Spirit help.
7.	Jesus Ascension And Promise Of Second Coming	Pupils should be able to: 1. narrate the story of the ascension of Jesus Christ.	1. Definition off ascension. 2. His ascension and promise of second	1. Tells the story of His ascension and promise of His coming. 2. Leads pupils to	Pupils should participate in class discussion and ask questions.	Picture showing Jesus ascending to heaven.	Pupils to: Recite John 14:1-3 or Acts 1:11.

		2. state when and how Jesus will return.	coming. Act2 1:6-12. Country	understand how Jesus resurrected from death.			
8.	The Second Coming Of Jesus Christ	Pupils should be able to: 1. narrate the story of the second coming of Jesus Christ. 2. state when and how Jesus will return.	Preparation for second coming Matt. 25:1-13, 28:19-20). - Vigilance, prayer, fullness, evangelism, good works, service.	Narrates the parable of the ten virgin, drawing out practical lesson of charity, patience, vigilance etc.	Pupils should participate in class discussion, and ask questions.	Tell stories on vigilance and last judgment.	Pupils to: narrate ways they can be prepared for the Jesus second coming.
9.	Why Jesus Is Coming The Second Time	Pupils should be able to: 1. give reasons why Jesus is coming back the second time. 2. fast and pray for His coming.	Why He is coming the second time (Jn. 14:1-3).	Identifies things they need to change in their lives.	Pupils should memorize Acts 1:11 and John 14:1-3.	Bible and cardboard CDs with stories on vigilance.	Pupils to: explain why Jesus is coming back again.
10.	The Importance Of Jesus Coming The Second Time	Pupils should be able to: 1. identify things they need to ask God to help them change in their lives as they wait for Jesus coming 2. explain why He must come	The importance of Jesus coming the second time Guide pupils in identifying things they need to ask God to help them change in their lives.	1. Leads the class pupils to pray for changes. 2. Leads discussion on areas of the pupils' lives wanting Jesus to come the second time.	Pupils to participate in class discussion and ask questions.	1. The Holy Bible 2. CDs with stories on vigilance and last judgment.	Pupils to: explains why it is important for Jesus to come the second time.
11	REVISION						
12	EXAMINATION						

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY III**

SECOND TERM

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Jesus The Way To The Father	Pupils should be able to: explain that Jesus is the only Son of God.	1. Jesus is the only way to God the father. Jn.14:1-7. 2. We are sinners and cannot save ourselves. Rom. 3:23.	1. Discussion of Thomas with Jesus 2. Explains how they came to the father through Jesus Christ. 3. Teaches pupils that we have all sinned before God.	1. Answer and ask questions. 2. Memorize Jn. 14:6	The Holy Bible	Pupils to tell who the way to God is.
2.	To Be Born Again	Pupils should be able to: explain why a person must be born again	1. Born again: Jn. 3:1-21. 2. The story of Nicodemus.	1. Tells the story of Jesus and Nicodemus. 2. Lists the importance of being born again.	Listen and ask questions.	The Holy Bible	Pupils to find out: who told Nicodemus that he must be born again.
3.	To Be Born Again (Baptism)	Pupils should be able to: 1. explain how a person can be born again. 2. say ways that you can be born again.	Born again through baptism: - through life in Christ - through acceptance of Christ into one's life - baptism of Jesus	Tells the story of the baptism of Jesus showing pupils the pictures of those that gave their lives to Jesus Christ.	List the importance of being born again.	1. The Holy Bible and pictures of those born again. 2. Picture of a man been baptized.	Pupils to: 1. explain the need to be born again. 2. ways a person can be born again. 3. where was Jesus baptized.
4.	Jesus The True Good Shepherd	Pupils should be able to: explain the meaning of good shepherd.	1. Meaning of the good shepherd. Jn. 10:1-18. 2. The story of the lost sheep.	Tells the story of the lost sheep.	State evidence of Jesus as a good shepherd in the story from the bible.	Picture of the shepherd leading his sheep.	Pupils to: 1. explain the meaning of a good shepherd. 2. what good did we learn from the story of the lost sheep.
5.	Jesus The True Good	Pupils should be able to	Qualities of a good	Asks if the pupils have	Ask questions; draw	Picture of Jesus the	Pupils to:

	Shepherd	enumerate the qualities of a good shepherd.	shepherd: - kindness - loving - caring - protective - generous - forgiveness etc	domestic animals and let them explain how they take care of them.	Jesus as a good shepherd.	good shepherd.	list three qualities of a good shepherd.
6.	Jesus The Good Shepherd	Pupils should be able to: 1. show how Jesus demonstrated these qualities. 2. give instances of Jesus showing goodness to people.	Jesus shows goodness to people 1. Story of Jesus turning water to wine. Jn. 2:1-11. 2. Healing the man in the pool of Bethesda. Jn. 6:1-9. 3. Healing the blind. Matt. 20:30.	States evidence of Jesus goodness e.g. healing at the pool of Bethesda. John 5:1-9.	a. Give the names of some good people. b. Explain why they are good.	The Holy Bible	Pupils to: 1. say why or how Jesus showed His goodness to people. 2. Mention ways of helping various people in need at home, school or in the community.
7.	Jesus the Bread of Life	Pupils should be able to: 1. give the scripture meaning of bread of life 2. explain what Jesus meant by referring to himself as “Bread of life”.	1. Meaning of the “Bread of Life” Jn. 6:35. 2. Illustrate why we eat the physical bread e.g. strength, nourishment to be alive etc.	1. Explains the term “Bread of life”. 2. Discusses Jesus declaration of himself as the bread of life.	1. Explain the term “Bread of life”. 2. Differentiate between the bread of life and the bread we eat daily.	1. The Holy Bible. 2. Loaf of physical bread we eat.	Pupils to: 1. explain the meaning of the term “bread of life”. 2. state the difference between the bread of life and physical bread we eat.
8.	Jesus the Bread of Life	Pupils should be able to: 1. explain Jesus as the bread of life. Jn. 6:51 2. identify why Jesus is the bread of life	Reasons why Jesus is the bread of life. Jn. 6:5.	Leads the class to identify the significance of Jesus as the bread of life.	Pupils to: 1. Answer and ask questions. 2. Participate in discussing Jesus as the bread of life.	1. Sample of a real bread. 2. Pictures showing a preacher preaching the word of God.	Pupils to: point out two (2) different between the bread of life and the physical bread.
9.	Jesus the Bread of Life	Pupils should be able to: mention the significance of Jesus as	The meaning of significance 2. Significance of Jesus as the bread of	1. Tells the story of Jesus temptation 2. Discuss Jesus Dedication in Matt. 4:4	Pupils to: Listen, answer and ask questions	The Holy Bible Real bread	Pupils to: 1. Explain who said man must live by bread alone.

		the bread of life.	life (Matthew 4:1-4)				2. Who tempted Jesus?
10.	(Jesus) The Word Of God	Pupils should be able to: use the word of God when in temptation.	The temptation of Jesus Matt. 4:5-11.	Tells the story of Jesus temptation. 2. Discuss Jesus declaration in Matt. 4:5-11.	Ask and answer questions.	The Holy Bible	Pupils to: explain the second temptation and the last word Jesus told Satan.
11	REVISION						
12	EXAMINATION						

**CHRISTIAN RELIGIOUS STUDIES
PRIMARY III
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	What is Hospitality	Pupils should be able to: 1. explains the term hospitality. 2. identify the need for being hospitable 3. tell who showed hospitality to who;	1. Explanation of the term hospitality: - feeding the hungry - helping the needy. 2. Need for being hospitable (Rom. 12:13, Heb. 13:2). 3. Story of Elisha and the woman from Shunem. (2king 4:8-17).	1. Explains the term “hospitality”. 2. Leads the pupils to identify the need of being hospitable. 3. Tells the story of Elisha and the woman from Shunem.	1. Ask and answer questions. 2. Pupils recall occasion of hospitality by themselves e.g. their parents or some other persons.	1. Bible 2. Picture or drawing of Elisha and the woman of shunem.	Pupils to: 1. explains “hospitality”. 2. recall the people that showed hospitality in this story. 3. say what the need of Elisha was.
2.	Reasons for Showing Hospitality.	Pupils should be able to: 1. explains why we should be kind and hospitable. 2. say how they as children can show hospitality. 3. mention instances in the bible of people who demonstrated hospitality.	1. Reasons for showing hospitality e.g. to save life, to show love. 2. Instances of people who demonstrated hospitality in the bible, e.g. - Abraham welcomed angels in disguise as strangers. (Gen. 18:1-10). - The widow of Zarephath welcomed Elijah. (1kings 17:7-16).	1. Explains why we should be kind and hospitable. 2. Leads them to understand that God said so in (Lev 25-35, Deu15:11). 3. Gives examples of people who were kind to strangers.	Tell why it is good to be hospitable and how they have practiced it.	1. Bible 2. Pictures of: - Abraham attending to the angels and - The widow of Zarephath preparing food for Elijah.	Pupils to: 1. name two reasons why we should be hospitable. 2. name the people that were hospitable in the story. 3. mention 2 occasions where they have shown hospitality.

3.	The Benefits of Being Hospitable.	Pupils should be able to: 1. mention some benefits of hospitality. 2. narrate What happened to the people that were hospitable. 3. tell how they as children can be hospitable.	1. Explains the term benefit, which means: - Reward - Gain - Profit 2. Mention the blessing given to: a. Shunamite woman who welcomed Elisha into her home. b. Abraham who welcomed the angels c. the widow of Zarepheth. 3. The children can also benefit.	1. Explains the term “benefit”. 2. Leads pupils to identify the benefit given to shunamite woman, Abraham and the widow of Zarephath. 3. Asks pupils to name what they can do to show hospitality.	1. Listen, ask and answer questions. 2. Pupils name the blessing that followed those who practiced hospitality. 3. Pupils identify the area where they can be hospitable.	1. The Holy bible. 2. Picture of people showing kindness to strangers.	Pupils to: 1. name the blessing that followed the shunamite woman. 2. name the blessing that followed Abraham’s actions. 3. name the blessing that followed the widow of Zarephath.
4.	Showing Unselfish Love to Others.	Pupils should be able to: 1. describe the moral responsibility of loving and being unselfish to others. 2. explains what true friend would do to a friend in need. 3. point out how people of today show love and unselfishness to other.	1. Moral responsibility of showing unselfish love to others e.g. telling the truth. 2. The love between Jonathan and David. (1sam. 18:-14, 23:15-18) (protective). 3. Helping someone in need/danger; (Luke 10:29-37).	1. Explains moral obligation existing between friends. 2. Describes the kind of love that existed between David and Jonathan, let them “be their brothers keepers” 3. Explains the kind of love that exists among pupils.	1. Ask and answer questions. 2. Dramatizes the story of David and Jonathan.	Pictures of close friends showing love towards one another through care.	Pupils to: 1. explain what they are morally owing their close friends. 2. dramatize the story of David and Jonathan. 3. tells stories illustrating the saying “a friend in need is a friend indeed.
5.	Suffering of Jesus	Pupils should be able to: 1. identify the stages at which Jesus suffered. 2. state reasons why Jesus had suffered and; 3. identify the importance of Christ’s suffering for mankind.	1. Stages of suffering; - At the arrest; Lk. 22:47-53. - At the trials; Matt. 26:57-68. - At crucifixion; Mk. 15:22, Jn. 19:16. 2. Importance of Christ’s suffering John	1. Narrates the stories of the arrest, trials and crucifixion of Jesus. 2. Explains reason for Christ’s suffering. 3. Lists out the importance of Christ’s suffering.	1. Ask and answer questions. 2. Dramatize the crucifixion of Christ.	1. Bible 2. Pictures of the crucifixion of Jesus. 3. Tracts on the importance of the crucifixion.	Pupils to: 1. explains the arrest and trial of Jesus. 2. identify two importance of Christ’s suffering for mankind e.g. redemption, salvation.

			18:1-13, 19-42, - For redemptions.				
6.	Death and Resurrection	Pupils should be able to: 1. say how Christ showed greater love to save his friends. 2. identify the importance of the death and resurrection of Christ. 3. explains the appearance as evidence of resurrections.	1. Death and resurrection of Jesus. Lk. 23:33-46, 24:1-6. 2. Importance of the death and resurrection of Jesus Christ; - Salvation - Redemption 3. Appearance of Christ to Mary Magdalene etc. John 20:16-18. Lk. 24:44-47.	1. Tells the stories of the death and resurrection of Jesus 2. Explains the importance of his death and resurrection. 3. Tells stories about the appearance of Jesus.	1. Ask and answer questions. 2. Participates in the discussion of the death and resurrection of Jesus.	1. Pictures showing the death of Jesus Christ. 2. His resurrection and appearance.	Pupils to: 1. narrate the stories of the resurrection of Jesus. 2. discuss two importance of his death. 3. mention two people to whom Jesus appeared.
7.	Desire For Peaceful Co-Existence.	Pupils should be able to: 1. explains the term peaceful co-existences 2. lists instance of people desiring peaceful co-existence in the Bible. Gen. 13:1-8, 26:26-29. 3. identify reasons for wanting peaceful co-existence.	1. Explanation of peaceful co-existence. Matt. 5:21-25. i.e. living in peace with others. 2. instances in the Bible of people desiring peaceful co-existence e.g. Abraham and Lot Gen. 13:1-12. - Philemon and Onesimus. Phil 1:8. - Isaac and Abimelech Gen. 26:2-29. 3. Recall how people can show desire for peaceful co-existence.	1. Explains what peaceful co-existence mean. 2. Explains instances of people desiring peaceful co-existence (e.g. Esau and Jacob), Abraham and Lot). 3. Leads pupils to discover reasons and benefits for peaceful co-existence. 4. Explains that if we don't live in peace, God will not answer our prayers. (Matt 5:21-25). 5. Progress and love. 6. Peace of mind and health.	1. Ask and answer question. 2. Demonstration of peaceful co-existence by sharing and working together in the classroom	1. Picture showing people settling land, religious and community disputes. 2. Pictures of Christians and Muslims living together.	Pupils to: 1. explains peaceful co-existence. 2. give two examples of those who quarreled but later lived together. 3. list two reasons why people should have desire for peaceful co-existence.

8.	Forbearance And Understanding	Pupils should be able to: 1. explains the term “forbearance” 2. describe Isaac’s patience and love for peace. 3. explain how patience can turn our enemies to friends. 4. blessing we can derive from being patient and peace loving	1. Explains the term “forbearance” e.g. tolerance and avoidance of trouble. 2. Isaac in the face of provocation avoiding quarreling with the shepherds of Gerar. (Gen. 26:17-23). 3. Turning enemies into friends by e.g. tolerance, showing love. Prov. 16:7 4. The blessing of forbearance and understanding e.g. respect, honour, wisdom etc.	1. Explains the term “forbearance” 2. Tells story of Isaac patience and love for peace. 3. Discusses how to make friends out of enemies. 4. Discusses the blessings derived from forbearance.	1. Ask and answer questions. 2. Participates in dramatizing life of a peace maker.	1. Bible 2. Pictures of Isaac his servants at the well in Gerar.	Pupils to: 1. explains the term “forbearance”. 2. describe the way Isaac prevented quarrel between his servants and the men of Gerar. 3. mention two occasions where they love prevents quarrel among themselves. 4. list two advantages of patience and peaceful living.
9.	Helping People In Trouble	Pupils should be able to: 1. narrate the story of the widow of Zarephath. 2. identify the reason for helping others who are in trouble. 3. list the expected reward of helping people in trouble. 4. identify the moral lesson in helping others.	1. The widow of Zarephath (1king 17:7-24). 2. Reasons for helping others. 3. All people are God’s children. 4. God wants us to help others; 5. Others will help us. 6. Reward for helping others. We desire joy, God’s favour and blessing. - Christians should help all who need our help. - Help even people you do not know.	1. Narrates the story of the widow of Zarephath. 2. Explains reason for helping others. 3. Leads pupils to list reward for helping people in trouble. 4. Gives moral lesson in helping others.	1. Ask and answer questions. 2. Participates in discussing the reward for helping others.	1. Bible. 2. Picture of the son of the widow of Zarephath.	Pupils to: 1. tell the story of the widow of Zarephath. 2. gives reasons why we should help those in trouble. 3. gives two rewards for helping others in trouble. 4. enumerate two lesson we are to derive from the story.

10.	Kindness In Action	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. explains the term “Kindness in action” 2. identify instances of kindness in action in the bible. 3. state why we should be kind to people. 4. explain the expected reward of kindness in action. 	<ol style="list-style-type: none"> 1. Explanation of “kindness in action” 2. Instances of kindness in action e.g. the good Samaritan (Luke. 10:25-35). - Ruth and Naomi (Ruth 1:1-22) - Boaz (Ruth 2:1-23) 3. Reason for being kind to people e.g. to show love it is God command to save the needy from suffering. 4. Reward for kindness in action e.g. - he will be loved by God. - respected. 	<ol style="list-style-type: none"> 1. Explains kindness in actions. 2. Identifies with pupils instances of kindness in action. 3. Leads a discussion on why and how we should be kind to people. 4. Leads pupils to explain reward of kindness in action. 	<ol style="list-style-type: none"> 1. Ask and answer questions. 2. Dramatizes the story of the good Samaritan. 	<ol style="list-style-type: none"> 1. Bible. 2. Picture showing the good Samaritan and the person he helped. 3. Pupils to visit an orphanage with gift. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. explains kindness in action. 2. give two instances of kindness in action in the bible. 3. give reasons why people should be kind. 4. state one experiences of kindness in actions.
11.	REVISION						
12.	EXAMINATION						

**ISLAMIC RELIGIOUS STUDIES
PRIMARY III
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Suratul Ikhlas	Pupils should be able to: recite Suratul Ikhlas the Arabic text.	1. Arabic text. 2. The use of it 3. Number of its verses.	1. Recites the surah. 2. Says the difficult words repeatedly.	1. Recite after the teacher. 2. Recite in group. 3. Recite individually.	1. Recorded surah on cassette. 2. The holy Quran.	Pupils to: recite Suratul Ikhas.
2.	Translation of Suratul Ikhlas	pupils should be able to: read the translation of suratul ikhlas.	The translation of the surah in English language.	Explains the meaning of the surah to the pupils understanding.	1. Listen attentively to the teacher. 2. Read the meaning of the surah. 3. Copy the meaning.	Information device (Technology).	Pupils to: read the translation of suratus Ikahlas.
3.	The lesson derived from the teaching Saratul Ikhlas	pupils should be able to: 1. read the lesson derived from the surah. 2. to feature out some of the lesson from the surah.	Lesson taught by the surah e.g. oneness of Allah. 1. God is not like any of creatures. 2. No pluralities in God etc.	Lists lessons taught by the surah and read to the pupils understanding.	1. Listen attentively to the teacher. 2. Read the lesson 3. Copy the lesson	1. Chalkboard 2. A copy of the holy Quran.	Pupils to: mention any lesson taught by the suratul Ikhlas.
4.	Arabic alphabets introduce to Maddah sign/Shaddah	Pupils should be able to: identify Maddah sign and Shaddah sign.	Explanation of Maddah signs (i.e. elongation) and shaddah.	Reads or pronounce the Maddah vowels and Shaddah after written them on the chalkboard.	1. Listen attentively. 2. Read individually and in group. 3. Write in their exercise book.	Chart containing letters with Maddahs signs and Shaddah's sign.	Pupils to: distinguish between the Fatiha vowels and Maddah Ishaddah
5.	Arabic alphabet pronunciation of letters with Shaddah and Maddah	Pupils should be able to: pronounce letters with Maddah and Shaddah.	Maddah's signs_____, prolongation w: Dubbling the letter	1. Reads or pronounce the Maddah vowels Shaddah and with letters. 2. Writes them on the chalk-board.			
6.	Cleanliness in Islam	Pupils should be able to: 1. define cleanliness. 2. state ways of	1. Cleanliness as parts of teaching in Islam.	1. Discusses with pupils to realize the need for cleanliness.	1. Listen carefully to the teacher. 2. Describe some of	Picture showing the forms of cleanliness, water, soap, broom.	Pupils to: 1. explain the need for cleanliness.

		cleanliness in Islam, the need for cleanliness in life.	2. Ways of cleanliness in Islam. 3. Advantages of cleanliness. 4. Uses relevant Hadith and verses of the Quran.	2. Explains ways of cleanliness in Islam body etc.	the things use for cleanliness etc.		2. demonstrate the ways cleanliness can be practiced. 3. enumerate the advantages of cleanliness.
7.	Angels of Allah	Pupils should be able to: 1. explain that Angels are creatures of Allah. 2. state what they are made of (light). 3. stage the Arabic name of Angel.	1. Explain how angels are creative of Allah. 2. They are made of light. 3. The Arabic name for angel is Almalaika.	1. Explains who are the angles. 2. Writes the introductory not on the chalkboard e.g. Angels are creatures of Allah, made up of light, they neither eat nor drinks etc.	1. Listen carefully to the teacher. 2. Copy the introductory note from the chalkboard. 3. Read the notes.	1. Chalkboard 2. Flash card	Pupils to: 1. explain what angels are made of. 2. creatures of Allah.
8.	Angels and their functions	Pupils should be able to: list some angels with their functions.	Angels and their functions e.g. 1. Jibiril: In charge of revelation. 2. Milail: In charge of rain. 3. Atid: In charge of records.	1. Mentions angel's names with their functions. 2. Explains to the pupils understanding.	1. Mention the names of some angels. 2. Mention their duties.	1. Chalkboard 2. Flashcard	Pupils to: point out the specific duties of the angels.
9.	Believe in Jinn	Pupils should be able to: 1. explain that Jinn is a kind of supernatural creature of Allah. 2. state that Jinn are created from fire. 3. mention differences between human being and Jinn.	1. Jinn is a kind of supernatural creature of Allah. 2. State what jinn are created by fire. 3. Mention differences between human being and Jinn.	1. Jinn is a creature of Allah. 2. They were created from fire (Q15:27). 3. They receive revelation through Allah's messengers.	Leads pupils through discussion to understand who Jinn are, made of fire etc.	Cardboard showing picture of a man or woman been used by Jinn.	Pupils to: 1. explain that Jinn is a kind of creature of Allah that cannot be seen. 2. they are made of fire
10.	Believe in Shaytan	Pupils should be able to: 1. explain that Shaytan is of Jinn. 2. position e.g shaytan, before the creation of Adam and why he became accursed.	1. Explain that shaytan is of Jinn. 2. Position of shaytan, before the creation of Adam and why shaytan became accursed.	1. Explains the fate of shaytan. 2. Why shaytan was accused by Allah.	1. Listen to teacher. 2. Identify some shaytan behaviours of today.	Practice demonstration of some shaylanic behaviours.	Pupils to: explain that shaytan is of Jinn. explain the position of shaytan before the creation of Adam and why shaytan became

							accursed.
11	REVISION						
12	EXAMINATION						

**ISLAMIC RELIGIOUS STUDIES
PRIMARY III
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Prolongation of more works on Arabic Alphabets with vowel U, BUU, TUU	Pupils should be able to: identify letter of with; U, BUU, TUU.	Prolongation of letter of vowel U, with BUU, TUU, DUU, HUU etc.	Writes the letter U (i.e.) as prolongation on the chalk board e.g. BUU, TUU, DUU, Thuu et, Pronunciation of letters.	1. Listen to the teacher. 2. Read after the teacher. 3. Write with their exercise books.	Chalk board	Pupils to: pronounce, prolongation of W,U etc.

2.	Suratul Maun	Pupils should be able to: read the Arabic text of suratul maun.	Arabic text Transliteration.	1. Writes the Arabic text on the chalkboard. 2. Reads the Surah verse by verse for pupils listen. 3. Repeats the difficult word.	1. Listen to the teacher. 2. Read after the teacher. 3. Copy the Arabic text of the Surah	Chalkboard	Pupils to: read the Arabic text of the surah al-maun.
3.	The meaning of Sarantal Maun	Pupils should be able to: read the meaning of Suratul Maun.	1. English translation of the surah. 2. Recall the recite the surah verse by verse with its meaning in English.	1. Writes the translation on the chalkboard. 2. Reads to the pupils understanding. 3. Repeats the difficult words.	1. Listen to the teacher. 2. Read after teacher. 3. Copy the translation of the Surah into their exercise book.	Chalkboard A copy of Quran	Pupils to: 1. recite the surah Al-maun. 2. read the meaning of the surah.
4.	Lesson derive from the meaning of al-Maun	Pupils should be able to: list lessons derived from saratul al-man.	1. Mentions lesson from surat-al-maun. 2. Explanation of lessons. 3. Read the lessons for pupils hearing	1. Leads pupils to list the lesson that can be derived from the surah meaning. 2. Reads the pupils hearing.	1. Listen to the teacher. 2. Read after the teacher. 3. Copy the translation of the surah into their exercise book.	Chalkboard	Pupils to: read the surah meaning in English language.
5.	Duties towards parents	Pupils should be able to: 1. itemized the duties to parents. 2. identified numbers of chapters of Quran and verses that talked about the topic.	1. Who is a parent? 2. Explanation of duties of parents. 3. Itemize the duties of a parent.	1. Explains who a parent is. 2. The need of parent duties. 3. Leads pupils to itemize duties of parents.	1. Listen to the teacher. 2. Itemize the duties of parents.	Chalkboard	Pupils to: mention duties of our parents.
6	Duties towards teachers	Pupils should be able to: 1. mention the duties towards teacher. 2. state the need of our duties towards teachers.	1. Who is a teacher? 2. Itemize duties of a teacher. 3. Explain each of them.	1. Explains who teacher is. 2. Guides pupils to list the duties towards our teachers. 3. Explains the itemized duties toward teacher.	1. Listen to the teacher. 2. Mention some of the duties toward the teachers. 3. Copy the itemized duties into their exercise books.	Chalkboard	Pupils to: what are the duties toward teachers?
7	Tayammam Dry Ablution	Pupils should be able to:	1. Definition of Tayammam (Dry	1. Defines what Tayammam is (Dry	1. Listen to the teacher.	Chalkboard Cardboard showing	Pupils to: 1. describe what

		1. understand Tayammam as one of the type of Ablution. 2. state what is used for Tayammam.	Ablution). 2. What do we use for it? 3. When it's required.	Ablution). 2. Sand as one of the items used for it: - Explains when is it done?	2. Mention what is used as a dry ablution. 3. Copy short note on Tyammam.	a picture of a man performing the dry ablution.	tyammam is. 2. when do we do tyammam etc.
8	Introduction of Tanwin	Pupils should be able to: 1. identify vowels called Tanwin. 2. make use or pronounce along with letters.	Tanwin sign 1. Fathateen = An 2. Kesrotain = In 3. Domatain = Un Explanation of Tanwin	1. Explains Tanwin vowels. 2. Signs as part of Arabic alphabet. 3. Writes the Tanwin signs on the chalkboard for identification. 4. Pronounces them to the pupils.	1. Listen to the teachers. 2. Read after teacher. 3. Copy the Tanwin signs from the chalkboard.	Chalkboard	Pupils to: pronounces letter with Tanwin.
9	Things that spoil Ablution	Pupils should be able to: point out things that spoilt Ablution.	1. Mention things that spoil ablution. 2. Explain to pupils why they spoil Ablution.	Writes or itemize things that spoil Ablution on the Chalkboard and explain.	1. Listen to the teacher. 2. Read the itemized things that spoil Ablution.	Chalkboard	Pupils to: mention things that spoil Ablution e.g. urine, stool, gassing through the anus etc.
10	Things that spoil salaah (prayer)	Pupils should be able to: list things that spoilt prayer.	1. Names of the daily prayers. 2. Things that can spoil prayer. 3. Anything that can spoil Ablution and spoils Salaah.	1. Mentions the names of prayers. 2. Mentions those things that can spoil prayers. 3. Explains to the understanding of pupils.	1. Listen to the teacher. 2. Mention things that spoil prayer. 3. Copy the itemized things that spoil prayer.	Chalkboard	Pupils to: mention what spoils prayer.
11	REVISION						
12	EXAMINATION						

**ISLAMIC RELIGIOUS STUDIES
PRIMARY III
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Surat Quraishy	Pupils should be able to: 1. recite the surat correctly. 2. mention the difficult words and repeat their pronunciation correctly. 3. commit the surrat to memory.	A copy of glorious Quran text or surat Quraishy.	1. Writes the Arabic text or the surat on the cardboard and fix it on the board. 2. Recites the surah slowly. 3. Listens to pupil's recitation and identifies the mispronounced words. 4. Repeats the mispronounced words many times.	1. Listen attentively to the teacher's recitation. 2. Repeat the surah after the teacher. 3. Recite the surah in group and individually. 4. Repeat the mispronounced words after the teacher. 5. Recite the surah off head.	1. A cardboard showing the Arabic text of the surah. 2. Teacher's copy of the Glorious Quran.	Pupils to: 1. recite surat Quraishy correctly. 2. mention the difficult words and repeat their pronunciation correctly. 3. commit the surah to memory.
2.	Surat Maun	Pupils should be able to: 1. recite the surat maun correctly. 2. pronounce the difficult words in the surah correctly. 3. memorize the surat maun.	Arabic text of surratic maun.	1. Writes the text of the surah in Arabic in the chalkboard. 2. Recites the surah two or three times. 3. Listen to the pupil's pronunciation and make correctly where necessary.	1. Listen to teacher's recitation attentively. 2. Recite the surah in group and individually. 3. Repeat the mispronounced words after the teacher.	1. Cardboard on which the Arabic text of suratul maun was written. 2. Teacher's copy the glorious Quran.	Pupils to: 1. recite the surah correctly. 2. pronounce the difficult words in the surah correctly. 3. memorize the surat.
3.	Belief in Angels	Pupils should be able to: 1. explain that angels are creatures of Allah, created from light. 2. recall the names of	1. Angels are Allah's creatures Ibril rilwan Atid, Azrad etc. 2. These functions and specific duties.	1. Mentions the articles of faith. 2. Mentions the names of some angels. 3. Mentions the duties on chalkboard.	1. State the article of faith. 2. Mention the names of some angels. 3. Mention their	Chalkboards and flash card.	Pupils to: 1. explain that angels are creatures of Allah. 2. recall the name of the angels leant. 3. point out the

		the angels learnt. 3. point out the specific duties of the angels.		4. Calls pupils attention to belief in angels.	duties.		specific of the angles.
4.	Jinn and Shaytan	Pupils should be able to: 1. explain that Jinn is a kind of supernatural creatures or Allah. 2. state the origin of Jinn. 3. differentiate human being and Jinn. 4. explain that shaytan is of Jinn. 5. describe the position of shaytan before the creation of Adam and why shaytan became a cursed.	1. Auran 15:27 stated were Jinn been created. 2. Jinn is another kind of supernatural creature of Allah. 3. Shaytan of the Jinn was created from fire. 4. He disobeyed Allah by refusing to prostrate before Adam as ordered by Allah.	1. Leads pupils through discussion to known who Jinn are, what they are created from. 2. Discusses shaytan and his link with Jinn, his position among the angels before his disobedience to Allah. 3. Explains the fate of shaylan.	1., Listen attentively to teacher's discussion on the topic. 2. Lean to say Audhu-billahi mina shaytanir rain. 3. Identify some shaytanic behaviour of today.	Cardboard showing picture of a man or woman been used by shatan.	Pupils to: 1. explain that Jinn is a kind of supernatural creature of Allah. 2. say that Allah created Jinn from fire. 3. mention the likeness and differences between human beings and jinn. 4. explain that shaytan is of Jinn. 5. explain the position of shaytan before the creation of Adam and why shaytan.
5.	Suratul Kwathar	Pupils should be able to: 1. recite the surah correctly. 2. mention the difficult words and repeat their pronunciation correctly. 2. Commit the surah to memory	Arabic text of suratul kwathew	1. Writes the Arabic text of the sumah on the cardboard and fix it on the board. 2. Recites the suurah slowly. 3. Listen to pupil's recitation and identifies the mispronounced words many times.	1. Listen attentively to the teacher's recitation. 2. Repeat the surah after the teacher. 3. Recite the surah in group and individually. 4. Repeat the mispronounced words after the teacher. 5. Recite the surah off head.	1. A cardboard showing the Arabic text of the surah. 2. Teacher's copy of the glorious Quran.	Pupils to: 1. mention the difficult words and repeat their pronunciation correctly. 2. commit the surah to memory.
6.	Thins that Spoil Salat (Prayer)	Pupils should be able to: 1. mention things that spoil salat. 2. give the reasons why they spoil salaat.	Things that spoil salaat - Abandoning orany or the conditions governing performance of	1. Explains to pupils that one's salaat can spoil. 2. Lists thigns that could spoil salaat as contained in content.			

		3. state the need for full concentration in prayer.	prayer. - Omission of any of the obligatory steps of prayer. - Omission of any emphatic sanna steps deliberately. - Deliberate eating or drinking and unnecessary utterances.	3. Asks pupils to mention the things that spoil salaah. 4. Asks pupils to copy into their exercise book.			
7.	Tayamum (Sand Ablution)	Pupils should be able to: 1. state the meaning of Tayamum. 2. explains the circumstance under which toyamum is performed. 3. demonstrate how tayamum is performed. 4. mention what spoilt.	1. Meaning of tayamum. 2. Purpose of traymum. 3. Circumstances under which tayamum is performed. 4. Practical demonstration on the performance of tayamum. 5. What spoils tayamum	1. Explains the meaning of tayamum. 2. Explains why tayamum is performed e.g. when there is no water or when one cannot use water. 3. Takes outside the classroom to show them how to perform tayamum. 4. Lists the things that spoil it.	1. Listen attentively to the explanation of the teacher on what tayamum is and why it is performed. 2. Watch the practical demonstration of how Tayamum is done. 3. Perform tayamum turn. 4. Read what spoils tayamum on after the other. 5. List the items with which tayamum can be performed.	Clean sand, stone	Pupils to: 1. state the meaning of tayamum. 2. explain the circumstances under which tayamum is performed. 3. demonstrate how tayamum is performed. 4. mention what spoil it.
8.	Significance of Prophet Muhammed (S.A.W) from his Call to Prophet hood	Pupils should be able to: 1. explain why people love and respect the prophet before his call to prophet hood. 2. explain why the prophet went to the cave of Hira and his experience when the first revelation came to	1. Prophet Muhammed honest earring him to be respected among people. 2. The prophet avoided bad company and he was always in search of the truth. 3. Allah gave the prophet the qualities	1. Guides the pupils through discussion. 2. Asks questions to clarify ideas. 3. Names the place where cave Hira and Abbaysinia are located today. 4. Identifies the ways Muslim are persecuted today.	1. Listen attentively. 2. Ask the name of place where cave Hira and Abbaysinca are located today. 3. Identify the ways Muslims are persecuted today. 4. Mention the ways Muslim can promote	1. Pictures of the cave. 2. Pictures of the Kabbah. 3. Map of Saudi Arabic showing madina of Abbaysinia. 4. Copy of Glorious Quran.	Pupils to: 1. explain why people love and respect the prophet before his call to priesthood. 2. explain why the prophet went to the cave of Hira and his experience when the first revelation came to him.

		<p>him.</p> <p>3. explain the opposition of the unbelievers of makkah to the message sent by Allah to prophet Muhammed.</p> <p>4. recall some of the ways the prophet and the Muslims were presented by the unbelievers of makkah.</p>	<p>of good human relation.</p> <p>4. Prophet Muhammed's search for truth led him to engaging in meditation in the cave of Hira, where he received the first revelation.</p>	<p>5. Mentions the ways Muslims can promote the teaching of prophet Muhammed (SAW).</p>	<p>the teaching of Prophet Muhammed (SAW).</p>		<p>3. state the opposition of the unbelievers.</p> <p>4. recall some of the ways the prophet and the Muslims were persecuted by the unbelievers of Mecca.</p> <p>5. demonstrate awareness of the significance of the life and message of prophet Muhammed.</p>
9.	Importance of Human Relation and Mutual Cooperation in Islam	<p>Pupils should be able to:</p> <p>1. explain the reason why they should cooperate.</p> <p>2. identify the people they should obedient.</p> <p>3. point out an act of kindness and modesty.</p>	<p>1. Obedience to parents: Reasons for it and the ways it can be shown. Q17:23.</p> <p>2. Kindness to:</p> <ul style="list-style-type: none"> - parents - elders - fellow children - neighbours - other creatures <p>3. Modesty Q24:30-31.</p>	<p>1. Explain the importance of human relation.</p> <p>2. Narrates examples of punctuality, modesty and obedience.</p> <p>3. Discusses the ways of showing Ikese.</p>	<p>1. Listen to the teacher's explanation.</p> <p>2. Mention why they should be obedient to their parents.</p> <p>3. Demonstrate acts of kindness in a play.</p> <p>4. Demonstrate act of modesty in role play.</p>	<p>1. Holy Quran</p> <p>2. Information technology devices</p>	<p>Pupils to:</p> <p>1. Explain the way in which they can obey their parents</p> <p>2. Explain to reasons of obeying parent and show kindness</p> <p>3. Identify the people they should be obedient to</p> <p>4. Point out an act of kindness and modesty</p>
10.	Surat Ikhals	<p>Pupils should be able to:</p> <p>1. recite saratul Ikhals correctly.</p> <p>2. translate the words clearly.</p> <p>3. commit the sirah to memory.</p>	<p>Suratul Ikhals in Arabic text.</p>	<p>1. Writes the Arabic text in chalkboard.</p> <p>2. Recites the sirah slowly.</p> <p>3. Listen to pupils recitation and correct.</p>	<p>1. Listen attentively to the teacher.</p> <p>2. Repeat the sirah after the teacher.</p> <p>3. Repeat the mispronounced words after the teacher.</p>	<p>A cardboard showing Arabic text.</p>	<p>Pupils to:</p> <p>1. recite the suah correctly.</p> <p>2. mention the difficult words and repeat the pronunciation correctly.</p> <p>3. memorize the whole contact.</p>
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
PRIMARY III
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
1.	Civic education	Pupils should be able to: 1. meaning of civic education 2. identify and list the components of civic education 3. explain the dimensions of civic education	1. Meaning of civic education 2. Component of civic education: - Nationality - Rights and duties - Democratic practices - Community values	1. Lead pupils to explain the meaning of civic education 2. Components of civic education	Engage/lead pupils to explain meaning of civic education	1. Posters 2. Pictures	Pupils to: 1. what is the meaning of civic education 2. mention the components of civic education
2.	Rights and duties to the nation	Pupils should be able to: 1. say the right of person in the nation (Nigeria) 2. explain our duties to our nation.	1. Rights of the individual 2. Duties to the nation	1. Lead pupils to say their rights 2. Explain duties to the nation	Say their right as citizen of our nation Explain their duties to the nation	Posters	Pupils to: 1. mention (3) three right of a citizen 2. explain two of our duties to our nation
3.	Democratic practices	Pupils should be able to: 1. explain what democracy means 2. list current political parties 3. the role of political parties 4. government in power	1. Meaning of democracy means 2. Current political parties 3. The role of political parties	Lead pupils 1. Explain meaning of democracy 2. Lead them to list the current political parties	Explain meaning of democracy List the current political parties	Posters of some political parties	Pupils to: 1. what is democracy 2. list four political parties
4.	Community values	Pupils should be able to: explain community values e.g. culture, belief, ethics, values etc.	Community values e.g. culture, beliefs, ethics, values norms etc.	Lead pupils to explain community values	Explain community values culture believe, Ethics, norms values etc	Pictures of our traditional leaders	Pupils to: 1. explain community values 2. list two of our

				- Culture - Beliefs - Ethics - Values			community values
5.	Culture and believes of a community.	Pupils should be able to: 1. explain culture 2. mention the believes of a community.	1. The culture of our community 2. They believe of our community	Teacher pupils to explain the culture of our community and our believes	Explain culture and believes	Pictures of our traditional leaders	Pupils to: 1. explain meaning of culture 2. mention two of our believe in our community.
6.	Dimension of civic education.	Pupils should be able to: explain the dimensions of civic education: - Political - Legal - Social - Economic - Cultural	Dimension of civic education	Guides pupils to explain the dimensions of civic education	Pupils to mention the dimensions of civic education	Pictures of people in government	Pupils to: mention two dimensions of civic education.
7.	Political and legal, dimensions of civic education.	Pupils should be able to: 1. the levels of governments - local levels of government - state levels of government - federal levels of government 2. legal dimension of civil education. The judiciary: Customary court, Magistrate court, High court, court of Appeal etc. the dispenses justices.	Levels of government: Local, State and Federal government. The Judiciary customary court, magistrate court, High court, Court of Appeal, Supreme court	Leads pupils to say the relevance of these courts to the society	Role play, the situations that explain the various courts	Picture of court sittings	Pupils to: mention any two court in the community.
8.	Social dimension of civic education	Pupils should be able to: 1. social activities celebration of national day (independence).	Social activities 1. Celebration of national day (Independence day)	Leads pupils to explain what the nations are celebrating and why	Explain how it is celebrated and the reasons for the celebrations	Pictures showing people celebrating	Pupils to: list any two things that is celebrated in Nigeria

		2. workers day celebration 3. children's day celebration. 4. democracy day.	2. Workers day 3. Children's day 4. Democracy day 5. Importance of the celebrations.	the celebrations			
9.	Economic dimension of civic education	Pupils should be able to: 1. explain how the economic grow. -exchange of goods and services. -budget by the government. 2. to plan income and expenditures.	Exchange of goods and services - Import and export -Budget by the government to plan our income and expenditure.	Leads pupils to explain important of export. Budget by the government	Explain meaning of importation, exportation. Things imported and exported.	Pictures of some imported goods	Pupils to: mention three goods that are imported into Nigeria
10.	Cultural dimension of civic education	Pupils should be able to: 1. meaning of culture 2. explain characteristics of cultures 3. adornments used 4. why we use the adornment.	1. The concept of culture - Sum total of people way of life, language, beliefs, religion, food, mode of dressing 2. Characteristic of culture 3. The use of Adornments 4. The reason for our culture.	Leads pupils to explain the concept of culture, characteristic and the adornment used	Find out and explain the concept of culture, it characteristics and the adornments used	1. Charts showing some of our culture e.g. language dressing 2. Display articles of adornments e.g. beads, bangles etc.	Pupils to: 1. explain the concept of culture 2. mention the characteristics of culture.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
PRIMARY III
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
1.	National symbols	Pupils should be able to: identify national symbols	Meaning and examples of National symbols. People/leader, public, properly constitution, mace, national flag, coat of arms etc.	1. Lead pupils to explain the meaning of national symbols.	Examine pictures and real objects and explain the meaning of symbols	Picture of national symbols and others.	Pupils to: explain the meaning of national symbols
2.	The constitution and the mace	Pupils should be able to: 1. describe the constitution as a national symbol. 2. describe the mace as a national symbol.	1. Meaning of constitution 2. the use of the constitution 3. The meaning of the mace as a national symbol 4. The use of the mace.	Lead pupils to explain the meaning of a constitution. The use of a constitution. The mace as a national symbol.	Examine pictures showing the mace and a copy of the national constitution.	Picture of a mace a real copy of the Nations constitution.	Pupils to: 1. what is a mace 2. what is a constitution
3.	National flag and the coat of arms as national symbols	Pupils should be able to: 1. explain the meaning of national flag. 2. describe the coat of arms as national symbols.	1. Meaning of a national flag 2. Describe the national flag e.g. green white green 3. Describe the coat of arms as national symbols - The green colour of the national flag stands for agriculture and white stands for peace etc. - The eagle in the Nigerian coat of arms represents strength.	Lead pupils to describe the 1. National flag 2. The coat of arms as National symbols.	Examine the pictures of the national flag and the coat of arms.	Pictures of the national flag and the coat of arms.	Pupils to: 1. describe the national coat of arm 2. what is the colour of our national flag
4.	National anthem and national currency.	Pupils should be able to: 1. recite the national anthem 2. identify the national	1. The National Anthem as a national symbol 2. Identify the national	Guide pupils to write the national anthem, sing it.	1. Leads pupils to sing the national anthem	1. A copy of the national anthem 2. Identify the national	Pupils to: 1. sing or recite the national anthem

		currency	currency as a national symbol	Identify the nation's currency	2. Identify the nation's currency	currency	2. identify our currency
5.	Different between national symbols and other symbols.	Pupils should be able to: differentiate between national symbols and other symbols	Different between national symbols and other symbols.	Lead pupils to list national symbols and other symbols.	Lead pupils to say the difference	Bring some national symbols to the class	Pupils to: what is the difference between national symbol and other symbols.
6.	Respect for other symbols.	Pupils should be able to: 1. list other symbols 2. demonstrate respect for other symbols.	Other symbols 1. Traditional leaders in our community 2. Religious leaders in our community. 3. High way code etc. 4. Respect for other symbols.	Guide pupils 1. To mention name of traditional leaders 2. Mention names of religious leaders. Demonstrate respect for symbols.	Pupils to say the names of traditional leaders.	Pictures of traditional leaders and religious leaders in almanacs.	Pupils to: mention three other symbols of this nation.
7.	Demonstrate respect for national symbols.	Pupils should be able to: 1. list the national symbols. 2. demonstrate respect for our national symbols.	1. Our national symbols 2. Demonstrate respect for our national symbols - Stand when singing national anthem - Respect for our constitution - Handling naira with care etc.	Lead pupils to demonstrate how to show respect for our national symbols.	Demonstrate respect for our national symbols.	Picture of school pupils singing national anthem standing.	Pupils to: demonstrate respect for national symbols.
8.	Respect for elders in the society.	Pupils should be able to: 1. explain respect 2. respect constituted authority.	Respect for elders in the community	Lead pupils to show respect for elders in the community	Demonstrate respect for elders in the community	Picture showing people greeting	Pupils to: demonstrate how to show respect for elders
9.	Respect for constituted authority.	Pupils should be able to: 1. list various constituted authorities 2. show respect for constituted authority	Respect for constituted authorities e.g. office of the president, governor, chairman etc.	Lead pupils to show respect for offices of the governor	Lead pupils to carryout instructions from these offices	Picture showing a leader addressing his audience	Pupils to: what are we to do when a chairman gives an instruction
10.	Respect for	Pupils should be able to:	1. Meaning of	1. Lead pupils to	Lead pupils to	Picture showing a	Pupils to:

	government property.	1. say the meaning of government property j 2. show respect for government property	government properties 2. Respect for government property	explain meaning of government property 2. Have respect for government property	show respect for government properties	government office	how do we show respect for government property.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
PRIMARY III
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	National identify	Pupils should be able to: explain the meaning of national identify.	Meanings of National identify. Accepting and belonging to a nation by identifying with its goals and aspirations. Working as individual or as a group to achieve the goals.	Leads pupils to explain the meaning of national identify	Explain the meaning of national identity.	1. Poster 2. Pictures	Pupils to: explain the meaning of national identity.
2.	Elements of national identity	Pupils should be able to: list elements of national identify.	1. Elements of national identity - National anthem - Citizenship of nation - Payment of taxes - Work for the success of a nation - Respecting national symbols etc.	Ask pupils to list the elements of national identity.	Mention the elements of national identify.	Maps National symbols.	Pupils to: list elements of national identify.
3.	National anthem as a national identify	Pupils should be able to: 1. explain the meaning of national anthem 2. explain national anthem as a national identity.	1. Meaning of national anthem. It is official song, sang on where Nigerian are gardened for any reason as a symbol to honour our country 2. National anthem as a national identify.	1. Teach pupils meaning of national anthem 2. Explain national anthem as a national identity.	Explain national anthem as a symbol of nation identify	A copy of Nigerian national anthem	Pupils to: sing the national anthem.
4.	Citizenship of nation as a national identify.	Pupils should be able to: 1. explain the meaning of citizenship. 2. explain citizenship	1. Meaning of citizenship as a national identify - the legal right to belong to a country. 2. Explain citizenship as a	Teach the meaning of citizenship as a national identify 2. Explain citizenship as a	1. Explain meaning of citizenship 2. Explain citizenship as a national identify.	Pictures of people of a nation	Pupils to: 1. what is citizenship. 2. explain citizenship as a

		as a national identify.	national identify.	national identify.			national identify.
5.	Payment of taxes as national identify.	Pupils should be able to: 1. explain the meaning of taxes. 2. explain payment of taxes as a national identify.	1. Meaning of taxes: - Moneys that you have to pay to government so that tit can provide public services e.g. electricity, roads, water, etc for the citizenry. 2. Payment of taxes as a national identify e.g. good citizen.	1. Teach pupils meaning of taxes. 2. Explain payment of taxes as a national identify.	1. Explain meaning of taxes. 2. Explain payment of taxes as a national identify.	Tax receipt	Pupils to: 1. what is tax. 2. why do we pay tax?
6.	Work for the success of the nation as a national identify.	Pupils should be able to: explain why we work for the success of the nation as a national identity.	1. Work for the success of the nation as a national identity.	Teach pupils to work for the success of the nation.	Explain how to work for the success of the nation.	Picture showing people working for the nation	Pupils to: mention three (3) groups of people working for the success of our nation
7.	Respect for national symbols as a national identify.	Pupils should be able to: 1. list some of the national symbols. 2. explain respect for national symbol as national identify.	1. List national symbols 2. Respect for national symbols as a national identify.	Leads pupils to list the national symbols. Teach respect for national symbols as a national identify.	1. List the national symbols 2. Explain respect for national symbols.	National flag A copy of national anthem.	Pupils to: list 3 three national symbols.
8.	Patriotism as a national identity	Pupils should be able to: explain the meaning of patriotism.	Meaning of patriotism as a national identify; The act of showing love for your country and be ready to defend it against any enemy.	Teach pupils meaning of patriotism.	Explain patriotism	Picture of soldiers	Pupils to: explain what is patriotism.
9.	Reasons for patriotism as a national identify.	Pupils should be able to: explain reasons for patriotism.	Reasons for patriotism as a national identify - To promote unity - To promote development - To ensure full and proper use of resources - To help the nation benefit	Guide discussion on reasons why Nigerians should be patriotic.	Participate in discussion on reasons for patriotism.	Picture of great patriotism in Nigeria e.g. Lat Dr. Nnamdi Azikiwe.	Pupil to: give two reason why we should be patriotic to our nation.

			from our knowledge and skills.				
10.	Benefit from our knowledge and skills as a national identify	Pupils should be able to: explain for our nation to benefit from our knowledge and skills.	Benefit from our knowledge and skill in Nigeria as a national identify.	Leads pupils on how Nigeria can benefit from our knowledge and skills.	Explain how Nigerians can benefit from our knowledge and skills.	Picture of Great people who has contributed their knowledge and skills to Nigeria	Pupils to: mention two way Nigeria can benefits from our knowledge and skills.
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
PRIMARY III
FIRST TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	The nuclear and extended families	Pupils should be able to: 1. explain the meaning of the word nuclear family. 2. identify a nuclear family. 3. identify extended family.	1. Meaning of the word nuclear and extended family. 2. Identify a nuclear family. 3. Identify extended family.	1. Teaches pupils the meaning of the word nuclear and extended family. 2. Identifies a nuclear family. 3. Identifies an extended family.	1. Identify a nuclear family and the extended family. 2. Role play a nuclear and extended family.	Picture of father, mother, and child.	Pupils to: mention the two types of families.
2.	The role of the nuclear and extended families	Pupils should be able to: identify the role played by the nuclear family.	Role of the nuclear family. - Father - Mother - Child.	Leads pupils to discuss the role of the nuclear family in our community.	Draw their family tree from home.	A chart showing the family tree of a nuclear family.	Pupils to: the nuclear family is made up of ____ father, mother and child/children.
3.	The role of the extended family	Pupils should be able to: 1. explain the role of the extended family in raising a child/children. 2. respect among family members.	1. Role of the extended families e.g. Father, Mother, Grand parents, children, siblings, uncles, aunts, parent in-laws etc. 2. Respect among family members.	1. Explains to pupils how extended family members assist parents or contribute to the upbringing of a child/children. 2. Teaches how respect is shown in the family.	1. Find out from home the role of the extended family. 2. Participate in class discussion. 3. Outline some of the contribution of aunts, uncles, grandparents to their upbringing.	1. Pictures of extended family. 2. A picture showing ways of respect. 3. Pupils text books.	Pupils to: list 3 roles of the extended family members in the upbringing of child.

4.	Marriage in our community	Pupils should be able to: 1. explain the meaning of marriage. 2. identify major types of marriage in our community.	1. Meaning of marriage. 2. Lawful and acceptable union of a man and woman to make up a family.	Uses questioning method to explain the meaning of marriage.	Participate actively in asking and answering.	Picture of a husband and wife (Couple).	Pupils to: explain the meaning of marriage.
5.	Types of marriage in our community	Pupils should be able to: explain types of marriages: Polygamy, Monogamy.	Types of marriage 1. Polygamy 2. Monogamy etc.	Uses role playing to demonstrate types of marriage.	Participate actively in the role playing of polygamous and monogamous marriage.	Picture or photographs showing types of marriage.	Pupils to: mention two types of marriage in our community.
6.	Marriage practices in Nigeria	Pupils should be able to: 1. describe how marriage are contracted in our communities (Nigeria). 2. mention objects used in marriage ceremony.	Marriage practices in Nigeria e.g. - Agreement by the two families. - By paying the pride price. - Marriage under customary law 2. Objects used in marriage ceremony.	Assigns pupils to ask question on how marriage is contracted and the objects used in their community.	Carryout the investigation.	Bible and Quran	Pupils to: describe how marriage is contracted in their community.
7.	Marriage custom	pupils should be able to: 1. explain how: - christian marriage - muslim marriage - customary marriage are contracted 2. identify how marriage custom change from place to place.	1. Christian marriage. 2. Muslim marriage. 3. Court marriage. 4. The difference and similarities in the various marriages.	1. Discusses and explains the various marriage customs. 2. Leads pupils to say the different and similarities in the various marriages.	1. Role plays the various marriages. 2. Explain the difference and similarities.	Wedding gown Kola-nut Money Food items etc.	Pupils to: 1. marriage contracted in the church is called _____ Christian marriage. 2. muslim marriage is contracted in the mosques.
8.	Common drugs in our community	Pupils should be able to:	1. The meaning of drug: It is a medical	1. Shows drugs that are label to pupils for	1. Participate in class discussion on	Samples of readily available drugs e.g.	Pupils to: 1. explain the

		<p>1. explain the meaning of drug.</p> <p>2. identify the difference between synthetic and natural drugs.</p>	<p>substance for curing illness.</p> <p>2. Identification of modern common medicine/drug e.g. panadol, aspirin dag, nivaquine, paracetamol, alabut traditional e.g. lemon grass.</p>	<p>the purpose of identification.</p> <p>2. Leads class to discuss synthetic and natural medicine/drugs.</p>	<p>common drugs.</p> <p>2. Sample the labels of some drugs.</p>	<p>empty packets of common drugs.</p>	<p>meaning of drugs.</p> <p>2. identify two common drugs.</p>
9.	Right people to administer drug	<p>Pupils should be able to:</p> <p>state who must administer drugs.</p>	<p>Right people to give or administer:</p> <p>Nurses, doctors, pharmacist, parents, guardians, teacher must be on the advice of a doctor or a medical personnel</p>	<p>1. Invite medical personnel to give a talk on the topic</p> <p>2. Organize nature walk to identify some local herbs</p>	<p>1. Participate in class discussion on who administers drugs</p> <p>2. Participate in answering questions from the talk</p>	<p>1. Sample some local drugs</p> <p>2. Picture showing either a nurse or a doctor administering drug.</p>	<p>1. Mention two persons who administers drugs</p>
10.	Drug abuse	<p>Pupils should be able to:</p> <p>1. state the meaning of drug abuse.</p> <p>2. recognize someone who abuse drugs/medicines.</p> <p>3. mention way of helping someone who has abuse drugs.</p>	<p>1. Intake of medicine drug without prescription.</p> <p>2. Ways of knowing someone who abuse drugs.</p> <ul style="list-style-type: none"> - Untidy appearance - Drunken behaviour - Frequent fighting - Inattentiveness - Convulsion <p>3. Preventing drug abuse.</p> <p>4. Ways of helping discouraging drug.</p> <p>5. The importance of drug education.</p>	<p>1. Leads class discussion on the methods of taking drugs.</p> <ul style="list-style-type: none"> - Swallowing - Drinking - Inhaling <p>2. Invite resource persons to give talk on:</p> <ul style="list-style-type: none"> -prevention of drug abuse. -how to help those who abuse drugs. -guide pupils to discuss roles of pupils, teachers, parents and law 	<p>1. Describe ways of taking drugs.</p> <p>2. Sing songs to discourage drug abuse.</p> <p>3. Dramatize caring for a person that has abuse drug.</p>	<p>1. Charts/posters illustrating some methods of taking drugs.</p> <p>2. Resource persons.</p> <p>3. Charts showing health personal.</p> <p>4. Poster showing a drug addict.</p>	<p>Pupils to:</p> <p>1. list three way by which drugs are taken.</p> <p>2. mention two ways of identifying a person that has abuse drug.</p> <p>3. explain any one why of help of drug addict.</p>

				enforcement agencies in the control of drug abuse.			
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
PRIMARY III
SECOND TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Ways of preventing common illness	Pupils should be able to: 1. identify common illnesses in their community. 2. mention symptoms of some common illnesses in their community.	1. Common illnesses in the community. - Malaria - Dysentery - Diarrhea - Cholera etc. 2. Symptoms of common illnesses in the community. - General weakness - Lack of appetite - Headache - Cold etc.	1. Uses guided questions to fine out common illnesses pupils have suffered before. 2. Assigns pupils into group work to fine out symptoms of some common illnesses.	1. Respond to questions. 2. Participate in group assignment. 3. Find out the symptoms of common illnesses.	1. Posters 2. Pictures showing people suffering from one illness or the other.	Pupils to: 1. identify two common illness in the community. 2. mention three symptoms of common illnesses.
2.	Causes of common illness	Pupils should be able to: identify causes of common illness.	Causes of common illness e.g. - Dysentery - Diarrhea - Cholera - Malaria etc. Dirty and polluted surroundings infections.	1. Uses guided questions to find out the causes of common illnesses pupils have suffered before. 2. Call resources persons to teach causes of some common illnesses.	Report findings to class	1. Pictures of chart showing causes of some common illness. 2. Resource persons.	Pupils to: mention two causes of common illness.
3.	Preventing common illness	Pupils should be able to: 1. list some common illnesses.	Prevention of common illness: - cleaning of one's environment.	1. Reads pupils to find out how common illness can be prevented.	Fine out ways of preventing common illnesses from the	Charts/pictures of clean environment.	Pupils to: mention three ways of preventing

		2. mention ways of preventing common illness.	- eating balance diet. - regular medical checkup etc.	2. Uses guided question to generate more ways of preventing common illnesses.	community and report to the class.		common illnesses.
4.	Causes of road accident	Pupils should be able to: 1. explain road accident. 2. explain how frequent road accident is. 3. list causes of road accident. - bad roads. - poorly build roads by corrupt and inappropriate workers. - bad vehicles - careless and unsafe driving. - inability to interpret road sign.	1. Meaning of road accident. 2. Frequency of road accident in the community. 3. Causes of road accident. - Bad road - Poorly build roads by corrupt and inappropriate workers. - Bad vehicles - Careless and unsafe driving. - Inability to interpret road signs etc.	1. Uses guided questions to teach the causes of road accident. 2. Leads pupils to explain the frequency of accident in the community.	1. Give example of road accidents in the community. 2. List some causes of road accidents. 3. Respond to question.	1. Resource person such as road safety personnel. 2. Picture of accident. 3. Charts of health official treating accident victims.	Pupils to: 1. explain the meaning of road accident. 2. explain any two causes of road accident.
5.	Effect of road accident	Pupils should be able to: explain the effect of road accident on the victims, the family and the country.	Effects of road accident on the - Lose of relatives - Cost of hospital bills for relatives. - Cost of damaged car or vehicles. - Increase handicaps in the society.	Leads pupils to identify the effects of road accident on persons/victims the family and the country.	Listen and ask and answer questions.	1. Pictures/photograph of accident victims/seen. 2. Charts of health official treating accident victim	Pupils to: 1. explain two effect of road accident. a. on victim b. family c. country

6.	First aids treatment to road accident victims	Pupils should be able to: 1. identify the items found in a first aid box. 2. describe how simple first aid could be applied on those injured.	1. Object found in a first aid box e.g. scissor, bandage, pain relieve tablets razor blade, cotton wool, iodine, izal etc. 2. Simple first aid treatment. - Clean with antiseptic. - Cover with plaster or bandage. -Administer drug as recommend by a doctor etc.	1. Guides pupils to suggest ways to assist accident victim. 2. Directs pupils to find out from home how injured people are treated. 3. Invites a resource person: nurse or a dispenser to give a talk on how to give first aid.	1. List some items in the first aid box. 2. Respond to question.	1. Resource person e.g. a nurse or red-cross person. 2. Real objects found in a first-aid box. 3. Pupils text book charts.	Pupils to: 1. identify five object found in a first aid box. 2. describe how simple first aid could be applied to a person injured.
7.	Our culture	Pupils should be able to: 1. explain simple what “culture” means. 2. identify different kinds of adornment used by men and women in the community. 3. explain why we use adornments.	The concept of culture: - the total way of life of a people - language - beliefs - values - religion - food - mode of dressing - greeting etc. 2. Adornment used by women in the community: beads, earring, bangles chains etc.	1. Asks pupils to find out, what culture adornment means. 2. Explains and process result pupils findings. 3. Leads pupils to discuss and identify. a. Some adornments used by women. b. Some adornment use by men.	1. Find out and explain what culture and adornment mean. 2. Identify some adornment used y women in the community.	1. Charts showing some of our culture e.g. - Dressing b. Men wearing adornments. c. Women using some adornment.	Pupils to: 1. explain the meaning of culture and adornment. 2. identify the different kinds of adornment in the community.
8.	Characteristics of culture	Pupils should be able to: list the characteristic of culture.	Characteristics of culture - It is dynamic - It change with time	Guides pupils to discuss and list the characteristics of culture.	Find out from home the characteristics of culture.	Display articles of adornments.	Pupils to: list two characteristic of culture.

			<ul style="list-style-type: none"> - It last for a long period of time - It differs 				
9.	Traditional festival and ceremonies	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate understanding of traditional festival and ceremonies. 2. identify the traditional festivals and ceremonies observed in the community. 3. how to celebrate these festivals. 	<ol style="list-style-type: none"> 1. Traditional festivals and ceremonies. 2. Why people observe these festivals and ceremonies. 3. How to celebrate these festivals. 	<ol style="list-style-type: none"> 1. Guides pupils to find out what traditional festivals and ceremonies means. 2. Discusses and process the find of pupils. 3. Leads class to discuss. <ul style="list-style-type: none"> a. Fears associated with the festivals and ceremonies. b. How to overcome these fears and dangers. c. The difference between these and other ceremonies. 	<ol style="list-style-type: none"> 1. Find out from home and explain what festival and ceremony means. 2. Why and how festivals and ceremonies are observed. 3. The dangers and fears associated with festivals and ceremonies. 4. How to overcome them. 	<ol style="list-style-type: none"> 1. Pictures cutting showing different festivals and ceremonies in our society/community. 2. Display some costumes. 	<p>Pupils to:</p> <ol style="list-style-type: none"> explain what traditional festivals and ceremonies means.
10.	The houses we live in	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. identify different types of houses in the community/locality. 2. state materials used in building one of them. 3. state the various steps required in building a house. 4. list materials required for each step. 5. identify type of job 	<ol style="list-style-type: none"> 1. Different types of house in the community. <ul style="list-style-type: none"> - Wooden house - Mud house - Concrete house - Bungalow, duplex - Storey buildings 2. Materials used in building these houses grasses, wood, mud cement, iron sheets asbestos etc. 	<p>Asks pupils to find out from home.</p> <ol style="list-style-type: none"> a. Materials used in building some types of houses. b. Various step in building a house. c. Materials use at each step. d. Different types of job involved at each stage. e. The types of house they live in. 	<ol style="list-style-type: none"> 1. Say what a house is. 2. Identify different houses. 3. State the type of house they live in. 	<ol style="list-style-type: none"> 1. Charts showing different houses Picture of modern and traditional houses. 2. Picture of some building materials. 3. Picture of some tools. 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. Identify different types of houses in their locality. 2. list three materials used in building a house. 3. Mention three groups of workers in building a house.

		and the group of workers involved at each stage. 6. list tools used by each group.	3. Steps in building a house. 4. Materials required for each step. 5. The group of people working on the job at each state. 6. Tools used by each group of workers.	f. Discusses and process the results of pupils enquiring. g. Leads class discussion on tools used by each group.			
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
PRIMARY III
THIRDM TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Religious groups in our community	Pupils should be able to: 1. explain the meaning of religion. 2. explain what views beliefs, tradition. 3. identify various religious practiced in our community.	1. Meaning of religion: -people belief about the existence of a supreme being. 2. Other object of worship. 3. The religion in the community. a. Traditional religion b. Christianity c. Islam	Asks pupils to find out from home: 1. believes about religion in the community 2. the main religion in the community	Discuss and explain the word religion, beliefs, tradition and custom.	1. Charts showing various religious groups, practices in our community. 2. Real picture of religious leader.	Pupils to: say what religion means.
2.	Characteristics of different types of religion	Pupils should be able to: 1. state the characteristics of each religion. 2. identify the similarities. 3. identify the differences.	1. Major characteristic of each religion. 2. Similarities of different religion in our community. 3. The differences in the religion in our community.	Lead pupils to: 1. discusses the characteristics of the different religion. 2. leads pupils to discuss similarities and differences in the religion.	Ask and answer questions.	Religious item e.g. Bible, Quran, Rosaries	Pupils to: mention two differences similarities of the religion in the community.
3.	Respect for other peoples religions	Pupils should be able to: 1. respect other pupils religion.	1. Respect for other people's religion. 2. What our religion teach.	Guides pupils to identify why they must respect other people religion,	Answer and ask questions.	1. Religious item 2. Bible, Quran	Pupils to: 1. explain why we must respect other peoples religion.

		2. explain what our religion teach us.	- honest, faithful love, active.	beliefs, tradition and customs.			2. mention two things our religion teachers us.
4.	Division of labour	Pupils should be able to: 1. say what division of labour means. 2. explain division of labour within each group. 3. identify other projects requiring division of labour.	1. When different people do different activities under the same unit of job e.g. farming in the school garden. 2. Division of labour within each group of occupation.	1. Discusses the meaning of division of labour. 2. Leads pupils to discuss and demonstrate division of labour through play. 3. Discusses project requiring division of labour.	1. Discuss and explain division of labour. 2. Demonstrate division of labour i.e. steps in building a house through a play.	1. Charts of various occupation. 2. Picture of people performing various activities on a job e.g. house construction.	Pupils to: 1. explain what division of labour is. 2. explain division of labour in your home.
5.	Occupation requiring division of labour	Pupils should be able to: 1. give at least four examples of division of labour in the school, home hospital, etc. 2. list different job done in our environment. 3. advantages of division of labour.	1. Projects/occupation that requires division of labour: medical services framing, home, schools etc. 2. Simple stages of division of labour. 3. Advantages of division of labour.	1. Leads pupils to discuss and demonstrate division of labour 2. Guides pupils as they perform the activities. 3. Leads them to mention the advantages of division of labour.	Answer and ask question on division of labour.	Picture of people performing different expect of a unit job.	Pupils to: 1. list three occupation that requires division of labour. 2. list the advantages of division of labour.
6.	Food poisoning	Pupils should be able to: 1. say what food poisoning means. 2. explain symptoms of food poisoning. 3. list causes of food	1. The meaning of food poisoning. When some harmful organism have contact with our food. 2. Symptoms of food poisoning:	1. Discusses with pupils the meaning of food poison. 2. Symptoms and causes of food poisoning. 3. What to do in	Discuss food poison Hold class discussion on all the issue about food poison .	Relevant charts of food items not properly kept.	Pupils to: 1. explain the meaning of food poisoning. 2. what are the symptoms of food poisoning?

		poisoning. 4. explain what to do in case of food poisoning.	-stomach ache, running stomach, vomiting, headache, etc. 3. Causes of food poisoning: Dirty water, flies perching on food, cockroaches etc. 4. What to do in case of food poisoning: report to teacher, parents, elder around. Go to the hospital .	case of a food poison. 4. Guides pupils answers.			3. what do we do in case of food poisoning?
7.	Community sanitation.	Pupils should be able to: 1. say what community sanitation is? 2. state the traditional ways of community sanitation. the disadvantages. 3. state the modern method of community sanitation. 4. list the problems of community sanitation and state how to solve the problems.	1. Meaning of community sanitation. 2. Traditional ways of community sanitation. 3. Modern ways of community sanitation. 4. Problems of community sanitation and how to solve it. 5. Our role of community sanitation in our area.	Asks pupils to find out from home: 1. meaning of community sanitation. 2. traditional ways of community sanitation their problems and how to solve them. 3. discuss and process pupils report.	1. Find out, discuss and explain community sanitation. 2. Take part in the cleaning of your school environment.	1. Chart showing people cleaning their environment. 2. Pictures of refuse disposal van and workers cleaning a refuse dump.	Pupils to: 1. explain community sanitation. 2. list two problems of community sanitation. 3. mention two ways of solving the problems.
8.	Personal hygiene.	Pupils should be able to: 1. explain what personal hygiene means.	1. Meaning of personal hygiene. 2. How to maintain good personal hygiene.	1. Asks pupils to find out how to take care of themselves. 2. Why women use cosmetics.	Discuss personal hygiene and the use of cosmetics.	1. Display empty containers of used cosmetics. 2. A chart showing how to maintain	Pupils to: 1. what is personal hygiene? 2. mention two things you must

		2. explain what cosmetics are. 3. how to maintain a good personal hygiene. 4. advantages of maintaining a good personal hygiene.	3. Cosmetics. 4. Advantages of maintaining a good personal hygiene.			personal hygiene.	do to maintain good personal hygiene.
9.	Modern toilet facilities.	Pupils should be able to: 1. explain what water closet (W.C) means and 2. identify one in reality or in picture.	1. Toilet facilities. 2. The water closet (W.C). 3. Various parts of water closet (WC) and how it works. 4. Its maintenance and repairs.	1. Explains the concepts (W.C) water closet. 2. Leads pupils to identify the various parts of (W.C).	Visit and see the water closet (W.C)	Charts of a W.C and it various parts.	Pupils to: identify and names the various parts of W.C
9.	Advantages of modern toilets.	3. explains how each part and the whole system works. 4. state the advantages of the (W.C). 5. state how to use the W.C. 6. explain how to maintain and repair the (W.C). 7. state how to solve the problem of using the W.C well.	5. The advantages of: a) Modern toilet. - It is within the house. - Easy to maintain. - It reduces smell. - No flies. b) Traditional toilets. - Found everywhere. - Cheap. c) The different between traditional and modern toilet facilities.	How the parts works 4. Leads pupils to state the advantages. 5. Explains how to use it. Maintain and repair it. Solve the problem of using the (W.C) well.	Examine the various parts of the W.C.).	Picture of W.C.	Pupils to: 1. identify and name the various part of W.C. 2. explain what W.C. means 3. state two advantages of W.C.
10.	Transportation	Pupils should be able to: 1. say what	Meaning of transportation 1. A means of	1. Asks pupils to find out from grandparents the old	Find out, discuss and explain transportation	1. Charts showing types of transportation.	Pupils to: 1. explain what transportation

		<p>transportation means.</p> <p>2. state means of transportation.</p> <p>3. list modern means of transportation on the land on water and on air.</p> <p>4. list advantages and disadvantages.</p> <p>5. describe road, water and air transportation and its effects.</p> <p>6. effect of road congestions in cities.</p>	<p>transporting human beings, good and services from one place to another.</p> <p>2. Transport in the older days: use of animals like horses, camels use of canoe in revering areas.</p> <p>3. Modern means of transportation on land, on water and in the air</p> <ul style="list-style-type: none"> - Land (Cars, buses, trains). - Water (Ship, boat, canoe). - Air Aeroplanes <p>4. Advantages of modern means of transportation.</p>	<p>means of transportation.</p> <p>2. Discusses and process pupils findings.</p> <p>3. Guides pupils to list modern means of transportation.</p>	<p>means.</p>	<p>2. Real objects cars, buses donkey etc.</p>	<p>means.</p> <p>2. mention three means of transpiration.</p> <p>3. list two advantages of modern means of transportation.</p>
11	REVISION						
12	EXAMINATION						

**CULTURAL AND CREATIVE ARTS
PRIMARY III
FIRST TERM**

THEME: ARTS AND CRAFTS

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1-2	Introduction to nature drawing	Pupils should be able to: 1. describe their environment. 2. List the things in the environment. 3. draw things observed within the environment.	1. Meaning of environment. 2. Things found in the environment e.g. trees, grasses, road, animals etc.	1. Explains the meaning of the environment 2. List things found in the environment	Listen and observed picture of environment 2. Identify things found in the environment	Picture of the environment, tree, grasses, road, animals, pencils colour	List things in the environment
3.	Introduction of nature drawing	Pupils should be able to: care for their environment	Care for the environment.	1. Displays pictures of a clean environment 2.Explains how to care for the environment	1. Observe picture of a clean environment 2. Listen to explanation on how to care for the environment.	Picture of the environment tree, grasses roads, animals	Draw few things found in a clean environment.
4-5	Uses of lines in designs	Pupils should be able to: 1. identify different types of liens 2. uses lines in simple designs	Types of lines i. Zig zag ii. Curved lines iii. Straight lines iv. Broken lines 2.Uisng lines in design	1. Explains different types of lines with the aid of diagrams 2. Demonstrate how to use lines in designs 3. Displays pupils finished works	1. Listen and observe demonstration on how to use lines in designs 2. Draw lines to create designs	Cardboard paper, marker, drawing books pencils, colour	Pupils to: 1. Identify two types of lines 2. Use lines to produce two simple designs 3. Apply colour to the designs
6-7	Methods of modeling objects with clag/plastering	Pupils should be able to: 1. Identify methods of	Modeling of objects e.g Cups, pots etc. with clay/plastering	1. Explains the method of modeling 2. Demonstrate the:	1. Listen to teacher's explanation on methods of modeling	Clay/plastering wooden boards spatukis, blunt	Pupils to use any of the two methods to mould an object for

		modeling e.g pinching and coiling 2. Mould objects with clay/plastering	using 1. Pinching method 2. Coiling method display of finished works	i. Pinching method ii. Coiling method	2. Observe teachers demonstration on how to use pinching and coiling methods to produce models	knives, string water, moulds	display.
8-9	Types of flowering plants in the environment	Pupils should be able to: 1. Identify flowing plants in the environment 2. Say the important of flowering plants in our environment	Flowering plants in the environment	1. Shows examples of flowers in the environment 2. Explain the important of flowers in the environment	Observe diagrams, pictures and real flowers	Diagram pictures, real flower, chalk board	Pupils to: 1. Say two important of flowers 2. Draw one flower of their choice
10.	Types of flowering plant in the environment	Pupils should be able to: Draw and colour any flower of their choice	Designing and colouring flowering plants	Demonstrate how to draw and colour diagram of a flower on the board	Draw and colour a flower	Drawing books pencil colour and chalkboard	Pupil to; 1. Draw one flower of their choice
11 – 12	REVISION AND EXAMINATION						

**CULTURAL AND CREATIVE ARTS
PRIMARY III
SECOND TERM**

THEME: CUSTOMS AND TRADITIONS

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1-2	Creating a drama sketch from a story or folktale	Pupils should be able to: 1. Create a drama sketch from a story	Play creation through scripting or improvisation with any of the following team working patriotism unity.	1. Explains the meaning of a play creating 2. Explains the process of play creating 3. Explains the concepts of scripting and improvisation	1. Listen to the explanation by the teacher 2. Participate in the play creating process 3. Watch a video of children's play	Textbooks Notebooks DVD or VCD Television	Pupils to: 1. Create an improved play based on the story line of a given story with any of the stated themes.
3.	Creating a drama sketch from a folktale	Pupils should be able to create a drama from a folktale	Play creation through improvisation with any of the following themes courtesy, dignity of labour etc.	1. Leads pupil to start a play creating process 2. Plays a video of a play involving children as actors	1. Participate in the play creating process 2. Watch a video of children's play	Text books DVD or VCD Television	Pupils to create an improved play based on the folktale of a given story with any one of the stated themes
4-5	Staging	Pupils should be able to identify staging requirement of a play or drama	Introduction to stating of a play.	1. Explains the requirement of a play production.	1. Listen to teacher's explanation 2. Identify requirement of a play production.	Text books Notebooks Chalkboard etc.	Pupils to identify four play staging requirement
6-7	Staging	State the different states of a play	1. Stages of a play production	Discuss the processes involved	1. Identify the processes of staging a	Textbooks Notebooks	Pupils to Identify three stages of a

		production process		in play production	play or drama	Chalkboard Phone	play production
8-9	Traditional fabrics	Pupils should be able to: 1. Identify traditional fabrics from part of Nigeria 2. Mention the importance of traditional dresses to the nation.	Traditional fabrics i. Adire ii. Aso-oke iii. Akwete iv. Saki v. Out-ogwu (white cloth)	Guides the pupils to list traditional fabrics	1. List traditional fabrics 2. Observe samples of traditional dresses	Samples of traditional fabrics e.g Aso-oke, Out-ogwu etc.	1. identify three traditional fabrics.
10	Traditional fabrics	Pupils should be able to: 1. Mention the importance of traditional fabrics 2. Draw traditional fabrics	Importance of traditional fabric	Show samples of traditional fabrics	Observe samples of traditional fabrics	Samples and pictures of traditional fabrics	1. identify three traditional fabrics
11-12	REVISION AND EXAMINATION						

**CULTURAL AND CREATIVE ARTS
PRIMARY III
THIRD TERM**

THEME: CUSTOMS AND TRADITIONS

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1-2	Traditional fabrics and dresses	Identify traditional Nigerian dresses	Traditional dresses i. “Onyonyo” ii. “Buba and Iro” iii. “Sokoto” iv. “Yar-shara and hala” v. “Isiagu” vi. “Babbarigal Agbada”	Guides the pupils to IBT traditional dresses	List traditional dresses	Samples of traditional dresses ASo – Oke Babbariga Buba and Iro Agbada Sokoto etc	Identify three traditional dresses
3-4	Traditional fabrics and dresses	Mention the importance of traditional dresses to the nation	Importance traditional dresses to the nation	Guides the pupils to list traditional dresses	List tradition dresses	Samples of traditional dresses Aso-oke Babbariga Buba and Iro Sokoto Yar-shara and hula	Mention two importance of tradition dresses
5-6	Traditional fabrics and dresses	Draw traditional fabrics and dresses	Draw traditional dresses	Guides the pupils to draw	Draw traditional dresses	Samples of traditional dresses	Draw any traditional dress of their choice
7-8	Traditional fashion accessories	Pupils should be able to: State meaning of fashion accessories	Meaning of fashion accessories	Explains the meaning of fashion accessories	Listen and observe picture of fashion accessories	Beaded jewelleryes coral, combs etc.	Pupils to explain the meaning of fashion accessories
9-10	Traditional fashion accessories	1. Identify types of traditional	Types of traditional fashion accessories	1. Displays and explains different	Listen and observe the display of	Beaded jewelleryes, coral, combs walking	Pupils to: Identify three

		accessories 2. Importance of traditional fashion accessories	e.g. Beaded jewellerys, corals, combs walking sticker rattles for dances 2. Importance of traditional fashion accessories	types of traditional fashion accessories 2. Explains the importance of traditional fashion accessories	different types of traditional fashion accessories	sticks crowns, shell jewellereis from traditional materials	traditional fashion accessories
11-12	REVISION AND EXAMINATION						