

# LAGOS STATE MINISTRY OF EDUCATION UNIFIED SCHEME OF WORK FOR PRIMARY SCHOOLS

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Download the new government approved Unified Lagos State Scheme of Work for Primary Schools Class 1-3 (Lower Basic) and Class Primary 4-5 (Middle Basic) in pdf for Schools in Lagos State.

## **Advantage of Unified Scheme of Work**

- a. The main merit of a scheme of work, is to help teachers plan and sequence their lessons in advance.
- b. Another advantage of a scheme of work is that they help teachers to consider and make the most of the resources at their disposal
- c. It saves everyone from re-inventing the wheel each year as the topics come around

## **Feature of Lagos State Unified Scheme of Work for Primary School**

Here are the four (4) basic feature of the new scheme of work for primary school in Lagos state

- a. Topic divided into weeks
- b. Learning Objectives
- c. Learning Activities
- d. Learning Resources

### **The Lagos State Approved Scheme of Work**

The new approved Unified Lagos State Scheme of Work is group as follow  
Primary 1-3 (Lower Basic) and  
Primary 4-5 (Middle Basic)

## **Lagos State Scheme of Work for Lower Primary/Basic**

Complete List of Subjects for Lower Basic/Primary School Scheme of Work available for download.

### **Subject**

1. **English Studies**
2. **Mathematics**
3. **Basic Science and Technology (BST)**
  - ~Basic Science of Tech
  - ~Physical and Health Education (PHE)
  - ~Information Technology (IT)
4. **National Value Education (NVE)**
  - ~Social Studies

- ~Civic Edu
- ~Security Education
- 5. **Nigeria Language**
  - ~Yoruba
  - ~Igbo
  - ~Hausa
- 6. **Religion Studies**
  - ~Christian Religion Studies (CRS)
  - ~Islamic Religion Studies (IRS)
- 7. **Cultural and Creative Arts (CCA)**
- 8. **History**
- 9. **Arabic**

## **Lagos State Scheme of Work for Middle Class Primary/Basic**

Complete List of Subjects for Middle class Basic/Primary School Scheme of Work available for download.

1. **English Studies**
2. **Mathematics**
3. **Basic Science and Technology (BST)**
  - ~Basic Science and Tech
  - ~Physical and Health Education (PHE)
  - ~Information Technology (IT)
4. National Value Education (NVE)
  - ~Social Studies
  - ~Civic Edu
  - ~Security Education
5. **Pre-Vocational Studies (PVS)**
  - ~Agricultural
  - ~Home Economic
6. **Nigeria Language**
  - ~Yoruba
  - ~Igbo
  - ~Hausa
7. **Religion Studies**
  - ~ Christian Religion Studies (CRS)
  - ~ Islamic Religion Studies (IRS)
8. **Cultural and Creative Arts (CCA)**
9. **History**
10. **Arabic**

# **How to Download Complete SOW for Pry 1-3 or Pry 4-6**

To get the current Lagos State Unified Scheme of Work in PDF format to be sent to your email address,

## **Take Action**

Call/Whatsapp me on +2348051311885.

## **Please Take Note:**

The scheme of work is in PDF soft copy format.

It can be view and read using a smart mobile phone or personal computer (pc)

It can be printed out into hard copy.

It is not free (do not chat me up if your intention is to beg for it)

It cost a token.

## **Mode of Delivery**

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## **Other Available Products**

Lesson Note and Exam Questions for Primary to Senior Secondary School



**LAGOS STATE GOVERNMENT**  
**MINISTRY OF EDUCATION**

Mathematics

**UNIFIED  
SCHEMES  
OF WORK**

FOR

**PRIMARY SCHOOLS**  
**(PRIMARY 4-6)**

PRINTED 2021

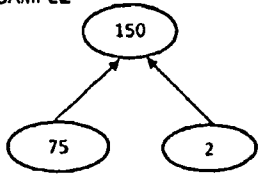
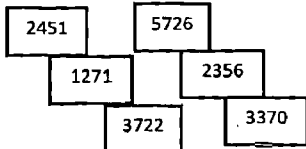
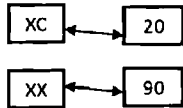


**LAGOS STATE MINISTRY OF EDUCATION  
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS**

**(MATHEMATICS FOR PRIMARY SCHOOL)  
PRIMARY FOUR FIRST TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>REVISION/RESUMPTION TEST</b> <b>WHOLE NUMBERS</b> counting and reading numbers from 1000 up to 9,999 the place value of numbers up to 9,999  <b>Importance</b> -Whole number gives pupils basis to solve simple addition, subtraction, multiplication and division. -It can also be useful in banks, buying and selling, population taking.	Pupils should be able to: <ul style="list-style-type: none"> <li>count in hundreds and thousands.</li> <li>generate numbers using abacus</li> <li>apply counting of numbers in real life problems.</li> <li>categorize the value of a digit in numbers up to 9,999</li> </ul> solve quantitative reasoning	Pupils: as a group generate numbers in Tens and Hundreds using abacus in pairs build understanding with LEGO bricks using place value concept. <b>QUANTITATIVE REASONING</b> <div style="text-align: center;"> </div>	Critical thinking and Problem solving Communication and Collaboration Leadership and Personal development Creativity and Imagination	<b>AUDIO VISUAL RESOURCES</b> Abacus to form and use numbers. LEGO bricks Number charts for easy identification Number cards.  <b>WEB RESOURCES</b> Site Link <a href="https://www.math-only-math.com/place-value-chart.html">https://www.math-only-math.com/place-value-chart.html</a>  Video Link <a href="http://www.youtube.com/watch?v=1qpAEQQQFkw">www.youtube.com/watch?v=1qpAEQQQFkw</a>
2	<b>WHOLE NUMBERS (Contd)</b> <ul style="list-style-type: none"> <li>Counting from Thousand to One Million</li> <li>Writing numbers up to One Million</li> <li>The place value of numbers up to One Million</li> </ul> <b>Importance</b> It is used in adding, subtracting, multiplying and dividing our payments and expenses. -buying and selling. -Banking and Finance.	Pupils should be able to: <ul style="list-style-type: none"> <li>count numbers in Thousands and Millions</li> <li>write numbers in words up to one million</li> <li>identify place value of numbers up to one million</li> </ul>	Pupils as a class extract numbers in millions from a number puzzle chart around the class. The teacher gives some list of numbers in thousand and million for the pupils to extract them out for identification and writing of large numbers. Sing number songs on large numbers.  <b>QUANTITATIVE REASONING</b> <div style="text-align: center;"> </div>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Creativity and imagination</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> abacus number puzzle number charts <b>WEB RESOURCES</b> Site Link <a href="https://www.math-only-math.com/place-value-chart.html">https://www.math-only-math.com/place-value-chart.html</a>  Video Link <a href="http://www.youtube.com/watch?v=1qpAEQQQFkw">www.youtube.com/watch?v=1qpAEQQQFkw</a>
3	<b>WHOLE NUMBERS-SKIP COUNTING</b> <ul style="list-style-type: none"> <li>Count in groups of 5's</li> <li>Count in groups of 7's, 60's</li> <li>Count in groups of 100s and 1000s up to 10,000</li> <li>Quantitative reasoning</li> </ul> <b>Importance</b> It lays a foundation for multiple division. It easily helps pupils solve multiplication problems.	Pupils should be able to: <ul style="list-style-type: none"> <li>count objects in 5's</li> <li>count in 7's and relate it to real life situations</li> <li>count in 60's and relate it to real life situations</li> <li>solve quantitative reasoning on whole numbers.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>in small groups demonstrate skip counting using skipping rope and music.</li> <li>in pairs, identify weeks of the months in a year calendar.</li> <li>in pairs, participate in the activities below:</li> </ul> 5 10 15 20 25 30 etc. 7 14 21 28 35 42 60 120 180 270 360 420 etc. 10000 300 400 500 600 etc.  <b>QUANTITATIVE REASONING</b> 25 30 35 40 45 50..... 31 38 45 52 59 66..... 100 160 220 280 340.....	<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> <li>Communication and collaboration</li> <li>Leadership and personal development</li> <li>Creativity and imagination</li> <li>Citizenship</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> Abacus Calendar Counters Clock face Skipping Rope Number cards. Concrete models to solve story problems e.g. cars, cars, egg cartons.  <b>WEB RESOURCES</b> Site Link <a href="http://www.mathsisfun.com/games/skip-counting.html">www.mathsisfun.com/games/skip-counting.html</a>  Video Link <a href="http://www.youtube.com/watch?v=D6lPnvX0dY">www.youtube.com/watch?v=D6lPnvX0dY</a>
4	<b>ORDER AND COMPARE WHOLE NUMBERS</b> Ordering of whole numbers with symbols up to 1,000,000. Use of relation	Pupils should be able to: <ul style="list-style-type: none"> <li>arrange numbers with symbols from the largest to the smallest</li> <li>express inequalities of 4 to 7 digit numbers using the relation sign greater than, less than and equal to</li> </ul>	Individual pupil arranges some given numbers in the order of magnitude i.e from the biggest to the smallest and vice versa with the use of number flash cards.  <b>QUANTITATIVE REASONING</b> <b>SAMPLE</b> <div style="text-align: center;"> </div>	Critical thinking and problem solving Communication and Collaboration Leadership and Personal development	<b>AUDIO VISUAL RESOURCES</b> Flash cards with numbers Flash cards with sign of >, <  <b>WEB RESOURCES</b>

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES									
	signs -less than(<), greater than(>) and equal to (=) Quantitative reasoning <b>Importance</b> It helps when comparing quantities in real life.	e.g. $2690 < 3678$ , $723456 > 43456$ $256389 = 256389$ rearrange numbers in quantitative reason.			Site Link <a href="https://www.math-salamanders.com/comparing-numbers.html">https://www.math-salamanders.com/comparing-numbers.html</a>  Video Link <a href="http://www.youtube.com/watch?v=s_y9AHZDLZA">www.youtube.com/watch?v=s_y9AHZDLZA</a>									
5	<b>ROMAN NUMERALS</b> Counting Roman numerals up to 1000 i.e i to M Reading clock faces with Roman numerals Re-write Arabic numbers in Roman numerals and vice versa Quantitative reasoning <b>Importance</b> -Used in the faces of clocks. -Numbering the pages of a book.	Pupils should be able to: count and write roman numerals from 1 to 1000 i.e i to M read and show clock faces with roman numerals write Arabic numbers in Roman numerals and vice versa. solve simple addition and subtraction in Roman numerals e.g. i. $LXV + Xi = LXXVi$ ii. $CCX - CiX = Xi$	Pupils in small groups create a board game displaying Roman numerals i to XX on a cardboard or plywood. Make a message decoder to develop a language where an alphabet stands for the corresponding Roman numeral e.g. A=i, B=ii, C=iii, D=iv, E=V Sing songs on Roman numerals.  <b>QUANTITATIVE REASONING SAMPLE</b> Match the numbers appropriately.	Communication and collaboration Leadership and personal development Creativity and imagination	<b>AUDIO VISUAL RESOURCES</b> Roman numerical charts Wall of clock in Roman numerals. Roman Numerals flash cards. <b>WEB RESOURCES</b> Site Link <a href="https://www.math-olympiadsuccess.com/class-4-roman-numerals">https://www.math-olympiadsuccess.com/class-4-roman-numerals</a> Video Link <a href="http://www.youtube.com/watch?v=9XxOgPqifrl">www.youtube.com/watch?v=9XxOgPqifrl</a>									
6	<b>BASIC OPERATIONS</b> Addition of whole numbers Subtraction of whole numbers Quantitative reasoning. <b>Importance</b> -Helps Bank Tellers, Accountants, Cashiers and Food servers. -It also helps in Carpentry work in the measurement of boards or planks.	Pupils should be able to: add whole numbers in Th H T U with and without remainder subtract whole numbers in Th H T U with and without remainder solve real life problems involving addition and subtraction.	Pupils: in pairs roll two dice for addition and subtraction in small groups generate numbers in thousands using abacus. in small groups tell addition story and subtraction story.  <b>QUANTITATIVE REASONING SAMPLE</b>	Critical thinking and problem solving Communication and collaboration Leadership and personal development	<b>AUDIO VISUAL RESOURCES</b> Dice Abacus Walk on number line. Addition Facts cards. Subtraction Facts cards  Concrete models to solve story problems e.g. pupils, dice, abacus etc. Numbers cards. <b>WEB RESOURCES</b> Video Link <a href="http://www.youtube.com/watch?v=iVSNst1o_rq">www.youtube.com/watch?v=iVSNst1o_rq</a>									
7	MID TERM TEST/ MID TERM BREAK	MID TERM TEST/ MID TERM BREAK	MID TERM TEST/ MID TERM BREAK	MID TERM TEST/ MID TERM BREAK	MID TERM TEST/ MID TERM BREAK									
8	<b>MULTIPLICATION</b> Multiplication of whole numbers Quantitative Reasoning  <b>Importance</b> -Banking -Finance -Foreign Exchange -Buying and selling.	Pupils should be able to: revise basic multiplication facts multiply whole numbers by 2-digit numbers not exceeding 50 using the grid method and vertical method. e.g. Method 1 $\begin{array}{r} 62 \\ \times 24 \\ \hline 248 \\ + 1240 \\ \hline 1488 \end{array}$ Grid Method 2 <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>x</td><td>60</td><td>2</td></tr> <tr><td>20</td><td>1200</td><td>40</td></tr> <tr><td>4</td><td>240</td><td>8</td></tr> </table> $\begin{array}{r} 1240 \\ + 248 \\ \hline 1488 \end{array}$ solve real life problems on multiplication. solve quantitative aptitude problems involving multiplication.	x	60	2	20	1200	40	4	240	8	Pupils: as a group play multiplication war with a deck of cards. Just flip two cards and multiply. Whoever has the highest products keeps the card. After about 5 rounds, the winning group is applauded. as individuals design a multiplication facts drawing the center of a flower and write number 1-9 in the center. Next, draw 9 petals around the center, label them 4-12. Lastly, draw another 9 petals and write the product of the center number and the petal adjacent to the new petal. in small groups tell multiplication story.  <b>QUANTITATIVE REASONING SAMPLE</b>	Critical thinking and Problem solving Communication and Collaboration Leadership and Personal development Creativity and Imagination	<b>AUDIO VISUAL RESOURCES</b> Cardboard Scissors Beads Flip cards Number charts Number cards. Concrete models on additive multiplication.  <b>WEB RESOURCES</b> Site Link <a href="https://www.math-only-math.com/multiplication-of-whole-numbers.html">https://www.math-only-math.com/multiplication-of-whole-numbers.html</a>  Video Link <a href="http://www.youtube.com/watch?v=3qlsxZmHHQ">www.youtube.com/watch?v=3qlsxZmHHQ</a>
x	60	2												
20	1200	40												
4	240	8												



WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
9	<p><b>DIVISION</b></p> <p>Division of whole numbers Quantitative Reasoning</p> <p><b>Importance</b> It is useful in Arts Projects, sharing of items and Choreography</p>	<p>Pupils should be able to: divide 2- and 3- digit numbers by numbers up to 9 with or without remainder. divide numbers with multiples of 10 up to 50 solve sharing problems in real life situations. solve quantitative aptitude involving division.</p>	<p>Pupils: in a group play division war with a deck of cards. Just flip two cards and divide. The group with the highest products keeps the card. in small groups roll two dice then divide the bigger number by the smaller number. in small groups tell division story</p> <p><b>QUANTITATIVE REASONING SAMPLE</b></p>	<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination</p>	<p>AUDIO VISUAL RESOURCES Deck of cards Dice Puzzle Number charts</p> <p>WEB RESOURCES Site Link <a href="https://www.math-on-line.com/division-of-whole-numbers.html">https://www.math-on-line.com/division-of-whole-numbers.html</a></p> <p>Video Link <a href="http://www.youtube.com/watch?v=7_6tqiCo">www.youtube.com/watch?v=7_6tqiCo</a></p>
10	<p><b>LOWEST COMMON MULTIPLE</b></p> <p>Lowest Common Multiples (L.C.M) of numbers Quantitative reasoning.</p> <p><b>Importance</b> Helps in solving problems related to track races , traffic lights etc</p>	<p>Pupils should be able to: write multiple of number up to 9 find L.C.M using multiple method. solve real life problems using L.C.M solve quantitative aptitude involving L.C.M.</p>	<p>Pupils: in small groups, locate common multiples in the given number flash cards. e.g find the L.C.M of 4 and 6 multiple of 4= 4, 8, 12, 16, 20, 24 multiples of 6= 6, 12, 18, 24, 30 common multiple:12, 24 L.C.M =12</p> <p>Pupils as a class play bingo game where pupils find the LCM of two or more numbers to find which square to mark.</p> <p><b>QUANTITATIVE REASONING SAMPLE</b></p>	<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination</p>	<p>AUDIO VISUAL RESOURCES Blank bingo boards List of bingo numbers Pencils Cards with pairs of numbers written on them Number puzzle</p> <p>WEB RESOURCES Site Link <a href="https://www.science-math-vocabulary.com/sense/lowest-common-multiple">https://www.science-math-vocabulary.com/sense/lowest-common-multiple</a></p> <p>Video Link <a href="http://www.youtube.com/watch?v=KqZ-GbtCLuQ">www.youtube.com/watch?v=KqZ-GbtCLuQ</a></p>
11	<p><b>HIGHEST COMMON FACTOR</b></p> <p>Highest Common Factors (H.C.F) of numbers.</p> <p>Quantitative reasoning</p> <p><b>Importance</b> Helps in solving problems related to track races, traffic lights etc</p>	<p>Pupils should be able to: write factors of numbers from 1 – 99 identify the common factors of 2 and 3 work out the common solve quantitative aptitude related to H.C.F</p>	<p>- 2-4 pupils play bingo game where pupils find the HCF of two or more numbers to find which square to mark. The first player with fair HCF listed in any row, column or diagonal wins. 4-5 pupils in a class play a jump and spin game. They stand at arms' length to each other. Teacher calls out some number pairs and the pupils will need to determine whether the HCF is even or odd. When it's even they jump up but when odd they spin in a circle</p> <p><b>QUANTITATIVE REASONING SAMPLE</b></p>	<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination</p>	<p>AUDIO VISUAL RESOURCES Blank bingo boards List of bingo numbers Pencils Cards with pairs of numbers written on them Number puzzle</p> <p>WEB RESOURCES Site Link <a href="http://www.maths-is-fun.com/lesson/t-common-factor.html">www.maths-is-fun.com/lesson/t-common-factor.html</a></p> <p>Video Link <a href="http://www.youtube.com/watch?v=KqZ-GbtCLuQ">www.youtube.com/watch?v=KqZ-GbtCLuQ</a></p>
12	Revision	Revision	Revision	Revision	Revision
13	Examination	Examination	Examination	Examination	Examination



**LAGOS STATE MINISTRY OF EDUCATION  
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS  
PRE -VOCATIONAL STUDIES  
(MATHEMATICS FOR PRIMARY SCHOOL)  
PRIMARY FOUR SECOND TERM**

WEEKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<p><b>REVISION OF 1ST TERM'S WORK.</b> Resumption test Fractions</p> <ul style="list-style-type: none"> <li>- Proper fraction</li> <li>- Improper</li> <li>- Mixed fraction</li> <li>- Change of improper fraction to mixed fraction and vice versa.</li> </ul> <p>Quantitative reasoning</p> <p><b>Importance</b> Helps pupils in sharing items and the proportion of items cut or derived from a whole</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>identify some difficult topics from their 1<sup>st</sup> term's work</li> <li>demonstrate and explain the definition of fraction</li> <li>identify types of fractions</li> <li>differentiate between types of fractions</li> <li>represent fractions on a number line.</li> <li>solve quantitative reasoning on fraction</li> </ul>	<p>Pupils as a group cut a quarter of a circle from a cardboard to get one quarter as a fraction. A pupil divides an orange into 8 parts and give four to their friends to form half. Tell a story on mixed fractions, that is, how it can be obtained.</p> <p><b>QUANTITATIVE REASONING</b></p>	<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination Citizenship</p>	<p><b>AUDIO VISUAL RESOURCES</b> Fraction diagram Number lines Orange Card board</p> <p><b>WEB RESOURCES</b> Site Link <a href="https://www.math-only-math.com/fractions.html">https://www.math-only-math.com/fractions.html</a></p> <p><b>Video Links</b> <a href="http://www.youtube.com/watch?v=ISNO_C9FaD8">www.youtube.com/watch?v=ISNO_C9FaD8</a> <a href="http://www.youtube.com/watch?v=N3_8Mmail_E">www.youtube.com/watch?v=N3_8Mmail_E</a></p>
2	<p><b>Fractions</b> Equivalent fractions Addition and subtraction of like and unlike fractions. Reducing to lowest term Quantitative reasoning</p> <p><b>Importance</b> It helps pupils know how to divide whatever they are given among themselves into equal sizes.</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>obtain equivalent fractions of a given fraction.</li> <li>calculate addition and subtraction of like and unlike terms fractions.</li> <li>apply fractions in sharing commodities in home, market, school etc</li> <li>solve quantitative reasoning on equivalent fractions.</li> </ul>	<p>Pupils as individuals design number line showing equivalent fractions. Pupils in small groups design a pattern block card to find equivalent fractions.</p> <p><b>QUANTITATIVE REASONING</b></p>	<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination</p>	<p><b>AUDIO VISUAL RESOURCES</b> Paper cuttings of different shapes Squares Cardboards</p> <p><b>WEB RESOURCES</b> Site Link <a href="https://www.math-only-math.com/equivalent_fractions.html">https://www.math-only-math.com/equivalent_fractions.html</a></p> <p><b>Video Links</b> <a href="http://www.youtube.com/watch?v=N1X0v5PUx4">www.youtube.com/watch?v=N1X0v5PUx4</a> <a href="http://www.youtube.com/watch?v=AQZE-xEteq">www.youtube.com/watch?v=AQZE-xEteq</a></p>
3	<p><b>Decimal fractions</b> Addition and subtraction of decimals. Quantitative reasoning</p> <p><b>Importance</b> To calculate degree accuracy on weight, money and distances events. To record winning times at a track meet.</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>identify decimal fractions up to tenths, hundredth and thousandths</li> <li>change from fractions to decimals</li> <li>calculate addition and subtraction of decimals</li> <li>solve quantitative reasoning involving decimal problems</li> </ul>	<p>Pupils in a small groups use cardboard to design 0.25 which is one quarter of a circle.</p> <p><b>QUANTITATIVE REASONING</b></p>	<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination</p>	<p><b>AUDIO VISUAL RESOURCES</b> Card board Marker Scissors Record of time in sport events.</p> <p><b>WEB RESOURCES</b> Site Link <a href="https://educationwithfun.com/course/view.php?id=19&amp;section=27">https://educationwithfun.com/course/view.php?id=19&amp;section=27</a> Video Link <a href="http://www.youtube.com/watch?v=quBVWSPHLS">www.youtube.com/watch?v=quBVWSPHLS</a></p>
4	<p>Multiplication of decimals Division of decimals. Changing common fractions with 10, 100, 1000 as denominator to decimal Quantitative reasoning</p> <p><b>Importance</b> To compare the rates of speed over distances</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>calculate decimals by multiplying with 1-digit number</li> <li>calculate decimals by dividing with 1-digit number</li> <li>discover decimals by multiplying with 10, 100 and 1000</li> <li>divide decimals with 10, 100, 1000</li> <li>use numbers greater than 10 to multiply and divide decimals</li> </ul>	<p>Pupils in a small group use cardboard to design twice the size of 0.25 which is half of a circle. Pupils in groups use different colours and sizes of cardboards to prepare flash cards on multiplication and division of numbers by multiples of 10, 100 and 1 000. Highlight boldly on shifting of the decimal point</p> <p><b>QUANTITATIVE REASONING</b></p>	<p>Critical thinking and problem solving Communication and collaboration Leadership and personal development Creativity and imagination</p>	<p><b>AUDIO VISUAL RESOURCES</b> Card board Marker Scissors Multiplication chart</p> <p><b>WEB RESOURCES</b> Site Link <a href="https://www.math-only-math.com/multiplication-of-decimal-numbers.html">https://www.math-only-math.com/multiplication-of-decimal-numbers.html</a> Video Link <a href="http://www.youtube.com/watch?v=rT0of_eO4">www.youtube.com/watch?v=rT0of_eO4</a></p>



# How to get Nigeria Scheme of Work for Nursery, Primary, Junior and Senior Secondary School.

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To get the Scheme of Work for a **specific subject, class and term** or **all subjects, class and term**

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[Nigeria Scheme of Work](#)

The scheme of work is in PDF soft copy format.

It can be view and read using a smart mobile phone or personal computer (pc)

It can be printed out into hard copy.

**It is not free** (do not chat me up if your intention is to beg for it)

It cost a token.

### **Mode of Delivery**

After payment, it will be sent to your email address or whatsapp

### **Other Available Products**

Lesson Note and Exam Questions for Primary to Senior Secondary School