**RUTSIRO DISTRICT**

**SUBJECT: MATHEMATICS**

**CLASS: PRIMARY THREE (P3 ACADEMIC YEAR 2024-2025**

**FORMAT OF UNIT PLAN/SCHEME OF WORK**

**SCHOOL NAME: ……………………………………………TEACHEAR’S NAME: ………………………………………………….**

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| **TERM 1 2024-2025** | | | | | | |
| Date and weeks | TITLE OF UNITS | LESSONS | LEARNING OBJECTIVES | TEACHING METHODS | RESOURCE AND REFERENCE | OBSERVATION |
| **Week 1 09-13/09/2024**  **Week 2 : 16-20/09/2024**  **Week3 : 23-27/09/2024**  **Week 4 : 30/9-04/10/2024**  **WEEK 5**  07-11/10/2024  **WEEK 6 : 14-18/10/2024**  WEEK 7 :21-25/10/2024  **WEEK 8 : 28/10-01/11/2024**  **WEEK 9 : 04-08/11/2024**  **WEEK 10 : 11-15/11/2024**  **WEEK 11 : 18-22/11/2024**  WEEK 12 : 25-29/11/2024  WEEK 13 : 02-06/12/2024 |
| **UNIT 1:**  **Numbers from 0 up to**  **2000.**  **UNIT 2:**  **Numbers from 0 to 5000.**  **UNIT 3: Numbers from 0 to 10000** | **LESSON 1**  Reading and writing numbers less than or equal to 2000 (in words and figures).  **LESSON 2**  Writing numbers less than or equal to 2000 in expending form.  **LESSON 3**  Expanding numbers into ones,tens, hundreds and thousands.  **LESSON 4**  Arranging numbers less than or equal to 2000 in ascending or descending order.  **LESSON 5**  Comparing numbers less than or equal to 2000 using comparison symbols (<, > and =).  **LESSON 6**  Addition of numbers whose sum does not exceed 2 000.  ––Addition without carrying,  ––Addition with carrying,  **LESSON 7**  Word problems related to real  life involving addition  **LESSON 8**  Subtraction of numbers less than or equal to 2000.  ––Subtraction without borrowing,  ––Subtraction with borrowing,  **LESSON 9**  Word problems related to real life involving subtraction.  **LESSON 10**  Multiplication table of 7 by a numberless than or equal to 10 and their multiples  **LESSON 11**  Multiplication table of 8 by a number less than or equal to 10 and their multiples.  **LESSON 12**  Multiplication of 9 by a number less than or equal to 10 and their multiples.  **LEESON 13**  Multiplication of numbers  Composed of three digits by a number composed of two digits where the product should not exceed 2000.  **LESSON 14**  Multiplication of a numberby 100 and multiplication ofa number by1000 where the product does not exceed 2000.  **LESSON 15**  Division of a number composed of four digits by a number less than or equal to 9, the dividend should not exceed 2000.  **LESSON 16**  Word problems involvingMultiplication and division of numbers less than or equal to 2000.  **Summative assessment**  **LESSON 1**  ––Reading and writing numbers less than or equal to 5000 (in words and in figures).  **LESSON 2**  ––Expanding numbers less than or equal to 5000 into ones, tens, hundreds and thousands.  **LESSON 3**  ––Ordering numbers from 2000 up to 5000 from the greatest to the lowest and vice versa.  **LESSON 4**  ––Using the symbols of  Comparison (<,>OR=) to compare 2 numbers less than or equal to 5000.  **LESSON 5**  ––Addition without carrying numbers less than or equal to 5000.  **LESSON 6**  ––Addition with carrying numbers less than or equal to 5000.  **LESSON 7**  ––Subtraction without borrowing numbers less than or equal to 5000.  **LESSON 8**  ––Subtraction with borrowing numbers less than or equal to 5000.  **LESSON 9**  ––Word problems involving  addition and subtraction  **LESSON 9**  ––Multiplication of a number  composed of three digits by  a number composed of two digits, the product should not exceed 5000.  **LESSON 10**  ––Multiplication of a number  less than or equal to 50 by  100 and multiplication of a  number less than or equal to  5 by 1000, the product should not exceed 5000.  **LESSON 11**  ––Division of a number  composed of four digits by  a number less than or equal  to 9, the dividend should not exceed 5000.  **LESSON 12**  ––Word problems involving  Multiplication and division of numbers less than or equal to 2000.  **LESSON 13**  ––Word problems relating  to the daily life involving multiplication and division.  **LESSON 14**  **ASSESSMENT**  **LESSON 1**  ––Counting, reading and writing numbers from 0 up to 10000 (in words and figures).  **LESSON 2**  ––Expanding a 4-digit number into ones,tens, hundreds and thousands.  **LESSON 3**  ––Comparing numbers from  5000 up to 9999 using  comparison symbols (<,> and  =).  **LESSON 4**  ––Ordering numbers from 5000 up to 9999 from the greatest to the lowest and vice versa.  **LESSON 5**  Addition and subtraction of  numbers less than or equal to  10000:  ––Addition without carrying,  ––Addition with carrying,  ––Subtraction without borrowing,  ––Subtraction with borrowing,  **LESSON 6**  ––Word problems related to real life involving addition and subtraction.  **LESSON 7**  ––Multiplication and division ofnumbers less than or equal to10000:  **LESSON 8**  ––Multiplication of a 3-digit number by a 2-digitnumber, the product should not exceed 10000.  **LESSON 9**  ––Multiplication of numbers less than or equal 100 by 100.  **LESSON 10**  ––Multiplication of numbers less than or equal to 10 by 1000.  **LESSON 11**  ––Division of a 4-digit number by a number less than or equal to 9, the dividend should not exceed 10000.  **LESSON 12**  ––Word problem related to daily life involving multiplication and division.  **LESSON 13**  **SUMMATIVE ASSESSMENT** | **Knowledge and understanding**  ––Understand and identify the place value of numbers composed of four digits.  ––Compare numbers less than or equal to 2000.  ––Understand addition of numbers whose sum does not exceed 2000 with or without  carrying;  ––Understand subtraction with or without borrowing, the first term does not exceed 2000.  –– Multiply numbers  from 0 to 10 by 7, 8 and 9  ––Understand the multiplication numbers composed of three digits with  another number composed of two digits, Their product  should not exceed  2000.  ––Understand the division of a number composed of four digits by a number less than or equal to 9. The dividend should not exceed 2000.  **Skills**  ––Count, read and write numbers less than or equal to 2000.  ––Expand numbers less than or equal to 2000 into ones, tens, hundreds and thousands.  ––Compare and arrange numbers in ascending and descending order.  ––Add numbers with and without carrying where the sum does not exceed 2000.  ––Subtract numbers with and without borrowing. The first term should not exceed 2000.  ––Multiply numbers composed of 3 digits with a number composed by 2 digits, their product should not exceed 2000.  ––Divide 4-digit numbers by a number less than or equal to 9, the dividend should not exceed 2000.  **Attitudes and values**  ––Develop the spirit of orderliness in daily activities.  ––Develop the capacity of critical thinking.  ––Demonstrate self-confidence and hardworking.  **Key unit competence**:  To be able to count, read, write, order, compare, add, subtract, multiply and divide numbers from 0 to 2000.  **Written assessment**  **Knowledge and**  **understanding**  ––Use the table of place values to determine the place value of numbers composed of four digits.  ––Compare numbers less than or equal to 5000.  ––Understand addition of numbers with or without carrying whose sum does not exceed 5000.  ––Understand subtraction with or without borrowing whose first term does not exceed 5000.  ––Understand the division of a number composed of four  digits by a number less than or equal to 9, the dividend should not exceed 5000.  **SKILLS**  ––Count, read, and writenumbers less than or equal to 5000.  ––Expand numbers less than or equal to 5000 into ones,tens, hundreds and thousands.  ––Compare and arrange numbers less than or equal to 5000 from the lowest to the greatest and vice versa.  ––Add numbers with and without carrying where the sum does not exceed 5000.  ––Subtract numbers  less than or equal to 5000 with and without borrowing. The first term should not exceed  5000.  ––Multiply 3- digits numbers by a 2-digits number, their product should not exceed 5000.  ––Divide 4- digitnumbers by a number less than or equal to 9, the dividend should not exceed 5000.  **Attitudes and**  **Values**  ––Develop the spirit of orderliness in daily activities.  ––Develop the capacity of critical thinking.  ––Demonstrate self confidence  And hardworking.  **Key Unit Competence:** Count, read, write, expand,order,compare,add,subtract,multiply, divide whole numbers less than or equal to  5000.  **WRITTEN ASSESSMENT**  **Knowledge and**  **Understanding**  ––Understand well the place value of each digit in a four digit numbers.  ––Compare numbers less than or equal to 10000.  ––Understand addition with or without carrying of numbers  whose sumdoes not exceed  10000.  ––Understand subtract with  or without borrowing numbers whose first term does not exceed 10000.  ––Understanding multiplication of numbers of a  3-digit number by a 2-digit  number, the product should  not exceed 10000.  ––Understanding dividision of a 4-digit number by a number less than or euqal to 9, the dividend should not exceed 10000.  **SKILLS**  ––Count, read and  write correctly the  numbers less than  Or equal to 10000.  ––Expand a 4-digit  number into ones,  tens, hundreds and  Thousands.  ––Compare and arrange numbers in a given order.  (from the lowest to the greatest and vice versa).  ––Add without or with carrying the numbers whose sum is less than or equal to 10000.  ––Subtract without or with borrowing the numbers less than or equal to 10000, the first term should not exceed 10000.  ––Multiply a 3 digit number by a 2-digit number, their product should not exceed 10000.  ––Dividing a 4-digit number by  a number less than or equal to 9, the dividend should not exceed 10000.  **Attitudes and Values**  ––Develop the spirit of orderliness in daily activities.  ––Develop the capacity of critical thinking.  ––Counting, reading and writing numbers from 0 up to 10000 (in words and figures).  ––Expanding a 4-digit number  Into ones,tens, hundreds and thousands.  **Key unit competence:**  Count, read,write, order, expand, compare, add, subtract and divide whole numbers up to 10000.  **WRITTEN ASSESSMENT** | - Math games  -Demonstration  - Group work  - brain storming  - question and answer method  Group work  Demonstration.  Question and answer  Group work  Group work  Demonstration.  Question and answer  Group work  Group work  Demonstration.  Question and answer  Group work  Group work  Demonstration.  Question and answer  Group work  Group work  Demonstration.  Question and answer  Group work | **Teaching/learning aids:** Different counters, number cards,  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 3.  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 3  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 3  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 3  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 3 |  |

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| **Week 14 : 09-13/12/2024** | REVISION AND EXAMINATION |
| **Week 15 : 13-19/12/2024** | EXAMINATIONS AND CORRECTION |
| 20/12/2024 | GIVING SCHOOL REPORT |

SCHEEM OF WORK “MATHEMATICS” “P3”

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| **TERM 2 2024-2025** | | | | | | |
| Date And Weeks | Title Of Unit | Title Of Lesson | Learning Objectives | Teaching Methods | Resources &  Reference | Observation |
| **Week 1 : 06-10/01/2025**  **Week 2 : 13-17/01/2025**  **WEEK 3: 20-24/01/2025**  **WEEK4 : 27-31/01/2025**  **WEEK 5 : 03-07/02/2025**  **WEEK 6: 10-14/02/2025**  **Week7: 17-21/02/2025**  **WEEK 8: 24-28/02/2025** |  | Correction of first term examination |  |  |  |  |
| **UNIT 4: Fractions having a numerator less than or equal to 10.**  **UNIT 5: Relationship between**  **length measurements**  **UNIT 6:**  **Mass measurements from kg up to g** | **LESSON 1**  ––Reading and writing  Fractions not exceeding a whole, denominators should not exceed 10.  **LESSON 2**  ––Drawing and shading various fractions not exceeding a whole.  **LESSON 3**  ––Comparing fractions having the same denominator not exceeding a whole and the denominators should not exceed 10.  **LESSON 4**  ––Find the complement of a unit fraction.  **LESSON 5**  ––Addition and subtraction of fractions not exceeding a whole and the denominators should not exceed 10.  **LESSON 6**  ––Fraction of a whole  number and word  Problems involving fractions with the same denominator not exceeding 10.  **LESSON 7**  **Summative assessment**  **LESSON 1**  ––Length measurements:  km, hm , dam, m, dm, cm, and mm.  **LESSON 2**  ––Relationship between  two consecutive length  Measurements.  **LESSON 3**  ––Converting length measurements from biggest to the smallest unit.  **LESSON 4**  ––Comparing length  Measurements from km to mm.  **LESSON 5**  ––Comparing the length of different objects /materials by measuring and by observing them.  **LESSON 6**  ––Comparing the distance between two places basing on their length and the number of times one is in the other.  **LESSON 7**  ––Comparing length  measurements using  Comparison symbols: (<, > and =).  **LESSON 8**  ––Word problems involving addition and subtraction of length measurements related to daily life.  **LESSON 9**  ––Multiplication and division of length measurements by a whole number.  **Summative assessment**  **LESSON 1**  ––Mass measurements from kg up to g.  **LESSON 2**  ––Relationship between mass measurements: kg, hg, dag and g.  **LESSON 3**  ––Reading and writing mass measurements from kg to g.  **LESSON 4**  ––Converting mass measurements.  **LESSON 5**  ––Comparing mass  measurements: by  weighing and using  symbols of comparison  <,> and =.  **LESSON 6**  ––Word problems related to daily life involving mass measurements.  **LESSON 7**  ––Problems related to daily life involving addition and subtraction of mass measurements.  **LESSON 8**  ––Problems related to  daily life involving  multiplication and  division of mass  Measurements by a whole number.  **Summativeassessment** | **Knowledge and**  **understanding**  ––Understand how two or more fractions can give  A whole number.  ––Use drawings or real objects to compare fractions with the same  Denominator less than or equal to 10.  ––Understand how to find a fraction of a whole  Number.  **SKILLS**  ––Divide a whole object into equal parts.  ––Show the parts of a fraction.  ––Read and Write fractions not exceeding a  whole, the denominators  Should not exceed 10.  ––Work out mathematical problems  Involving fractions of a whole number.  **ATTITUDES and VALUES**  ––Share equitably various objects with others.  ––Develop the culture of sharing with others.  **Key Unit competence:**  Working out mathematical exercises in relation with reading, writing, drawing, adding and subtracting fractions with the same denominator less than or equal to 10 and multiplying fractions by a whole number.  **Written assessment**  **Knowledge and**  **Understanding**  ––Understand the length of km, hm, dam, m, dm, cm, and mm.  ––Understand the the comparison among length measurements  (ten times greater than or  10 times less than) and show the relationship between them from km to mm.  **Skills**  ––Use a meter or a decameter to measure and determine the distance between different places in m and km.  ––Read, write, compare, add, subtract, multiply and divide length measurements basing on real life situations.  ––Identify where to use length measurements in real life.  **Attitudes and**  **Values**  ––Measure quickly and accurately.  ––Appreciate the Importance of length measurements in real life.  ––Develop the culture of kindness when measuring the length of different objects.  **Key Unit competence:**  Measure and show the relationship between length measurements, compare, add, subtract length measurements and multiply/divide length measurements by a whole number.  **Written assessment**  **Knowledge and**  **Understanding**  ––Understand the relationship between mass measurements:  kg, hg, dag and g.  ––Identify the biggest and  the smallest unit of mass  measurements from kg up to g.  **SKILLS**  ––Measure the weight  of different objects having the weight less  than or equal to 10 kg without error and using  balances  ––Convert mass measurements from kg up to g using conversion table.  ––Differentiate and compare the weights of different objects.  ––Using mass measurements from kg up to g in daily life.  **ATTITUDES and VALUES**  ––Develop the spirit of  Kindness and the culture of telling the truth in weighing Differentobjects.  ––Measure the weight  of different objects in  the right way without error  ––Appreciate the importance of mass  Measurement in daily life.  **Key Unit competence:**  Measure and compare the weight of different objects not exceeding 10kg, add and subtract mass measurements from kg up to g, multiply and divide mass measurements by a whole number.  **Written assessment** | - Math games  -Demonstration  - Group work  - brain storming  - question and answer method  Group work  Demonstration.  Question and answer  Group work  Group work  Demonstration.  Question and answer.  Group work | Manila cards or slips of paper for labelling learners with numbers.  **Teaching/learning aids**:  Different objects related to division into fractions (papers, cards) and a pair of scissors.  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 3  **Teaching/learning aids**:  meter ruler, string of m, decameter and small rulers, rope,sticks, tape measure, folding meter, *...*  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 3  **Teaching/learning aids**:  Different types of balances, weighing stones, conversion table of mass measurements,different objects for  weighing, ….  **Reference:**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 3 |  |
| **Week 9 :03-07/03/2025**  **Week 10: 10-14/03/2025**  **Week 11: 17-21/03/2025** | **UNIT 7:**  **Capacity**  **Measurement** | **LESSON 1**  ––Capacity  measurements from  liter (l) to milliliter  (ml)  **LESSON 2**  ––Relationship between units of capacity measurements: l, dl, cl, and ml.  **LESSON 3**  ––Converting capacity measurements from liter (l) to milliliter (ml).  **LESSON4**  ––Reading and Writing capacity measurements from liter (l) to milliliter  (ml).  **LESSON 5**  ––Comparing capacity measurements from liter (l) to milliliter (ml) by lifting and using comparison symbols: >,<,= .  **LESSON 6**  ––Word problems  related to daily life  involving addition,  subtraction,  multiplication and  division of capacity  measurements from  liter (l) to milliliter  (ml).  **LESSON 7**  **Summative assessment** | **Knowledge and**  **understanding**  ––Understand the relationship between capacity measurements from liter (l) to milliliter (ml).  ––Use conversion table of capacity measurements  from liter (l) to milliliter (ml)  to compare and order capacity measurements from liter (l) to milliliter (ml).  **SKILLS**  ––Measure and compare the capacity of liquid containers in liters (l).  ––Write capacity of measured containers in liter (l), centiliter (cl) and milliliter (ml)  ––Differentiate the capacity of different liquid containers according to their volume.  ––Convert capacity measurements from liter (l) to milliliter (ml)  Using conversion table.  ––Read, write, compare, add, subtract, multiply  and divide the capacity  Measurements from liter (l) to milliliter (ml) using real life situations.  **ATTITUDES AND VALUES**  ––Develop the culture of kindness when measuring capacity measurements from liter (l)to milliliter (ml).  ––Measure quickly and correctly the capacity of different liquid containers.  ––Be trustworthy in measuring.  **Key Unit competence**:  Measure and compare the capacity of different liquids in litres; Addition, subtraction, multiplication and division of capacity measurements from liter (l) to milliliter (ml).  **WRITTEN ASSESSMENT** | . Pair discussion  . Group discussion  . demonstration  . Question and answers | **Teaching/learning aids**:  Different liquid containers, bottles of one liter (l), spoons of 5 ml and 10 ml, medical bottles of 100 ml, …  **Reference:**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 3 |  |

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| **Week 12: 24-28/03/2025** | REVISION AND EXAMINATION |
| **Week 13: 31/03-03/04/2025** | EXAMINATIONS AND MARKING |
| **04/04/2025** | GIVING SCHOOL REPORT TO THE LEARNERS |

**TEACHER’S NAME**:………………………………………………………**SCHOOL**: **…………………………………….CLASS: P3**

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| **TERM 3 2024-2025** | | | | | | |
| Date and Weeks | Title of Unit | Title of Lesson | Learning Objectives | Teaching methods | Teaching Aids and reference | Observation |
| **Week 1 : 22-25/04/2025**  **Week 2: 28/04-02/05/2025** | Term 2 exams | Correction of exams | To revise the previsions lesson |  | Questionnaire papers |  |
| **UNIT 8: Rwandan money from 1Frw to**  **5000Frw** | **LESSON 1**  ––Characteristics andValues of Rwandanmoney from 1Frw up to 5000Frw.  **LESSON 2**  ––Importance ofmoney and thesources of money.  **LESSON 3**  ––Exchanging Rwandan moneyfrom 1Frw up to 5000Frw.  **LESSON 4**  ––Word problemsinvolvingexchange.  **LESSON 5**  ––Word problems involving additionand subtraction.  **LESSON 6**  ––Word problemsInvolving multiplication anddivision.  **LESSON 7**  ––Importance of saving and small business that generate income  **LESSON 8**  **Summative assessment** | **Knowledge and**  **understanding**  ––Differentiate and identify the use of Rwandan money from 1Frw up to 5000Frw.  ––Understand the value of Rwandan money from 1Frw up to 5000 FRW.  **SKILLS**  Count Rwandan money less than or equal to 5000Frw.  ––Use Rwandan money from 1Frw up to 5000Frw in buying, selling and exchanging activities.  ––Make a list of what you can do using Rwandan money less than or equal to 5000Frw and show how you can do saving activity.  ––Identify the source of money and proper use of money.  **Attitudes and Values**  Develop the culture of trust worthy in using Rwandan money  ––Use money in the right way  ––Develop the culture of making priorities of needs in using the available money.  ––Develop the culture of saving.  **Key Unit competence:**  Using appropriately Rwandan currency from 1Frw up to 5000Frw.  **Written assessment** | Demonstration   * Group work * Question and answers | **Teaching aids**:  Rwandan money from 1Frw up to 5000Frw, drawings/pictures of coins and notes of Rwandan money, manila papers, etc.  **Reference :**  Mathematics pupil’s book primary 3  Curriculum of Mathematic P1-P3 |  |
| **Week 3: 05-09/05/2025**  **Week4 : 12-16/05/2025**  ..  .  **Week 5: 19-23/05/2025** | **UNIT 9:**  **Time measurements.**  **UNIT 10:**  **Types of lines and angles** | **LESSON 1**  Read, write and tell time shown by clock face or a digital watch using the following expressions of time:  ––O’clock  ––Half past (30 minutes past or to)  ––Quarter past (15 minutes  past …)  ––Quarter to (15 minutes to…)  **LESSON 2**  ––Using a calendar to determine:  ––Months of the year (Twelve months of the year).  ––Days of each month.  ––Days of the year.  ––Hours of the day.  **LESSON 3**  ––Making a list of weekly and monthly activities.  **LESSON 4**  **Summative assessment**  **LESSON 1**  **Types of lines:**  ––Straight lines.  ––Straight parallel lines.  ––Straight perpendicular l.  ––Straight intersecting l.  **LESSON 2**  **Types of Angles:**  ––Right angle  ––Obtuse angle  ––Acute angle  **LESSON 3**  ––Drawing right, acute and obtuse angles then measure them.  **LESSON 4**  **Summative assessment** | **Knowledge and**  **understanding**  ––Order hours of a day.  ––Understand the time shown by a clock face or a digital watch.  ––Name and identify the  Months of the year and the days of each month.  **Skills**  ––Read and tell the time shown by both clock face and digital watch.  ––Read the date on the calendar.  ––Convert days into months and vice versa.  ––Convert months into years and vice versa.  **Attitudes and Values**  ––Develop the spirit of time management.  ––Appreciate the value of time in daily situations.  ––Develop the spirit of  Orderliness and the respect of time.  **Key Unit competence**:  Read and write the time shown by clock faces or digital watches, use a calendar to show months of the year, days of each month and make a list of weekly and monthly activities.  **Written assessment**  **Knowledge and**  **understanding**  ––Differentiate straight  parallel lines, straight  Perpendicular and straight intersecting lines.  ––Identify and describe the characteristics/ properties of right, acute and obtuse angles.  ––Differentiate right, acute and obtuse angles.  **SKILLS**  ––Show straight parallel lines, straight perpendicular lines and straight intersecting lines on different materials located in and out of the classroom.  ––Draw straight parallel lines, straight perpendicular lines and straight intersecting lines.  ––Draw right, acute and obtuse angles.  ––Show right, acute and obtuse angles on different objects/ materials located in and out of the classroom.  **Attitudes and values**  ––Develop the spirit of observation.  ––Be a goal oriented person.  **Key Unit competence:**  Draw and identify parallel, perpendicular and intersecting lines. Draw and compare right, acute and obtuse angles.  **Written assessment** | Demonstration.  Question and answers  Group work  Question and answers  Group work | **Teaching/learning aids**:  Digital watches and clock faces, calendars, manila papers, etc.  **Reference :**  Mathematics pupil’s book primary 3.  Curriculum of Mathematic P1-P3  **Teaching/learning aids:**  Edges, meter ruler, Ruler,  T-square, protractor,manila papers, pencils…  **Reference :**  Mathematics pupil’s book primary 3.  Curriculum of Mathematic P1-P3 |  |
|  | **UNIT 11: Square, rectangle, triangle and circle** | **LESSON 1**  **Geometric figures and**  **their properties:**  ––Square  ––Rectangle  ––Triangle  **Diagonals and medians of a square and a rectangle.**  **LESSON 2**  **Finding the perimeter of:**  ––Square;  ––Rectangle;  ––Triangle.  **LESSON 3**  **Types of triangles:**  ––Equilateral triangle,  ––Isosceles triangle,  ––Right angled or right triangle,  ––Scalene triangle.  **LESSON 4**  **Circle and its properties:**  ––Center,  ––Radius,  ––Diameter.  **LESSON 5**  **Summative assessment** | **Knowledge and**  **understanding**  ––Identify the properties of a square, a rectangle, a triangle and a circle.  ––Explain how to find the perimeter of a square, a rectangle and a triangle.  ––Differentiate the types of triangles.  ––Identify the properties of a circle.  **SKILLS**  ––Draw a square, a rectangle, a triangle and a circle.  ––Draw the diagonals and median of a square and a rectangle.  ––Differentiate a square, a rectangle, a triangle and a circle from other geometrical figures.  ––Give examples of objects having the same shape as a square, a rectangle, a triangle and a circle.  **Attitudes and values**  ––Develop the culture of observation.  ––Be a goal oriented person and live in harmony with others.  **Key unit competence:**  Draw and describe a square, rectangle, triangle and circle, find the area of a square, rectangle, triangle and circle.  **Written assessment** | . Demonstration  Question and answers  Group work | **Teaching/Learning aids:**  Different geometric figures, meters, angles, rules and compass.  **Reference :**  Mathematics pupil’s book primary 3  Curriculum of Mathematic P1-P3 |  |
| **WEEK6: 26-30/05/2025** | **UNIT 12:**  **Grid** | **LESSON 1**  **Characteristics of a grid:**  ––Posts and crossing bars.  **LESSON 2**  ––Position of a point on a grid.  **LESSON 3**  ––Drawing a square, a rectangle and a triangle on a grid and the edges of each figures.  **LESSON 4**  **Summative assessment** | **Knowledge and understanding**  ––Orient a point on the grid.  ––Show a geometric figure located on the grid basing on posts and crossing bars.  **SKILLS**  ––Draw a grid and orient a point or a geometric figure located on the grid.  ––Put a point on the grid basing on a given post and a crossing bar.  ––Draw a geometric figure on a grid using its coordinates.  **Attitudes and values**  ––Develop the culture of observation.  ––Develop the spirit of orderliness.  **Key unit competence:**  Draw a grid, locate and put points or geometric figures on the grid according to its posts and crossing bars (coordinates)  **Written assessment** | Demonstration.  Question and answers  Group discussion | **Teaching/Learning aids:**  Edges, ruler, meter, manila papers.  **Reference :**  Mathematics pupil’s book primary 3  Curriculum of Mathematic P1-P3 |  |
| WEEK7: 02-06/06/2025 | **UNIT 13:**  **Missing numbers in addition, subtraction, multiplication and division** | **LESSON 1**  Finding the missing  numbers in addition,  subtraction,multiplication ordivision:  ––Concept of equation,  ––Rules applied whenfinding the missingnumber,  **LESSON 2**  ––Exercises of finding themissing numbers inaddition, subtraction,multiplication anddivision.  **LESSON 3**  ––Finding the missing numbers in a numberpattern / sequence.  **LESSON 4**  **Summative assessment** | **Knowledge and**  **understanding**  ––Understand the concept of equation,  ––Understand the rule used to find the missing numbers in addition, subtraction, multiplication and division of numbers.  **Skills**  –– Determine the rule used when finding the missing number.  ––Find the missing numbers in different exercises involving addition, subtraction, multiplication and division.  ––Solve word problems or stories involving the finding of the missing number in the daily life.  **Attitudes and Values**  ––Develop Critical thinking and orderliness.  **Key Unit competence:**  Find the missing numbers using counting rules and identify the rule to be applied.  **Written assessment** | Demonstration.  Question and answers  Group work  Math games  Question and answers | **Teaching/ learning aids**:  Rwandan currency from 1Frw to 1000Frw, Drawings and pictures of Rwandan currency.  **Reference :**  Mathematics pupil’s book primary 3.  Curriculum of Mathematic P1-P3 |  |

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| **WEEK 8: 09-13/06/2025** | **UNIT 14: Pictograph used in counting** | **LESSON 1**  ––Pictograph used in Mathematics to demonstrate the number of objects represented.  **LESSON 2**  ––Making groups of objects and representing them on a pictograph.  **LESSON 3**  ––Description of various  Pictographs and determination of the number of objects represented on it.  **LESSON 4**  ––Making a pictograph basing on the given information or objects.  **Summative assessment**  **And Revision** | **Knowledge and**  **Understanding**  ––Understand how to make a pictograph used in counting basing on the quantity of objects represented on it.  ––Describe and explain the information on a pictograph.  **Skills**  ––Demonstrate the quantity of objects and any other information represented on a pictograph.  ––Analyze the quantity of objects represented on a pictograph.  **Values and attitudes**  ––DemonstrateCritical thinking skills and problem solving skills in daily life.  **Unit Key Competence:**  Analyze and describe the information on a pictograph.  **Written assessment** | Math game  Demonstration.  Question and answers  Group work | **Teaching/ Learning aids**:  Various materials, drawings of a pictograph on manila papers, etc.  **Reference :**  Mathematics pupil’s book primary 3  Curriculum of Mathematic P1-P3 |  |

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| **WEEK 9: 16-20/06/2025** | REVISION AND EXAMINATION |
| **WEEK 10: 23-26/06/2025** | EXAMINATIONS AND MARKING |
| **27/06/2025** | GIVING SCHOOL REPORT TO THE LEARNERS |