

Mathematics

Scheme Of Work

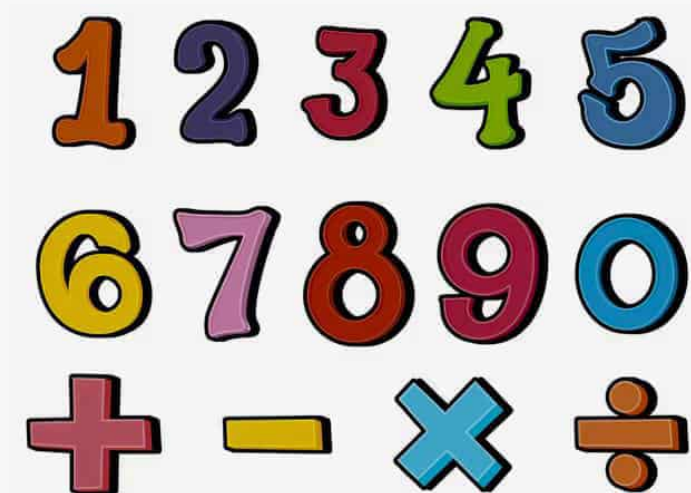
The Unified Scheme of Work for Primary 3 is designed to help pupils meet learning objectives, provide comprehensive class notes, and ensure students receive the education they deserve

Includes:

- Schemes of Work
- Recommended Textbooks

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The Primary 3 scheme of work was sourced from the Lagos State Ministry of Education:
Unified Scheme of Work for Primary Schools

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ABOUT US

Syllabus NG is the premier destination for all educational resources and exam preparation materials in Nigeria and the world. Our mission is simple yet impactful; to empower learners of all ages and backgrounds with the resources they need to succeed academically. It is always better to work smarter than to work harder.

We offer educational consulting, research, and counselling services for individuals, schools, and institutions.

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About Primary 3 Scheme of Work

The Lagos State Government Ministry of Education's Unified Scheme of Work for Primary Schools is the source of this unified scheme of work for primary 3. This scheme aims to guide educators in planning engaging and thorough exercises as well as learning goals for the pupils.

The primary goal for the creation of this scheme is to assist teachers in lesson planning. All educators need to do is adhere to the subjects and learning objectives framework, which is already laid out in terms of weeks and includes the objectives. It will also help the educators see to it that every topic is covered before the term or academic session ends.

This scheme will also function as a guide for conscientious parents who wish to track their kids' academic progress. It is also going to serve as a follow-up to review the subjects that were taught in class.

Subject

The Lagos State Unified Scheme of Work has 12 subjects. Nonetheless, there are two broad subjects, three of which are fused to create an individual subject. They are; Basic Science and Technology(Basic Science, Information Technology, and Physical and Health Education), National Values Education(Civic Education, Security Education and Social Studies).

In essence, the Unified Scheme of Work requires students to take 17 topics, with home economics and agriculture as optional subjects. The subjects covered in Basic Primary Classes are listed below:

- English Studies
- Mathematics
- Basic Science and Technology(Basic Science, Information Technology and Physical and Health Education)
- National Values Education(Social Studies, Civic and Security Education)
- Yoruba
- Hausa
- Igbo
- Christian Religious Studies
- Islamic Religious Studies.
- Arabic
- History
- Cultural and Creative Arts
- Agriculture(Optional)
- Home Economics(Optional)

Introduction.

The Primary 3 Mathematics is a continuation of the primary 2 Mathematics, the topics are almost the same but they will be taught with a wider range of numbers from 1-1000. And they will be expected to solve more complex questions. In this class the pupils will be taught how to solve those basic mathematical problems with a higher number.

The Primary 3 Mathematics is divided into three sections; Numbers, Measurement and Geometry, and Statistics. Topics such as whole numbers, place value of number, fraction, open sentences, money, shopping, length, perimeter, shapes, time, weight, everyday statistics etc.

By the end of the academic session, the educators should make sure the pupils are able to; compare and order numbers from 1-1000, determine the place value of numbers up to 1000, Complete number pattern etc.

Chapter Two

Scheme of Work

First Term

| LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS | | |
|---|---|--|
| Mathematics Scheme of Work for Primary/Basic 3 | | |
| | CLASS | Primary/Basic 3 |
| | SUBJECT | Mathematics |
| | TERM | First Term |
| WEEK | TOPICS | Learning Objectives |
| 1 | Revision/ Resumption Test Counting Skill: Numbers 200-600 | By the end of the lesson, pupils should be able to: i. count and reverse the counting of numbers 1-300 ii. write numbers from 1-600 it iii. state the value and place value on each digit number from 1-600 iv. skip count numbers in 4s, 3s, 5s and 10s v. Solve real life problems on counting. vi. quantitative reasoning vii. sing songs on counting of numbers |
| | Writing Skill: Writing of numerals 1-600. Quantitive Reasoning | |
| 2 | Counting of whole numbers Counting Skill: Numbers 601 620 | By the end of the lesson, pupils should be able to: i. identify numbers from 601-620 ii. order numbers from 1 - 620 iii. count from 1 — 620 iv. write numbers 601-620 in numerals and in words v. skip count in 5s, and 6s vi. reverse the counting and writing of numbers vii. count numbers in group of units, tens, hundreds and thousand viii. counting of numbers ix. solve real life problems on quantitative related on counting and writing of numbers. |

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| | Writing Skill: Writing of the numbers -Counting of whole numbers -Counting in groups -Quantitative Reasoning | |
| 3 | PLACE VALUE OF NUMBERS Counting Skill: Numbers 621-640 | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. identify numbers from 621-640 order numbers from 1 - 640 ii. count numbers 1-640 write numbers 500-640 in numerals and in words iii. write numbers from 1-640 iv. skip count in 6s, and 7s v. reverse the counting and writing of numbers. vi. count numbers in groups of units, tens, hundred and OITU) and find their place values. sing songs on numbers. vii. solve real life problems on quantitative related to counting and writing of numbers viii. group numbers into hundreds, tens and units ix. state and identify the value of numbers x. write the value of each number in a chain of numbers |
| | Writing Skill: -Writing of the numbers -Grouping numbers in hundred tens, units. -Value and place value of numbers -Quantitative Reasoning | |
| 4 | ORDERING OF WHOLE The use of symbols < and = (greater than, less than and equal to). Counting Skill: Numbers 641 – 660 | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. Identify numbers from 641-660 ii. order numbers from 1 – 750 iii. Count from 1 – 660 write numbers 600 -660 in numerals and words iv. count numbers from 1-660 |

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| | Writing Writing of the numbers. -Ordering of whole numbers. The use of symbols $>$, $<$ and $=$ (greater than, less than and equal to). value of numbers - Quantitative Reasoning | |
| 5 | Fractions Counting Skill: Numbers 661 — 680 | By the end of the lesson, pupils should be able to: i. identify numbers from 661-680 ii. order numbers from 1-680 iii. count from 1 - 680 iv. write numbers 660-680 in numerals and In words v. count numbers from 1-680 vi. write numbers from 1-680 vii. skip count in 6s, and 7s and 9s viii. draw fractions in different shapes like squares, triangles and circles ix. write fractions of any shape in numbers x. write fractions of any concrete object xi. solve problems on quantitative reasoning. |
| | Writing Skill: -Writing of the numbers. -Fractions. -Function of shapes like squares, rectangles, triangles and circles -Fractions of numbers -Quantitative Reasoning | |

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| | 6 FRACTIONS Counting Skill: Numbers 681 — 700 | By the end of the lesson, pupils should be able to: i. identify numbers from 681-700 ii. order numbers from 1 - 700 iii. count from 1 — 700 iv. write numbers 681 — 700 in numerals and in words v. count numbers from 1-700 vi. write numbers 1-700 vii. skip count in 6s, and 7s and 9s viii. write the fractions of the same denominators ix. solve real life problems on fractions x. quantitative reasoning use symbols to determine the value of fractions. xi. add fractions of the same denominators xii. solve problems on quantitative reasoning. |
| | Writing Skill: -Writing of the numbers -Equivalent fractions -Ordering of fractions -Adding fractions of the same denominators -Quantitative reasoning | |
| 7 | Mid-Term Break | |
| | 8 ADDITION OF WHOLE NUMBERS Counting Skill; Numbers 1-400, 401-700 and 1700 | By the end of the lesson, pupils should be able to: i. identify numbers 401-700 ii. order numbers 400-700 iii. count numbers 1-700 numbers 400-700 in numerals and words iv. count numbers from 1-700 v. write numbers from 1-700 vi. skip count in 6s, vii. add two 2, 3-digits numbers without exchanging or renaming viii. add three 2-digits numbers adding two at a time ix. solve real life problems solve quantitative reasoning |

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| | Writing Skill: -Writing of numbers. -Addition of 2 or digits numbers without exchanging or renaming -Addition of 3 digits numbers with remaining - Quantitative Reasoning | |
| 9 | ADDITION OF NUMBERS Counting Skill: Numbers 701 -720, 401-720, 1-720 | By the end of the lesson, pupils should be able to: i. identify numbers from 701-720 ii. order numbers from 1-720 iii. count numbers 1-720 iv. write numbers 400 720 in numerals and in words v. skip count in 6s, 7s, 9s and 10s vii. add two 3- digits numbers using partial sum method viii. tell addition and solve real life problems ix. solve quantitative reasoning |
| | Writing Skill: -Writing of the numbers. -Addition of Numbers -Addition of 2, 3 digits numbers using partial sum method - Quantitative Reasoning | |
| 10 | SUBTRACTION OF NUMBERS Counting Skills: Numbers 721 -750 | By the end of the lesson, pupils should be able to: i. Identify numbers from 721-750 ii. order numbers from 1-750 iii. count numbers 1-750 iv. write numbers 400-750 in numerals and in words v. skip count in 6s, 7s, 9s and 10s vii. add two 3- digits numbers using partial sum method viii. tell addition and solve real life problems ix. solve quantitative reasoning |

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| | <ul style="list-style-type: none"> -Writing numbers -Subtraction of two 2-3 digits numbers without remaining or exchanging using partial sum. -subtraction of 2-3 digits numbers with remaining or exchanging -Quantitative reasoning | |
| 11 | Revision | <p>By the end of the lesson. pupils should be able to</p> <ul style="list-style-type: none"> i. recall all work for the term ii. ask questions on area of difficulties |
| 12 | EXAMINATION | |
| 13 | EXAMINATION | |

Second Term

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| | CLASS | Primary/Basic 3 |
| | SUBJECT | Mathematics |
| | TERM | Second Term |
| WEEK | TOPICS | Learning Objectives |
| 1 | Revision of first term's work Counting Skill: Numbers 1-750 Resumption test/revision on counting and writing numerals up to 750. | By the end of the lesson, pupils should be able to: i. Recall some of the first term's work ii. Practice more on counting and grouping of numbers iii. Acquire more skills on fractions' |

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| 2 | FRACNONS Counting SKILL: Numbers from 751-770,401-770 and 1-770 | By the end ofthe lesson, pupils should be able to: i. identify numbers from 751-770 ii. order numbers from 1-770 iii. count numbers 1-770 iv. write numbers 401- 770 in numerals and in words v. reverse the counting of the numbers vi. skip count in 3s, 5s, 6s, 7s, 9s and 10s vii. add fractions of the same denominators viii. subtract fractions with the same denominator ix. solve real life problems on fractions x. Solve quantitative reasoning. |
| | Writng Skill: -Writing of the numbers -Addition and subtracion of fractions with the same denominators. -Quantitative Reasoning | |
| 3 | MULTIPLICATION OF NUMBERS. Counting Skill; Numbers 771-790, 1-790 | By the end of the lesson, pupils should be able to : i. identify numbers from 771 -790 ii. order numbers from 771- 790 iii. count numbers 1 - 790 iv. write numbers 401-790 in numerals and words v. reverse the counting of the numbers vi. skip count in 3s, 5s, 6sr 7s, 9s and IOS vii. recite multiplication tables of 2-5 viii. multiply 2 digits number by 1 digit number ix. solve real life problems on multiplication x. solve quantitative reasoning questions on multiplication |
| | Writing Skill: Writing of the numbers. -Multiplication of 2digits by 1 digit number -Quantitative Reasoning | |

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| 4 | MULTIPLICATION OF NUMBERS Counting Skill: Numbers 791-810 | <p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> i. identify numbers from 791-810 ii. order numbers from 1-810 iii. count numbers 1-810 numbers 401-810 in numerals and words iv. reverse the counting of the numbers v. skip count in 3s, 5s, 10s vi. multiply three 1 digit numbers taking two at a time <p>solve real life problems on multiplication solve quantitative reasoning questions.</p> |
| | Writing SKILL: -Writing of the numbers. -Multiplication of three 1-digit numbers taking two at a time. | |
| 5 | MULTIPLICATION OF NUMBERS. Counting Skill: Numbers 811-830 | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. identify numbers from 811 -830 ii. order numbers from 1-830 iii. count numbers 1 -830 iv. write numbers 401 — 830 in numerals and words v. reverse the counting of the numbers vi. skip count in 3s, 5s, 6s, 7s, 9s and 10s vii. multiply simple numbers expanding using distributive rules over addition and subtraction viii. solve real life problems ix. quantitative reasoning. |
| | Writing Skill: Writing of the numbers. -Distributive rule over addition and subtraction -Quantitative Reasoning | |

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| 6 | DIVISION OF NUMBERS Counting Skill: Numbers 831-850 | By the end of the lesson pupils should be able to : i. identify numbers from 831-850 ii. order numbers from 1-850 iii. count numbers 1-850 iv. write numbers 401-850 in numerals and words v. reverse the counting numbers vi. skip count in 3s, 5s, 6s, 7s, 9s and 10s vii. divide 2-digits number by 1-digit number without remainder factors of whole numbers not exceeding 48 viii. solve real life problems on division ix. solve quantitative reasoning on division. |
| | Writing -Writing of the numbers. -Division without remainder -Factors of whole numbers not exceeding 48. -Quantitative Reasoning | |
| 7 | MID-TERM BREAK | |
| 8 | OPEN SENTENCES Counting Skill: Numbers 1-400, 401-850 and 1000 | By the end of the lesson,8. pupils should be able to: i. identify numbers from 401-850 ii. order numbers from 401-850 iii. count numbers 1 -850 iv. write numbers 401-850 in numerals and words v. reverse the counting of the numbers vi. skip count in 3s, 5s, 6s, 7s, 9s and 10s vii. find the missing numbers in open sentences viii. identify different methods in solving addition and subtraction in open sentences ix. solve real life problems on open sentence x. solve quantitative reasoning |
| | Writing Skill: -Writing of the numbers. -Quantitative reasoning | |

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| 9 | Money Counting Skill: Numbers 851-870 | By the end of the l&on, pupils should be able to: i. identify numbers from 851-870 ii. order numbers from 1-870 iii. count numbers 1-870 numbers 401-870 in numerals and words iv. reverse the counting of the numbers v. skip count in 3s, ss, 6s, 7s, 9s and 10s vi. change naira to kobo and vice versa vii. add and subtract money not exæeding viii. muliplication involving money with product not more than N200 ix. solve real life problems on money solve reasoning on money. |
| | Writing Skill: Writing of the numbers, -Changing money not exceeding 50 into smaller units -Addition a nd subtraction of money not exceeding 50 -Multiplication involving money; with product not more than -Quantitative reasoning | |
| 10 | shopping: involving addition and subtraction not greater tham 50 | i. perform a role play on buying and selling of commodities, ii.go for shopping effectively with money not greater than 100 |
| 11 | Revision of second term work | Revision of second term work |
| 12-13 | EXAMINATION | |

Third Term

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| 1 | Revision of 2nd term's lessons / Resumption test Counting Skill: Counting and writing numerals up to 840. | Revision |
| 2 | LENGTH Counting Skill: -Numbers 841-860 -Measuring in centimetre -Measuring in mete -Real life problems involving length -Quantitative Reasoning | By the end or the lesson, pupils should be able to: i. Identify numbers from 841-860 ii. order numbers from 1 - 860 iii. count numbers 1 860 numbers 401 — 860 in numerals and in words iv. reverse the counting of the numbers skip v. count in 3s, 5s, 6s, 7s, 9s and 10s vi. use non standard measurement to measure e.g arms length and foot length vii. identify difference between Non-standard units viii. use centimetres and metres as a standard units ix. solve real life problems on length quantitative reasoning |
| 3 | PERIMETER Counting Skill: Numbers 861-880 | By end of the lesson, pupils should be able to: i. identify numbers from 861-880 ii. order numbers from 1-880 iii. count numbers 1-880 iv. write numbers 401 -880 in numerals and in words v. reverse the counting of the numbers skip count in 3s, 5s, vi.measure the length and breadth of rectangle and calculate the perimeter vii. find the perimeter of a square viii. calculate the perimctr of triangle ix. find the perimeter of regular shapes in metres and centimeter x. solve real life problems on perimeter xi. quantitative reasoning |

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| | Writing Skill: -Writing of the numbers. -Perimeter of squares, rectangles and triangles -Perimeter of rectangles -Perimeter of squares -Perimeter of triangles -Perimeter of regular shapes -Quantitative Reasoning | |
| 4 | Squares and rectangle Counting Skill; Numbers 881-900 | By end of the lesson, pupils should be able to: i. identify numbers from 881-900 ii. order numbers from 1-900 iii. count numbers 1- 750 iv. write numbers 451 — 900 in numerals and in words v. reverse the counting of the numbers vi. skip count in 3s, 5s, 6s, 7s, 9s and 10s vii. compare the sizes of similar objects find the area of squares and rectangle with the use of formula viii. find the area of square and rectangle by counting unit square ix. solve real life problems on areas solve quantitative reasoning |
| | Writing Skill: -Writing of the numbes -Comparing sizes of similar objects -Introduction to area - Comparing unit square to obtain area of squares ard rectangles -Quantitative reasoning | |

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| 5 | TIME Counting Skill: Numbers 901-920 | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. identify numbers 901 -920 ii. order numbers from 1 - 920 iii. count numbers 501-920 iv. write numbers 401-920 in numerals and in words v. reverse the counting of the numbers vi. skip count in 3s, 5s, 6s, 7s, 9s and 10s vii. read time on the clock viii. read calendar in days, weeks, months and years ix. read the dates on a calendar x. solve real life problems on time reasoning xi. use calendar to plan activities for future occasion xii. use to trace historical event |
| | Writing -Writing or the numbers. -Read time on a clock -Calendar reading of the days weeks, months and years. -Dates reading on a calendar. -Quantitative Reasoning. | |
| 6 | WEIGHT Counting Skill: Numbers 921-940 | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. identify numbers from 921 —940 ii. order numbers from 1-940 iii. count numbers 1 -940 iv. write numbers 501-940 In numerals and in words v. reverse the counting of the numbers vi. skip count in 3s, 5s, 6s, 7s, 9s and 10s vii. list the units of weight measurement (i.e. grams and kilograms.) viii. differentiate between two quantities ix. calculate the weight of some objects |

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| | Writing Skill: -Writing of the numbers. -Units of weight measurement (grams and kilograms). -Calculating of weight of some objects -Quantitative reasoning. | |
| 7 | MID-TERM BREAK | |
| 8 | Counting Skill: Numbers 941-960 | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. identify numbers from 941 —960 ii. order numbers from 1-960 iii. count numbers 1 -960 iv. write numbers 501-960 In numerals and in words v. reverse the counting of the numbers vi. skip count in 3s, 5s, 6s, 7s, 9s and 10s vii. identify metres as the unit of measurement capacity viii. measure liquid like water using graduated cylinder up to a stated number of litres ix. identify the need for accuracy in measuring liquid, e.g kerosene, water, petrol etc x. solve real life problems xi. solve quantitative reasoning on capacity. |
| | Writing of the numbers. -Identify litres as a unit of measuring capacity -Measuring liquid e.g water with graduated measuring cylinder up to any stated number of litres -Quantitative Reasoning | |

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| 9 | Line of Symmetry Counting Skill: Number 961-980 | By the end of the lesson, Pupils should be able to: i. identify lines of -plane triangular object ii. identify numbers shapes iii. skip count in 3s, 5s, 6s, 7s, 9s and 10s iv. identify shape with line(s) of symmetry vi. appreciate lines of symmetry in everyday life vii. state the properties of squares, rectangles and triangles etc viii. distinguish between curves and straight lines. |
| | Writing Skill: -Writing of the numbers -Line(s) of symetry -properties of square, rectangle and triangle -curves and straight lines | |
| 10 | Everyday Statistics Counting Skill: Numbers 981-1000 | By the end of the lesson. pupils should be able to: i. identify numbers from 981-1000 ii. order numbers from 1 - 500, 500-1000 iii. count numbers 500-1000 iv. write numbers 501 -1000 in numerals and words v. reverse the counting of the numbers vi. skip count in 3s, ss, 6s, 7s, 9s and 10s vii. read and show information in pictogram by using vertical and horizontal arrangement viii. identify the most common feature of pictogram (the mode) ix. represent and interpret information on a pictogram |
| | Writing Skill: Writing of the numbers. -Reading and interpretation of graphs. -Pictograms and mode | |
| 11 | Pradel work | The practical work |

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| | Revision | By the end of the revision week, pupils should be able to: i. Recapitulate the first and second term lesson. ii. Ask questions on the difficulties topics. |
| 12-13 | EXAMINATION | EXAMINATION |

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3

Chapter Three

Recommended Textbooks

Recommended Textbooks for Pupils & Educators

Main Textbook

1. Maria N. David-Osuagwu et al, **Understanding Maths for Nig. Bk 3**, African First,
2. C.F Oredugba, **New Method Mathematics for Pry 3**, Learn Africa, 2012.
3. J. Aderohunmu, **New General Maths for Pry 3**, Pearson, 2012.
4. MAN, **MAN Primary Mathematics Bk 3**, Up Plc, 2017.
5. Thompson U. Akpan et al, **New Mathematics for Pry Sch Bk 3**, Tanus, 2017.
6. E.C, Nna & co. **Comprehensive Math for Pry 3**, Litramed, 2015.
7. Judeson A. Ogberaha al, **Inside Out Mathematics Pry 3**, Learn Rite, 2016.
8. Raji Basit Alade et al, **Easy Way to Mathematics Pry 3**, Sterling, 2014.
9. Adeleke et al, **Functional Mathematics for Pry 3**, Melrose, 2014.
10. S.D. Lodan, **Learn Mathematics Pry 3**, WABP, 2013.
11. Mugumu Deogratias et al, **High Standard Maths Pry 3**, Spectrum, 2014.
12. Obichere N.O. et al, **Modern Primary Mathematics Bk 3**, Extension, 2014.
13. C.F. Oredugbe et al, **New Method Maths WorkBook 3**, Learn Africa, 2015.

Work-Book

1. T.M Asiru et al, **Modular Maths WorkBook 3**, Evans, 2015.
2. HEBN, **Prime Mathematics WorkBook 3**, HEBN, 2014.
3. Obichere N.O. et al, **Modern Primary Maths WorkBook 3**, Extension 2014.

4. A.A. Tijani et al, **Active Mathematics Work Book**, UP Pic, 2015.
5. S.D. Lodan, **Learn Mathematics WorkBook 3**, WABP, 2014.

Teacher's Guide

1. Samuel Ilori, **Champion Pry Maths Teacher's Guide**, Macmillian, 2014.
2. K.A. Akingbehin et al, **Numerical Aptitude Q/R Teacher's Guide Vol 1**, Evans, 2015.
3. Wellington et al, **Bounty Answers Books I-6**, Bounty, 2013.

Quantitative Reasoning

1. Samuel Udoh, **Tanus Quant. Reasoning for Pry 3**, Tanus, 2015.
2. HEBN, **HEBN Quantitative Reasoning Bk3**, HEBN, 2016.
3. Raji Basit Alade et al, **Sterling Quant. Reasoning Bk 3**, 2013.
4. Wellington et al, **Bounty Quantitative Reasoning Bk 3**, Bounty 2013.
5. Abdulai O.H. **Step-by -step Q/R With Work book**, De Cliff Global, 2016.
6. A.a. Adeyinka, **Quantitative Reasoning for Pry 3**, Melrose, 2013.
7. K.A Akingbehin et al, **Numerical Aptitude Q/R Practice Bk 3**, Evans, 2015.
8. Folu Alonge, **Quantitative Reasoning for Pry 3**, Leam Africa, 2013.
9. Daniel Eyango et al, **Straight Gate Quant. Reasoning Bk 3**, Straight Gate, 2012.
10. O.O. Mbah & Co, **Classic Quantitative Reasoning Bk 3**, Thursmay, 2016.
11. Alexandra Ado et al, **Precious Seeds Quant. Reasoning Bk 3**, Precious Seeds, 2013.
12. Judeson A. Ogbehara, **Inside Out Quant. Reasoning Pry 3**, Learn Rite, 2016.
13. Oloruntimilehin J.A., **Functional Quant. Reasoning Bk 3 With Vocational Aptitude**, Functional Books, 2014.

Mental Math

1. Garda Turner, **Mental Maths for Pry Schs bk 3**, UP Plc, 2014.
2. Alan Parker, **Mental Maths Strategies**, Learning Solution, 2014.
3. Oloruntimilehin J.A. **Functional Daily Maths Bk 3**, Functional Books, 2015.
4. CSS, **Mental Mathematics Bk 3**, CSS Book Shop, 2015.

5. Evans, **Graded Mental Sums Pry 3**, Evans, 2016.
6. R. Singh, **Know Your Aptitude for Pry 3**, UP Plc, 2014.
7. UP Plc, **Young Achievers Mental Maths Bk 3**, UP Plc, 2014.
8. Rasmed, **New Waves Mental Maths Pry 3**, Rasmed, 2015.
9. Modupe Oluyemi, **Seven-Sums A day Stage 3**, Straight Gate, 2016.
10. Evans, **Day by Day Sums Pry 3**, Evans, 2015.

Supplementary

1. Sue Phillips, **Maths Made Easy Beginner**, Bounty Press, 2014.
2. Oluranti A.J. Owolabi, **Basic Concept in Maths Pry 3**, Litramed, 2017.
3. Sue Phillips, **Maths Made Easy key Stage 2**, Bounty Press, 2014.
4. H.J. Larcombe, **Larcombes Middle Pry Maths, Evans**, 2015.
5. Gbenga Babalola et al, **Smart Kids Mathematics Bk 3**, Treasure, 2017.

Dictionary

1. Job Dangana et al, **Mathematics Dictionary Pry 3-6**, First Pyramid, 2014.



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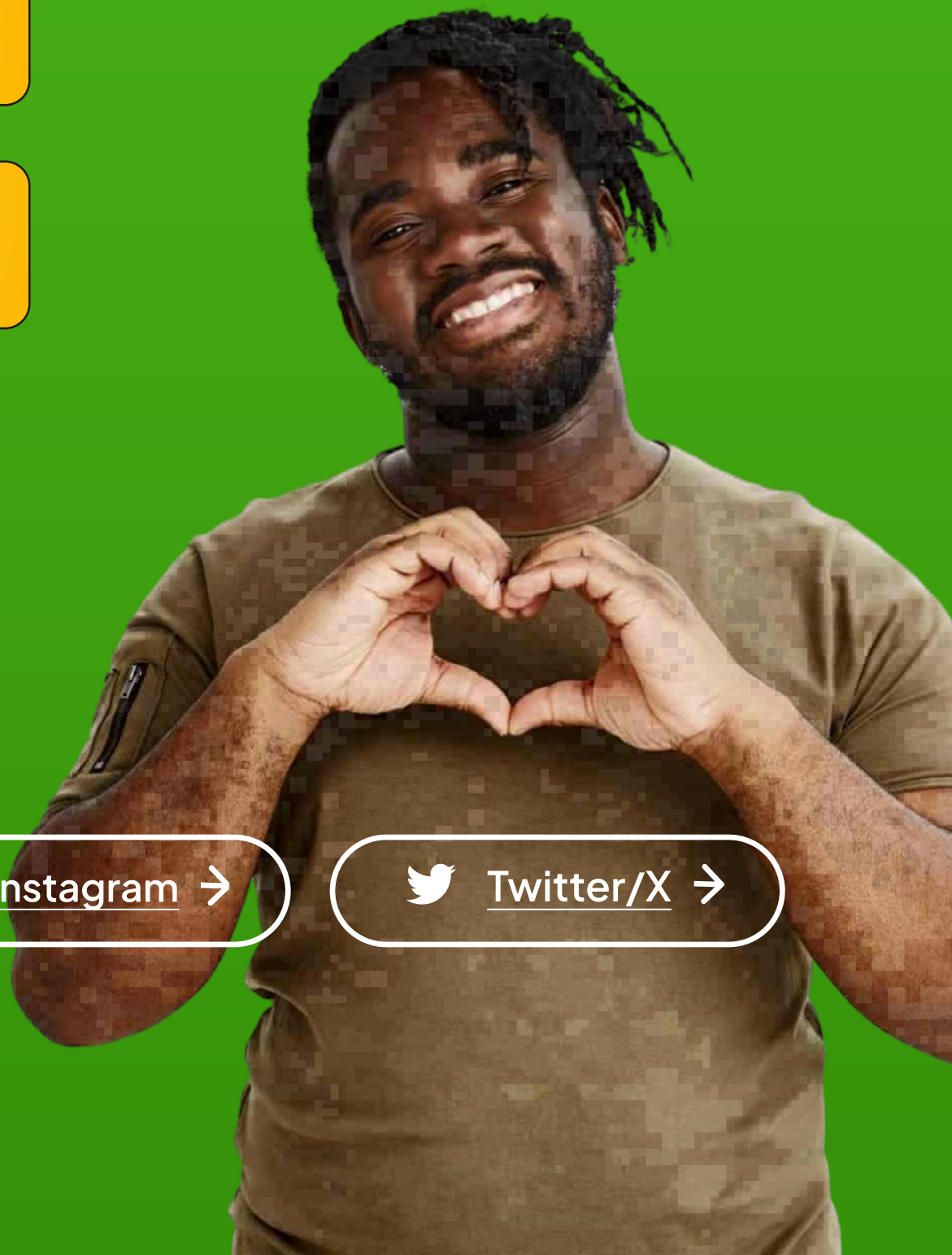
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