



Ministry of Education, Science and Technology

**Accelerated Teaching Syllabi Volume 3 for
Class V and Class VI**

(2015 – 2016)

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Class V: Language Arts

General Learning Outcome: By the end of the year pupils should be able to apply the correct listening, reading, speaking and writing skills.

Class V: Language Arts, Term: 1 Syllabus					
Theme / Concept Week	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
Week 1 Listening and speaking	The use of adjective phrase correctly.	Pupils should be able to use adjective phrases all the time.	Pupils should use adjective phrases all the time.	Demonstrations of certain activities, e.g. height, colour, stature, etc.	Flash cards.
	Activities designed to develop an understanding of simple questions, instructions, and commands.	Pupils should be able to ask questions pertaining to useful happenings and to understand and use commands.	Pupils benefit from useful discussions and be able to obey commands.	Reading of text books that have questions and oral demonstrations that have commands, e.g. running, jumping, clapping, etc.	Flash cards
	Story telling	Pupils shall be able to tell stories on their own.	Pupils should be able to tell for a long time.	Pupils do general story telling dramatize on stones and dancing.	Pupils dramatize
	Advertise using appropriate school broadcast where this is possible.	Pupils use classroom system.	Pupils do activities in class by order. Able to do activity one after the other.	Pupils do activity in class by rows, a boy, a girl. The others listen as if it is a radio broadcast. Children do it in turns.	Pupils themselves.
Week 2 Listening and speaking	Activities enabling the pupils to receive and give information on	Pupils must be able to give information about other environments.	Pupils should be encouraged to visit other environments and analyze settings in the	Pupils are encouraged to do games when visit is made: telling stories, study groups. This will enable	Physical education materials, e.g. stepping rope

Class V: Language Arts, Term: 1 Syllabus

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	their environment and experiences.		environment: compound, neatness, behavior of tenants, etc.	children to observe and assess the environment.	balls and any other games.
Week 3	Expressing opinions, personal attitudes and making judgments.	Pupils must be able to express their opinions on matters affecting them.	Pupils observe certain happenings and give their opinions both for and against. They must be left to give judgments to their discoveries.	Pupils observe and concentrate on very vital materials or happening. They are left to judge their findings positively. They argue on both for and against final judgment.	Pending on what the discussion might be.
Week 4	Rotation games, recitation and reading aloud indelibly and meaningfully.	Pupils should be able to use punctuation: marking sentences, recite poems especially, and read meaningfully.	Pupils should be able to know what punctuations are in sentences, know their poems very well and to recite them at any time.	Pupils should know what punctuation marks are and how to use them in sentences. To be able to memorize poems. To be able to read aloud and pronounce words exactly according to their alphabets.	Flash cards games to exercise children's posture.
Week 5	Oral composition and picture talk	Pupils should be able to express themselves in English.	Pupils should be able to know how to write compositions in the different tenses: present, past, future.	Pupils write compositions on their own after teaching guidelines. Children write composition expressing themselves in English. Describe what they see in these pictures.	Flash cards.

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			Pupils should also have the knowhow to describe in pictures.		
Week 6	Exercises and activities to develop understanding.	Pupils should develop an understanding on running and body posture games.	Pupils fully undergo activities and be able to understand and ask complex questions on activities.	Practical work on running correct sitting habits and gymnastics.	
Week 7 Listening and speaking	Use to play, use to dance, use to smoke, etc. Man and woman, cock and hen, dog and bark, sheep and bleat, moon and light, sun and day, enemy and foe, blank and filled, dirty and clean, arrive and depart, large and big, weak and feeble.	To use [used to] and the infinitive correctly. To play with words. To make pairs of words with the same relationship.	Pupils should be able to apply [used to] and the infinitive properly. Pupils should be able to formulate pairs of words with the same relationship.	Class English for Sierra Leone teachers Book 6 methodology should be varied. Listening and speaking skills can be encouraged with; activities using various texts, e.g., poems, stories, play games, telling stories and narrating incidents , drills, games and exercises, reinforcing the language content. Exercises designed to being out both subject matter and language, e.g.	Sierra Leone Class English Book 5 Reference Books Encyclopedia

Class V: Language Arts, Term: 1 Syllabus

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				verbs, singular and plural, opposites , pronouns- masculine and feminine, animals and sounds, animals and their homes, occupation, synonyms, etc. Work should be integrated with others, subjects like math, creative practical arts, etc. Play with words , oral activities to enhance pupils understanding of the NPSE, Games, Drifts	
Week 8	Infinitive of Purpose; To buy, In order to finish, so as not to, In order to live If + future tense .If I drop.... It will fall. What will happen if I drop? It will fall. If I draw....He will look.	<ul style="list-style-type: none"> - To use the infinitive of purpose meaningfully. - To use 'if' and future tense in correct sentences. - To construct sentences using the past perfect tense meaning. 	Pupils should be able to utilize the infinitive of purpose meaningfully. Pupils should be able to apply 'if' and future tense in correct sentences.		

Class V: Language Arts, Term: 1 Syllabus

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	Past perfect tense, e.g. had already left. Had Finda already...etc. Although.... Though.....		Pupils should be able to devise a sentence using the past perfect tense meaningfully.		
Week 9	Even though... Lion, Tiger, Giraffe, <u>Snake</u> . Identify the odd word.	- To use 'although', 'though', 'even though' in sentences correctly. Pupils should be able to identify the odd word from the list of words provided.	Activities designed to bring out both language and subject matter, e.g. comparison of adjectives. - Better - Shorter - Bigger - Good Worse.		Reference books.
	It as an adjective + main clause, e.g. It is unlikely that . . . The Passive voice e.g. <u>has not been repaired</u> "was damaged, etc.	- To make sentences using the impersonal 'it; as an adjective followed by a nouns clause beginning with 'that' accurately.	Pupils should be able to develop sentences using 'it' as an adjective followed by a noun clause beginning with 'that' in an accurate manner.		References materials

Class V: Language Arts, Term: 1 Syllabus

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	<p>Propositions and verbs with propositions – Through, nearly, against, under, look at, look after, look for, looking, etc.</p> <p>Synonymous and antonyms</p> <p>Enemy – foe Blank - clean Arrive - depart</p>	<p>To use the passive voice in correct sentences.</p> <p>To use propositions and verbs with proposition correctly.</p> <p>To classify synonyms and antonyms and use them in sentences correctly.</p>	<p>Pupils should be able to communicate in the passive voice correctly.</p> <p>Pupils should be able to formulate proposition and verbs with propositions properly.</p> <p>Pupils should be able to identify synonyms and antonyms and use them in sentences correctly.</p>		
Week 11	Silent reading and comprehension from pupils' primary English book 6 and supplement of readers.	To read silently longer passages and demonstrate and identify the main points from the passage.	Pupils should be able to demonstrate the skills of reading silently longer passages.	<ul style="list-style-type: none"> - Silent reading. - Teacher and pupils discuss the main points in the passages. <p>Pupils role play the activities in the passages with guidance from the teacher.</p>	<p>Textbooks</p> <p>Supplementary readers.</p> <p>Flash cards</p> <p>Charts</p>

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					Dialects, etc.
Week 12 Pupils' literature, story and Drama.	Selected African stories and prescribe texts.	<ul style="list-style-type: none"> - To examine different African stories and their relevance to the readers. - To write short stories and poems relevant to the readers. 	<ul style="list-style-type: none"> - Pupils should be able to utilize different African stories. - Pupils should be able to demonstrate the skills of writing short poems. - 	<p>Teachers and pupils discuss stories and poems.</p> <p>Pupils tell stories based on prescribed texts they have read.</p> <p>Teacher and pupils discuss home situations and life experiences.</p> <p>Pupils write stories based on the discussions from the groups, relating text to emerging issues.</p>	<ul style="list-style-type: none"> - Textbooks. - Supplementary readers. - Flashcards - Charts - Leaflets etc. - Literature texts <p>Selected poems library books, collection of stories.</p>
Week 13 Writing	Compositions, personal and business letters, short stories and poems	<ul style="list-style-type: none"> - To use joint script or cursive. <p>To write guided and free compositions, personal and business letters and notices.</p>	<ul style="list-style-type: none"> - Pupils should be able to apply joint or cursive form of writing appropriately. <p>Pupils should be able to formulate free personal and business letters and notices.</p>	Teacher guides and encourages pupils to write compositions - personal and business letters	<ul style="list-style-type: none"> - Sample compositions from other textbooks. - Relevant materials.

Class V: Language Arts, Term: 2 Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
Week 1 and 2 Listening and Speaking	Modals: Might / could, e.g. It might rain Could I sit down? etc. To be + adjective + noun clause, e.g. I was surprised <u>(that) you won</u> Modals: Ought / shall, e.g. . . . <u>ought to wash</u> . . <u>should be sorry</u> Consolidation of countable and uncountable using both, none, all, each, etc. Present, past, future Walks Enjoyed Will come	<ul style="list-style-type: none"> - To construct sentences expressing possibility and permission using 'might' and 'could' - To use the verb 'to be' and adjective followed by a noun clause with or without 'that' correctly. - To make sentences using 'ought' and 'should' correctly. - To use more sentences correctly with the words: both, all, none, each, 	<ul style="list-style-type: none"> - Pupils should be able to communicate sentences expressing possibilities and permission using 'might' and 'could'. - Pupils should be able to utilize the verb 'to be' and adjective followed by a noun clause with or without 'that' correctly. - Pupils should be able to apply 'ought' and 'should' properly. - Pupils should be able to analyze the words; both, all, none, a lot, little, neither of. - Pupils should be able to identify simple tenses. 	Class English for Sierra Leone Teachers' books. Encourage listening and speaking skills. Activities using various texts, e.g. poems, stories and plays, etc. Telling stories and narrating incidents. Activities including listening to and making simple speeches. Drills, games and exercises should be encouraged to reinforce contents. Work should be integral with other subjects like Math, Creative Practical Arts ,etc.	Class English for Sierra Leone Teachers book 5 Pupils book 5 Miscellaneous teaching aids.

Class V: Language Arts, Term: 2 Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
		plenty of, a lot, little, neither of. - Construct more sentences correctly with: simple present, simple past, simple future tenses.		Simulating quarrels, fights, and settling disputes.	
Weeks 3 and 4 Listening and Speaking	Comparative adjectives: <u>best</u> , <u>better than</u> ; <u>worse than</u> , etc. Synonymous and antonyms <u>Easy – simple</u> <u>Start – begin</u> <u>Enemy – friend</u> <u>Simple – difficult</u> Unless: <u>Till / until if</u> Verb tense + adverbs of frequency - draws – everyday	-To examine comparative adjectives appropriately. To tell synonyms and antonyms in meaningful sentences. To make 'unless; till/ until', if, in correct sentences. - To make a variety of sentences with	- Pupils should be able to identify comparative adjectives correctly. - Pupils should be able to point out synonyms and antonyms in meaningful sentences. - Pupils should be able to apply 'unless'; 'till/ until'; 'if' in correct sentences.	Encourage mostly listening and speaking skills. Allow pupils in groups to take part in conversations, telling stories and narrating incidents. Drills, games and exercises should be adopted to reinforce content.	Class English for Sierra Leone book 5.

Class V: Language Arts, Term: 2 Syllabus

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	Sometimes – draws Draw – yesterday Is drawing - now	every day, now, sometimes, yesterday, tomorrow.	- Pupils should develop a variety of sentences with every day, now, sometimes, yesterday, etc.		
Weeks 5 and 6	Will draw – tomorrow Present perfect . . has helped . . . have gone Subject – verb agreement Ayesha is Alpha is John did not see the car approaching on his left. Simple and compound sentences: 'We watched the horse galloped away and disappeared.'	- To practice more exercises with the present perfect tense. - To make the agreement of subject and verb in sentences correctly. - To express sentences using the present participle. - To use simple sentences to form compound sentences correctly. - To give more short answers	- Pupils should be able to communicate in the present perfect tense. - Pupils should be able to operate the agreement of subject and verb in sentences in an appropriate manner. - Pupils should be able to identify the present participle. - Pupils should be able to determine simple sentences to form compound sentences correctly . - Pupils should be able to select more short answers		

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	Becomes: We watched the horse galloped away and disappeared. Becomes: We watched the horse gallop away and disappeared. 'yes' and 'no' answers. Are ants insects? Yes they are.	correctly with 'yes' or 'no'.	correctly with 'yes' or 'no'.		
Week 7	Adverbial clause:. . . because they would kill them. . . in order towhen he played the trick	- To use more adverbial clauses: a) Of reason with "because" b) Of purpose with "in order to" - Of time with "when he played the trick . .	- Pupils should be able to identify adverbial clause: of reason, purpose, and time in sentences.	Teacher and pupils discuss these clauses in their various groups.	

Class V: Language Arts, Term: 2 Syllabus

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Week 8 Reading	Class English for Sierra Leone book 5 and in addition supplementary readers, Social Studies, Mathematics and Science.	- To read silently longer passages to recall the main points in the passages.	- Pupils should be able to analyze longer passages. - Pupils should be able to recognize the many points in any passage.	Teacher organizes pupils in groups and allows them to read silently. Teacher guides pupils to discuss the main points in the passages. Teacher and pupils discuss textbooks read on other subjects.	Class English for Sierra Leone book 5 Text books for Social Studies, Science, and Mathematics.
Week 9	Silent reading of longer passages in primary English for Sierra Leone book. Supplementary readers such as: "The Dancing Plates and Spoons", "Satu's Journey", etc.	- To read longer passages from the textbook. - To use other supplementary readers.	- Pupils should be able to demonstrate reading skills. - Pupils should be able to choose other supplementary readers.	Pupils should be guided to read silently. Teachers and pupils discuss the main points from the paragraph.	Class English for Sierra Leone book 5 and other supplementary readers. Other textbooks from the environment.
Week 10 Literature and Drama	Select African stories and prescribed texts.	To use literature books. To appreciate shorter stories.	- Pupils should be able to demonstrate reading skills in literature.	- Pupils should be able to demonstrate	The school's prescribed literature textbooks, selected poems.

Class V: Language Arts, Term: 2 Syllabus

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	Creative writing (writing of short stories and poem) Drama Activities	To make judgment. To demonstrate the skills of writing stories and poems. - To recite poems and dramatize scenes from drama text.	- Pupils should be able to write stories and poems properly. - Pupils should be able to communicate properly. - Teacher and pupils discuss stories and poems. - Teacher guide pupils in how to write stories and poems. - Pupils are encouraged to role play the character in a story or a poem.	reading skills in literature. - Pupils should be able to write stories and poems properly. - Pupils should be able to communicate properly. - Teacher and pupils discuss stories and poems. - Teacher guide pupils in how to write stories and poems. Pupils are encouraged to role play the character in a story or a poem.	Library books. Collection of stories.
Weeks 11 and 12 Writing	Compositions Personal letters Business letters Short stories Notices Topic on:	- To write guided and free compositions, personal letters, short stories, business	- Pupils should be able to formulate compositions, personal letters, short stories,	- Teacher should encourage pupils to write different compositions, personal letters,	Use Sierra Leone Class English books. Resource person. Book, Articles on HIV/AIDS , Girl Child

Class V: Language Arts, Term: 2 Syllabus

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	HIV/AIDS, Ebola, Girl Child Education, conflict resolution, etc.	letters, poems, etc.	business letters, poems. - Pupils should be able to discuss emerging issues.	business letters, etc. Pupils should be able to develop original stories, poems, and short plays on emerging issues	Education, Conflict resolution

Class V Mathematics

Class V: Mathematics, Term: 1 Syllabus

General Learning Outcome: By the end of the year pupils in class five will be able to: identify numbers in their correct place value up to hundred thousand and apply mathematics skills and solve basic mathematical concepts in the form rules as applied to whole numbers, fractions; and decimals

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
Week 1 Number and Numeration (a) Whole Number	Place value up to a hundred thousand	Use idea of place value up to a hundred thousand	Classify numbers up to a hundred thousand calculate the value of each numeral up to a hundred thousand.	Introduce the place value for a hundred thousand using the abacus	abacus
	Reading and writing numbers up to	Read and write numbers	Express numbers in words and vice – versa.	Will be able to match letter to words 2 represent R and 7 represent i.	Record words up to hundreds of

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Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
	hundreds of thousands				thousands in words and figures.
	Matching words with numbers	Match words with numbers. Write different names for whole numbers.	Will be able to match letter to words 2 represent R and 7 represent i. Write words out of numbers given.	Introducing number representation with words e.g. 92386745 represent CREATION using addition card rename and expand numbers up to hundreds of thousands	Additive cards
Week 2	Renaming and expanding numbers up to hundreds of thousands		Write words out of numbers given	Using addends rename numbers e.g. $753 = 253 + 500$ $319 + 454$	
	Writing up to 5 digit numbers.	Form up to 5 digit numbers using single digits.	Classifying numbers up to digit.	Using single digits numbers write as many as possible 5 digit numbers.	Single digit card 0 – 9

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Week 3	Interpreting number series and sequence	Read and interpret number series and sequence.	Apply the number sequence	Introducing numbers sequence, series to find missing number e.g. 147' 137' 128, 120? 107.	
	Comparing and ordering up to 5 digit numbers.	Compare order up to 5 digit numbers.	Compare and order up to 5 digit numbers.	Using the symbol $> = <$ and compare up to 5 digit numbers listing set of numbers and arrange in ascending or descending order.	Number cards.
	Even and Odd Numbers	Classify into even, odd, prime and square numbers.	Classify numbers into even and odd numbers.	Using the number hundred square identify even and odd numbers from 1 – 100	Hundred square
	Prime Numbers		Identify prime numbers	Using the number line and hundred square identify prime numbers that are both a) prime and odd b) Prime and even	

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	Square Numbers		Identify numbers that are square	Using counter to form square numbers. Using the multiplication charts find square roots.	Stones, seeds.
	Multiples of 2-10 that are less than 100	Identify multiples of numbers 2-10	Classify number that are multiples of 2-10	Using prime numbers e.g. $\sqrt[2]{16}$ $= \sqrt{2 \times 2} = \sqrt[2]{2 \times 2}$ $= 2 \times 2$ $= 4$ Using the number line or hundred square circle / shade multiple of 2-10. Comparing patterns made, identify common multiples of number play games e.g. B U 2 2	Number line on the blackboard.

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				Substitute the word Bu22 for multiples of given numbers.	
Week 4 Factors of numbers up to 100.	Identify factors of numbers up to 100.	Discover methods used in selecting factors.	Distribute number cards (1-36) 1 per pupil call a. Those having numbers that are multiples of the given number join hands in a circle. Making different rectangles using the same number of counters e.g. 12 counters 1) 000 000000 00 000000 000 000 4 x 3 2 x 6 Using the rectangles discuss products and facton and introduce prime factors of number.		

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Week 5 Fractions with denominators up to 16 Equivalent fraction	Identify, read and write fractions with denominator up to 16	Identify denominators in fractions.	Using objects and diagrams, illustrate fraction with denominators up to 16		
		Classify fractions having the same numerator and denominator	Using fractional cut-outs. Find out equal fractions with denominators up to 16. e.g. $\frac{1}{2} = \frac{2}{4} = \frac{4}{8} = \frac{6}{12}$		
	Order fraction	Ordering fraction	Arrange in ascending and descending orders, biggest and smallest.	Using equivalent fraction. put in ascending order a set of different fractions e.g. $\frac{1}{2}, \frac{1}{5}, \frac{2}{5}, \frac{1}{10}$ arrange in ascending order: $\frac{5}{10}, \frac{2}{10}, \frac{4}{10}, \frac{1}{10}$	

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				$\frac{1}{10}, \frac{1}{5}, \frac{2}{5}, \frac{1}{2}$ <p>Using fractional strips or cut-outs combine fractions to make whole expressing results as mixed numbers express improper fractions as mixed numbers. E.g. $\frac{11}{9}$</p> $\frac{4}{4} + \frac{4+3}{4} = 1 + 1 + \frac{4}{4} = 2\frac{3}{4}$	
Week 6 Operation on (a) Whole numbers	Basic properties of addition and multiplication in computation.	The basic properties of addition and multiplication in computation.	Express the basic properties of addition and multiplication in computation.	Using examples that show order of addition or multiplying of set of numbers does not affect the answer e.g. : $6 + 5 = 5 + 6$ $3 \times 4 = 4 \times 3$ $2 \times 3 \times 5 = 5 \times 3 \times 2$ $6 + (8 + 3) = (6 + 8) + 3$	Work card.

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	Order fraction	Ordering fraction	Arrange in ascending and descending orders, biggest and smallest.	<p>Finding product by renaming one factor using addends to show that the product of two numbers is unchanged if one of these numbers is renamed using addends before the operations e.g. $205 \times 20 = 20(200 + 5) = (20 \times 20) + (20 \times 5)$</p> <p>Revising tenth and hundreds place in decimal numbers. Adding decimal numbers not exceeding the tenths place.</p> <p>Reviewing subtraction of number to the tenth place without.</p>	Whole and fractional strips.
	Subtracting fraction including mixed numbers.	Subtract fractions including mixed numbers.	Compute fractions in subtraction.		

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				<p>Extending the techniques for subtracting decimal to the hundreds place.</p> <p>Subtracting fractions with some denominators and with different denominators using the lowest common denominator subtracting mixed numbers e.g.</p> $3\frac{1}{2} - 2\frac{1}{4}$ $= (3-2) + \left(\frac{1}{2} - \frac{1}{4}\right)$ $= 1 + \frac{2}{4} - \frac{1}{4}$ $= 1 + \frac{1}{4} = 1\frac{1}{4}$	
	Multiplying fraction by fractions	Multiply fractions by fractions.	Compute fraction in multiplication.	<p>Multiplication of fraction by whole numbers using the number line.</p> <p>Finding fractions of whole numbers e.g.</p> $\frac{1}{2} \times 6 = \frac{1}{2} \times 6 = 3$	Number line strip materials in halves, thirds, and quarters

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Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
				<p>Multiplying fractions by fractions using square or rectangular pieces of paper e.g. $\frac{1}{2}$ of $\frac{1}{2}$</p> <p>i) Fold whole piece of paper into 2 equal parts, ii) Shade one part and then fold shaded part into 2 equal parts. Shade one part using a different type of shading $\frac{1}{2}$ of $\frac{1}{2}$ = $\frac{1}{4}$</p> <p>Illustrating multiplication of fraction by fractions using diagram. Techniques for multiplying fraction by fraction e.g.:</p>	<p>Square and rectangular pieces of paper.</p>

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				$\frac{5}{12} \times \frac{2}{3} = \frac{25 \times 2}{12 \times 3} = \frac{10}{36} + \frac{2}{2}$ $= \frac{6}{2}$	
Week 6	Adding up to 5 digits numbers without and with renaming.	Add up to 5 digit numbers without and with re naming.	Solve addition problems up to 5 digits.	writing and solving word problems which involved addition up to 4 digit number with renaming ones, tens, tens as hundreds and hundreds as thousands include gender and population.	Work cards for addition.
Operation on whole numbers. Subtract from up to 5 digit numbers without and with renaming	Subtract from up to 5 digit numbers without and with renaming.	Solve subtraction problems up to 5 digit.	Extending addition techniques to large number not exceeding 5 digits, Using word problems revise subtraction from up to 4 digit numbers encouraging pupils to use addition to check their answers e.g. 32921 – 18365	Work cards for addition. Work cards.	

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Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
			$= 14,556$ Check by adding the result to the second number $\begin{array}{r} 14556 \\ + 18365 \\ \hline 32921 \end{array}$		
Week 7 Techniques for multiplying 3 digit numbers by 1 and 2 digit numbers; Fractions	Multiply up to 3 digit numbers by 1 and 2 digit numbers.	Solve multiplication problems up to 3 digit numbers by 1 and 2 digit numbers.	Using the multiplication chart. Revise the basic multiplication techniques. Revising multiplication facts for 0 and using word problems. Multiplying 2 digit numbers by 10 and multiples of 10. Using word problems multiply 3 digit numbers by 3 digit number by 2 digit numbers.	Whole and fractional strips	

Class V: Mathematics, Term: 1 Syllabus

General Learning Outcome: By the end of the year pupils in class five will be able to: identify numbers in their correct place value up to hundred thousand and apply mathematics skills and solve basic mathematical concepts in the form rules as applied to whole numbers, fractions; and decimals

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
			Dividing 3 digit numbers by numbers less than 10 e.g. $850 \div 5 = \square$ Dividing 3 digit numbers by 10 and multiples of 10. Using practical illustrations add fraction with the same denominators		
	Add fraction including mixed numbers.	Add fractions including mixed numbers.	Compute fractions including mixed numbers.	Using practical illustrations add fraction with the same denominators. Adding fraction with different denominator using equivalent fractions (LCM). Adding mixed numbers using word problems.	

Class V: Mathematics, Term: 1 Syllabus

General Learning Outcome: By the end of the year pupils in class five will be able to: identify numbers in their correct place value up to hundred thousand and apply mathematics skills and solve basic mathematical concepts in the form rules as applied to whole numbers, fractions; and decimals

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
				Adding whole numbers and then fractions) using whole strip and fraction.	
Week 7 Measurement	Length: the metre, centimeter and kilometers standard units of length in the metric system. Estimating measuring and recording lengths, widths, depths, height and distances using metres centimeters and kilometers.	Use standard units of metric measurement of length	Discuss the standard measurement Explain the standard of measurements. Solve problems involving the four rules of measurements	Revision – pupils chose between a yard stick and a ruled marked in inches to measure lengths of different objects e.g perimeter of a book, classroom floor, cut out shapes, top of desk. Measuring length using the plan metre, rule finding relationship between the metre and centimeter through practical activity. Measuring length using a centimeter rule measuring heights in metres and centimeter. Measuring distances using 100 metre discussing race tracks and finding new	

Class V: Mathematics, Term: 1 Syllabus

General Learning Outcome: By the end of the year pupils in class five will be able to: identify numbers in their correct place value up to hundred thousand and apply mathematics skills and solve basic mathematical concepts in the form rules as applied to whole numbers, fractions; and decimals

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
	Solving problems involving addition, subtraction, multiplication and division of measurement.			name for 1000 metre kilometer guessing distances. Estimating and measuring line segments. Adding subtracting and dividing lengths.	
Week 8	Using kilograms and grams as standard unit of weight. Estimate weights of objects and height then noting the differences between the estimated weight and the actual weight.	Use units of metric measurement of weight.	Discuss the metric system using the units of weight. Compare weight between the estimated and the actual . Solve problems involving weights using the four rules.	Revision – pupils using 1lb; ½lb; ¼lb and 2 lb weights to measure seeds sand or sawdust on the balance scale. Comparing and equating the kilometer to pound and ounces by putting the content of a tin measured 1kg into a plastic bag and weighing it in pound. Pupils make kilogram weight, pupils handle 1g, 5g to 10g weights to a cake	

Class V: Mathematics, Term: 1 Syllabus

General Learning Outcome: By the end of the year pupils in class five will be able to: identify numbers in their correct place value up to hundred thousand and apply mathematics skills and solve basic mathematical concepts in the form rules as applied to whole numbers, fractions; and decimals

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
	Solve problems involving additions and subtraction , multiplication and division of weight.			<p>of soap or some other objects of the same weights.</p> <p>Adding and subtracting weights using objects weighed and objects given in newspaper.</p> <p>Estimate weights of objects and weight to find actual weights .</p> <p>Adding , subtracting, multiplying in newspaper of books.</p>	
Week 9 Capacity	Use litre as a Standard unit of measure for capacity. Determine the relationship between	Use standard units of metre measure for capacity.	Explain the unit of metric measure for capacity.	<p>Pupils identify containers of imperial measure and revise relationships.</p> <p>Pupils observed containers of 1 litre capacity e.g. mentor oil tin,.</p>	

Class V: Mathematics, Term: 1 Syllabus

General Learning Outcome: By the end of the year pupils in class five will be able to: identify numbers in their correct place value up to hundred thousand and apply mathematics skills and solve basic mathematical concepts in the form rules as applied to whole numbers, fractions; and decimals

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
	imperial and metre units capacity				
Week 10	Estimate and measuring capacity of object and working out the difference between estimated and actual weight.		Classify between imperial and metric units of capacity. Produce accurate measurement solvent and work problems relating to capacity.	Compare the litre to the imperial pint and find the relationship. Find containers which hold a liquid. Measure content of some containers using litre e.g. large cooking oil containers.	
Week 11 Geometry	Draw, name and identify 3 – 5 sides' polygons. List draw the properties of 3-5 sided	Identify and name common plane figures up to the pentagon. Identify basic properties of plane figures	Identify and name polygons with 3-5 sides. Classify 3-5 sided polygons in terms of sides corners relationship between lengths	Pupils use match sticks to form different Polygons. Pupils count the number of sides and angles. Find sides that are equal if any and also angles.	

Class V: Mathematics, Term: 1 Syllabus

General Learning Outcome: By the end of the year pupils in class five will be able to: identify numbers in their correct place value up to hundred thousand and apply mathematics skills and solve basic mathematical concepts in the form rules as applied to whole numbers, fractions; and decimals

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
Everyday Arithmetic	<p>polygons in terms of</p> <p>i) Number of corners.</p> <p>ii) Relationship between the lengths of the sides (equal or unequal)</p> <p>Simple ratios</p>	up to the pentagon		<p>Give pupils cut-out of different shapes and help them count the number of sides.</p> <p>Pupils draw the different shapes on the b/b astr names them.</p> <p>Use a shape board and aster pupils to identify the different shapes.</p> <p>Using word problems, compare amount and write as ratio's e.g. 6 sides to 4 seeds $= 6:4 = 3:2$ where simplified.</p>	

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
Week 1 a. Whole numbers b. Fractions	Renaming numbers using factors and quotients	Rename number up to 99 using factor and quotients	Calculate numbers up to 99 using fraction and quotients	Renaming numbers using i) factors e.g. $65 = 13 \times 5$ ii. quotient e.g. $65 = 325 \div 5$	
	Whole numbers approximation (en)	Give approximate value of numbers to the nearest ten	Express numbers to the nearest ten.	estimation for different quantities Discuss with pupils the best estimate for the given quantity. Determine the best estimate using a multiple of 10 for the number of pupils in the class. Giving approximate values to the nearest ten e.g. 42 to 40, 45 to 50	
	Decimals the hundredth's place.	Identify the hundredth's place in a decimal number	- identify the hundredth's place in a decimal.	Revising the tenth's place to $\frac{2}{10}$ etc. writing decimal numbers $\frac{3}{10}$ $\frac{5}{10}$ $\frac{7}{10} = 0.5, 0.7$ Introducing the hundredth's place using a 10×10 grid of squares. Introducing the hundredth's place using a 10×10 grid of squares shade parts of hundred squares and writes hundredths and then as numbers $\frac{4}{100} = 0.04$, $\frac{15}{100} = 0.15$ decimal number	Strip of paper divided into 10 equal parts.

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
Week 2	<p>Multiplication of decimal up to the tenth place by 2-9</p> <p>Multiplication of decimal numbers up to the tenth's place by 10 and multiples of 10.</p> <p>Multiplication of decimal numbers to the 10th place by whole</p>	<p>Multiply decimal numbers up to the tenth's place by 2-9</p> <p>Multiply decimal numbers by 10 or multiples of 10</p> <p>Multiply decimal numbers by</p>	<p>To solve problems involving multiplication of decimals up to the tenth place by 2-9</p> <p>To solve problem of multiplication of decimal numbers up to the 10th place by 10 and multiples of 10.</p> <p>Solve multiplication by whole numbers</p>	<p>Using practical examples revise multiplying decimals by numbers less than 10</p> <p>Multiplying tenths by 10 observing the pattern $5/10 \times 10 = 5$ $0.5 \times 10 = 5$</p> <p>Multiplying decimal numbers by numbers 19 -99 (numbers less than 100).</p> <p>Revising the technique for multiplying whole numbers and</p>	

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
	numbers 1-100	numbers less than 100 Multiply decimal numbers to the tenth's place by 100	Solve multiplication of decimal numbers to the tenth's place by 100	decimal numbers by 10 and multiples of 10 Multiplying decimal numbers by 100 and multiples of 100.	
Week 3 Measurement Angles	Describe angles in terms of turns solving problems involving distance and direction Draw and name angles and solve story problems $\frac{1}{4}$ turn $\frac{3}{4}$ turn and full turn Measure angles using square corners	Describe angles in terms of turns and directions Draw angled in terms of turns Measure angles	Enable pupils to measure and draw angles in terms of turns and direction Compare angles in terms of turns to that of the compass Be able to make turns and draw them. Produce correct measurement of angles.	Use the compass card to describe a full turn a $\frac{1}{2}$ turn and $\frac{3}{4}$ turn using the body to describe a full turn $\frac{1}{4}$ turn and $\frac{3}{4}$ turn. Compare turns to square numbers using the clock face to describe turns. Using the clock face and movement of the hour hand to describe turns. Turning using compass card clockwise and representing the turns by drawing $\frac{1}{2}$, $\frac{1}{4}$. Tr. And dun discuss the methods of comparing angles by means of measurement by	A large cardboard clock faces the body.

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
				sight square corners and of a square corner	Cut-out in square shape sugar boxes etc. different sizes of angles drums in pairs
	Dividing quantities into a given ration. Solving problem involving addition, subtraction multiplication and division of capacities	Order decimals up to the 100 th place Divide quantities into a given rated.	Will be able to divide various quantities into given rations Solve problems using the four rules	Representing decimals to two places on the abacus. Comparing decimal numbers in ascending or descending order. Arranging decimal number in ascending or descending order. Review sharing of money in a given ration e.g. divide le 2000 between Joko and Mamie in the ratio 3:7 =10 Joko's part is $\frac{3}{10} \times \frac{2000}{1} = \text{Le } 600$ Mamie's part is $= \frac{7}{10}$ of 2000 $\therefore \text{Mamei} = \frac{7}{10} \times 2000 = \text{Le } 1400$ Estimate and measure capacity of some containers and find the difference between estimated and actual measurement.	Specimens of Money

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
Week 4 Measurement	Measuring area in square unit – square inches and square centimeters	Use standard units in impanel and metric system to measure area	Apply formula for area and do exercises on measuring area	Revision of finding area of rectangles by covering space with /meter squares and counting Discover the formula for the area of a rectangle through practical activities using square units.	Small sequence of side 1 inch and of side 1cm. rectangular cards of different areas ruler marked in inches and centimeters
Measurement of time	Deriving and using the formula for finding the area. Telling the time (revision)	Tell and calculate time in hours and minutes Calculating time Problems involving time	Observe and tell the time using the 24 hour clock time distinguish between am and P.m. Know the difference between 12 hr and 24hr clock time. Solve problems on time	Showing different times in hours and minutes on a large clock face. Using the 24 hour clock face to show mid night to midday; to discuss length of a day using a.m. and p.m. correctly. Telling and uniting time using the 24hours system. Interpreting transport time tables based on the 24-hour clocks. Solving problems on time, finding the number of hours and minutes between two times.	Clock face chart showing time between mid-night and mid-night and midday.

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
				<p>Revising division of 3 digit numbers by 2 – 10 digit numbers and 10 and multiples of 10.</p> <p>Diving up to 3 digit number by 2 digit numbers up to 19 using the idea of multiples of the divisions.</p>	
Week 6 Fraction	Division of fraction by 2-9.	Divide fractions by whole numbers 2-9	Divide fraction correctly by whole number 2-9.	Dividing up to 3 digits numbers by 2 digit numbers us to 19 using the idea of multiples of the division	
	Division of fractions		Apply the techniques used in working out division of fractions	<p>Revising multiplication of fractions by whole numbered. Discussing the meaning of a fraction divided by a whole number.</p> <p>e.g. $\frac{1}{2} \div 3$ i.e. $\frac{1}{2}$ of a whole divided into 3 parts equally. Illustrate by folding a rectangular or square piece of paper into 2 equal parts and then into 3 equal part while the paper is still folded shade one</p>	Square rectangular pieces of paper

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
				<p>of the 3 equal parts. Unfold to see what fraction of the whole piece is left and shaded. Teaching techniques for dividing a fraction by a whole numbers e.g. $\frac{1}{2} \div 2 = \frac{1}{2} \times \frac{1}{2} = \frac{1}{2}$ $\frac{1}{4} \div 3 = \frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$</p> <p>Checking and using paper folding. Sharing decimal numbers up to tenth – solving story problems e.g. 4.5kg grandaunts share among 3 friends. Share 4,750 among 5 boys Discuss and use technique for dividing decimals numbers up to 100 place by 2-4</p>	<p>Multiplication chart</p>
<p>Week 7 Statistics Simple statistics</p>	<p>Averages</p>	<p>Calculate averages of data collected</p>		<p>Guide pupils to list the size3 (shoes, shirts) that is most frequent in their families / class and call it the modes/ average size.</p>	

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
				<p>Guide pupils to calculate the average of sizes of classes or familiar (number of people).</p> <p>Guide pupils to calculate the arithmetic means of the ages. Heights of families / class.</p>	
	<p>Collecting tallying information or object from the pupils environment</p> <p>Drawing the graphic as data</p> <p>Unite and total cost of groups items</p>	<p>Collecting record organize and group data.</p> <p>Solve problems using properties</p> <p>Unite and total cost of.</p>	<p>Collect group formation and apply data on graphs</p>	<p>Pupils list their sizes age, heights, family numbers a t home and their class mates boys and girls.</p> <p>Guide pupils to tally these data and draw bar graphs of them in groups.</p> <p>Let pupils tell the cost of one pen and the total cost of a box of pens.</p> <p>Let them compare the total cost of various quantizes from a packet (box).</p> <p>Guide pupils to move the different total cost as the number of pens increases or decreases e.g. If 1 cost Le 1000.00</p>	<p>Items in their environment, book people buildings ruler.</p> <p>Materials from shopping corner.</p>

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
				5 pens will cost 100.00 x 5 Le 500,000	
Week 8 Money	Identify currency up to Le 100,000 notes.	Identify and use money up to Le 100,000 note.	Prepare bills for items bought from the stall corner	Practical shopping activity using Leones and other currencies of bills for the total cost of the items.	Shop or stall corner
	Write out bills and find total cost and change from the amount of money Currencies of Liberia, Nigeria and Ghana, England and America. Postage rates telephone bills and electricity bills.	Identify currencies of some West African countries and also England and America. Solve problems involving postage rates, telephone bills and electricity.	Prepare bills and total cost. To recognize currencies used some African in countries and identify the symbol. Weigh and calculated correct charges.	Prepare bills for items bought from the s tall corner. Prepare bills and find total cost. To recognize currencies used in some African countries and identify the symbol,. Weigh and calculated correct charges.	Practical shopping activity using Leones and other currencies of bills for the total cost of the items. Use of dozens and fraction of dozens manually bills $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$. Identifying foreign currencies and their symbols . Discuss need to change from one currencies to another using bank rates.

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
					Teacher and pupils discuss the charges for posting letters post cards and parcels to friends and relatives .
Week 10 Geometry	Cardinal point in a plane direction using the cardinal point. Objects having symmetrical shapes e.g. man / woman Lines of symmetry on common shapes.	Show direction using the cardinal points. Identify object having symmetrical shapes. State the numbers of lines of symmetrical	Identify and determine positions of the cardinal points east, west, north and south and face each directions. Discover symmetrical shapes in different objects.	Naming and locating cardinal points in a plane. Pupils walking a given number of parcels in a given direction. Locating the position of an object in class using cardinal points solving story problems. E.g. Bintu walk 2 steps south; 3 steps east. How many steps has she walked all together from her starting point to the end point? Teacher shows pupils different objects and discussions how to find lines of symmetry on these objects. Use the teacher as an example.	Compass card. Local object paper cards with different letters written on them.

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
	Number of lines of symmetry in plane shapes and solids.	of plane shapes (polygons).			
Week 11 Geometry	<p>Making turns full turns; half turn; quarter turn ; three quarter turns.</p> <p>Compare angles using the phrases “bigger than” “small than” and same as.</p> <p>Draw angles and measure them using an angle</p>	<p>Calculate average of data collected.</p> <p>Identify and draw angles equal to a right angle; less than a right angle and bigger than a right angle.</p>	<p>Show that each turn they make can be measured and form angles,</p> <p>Identify and draw the different angles that are less or more than a right angles.</p>	<p>Help pupils use compass cards to form full turns half turns three quarter turns and quarter turns.</p> <p>Use pupils to form different turns by themselves turning round a circle.</p> <p>Encourage pupils to form angles by turning round a circle while other measure the angles formed in $\frac{1}{4}$ of turn e.g. a child facing the east is asked to turn to the west.</p> <p>Pupils use templates to compare difference angles.</p>	<p>Compass cards template showing $\frac{3}{4}$ and $\frac{1}{8}$ of a turn.</p> <p>Different sizes of angles pairs on cards.</p>

Class V: Mathematics, Term: 2 Syllabus

Theme/Concept Week	Topic	Objective	Learning Outcome	Teaching Learning Activities	Teaching Aids
	template (showing $\frac{1}{8}$ of turn . Interpreting them.	Compare sizes of angles using the angle template showing $\frac{1}{8}$ of turn) as unit.	Interpret diagrams involving angles.	Draw different angles and encourage pupils to measure them using corners.	

Class V Integrated Science

General learning outcome: By the end of the year, pupils in class five will be able to:

- Identify materials in their environment and class;
- Classify them under three states of matter: solids, liquids, and gas.
- Discover ways by which mixtures can be separated - liquids and liquids, solid and liquid, and solid and solid.

Class V: Integrated Science Scope and Sequence

Term 1		Term 2	
Topic	Contents	Topic	Contents
Bodies in the sky	Solar systems Members of the solar system. The sun as a stem and source of heat. Clouds – rain and sun, clouds formation of shadow zones. Different clouds.	Changes Effects of heat on solids	Transfer of heat: Conduction Connection Radiation Effects of heat on solids, change of state, rise in temperature, etc
Structure and functions patterns in the sky Evection = time	Stars and star patterns - common star patterns in Sierra Leone. Movement of the sun across the sky. Tell time and directions. Weather conditions. Phases of the moon.	Making things look bigger	Making a water drop magnifier.
Movement of the earth and the phases of the moon	Movement of the earth around the sun (revolution). Demonstration of the earth's movement using the globe. Effects of the moon's movement New moon (crescent) gibbous (half and full moon)	Processes in living things Home and family living variation in plants. Identification of common diseases	Common diseases, e.g. measles, diarrhea, cholera, STI's and Ebola. Causative Agents of these diseases. Diarrhea Prevention of these diseases.

		Signs, symptoms, and prevention of diseases	
Differences and similarities between clouds	Clouds – colours Types of clouds – cumulus, nimbus, etc Clouds and weather	Usefulness of some plants and animals	Plants used as food, medicine, and shelter. Name parts of the plant used for the purposes mentioned. Name animals used for domestic purposes including protection and food.
Materials in our environment	Solids, objects and their properties. Circular, rectangular, cuboids, etc. Objects that sink and float. What is a machine? Samples of tools and their uses. Ways to make tools.	Common parts of plants and animals	Main parts of plants and animals. Function of the main parts of plants and animals. Differences between the main parts and their function. Different plants. Different animals.
Rates at which solids mix with water	Solids that dissolve in water completely and partially. Definition of solution mixed completely, suspension scattered, emulsion partially mixed.	Digestive, respiratory and circulatory system	Alimentary canal: parts and functions, movement of food in the canal. The respiratory system: parts and functions, air during breathing. The circulatory system: parts and functions, movement of blood through the body. Healthy living condition.
Separating solid and liquid	Ways of separating liquids and liquids; liquids and solids; solids and solids. Practical use of methods of separating mixtures.	Life cycles of common a) Animals b) Plants	Life cycle of a bird, pig or man. Life cycle of an insect. Life cycle of okra or greens. Life cycle of cassava..

Class V: Integrated Science

Class V: Integrated Science, Term: 1 Syllabus					
Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
Week 1 - Bodies in the sky	- Solar system (eight) members of the system. - Members of the solar system. - Sun as a source of heat and light, clouds, rain and solar cloud (single treatment only). Formation of shadows. Different clouds.	Name some members of our solar system. Tell that the sun is a star and the main source of light for our solar system. Describe the position of the sun during each season. Describe and explain eclipse of the sun and moon. Name different clouds that cover the sky during the day.	Name the eight planets and the sun's function as a star. Name the different types of clouds. raining and sunny clouds.	- Discuss our solar system and name some of its members. Pictures to discuss our solar sky during the day and night. Map position of the sun and moon, respectively, at different times. Pupils describe the appearance of the sun and the moon at different times during the day and night. Observe and describe eclipse of the moon outside of their class. Discuss what happens when each eclipse occurs and the shadow zones - umbra and penumbra. Name and describe different types of clouds: i) Cotton wool (cumulus)	Charts of the solar system. Poems and stories, which talk about stars. Charts showing position of the sun, moon and earth during an eclipse. Picture of the sky during the day and night. Spherical objects. Charts showing

Class V: Integrated Science, Term: 1 Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
				<p>Discuss the phases of the moon and how they help to tell the weather condition.</p> <p>Discuss the issue of landmarks (trees, hills) and buildings to show direction, using pupils' experiences.</p>	
Week 3	<p>Use landmarks to tell direction.</p> <p>Weather conditions.</p> <p>Phases of the moon.</p>	Use the phases of the moon to tell the weather.		<p>Using charts and observation of the night sky in April – July and January – April.</p> <p>Discuss the star patterns of Orion and Plough emphasizing</p> <ol style="list-style-type: none"> a) Orion moves across the sky in a semi circle, make a clock the movement of Orion (time). b) Plough to determine the North Pole (direction). 	
Week 4	Movement of the earth around the sun (revolution).	Describe the movement of the earth around the sun (revolution).	Differentiate between revolution and rotation.	Demonstrate the movement of the earth together with pupils.	Spherical objects

Class V: Integrated Science, Term: 1 Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
and phases of the moon.	Effects of this movement. Year, day, and night. Movement of the moon. Effects of the moon's movement: tides and seasonal changes. New moon (crescent) moon, half, full moon.	Describe the rotation of the earth (spinning about its axis). Effects of revolution of the earth. Describe the movement of the moon around the earth. Discuss how the moon gets its light. Identify phases of the moon. Discuss how the moon gets its light.	Revolution causes the four seasons and the year. Rotation causes day and night.	Pupils do group work demonstrate the movement of the earth using the globe. Revolution 365 $\frac{1}{4}$ days, or 366 days for a leap year. Rotation day and night, seasonal changes. Draw different phases of the moon.	Charts with the phases of the moon.
Week 5 - Differences and similarities between clouds	Clouds Types of clouds: cirrus, nimbus, cumulus, and stratus. Clouds and weather.	Name and identify clouds. Relate clouds to weather condition.	Identify the four types of clouds and classify into rainy and sunny seasons.	Teacher and pupils observe the sky at different times. Discuss pupils' observations of the clouds. Discuss and show different types of cirrus, cumulus, stratus and nimbus	Charts showing the different types clouds in the sky.

Class V: Integrated Science, Term: 1 Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
				Discuss the differences between the different clouds using charts.	
Week 6 Materials in our properties of solids	Solids, objects and their properties. i) Circular, rectangle, cuboids, etc. ii) Big and small Determine objects that float and those that sink in water.	Classify solid objects according to shapes and sizes Identify those that can sink or float in water.	Identify solid materials in their environment. Tabulate sinking and floating materials.	Collect different solids and bring to class. Sort, identify and classify materials collected into different shapes and sizes. Find out objects that sink or float in water.	Various solids of different sizes and shapes. Bow, water, stone tools used at home cater pottage.
Week 7	What is a machine? Machines in the environment. Samples of tools and their uses.	Name and identify simple machines (tools).	Identify simple machines at home, school and in the environment.	Pupils collect and bring to class assorted discarded materials, e.g. sticks, metal bits, cotton reels, broom straws, nails, etc. Teacher and pupils make simple toy tools. Compare the tools with those used at home.	Metal bits, simple tools used at home.

Class V: Integrated Science, Term: 1 Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
	Ways to make tools, e.g. hoe, pole carrier, etc.	Make some simple tools (machines).		<p>Discuss the uses of these tools have and the advantages they have. Emphasize that machine tools make work easy. Make us work fast, make us do much more in less time. Pupils observe tools used at home and tell their uses.</p> <p>Pupils observe tools used at home and tell their uses .</p> <p>Put pupils into groups to use the tools. Identify 5 to do tasks like opening bottles, cutting objects, splitting wood, etc.</p>	Bottle openers, knives, tin openers, axe, cutlass
Week 8 Rates at which solids mix with water	<p>Solids that dissolve in water completely and partially.</p> <p>Definition of solution mixed completely.</p>	<p>Perform experiment to show that some solids can mix with water to form</p> <ul style="list-style-type: none"> i) Solution ii) Suspension iii) Emulsion 	Classify miscible and immiscible substances	<p>Let pupils collect and bring to class solids like salt, sugar, starch, destree blue, wood, ash, etc.</p> <p>Put pupils into groups with containers, stirrers and water. Let pupils mix the above solids with water to see what happens to the solids.</p>	salt, sugar, starch destree blue, wood, ash, chalk, watch dust/sand.

Class V: Integrated Science, Term: 1 Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
	Suspension - scattered Emulsion - particularly mixed				
Week 9 - Separating solids and liquids	Practical use of method of separating solid and solid, solid and liquid, liquid and liquid.	Discuss methods of separating mixtures.		Floatation, saving, evaporation decantation.	
Week 10 - Measuring materials	Common measuring instruments in the environment, e.g. standard and non-standard measuring. Measuring regular and	Measuring regular and irregular shaped objects. Weight and volume of substances.	Will be able to identify materials to measure the length, height, volume, and weight.	Discuss the uses of these methods in everyday life of the community. Let pupils collect common measuring instruments and bring to class, e.g. ropes, rulers, measuring objects, balances, arm, length, etc. Discuss and classify instruments into standard and non-standard.	Rulers, string, balance, jar Measuring cylinder. Yard stick metric ruler

Class V: Integrated Science, Term: 1 Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
	irregular objects. Units of measuring length and height of objects.			Help pupils use these measuring instruments to measure regular objects, irregular objects, and liquids. Discuss standard and non standard measurement units used to measure weight: i) pounds ii) Gram iii) volume Pupils measure length breadth and height. Find volume of objects $A = L \times B \times H$.	

Class V: Integrated Science, Term: II Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
Week 1	<p>Movement of blood through the body</p> <p>Healthy living conditions</p>	<p>Discuss the movement of air during breathing. How blood flows through the body.</p> <p>Discuss the importance of the blood system.</p>	<p>Explain inhale and exhale air. The function of blood.</p>	<p>Pupils describe their breathing rates. Tell the internal at which they take or release air.</p> <p>Pupils feel the heart beat by touching their body.</p> <p>Use a chart to show how blood is pumped throughout the body.</p> <p>a) How blood is pumped b) The importance of the heart.</p>	<p>Chart to discuss the respiratory system.</p> <p>Chart respiratory system.</p> <p>Chart showing the importance of each system.</p>
<p>Week 2</p> <p>- Life cycle of common of common</p> <p>- A) animals</p> <p>- B)Plants</p>	<p>Life cycle of a bird or pig or man.</p> <p>Life Cycle of an insect.</p>	<p>Describe the life cycle of a domestic animal.</p>	<p>Differentiate between vertebrates that lay eggs and those that do not.</p>	<p>Discuss the health importance of the life cycle in system studies.</p> <p>Discuss with pupils and list animals</p>	<p>Pictures and diagram of sheep, dog, goat.</p> <p>Charts showing the life cycle of these animals.</p>

Class V: Integrated Science, Term: II Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
	<p>Life cycle of okra or greens.</p> <p>Life cycle of cassava.</p>	<p>Describe the life cycle of one common insect.</p> <p>Describe the life cycle of a plant from seed.</p> <p>Describe the life cycle of a plant grown from a stem.</p>		<p>they know. Pupils classify those that lay eggs from those that do not.</p> <p>Repeat activity</p> <p>i) To list all known plants</p> <p>ii) Repeat activity to classify those grown from seeds and those from stems.</p>	<p>Charts illustrating stages in the life cycle of housefly.</p>
<p>Week 3</p> <p>Changes effects of heat on solids.</p>	<p>Transfer of heat conduction, convection, radiation.</p> <p>Effects of heat on solids: changes of state, rise in temperature, etc.</p>	<p>Demonstrate heat is transferred when solids are heated.</p> <p>Tell the effects of heat on solids.</p>	<p>Interpret how heat is being transferred from one object to the other.</p> <p>Identify objects that lose their states when heated and those that do not.</p>	<p>Provide pupils in groups with metal rod and a source of heat. Let pupils carryout simple experiments to show how heat is transferred by conduction.</p> <p>ii) Repeat the procedure: provide pupils with a source of heat coloured powder</p>	<p>Iron rods, metal spoon, sugar, paper, butter, dry stick, dry leaf.</p>

Class V: Integrated Science, Term: II Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
				<p>that dissolves in water container for pupils to carryout simple experiment to show how heat is transferred by convection.</p> <p>iii) Provide suitable apparatus for pupils to perform simple experiments to show how heat is transferred by radiation.</p> <p>Experiments to show the effect of heat on solids. .</p> <p>Discuss their observation: change of state, rise in temperature.</p>	
Week 4	Using a magnifier.	Making a water drop magnifier.	Produce a water drop magnifier.	i) Discuss the importance of a magnifier	Transparent blubs, water, candle, wax clay.

Class V: Integrated Science, Term: II Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
Making things look bigger.				ii) Group pupils to make their own magnifier. iii) Repeat activity using the magnifying prepared. iv) State differences in how a magnifier is used. v) Discuss the importance of a magnifier that makes thing look bigger. vi) Use the blue print master pattern to make microscope.	Pieces of cardboard, pencil, Vaseline, knife, hack saw, nail, razor blade.
Week 5 Processes in living things. Home and family of common	Diseases. Common diseases, e.g. measles, cholera, STIs and Ebola	Name diseases in the environment. Will be familiar with causative agents of the diseases.	Name some common diseases in their environment and methods of preventing them.	Encourage pupils to name diseases, including STIs, in their environment. Discuss causes of diseases and their symptoms.	Pictures showing people suffering from these diseases. Picture illustration.

Class V: Integrated Science, Term: II Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
diseases: variation in plants and animals.		Prevention of these diseases.		Discuss effects of diseases on the health of people, Teacher and pupils discuss ways of preventing the spread of diseases. Avoid body contact and eating bush meat.	
Week 6 Conditions for solubility of solids. Rate at which powder mixes with water	Show that when solids are mixed some disappear completely, if enough water is used. Describe the rate at which solid or powder mix with water to form solution	Identify that enough solvent will dissolve in a solute.	i) Prior to ii) Demonstrate the process of mixing solids with waters. iii) Discuss pupils' observations at the end of each experiment. iv) Using solids that dissolve in water completely. Determine the time it takes one bottle top full of each solid		. Jam jars salt, sand, gari, evaporations, oil filter, pieces of cloth sources of heat winnower etc.

Class V: Integrated Science, Term: II Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
			(powders) to dissolve in 100 cm ² of water. v) Provide pupils fixed quantities of powder and water and demonstrate activity as in (iv). vi) Let pupils mix solids with solids e.g.: vii) Salt and sand, rice and grains and stones, kernel nuts and shell.		
Week 7 Separating solids and liquids	Ways of separating mixtures of solid and solid, liquid and liquid, liquid and solid.	Separating solids from mixtures using various methods. Discuss methods of separating mixtures.	Describe the different ways of separating mixtures: Filtration, Evaporation, Decantation, Sedimentation, etc.	Let pupils go into groups discuss how to separate mixtures, e.g. by filtration and evaporation. Repeat activities i) and (ii) With mixtures of liquids and solids and liquids and liquids.	.

Class V: Integrated Science, Term: II Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
				Discuss each method use to separate mixtures, emphasize the following methods: Handpicking Winnowing Sedimentation	
<p>Week 8</p> <p>Signs and symptoms and prevention of diseases.</p> <p>Usefulness of some plants and animals</p>	<p>Name plants that are used as:</p> <ul style="list-style-type: none"> - Food - Medicine - Shelter - Decoration <p>Name animals used for domestic purposes including protection and food.</p>	<p>State the signs or symptoms of the diseases. State and explain some ways to avoid them.</p> <p>State uses of some animals such as:</p> <ol style="list-style-type: none"> a) Domestic pets b) for protection c) For food. 	<p>Classify plants into their various uses.</p> <p>Classify domestic animals used for food and protection.</p>	<p>Teachers and pupils bring in plants and plant parts that are used as medicines, food, and shelter.</p> <p>Discuss uses of the plants as: Food, medicine and shelter, after proper naming.</p> <p>Name animals used for various purposes in the human community.</p>	<p>Real specimen: a plants used as food, medicines and shelter, e.g. cassava leaves and tubers and palm kernels and leaves (e.g. ageery and shekutoure leaves).</p> <p>Charts with drawing of animals used for protection and for food.</p>

Class V: Integrated Science, Term: II Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
				Discuss the usefulness of the animals to man.	
Week 9 Common parts of plants and animals.	Main parts of plants and animals. Function of the main parts of plants and animals. Differences between the main parts and their functions. Different plants Different animals.	Name the main external parts of plants. List and explain the functions of these parts. List and explain the function of these parts compare the structures of: a) Different plants b) Different animals	Identify the main external parts of a plant. Identify the various functions of plants and animals.	Review some main parts of animals, e.g. Root leaves and stem, head, body, and limbs Use the parts to introduce other parts and their functions. Using a chart or singles of plants and animals, pupils observe and discuss the function of the various parts. Pupils and Teacher compare the structure of plants and record the	Charts showing the parts of plants and animals. Real samples of plants and animals. Collection of live animals and plants.

Class V: Integrated Science, Term: II Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
				differences between them. Discuss the difference in class. Repeat activity (4) for animals.	
Week 10 Digestive, respiratory, and circulatory system	Parts of the alimentary canal and their function. Movement of food in the canal. The respiratory system parts and functions. Air during breathing. The circulatory system.	Name the parts of alimentary canals and their functions. Simple diagram of the alimentary canal. Explain how food travels. Name the parts of the respiratory system and draw a simple diagram of the	Identify various parts of the alimentary canals and their function. Draw and label the parts of the respiratory system.	Discuss the kind of food we eat and what happens when it gets into the mouth. Teachers uses chart to discuss the passage of food from the mouth, stomach, intestine, and anus. Let pupils make a simple diagram of the movement of food from the mouth to the anus.	

Class V: Integrated Science, Term: II Syllabus

Theme / Concept Week	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
		respiratory system.		Teachers and pupils discuss experiences.	
				Teachers emphasize the following: a) We take in oxygen b) We give out carbon dioxide. c) The oxygen we take in mixes with food to release energy which makes us do work.	A chart of the digestive system. Teacher uses chart to discuss the passage of food, showing types of teeth. Chart of the respiratory system.

Class V: Social Studies, Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
1	Change in Sierra Leone and her immediate neighbours , Guinea and Liberia,	Location of Sierra Leone , Guinea and Liberia on a map of West Africa,	To describe the location of Sierra Leone ,Guinea and Liberia	Pupils should be able to identify the location of Sierra Leone, Guinea and Liberia on West Africa map.	Mapping and locating Sierra Leone, Guinea and Liberia on a map of West Africa.	Map of West Africa showing the location of Sierra Leone, Guinea and Liberia.
2	Location, size and population	Compare the size and population of Sierra Leone, Guinea and Liberia	To determine the sizes and population of Sierra Leone Guinea and Liberia	Pupils should be able to analyze the size and population of the three countries,	Discussion a) Lines of latitude and longitude b) Sizes and depopulation of the three countries.	References materials
3	Background history of the Republic of Guinea and Liberia in relation to Sierra Leone,	History of the Republic of Guinea, Sierra Leone and Liberia, e.g. similarities and differences in	To discuss the similarities and differences in the founding and administration of Guinea,	Pupils should be able to effectively distinguish the differences and	Dramatization. Let pupils dramatize a scene where a Sierra Leonean and Guinean discuss their experiences	Resource persons from Sierra Leone, Liberia and Guinea.

Class V: Social Studies, Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
		the founding and administration of each country.	Liberia and Sierra Leone	similarities in the founding and administration of the three countries.	under colonial government. Use of resources personal from Guinea and Liberia	
4	Groups: common ethnic groups	<ul style="list-style-type: none"> - The ethnic group of Sierra Leone - Ethnic groups common to the three countries - - Susu - Madingo - Kissi etc - The cultural background of the people - Cultures common to 	<p>To examine the ethnic groups common to Sierra Leone, Guinea and Liberia.</p> <p>To explain the cultural background of the people,</p> <p>To compare and contrast the ethnic groups of Sierra Leone, Guinea and Liberia.</p>	<p>Pupils recognize the common ethnic groups of the three countries.</p> <p>Should be able to differentiate the cultures of the people.</p> <p>Pupils should effectively distinguish the ethnic groups in Sierra Leone,</p>	<p>Identify the different ethnic groups.</p> <p>Comparative study of the ethnic groups common to the three countries</p> <p>Locating areas of predominance of the ethnic groups.</p> <p>Match the ethnic groups to their specific areas on maps and templates made by the pupils .</p>	<p>Template of West Africa</p> <p>Costumes used , instruments , food, arts and craft etc,</p>

Class V: Social Studies, Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
		all ethnic groups. - Cultural dancing.		Guinea and Liberia	Discussion on the culture of the people comprising the cultures.	
5	Customs and Tradition: Cultural groups in the three-traditional dance, dress, song etc. Cultural activities of the people; dancing, singing and drumming, art and craft from the three countries.	- Cultural activities of the people; dancing, singing and drumming, art and craft from the three countries	- To identify the cultural activities of the people in the three countries.	Pupils should be able to apply the skills of dancing, singing and drumming in the three countries.	Discussion on the cultural activities of the people. Dramatize the cultural activities of the people. Sensing and dancing some cultural dances	Charts and pictures of traditional dances. Costumes and musical instruments
6	Languages in the three countries	Languages in the three countries Medium of communication and	To describe the medium of communication and instruction in each country.	Pupils should be able to differentiate the languages spoken in the	Mining, fishing Role play meetings and greeting and traditions	Matching games Language to countries.

Class V: Social Studies, Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
		instruction in each country, local languages, forms of greetings and showing respect.	To identify the local languages of the three countries.	three countries		
7	Diamond and gold trade with Liberia	The diamond and gold trade between Sierra Leone and Liberia. People involved in the trade e.g licensed miners licensed dealers smugglers, government (godo) Illicit miners	To Identify areas in Sierra Leone, Guinea and Liberia where diamonds and gold are mined on a map of West Africa. To explain how and where these minerals are sold.	Pupils should be able to select the areas where gold and diamonds are mined in Sierra Leone, Guinea and Liberia Pupils should be able to recognize the dealers of these minerals	Discussions on the diamond and gold mining and trading including participants in the trades. Discussion on gold mining areas in Sierra Leone, Liberia and Guinea	Pictures and charts .Activities and samples of gold and diamond products e.g., ear-rings bracelets etc. Costumes and samples of supplement(implements ?) used by miners and currencies used in the three countries Sample of books used in the three countries.

Class V: Social Studies, Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
8	Cattle trade	How cattle are brought into Sierra Leone from neighbouring countries .	To compare and contrast gold and diamond trading in Guinea, Liberia and Sierra Leone. Discuss the effects of gold and diamond	Pupils should be able to identify the methods of trade		
9	Education	Institutions of higher education in the three counties	Compare and contrast the educational system	Pupils should identify the educational system	Comparison of system of the three countries.	Samples of books used in the three countries
10	Communication: - Transportation by air, land sea, river.	The different means of travelling The advantages and disadvantages of travelling by	To identify the different means of transportation used in the these countries.	Pupils should be able to recognize and list the different forms of transportation .	Discussion on the different means of transportation. Classify the different forms of transportation	Pictures and charts of different forms of transportation. Models, toy sample of transportation. Used fare tickets and brochures on air and sea travelling .

Class V: Social Studies, Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
		air, land, sea and river.	Tell the advantages and disadvantages of these means of transportation		according to countries. Comparing the means of transportation in terms of fares, time, comfort and safety. Discussion on security of our borders and the need for peaceful consistence.(co-existence?)	Charts and pictures of security guards.
11	Establishment of frontier past	The security on the borders, police, soldiers , navy, Office of the National Security (ONS)	To explain how our borders are secured. To explain the need for peaceful co-existence	Pupils should be able to tell the need to secure borders. Pupils should be able to choose peaceful co-	Discussion on the security of our borders and the need for peaceful co-existence Resource person to talk on the duties	

Class V: Social Studies, Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
		Role of customs officers		existence as a way of life.	of customs officers	
12	Healthy Environment: Common health needs of Sierra Leone and other West African countries.	Health needs common to Sierra Leone and other West African countries e.g. hospitals, primary health care, health centres, school clinics and adequate medical supplies	To list the common health needs of Sierra Leone and other West African countries. To write about the work done by hospitals, health centers, school clinics and primary health care.	Pupils should be able to consult the common health needs of the environment Pupils should be able to recognize primary health care services, school clinics etc.	Discussion on the health needs of Sierra Leone and other West African countries. Identify available health care in the country. Visit the health centers highlighting the health care services.	List of health needs in Sierra Leone Charts and pictures of health centers and hospitals. Samples of modern and state medical instruments
13	Increase food production and other health services	The need for increased food production	Name the types of food produced in	Pupils should be able to select the	Avoid use of contaminated instruments / equipment /	Charts and pictures of health centers and hospitals

Class V: Social Studies, Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
		and types of food in Sierra Leone, Guinea and Liberia The need for proper means and balanced diet.	the three countries To explain the need for increased food production	types of food produced. Pupils can recommend for increase food production	blood for prevention of HIV/AIDS. Identify the different foods according to the staple foods of the countries.	Samples of modern and safe medical instruments Samples of foods produced in Sierra Leone, Guinea and Liberia.

Class V: Social Studies, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
1	Change: Location, size and population of other West Africa countries.	Location, size and population of West Africa	To draw a map of West Africa and insert the countries. To compare and contrast the size and population of West Africa	Pupils should be able to sketch a map of West Africa showing the different countries. Pupils should be able to	Mapping – map of West Africa showing the countries	Map of West Africa showing the countries. Charts showing the sizes in square miles/ kilometers and population figures. Blank maps

Class V: Social Studies, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
				compare and contrast the size and population of the countries		Climate of West Africa.
2	Special features Climate and vegetation of West Africa	Physical features of West Africa. Climate of West Africa Vegetation of West Africa	Demonstrate map reading skills. Draw map of West Africa showing main physical features, climate, temperature, winds and rainfall as well as the vegetation belts.	Pupils should be able to identify the climate and vegetation of West Africa.	Discussions on the sizes and population of the countries. Mapping – the pupils insert in maps the main physical regions and vegetation.	Climate maps of West Africa.
3	Groups: ways in which West Africa countries help each other e.g. MRU, ECOWAS	Ways in which West African countries help each other e.g.. MRU. ECOWAS	To explain how West Africa countries help each other. To realize the need for the need for co-	Pupils should be able to identify ways by which countries in West Africa help each other.	Map of West Africa showing members of the MRU and ECOWAS. Discussion on the aims and objectives	Map of West Africa showing members of the MRU and ECOWAS.

Class V: Social Studies, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
			operation amongst groups.		of the MRU and ECOWAS. Discussion on areas of co-operation.	
4	Other regional and world organizations e.g. AU, UN, and its specialized agencies, e.g. UNESCO, WHO, UNICEF etc	The founding and aims of AU and the UN. The Ministry of Foreign Affairs and its relationship with these bodies. The role of the AU and the UN in solving the problems affecting members' countries.	To discuss the foundation and aims of all the international bodies. To explain the part played by these regional and world bodies in showing problems.	Pupils should be able to recognize the aims of the AU and the UN. Pupils should be able to establish how the AU and UN solve problems around the world.	References materials Class Social Studies Book 6 Discussion on the foundation and aims of the world bodies. Discussion on the roles played by the AU and UN in showing problems affecting members countries	Map of West Africa showing members of the MRU and ECOWAS. PRIMARY Social Studies book 6. Map of Africa showing countries of the AU Map of the world showing members of the UN.
5 and 6	Customs and Traditions:	Traditional ceremonies connected with:	To demonstrate traditional	Pupils should be able to recognize all	Discussion on some of the ceremonies	Pictures and charts showing various

Class V: Social Studies, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
	Traditional ceremonies connected with birth, naming , initiation, marriage, deaths etc.	Births Naming Initiations Marriage Discussion of early marriage among girls.	ceremonies connected with births, naming, initiation etc. To realize the need for and importance of girls education.	the traditional ceremonies in Sierra Leone. Pupils should be able to determine the need for and importance of girls education.	involved in some of traditions. Research, involving the interviewing of elderly people in the community about the ceremonies involved in these traditions.	traditional practices. Resource person.
7	Services: classifying the economic activities of the people – Agriculture, plantation and marketing, mining, light industries, e.g. furniture making. Major industries manufacturing mining agricultural industries.	Agriculture Plantation Food production and marketing Mining Light industries e.g. furniture making etc. Importance of these industries for development. The main manufacturing industries e.g. Sierra Leone Brewery factory Freetown, Cold Storage etc.	To classify the economic activities of the people of West Africa. To explain economic importance of some of the main industries to the nation.	Pupils should be able to identify the economic activities of the people in West Africa. Pupils should be able to select the main industries in West Africa.	Discussion on the various economic activities of the people of West Africa etc. Case study of either plantation or light industry. Discuss their importance for material development. Mapping – locating where these industries are found;	Samples of products from agriculture, mining and industries. Map / chart on economic activities of West Africa Pictures and samples of some of the products manufactured Pictures and charts showing

Class V: Social Studies, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
		<p>The mining industries- Sierra Rutile , Bauxite Sieromocoetc</p> <p>The main agricultural industries: Magbass Sugar, Fishing, Rice Milling etc., local industries: soap, gara etc.</p>	<p>Carryout studies of some local industries and their importance e.g. soap making, gara dyeing etc.</p>	<p>Pupils should be able to propose the importance of local industries.</p>	<ul style="list-style-type: none"> - Discussion on what they produce. - Field trip to industries areas - Resource person - Matching produce to industries. - Case study of some local industries and their benefits. 	<p>how the industries operate. Scrap books and newspaper cutting on the above. Pictures of some of the machinery used in these industries. Samples of products manufactured and produced locally e.g. soap, gara, weaving iron metals. Etc.</p>
8	<p>Communication: Transportation and communication links between Sierra Leone and other West Africa.</p>	<p>Different transportation links between Sierra Leone and other West African countries.</p> <p>Communication links between Sierra Leone and</p>	<p>To draw a map of West Africa showing transportation links between Sierra Leone and other West Africa countries.</p>	<p>Pupils should be able to classify the different forms of transportation and communication links in West Africa.</p>	<p>Teacher and pupils discuss the different ways of transportation between Sierra Leone and other West Africa countries.</p> <p>Simulate different communication links between Sierra Leone</p>	<p>Pictures and charts showing different transportation routes between Sierra Leone and other West African countries.</p>

Class V: Social Studies, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
	Improved internal and external communication links in West Africa	other West African Countries . The internal communication links: - Telephone - Cell phones - Roads - Air links - Ferry boat along West Africa Coast - Hover craft - E-mail - Fax - Internet The external communication links: -telephone Cell phone Radio Telex Fax Satellite	To describe internal and external communication links in West Africa.	Pupils should be able to effectively operate some communication equipment.	and other West African countries. Teacher and pupils discuss different communication links in West Africa. Identify and locate the areas where these links operate. Field trips to communication links. Resource person	Pictures and charts on internal and external communication links. Model telephone Resources person. Pictures of aircrafts, ferry boat, fax, machines, mobile phones.
9 and 10	Healthy environment:	Definition and meaning of:	To explain about	Pupils should be able to	Teacher and pupils discuss on the	

Class V: Social Studies, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
	<p>Population change and population problems in West Africa:</p> <ul style="list-style-type: none"> - Migration - Fertility and their implications on healthy living. - The work of the UN through its specialized agencies in promoting improved living conditions for better quality of life e.g. - UNICEF, WHO, FAO etc. 	<p>Mortality Fertility Migration</p> <p>The implications of mortality, fertility and migration on healthy living in West Africa.</p> <p>The UN agencies: UNICEF: Responsible for children's welfare</p> <ul style="list-style-type: none"> - Child Immunization programme (EPI), contribution to children's hospitals - World Health Organization (WHO): - Responsible for health of the people 	<p>mortality, fertility, migration</p> <p>To tell how the implications of the above affect healthy living in West Africa.</p> <p>To examine the work of the UN specialized agencies.</p> <p>To describe the work of each agency where they operate.</p>	<p>determine the meaning of mortality, fertility and migration.</p> <p>Pupils should be able to identify the implications of these and how they affect healthy living in West Africa.</p> <p>Pupils should be able to distinguish between the agencies of the UN.</p>	<p>terms mortality, fertility and migration</p> <p>The teacher helps pupils to role play around the implications of mortality , fertility and migration on healthy living .</p> <p>Pictures and charts on the structure of the UN and its agencies</p> <ul style="list-style-type: none"> - Pamphlets and brochures. - Resources person 	

Class V: Social Studies, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcome	Suggest Teaching / Learning Activities	Teaching And Learning Aids
		- WHO: advocating health for all.				

Class VI - Language Arts

Expected learning outcome

At the end of the class six, pupils should be able to:

- Listen to and carryout complex instructions and commands in terms of both language and subject matters.
- Listen to tests of more than 5 minutes in duration on a variety of subject matters and demonstrate an understanding of both main points and details and make comments on the subject matter.
- Listen to longer songs, poems and stories and summarize, draw or dramatise them.
- Listen to appropriate broadcasts and participate in them where possible.
- Listen to simple speeches.
- Read poems, prayers, other texts aloud intelligibly and meaningfully.
- Ask and answer more complex questions in terms of both language and content.
- Narrate and describe experiences and event witnessed both within and outside the school environment.
- Participate in conversations in a variety of social contexts.
- Take part in simple debates and discussions, expose opinions and make judgments.
- Tell stories, legends and folk tales.
- Participate in discussions about emerging issues – discuss National Primary School Examinations (NPSE).
- Read other longer texts , poems, stories and plays and be able to answer questions, reproduce, summaries, dramatize and comment on the subject matter.
- Read personal, business, and official letters.
- Read instructions, notices, advertisement, signs, newspapers and magazines intelligibly.
- Use reference skills effectively to help reading i.e. use of dictionary, table of contents and index.
- Use the library effectively.
- Relate reading passages, stories, plays and poems to emerging issues – play with words.

- Write legibly and clearly both guided and free compositions of about 3 paragraphs in length, containing more complex structures and using correct punctuation.
- Write different types of personal, business and official letters.
- Write notes and points in other subject areas and dictated paragraph.
- Write notices and advertisements.
- Write simple speeches.
- Write original short dialogues, rhymes, poems and stories.
- Write original stories, poems and short plays on emerging issues.
- Writing NPSE Answers.

CLASS IV LANGUAGE ARTS SCOPE AND SEQUENCE

Weeks	Topic	Term I	Term II
3	Listening and Speaking	<ul style="list-style-type: none"> - Activities using school broadcasting tapes for pleasure understanding development of language skills. - Play with words. - Discuss the National Primary School Examination (NPSE). - Discussions and other language activities designed to enhance pupils' usefulness to the girl child. - Drills, games and exercise reinforcing the language content. - Caring for the environment. 	<ul style="list-style-type: none"> - Drills, exercises and activities designed to develop an understanding of complex questions, instructions, commands and events, stories and conversations. - Simple debates and group discussions. - Telling / retelling stories. - Participating in discussions about HIV/ AIDS, EBOLA , food security, peace education, human rights, girls education, and environmental sanitation

Weeks	Topic	Term I	Term II
2	Reading	<ul style="list-style-type: none"> - Silent reading of longer passages, books and letters. Silent reading work with newspapers, magazines advertisement, notices and signs.- Reading texts related to emerging issues. - Word building skills. 	<ul style="list-style-type: none"> - Reference skills, work dictations and reference book. Use of the library - Using reading skills.
	Writing	<ul style="list-style-type: none"> - Learn the formats and layouts of different kinds of letters. - Guide and free composition and personal businesses and official letters, written legibly and appropriately. - Dictation and spelling exercises. 	<ul style="list-style-type: none"> - Simple note-taking exercises such as jotting down receipts in home, economic classes and main points in scientific experiments. - Writing notices and advertisements. - Writing original poems stories and short plays on emerging issues.
3		<ul style="list-style-type: none"> - Punctuation exercises to observe full stops, commas, question marks, exclamation marks, apostrophes, and inverted commas. 	<ul style="list-style-type: none"> - Compiling of personal dictionaries. - Keeping diaries of school and community events. - Original short stories, dialogues, poems and simple speeches.
2		<ul style="list-style-type: none"> - Supplementary reading of a wide range of texts to include poems, plays, etc. 	<ul style="list-style-type: none"> - Reinforce the format and layout of different kind of letters – friendly, business, and official.

Weeks	Topic	Term I	Term II
		<ul style="list-style-type: none"> - To help pupils form independent judgments and make comments on various subjects - Summarize, draw, and dramatize where possible. - Reading texts on other subjects. 	<ul style="list-style-type: none"> - Using writing skills in the environment.

Class VI: Language Arts

Class VI: Language Arts, Term: 1 Syllabus						
Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
1	Listening and speaking	<ul style="list-style-type: none"> - 'Used to' + infinitive e.g. used to play, used to dance, or used to smoke Playing with words: - Making pairs of words with the 	<ul style="list-style-type: none"> Use 'use to' and infinitive correctly. -Playing with words -Making pairs of words with the relationship. -Use the infinitive of purpose meaningfully. -Use it and future tense in correct sentences 	<ul style="list-style-type: none"> Develop communication skills by correctly using 'use to' and pairing words with their relationship. -Demonstrate the correct use of tenses (part perfect tense) - Develop grammatical skills using 	<ul style="list-style-type: none"> -See primary English for Sierra Leone. -Teacher's book to methodology should be varied. -Oral activities -Games Drills. Exercises on verbs 	<ul style="list-style-type: none"> - Sierra Leone Primary English for Book 6 units 3 -8 - References Books Encyclopaedia - Radio - Newspapers - Television

Class VI: Language Arts, Term: 1 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
		same relationship e.g. - Man and woman - Cock and hen - Dog and bark - Sheep and bleat - Moon and night - Sun and day - Enemy and foe - Blank and filled - Dirty and clean - Arrive and depart - Large and big - Weak and feeble.	-Construct sentences using the past perfect tense. -Use although though 'even though' in sentences correctly. -More playing with words out odd words.	although though even though.	- Singular and plural -Opposites -Pronouns -Masculine and feminine -Animals and their homes -Occupation -Synonyms etc. -Activities design to bring out both language and subject matter e.g. comparison of a objectives. -Better, shorter, bigger, good, and worse.	- Computers. - Reference books - Radio films

Class VI: Language Arts, Term: 1 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
2-3		<ul style="list-style-type: none"> - It as an adjective + noun clause e.g. -It is clear that - - - - -It is unlikely - - - - - The passive voice e.g. - -has not been repaired - Was damaged - Preposition and verbs with prepositions. - Though nearly against, under look at 'look after. Look for, look up etc. 	<ul style="list-style-type: none"> -Make sentence using the impersonal if as an adjective followed by a noun clause beginning with that correctly, -- use the passive voice in correct sentences. -Classify synonyms and antonyms and use them in sentences correctly. 	<ul style="list-style-type: none"> - Develop oral skills by using adjective and noun clauses in speaking. - Develop grammar and vocabulary skills by correctly using synonyms and an to argons.. 	-	

Class VI: Language Arts, Term: 1 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
4	Reading	- Silent reading and comprehension from primary English pupils' book 6 and supplement and readers.	- Read silently longer pages and demonstrate and understanding of the main points.	- Develop interpretation skills with respect to reading and comprehension.	- Silent reading - Discuss based on passages read to demonstrate and understanding of the main points.	- Text books - supplementary readers - Flash cards - Charts - Leaflets etc.
	Pupils literature story and drama	- Selected African stories and prescribed texts, creative writing (short stories and poems)	- Appreciate character make judgment, enjoy dramatized and observed.	- Drama skills develop - Reading skills are develop - Interpretation skills are developed.	- Teacher and pupils discuss stories and poems - Pupils tell stories and describe text they have read.	- Literature texts: selected poems, library books, and collections of stories
5-6	Writing	- Composition of personal and business letters, short	- Use joint script or cursive to write guided and free composition	- Develop good/better writing skills	- Encourage pupils in guided and	

Class VI: Language Arts, Term: 1 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
		stories, and poems.	personal and business letters and notices.		free composition.	
7-8	Listening and Speaking	<ul style="list-style-type: none"> - Modals e.g. might / e.g. it might - Could of seat down. - To be + adjective noun e.g. I was surprise <u>that you won</u> - Modal – ought / should e.g. - <u>Ought to wash</u> - <u>should be sorry</u> - Consolidation of countable and uncountable 	<ul style="list-style-type: none"> -Construct sentences expressing possibility and permission using might and could. -Use the verb to be an adjective followed by a noun clause with or without ‘that’ meaningfully. -Make sentences using ought and should correctly -Use comparative adjectives appropriately. 	<ul style="list-style-type: none"> - Develop fluency and listening skills by using modals like <u>might</u>, <u>could</u> etc. - Develop grammatical skills by using should and ought. 	<ul style="list-style-type: none"> - Primary English for Sierra Leone teacher’s book should be carries. - Listening and speaking skills using poems stories and plays. - Activities involving listening to and making simple speeches. - Telling stories and narrating incidents. 	<ul style="list-style-type: none"> - Flash cards showing sentences. - Primer English for Sierra Leone pupils book 6 and - Teacher’s book 6.

Class VI: Language Arts, Term: 1 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
		using: Both, all, each etc. - Present, past, and future tenses.				
9-10		- Use synonyms and antonyms in meaningful sentences.	- Present, past, and future tense. E.g. <u>walks</u> , <u>enjoyed</u> , and <u>will come</u> Comparative adjectives. -Best, better than, worse than etc. -Synonyms and antonym e.g. - <u>Easy-simple</u> .	- Vocabulary is develop in the learner and improve the use of tenses. - Development in grammar with respect to comparison e.g. <u>comparatives</u> and <u>superlatives</u> .	-Drill, games and exercises should be encouraged to reinforce content. - Work should be integrated with other subjects including mathematics , creative practical arts.	- Charts showing synonyms and antonyms.

Class VI: Language Arts, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
1	Reading	- See Primary English for Sierra Leone Book 6 and in addition supplementary readers Social Studies, Mathematics and Science.	Read silently longer passages and demonstrate understanding of the main points. - Reading text another subjects.	- Develop interpretation and reading skills and reading comprehension.	- Silent reading. - Discussions based on passages read to demonstrate an understanding of the main points. - Discussing texts read in other subjects.	- Primary English for Sierra Leone book 6 and supplementary readers.
	Literature and Drama	- Selected African stories and prescribed texts. - Creative writing (writing of short stories and poems) - Activities	- Appreciate characters, make judgments, enjoy, observe, and dramatize.	- Drama skills develop through story telling drama and plays.	- Teacher and pupils discuss stories and poem pupils write stories. - Teacher and pupils discuss experience.	Literature texts e.g. selected poems, library books, and collections of stories.
2	Writing	- Compositions personal letters,	- Use joints script or cursive to write guided and free	- Writing skills are developed through writing letters, poems,	- Pupils write guided and free composition.	- Sierra Leone primary English

Class VI: Language Arts, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
		business letters, short stories and poem. - HIV/AIDS and Ebola - Girl child - Conflict resolution	compositions personal letters, notices and business letters.	notices and simple cases.	- Write stories, poems, and short plays.	Book 6 and supplementary materials.
3	Listening and Speaking	Verbs tense + adverbs of frequency: - <u>Draw</u> - <u>everyday</u> . - <u>Sometimes</u> <u>draws</u> - <u>Drew</u> – <u>yesterday</u> - <u>Sometimes</u> – <u>draws</u> - <u>Is drawing</u> <u>now</u>	-Make a variety of sentences with everyday sometimes yesterday now tomorrow. -Do more excursive with the present perfect tense correctly.	- Oral and grammars skills and communication skills develop through the use of different and appropriate tenses.	- Listening and speaking skills can be encouraged with activities using various texts e.g. poems, stories, plays, activities involving listening to pupils who take part in conversations, telling stories, and narrating incidents.	- Primary English for Sierra Leone Book 6 units 15-20 - Pupils Book 6.

Class VI: Language Arts, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
		- <u>Will draw tomorrow</u> Present / perfect <u>.....has helped</u> <u>.....have gone</u>				
4		Subject – Verbs Agreement: - <u>Finda is</u> <u>.....</u> - <u>Abu is</u> <u>.....</u> - <u>Becomes:</u> Finda and Abu are - Simple and compound sentences.	-Do more exercises using the present perfect tense correctly. -Consolidate the agreement of subject and verbs in sentences correctly -Make sentences using the present participle.	Grammatical skills are enhanced using subjects verb agreement.	Drill, games and exercises involving the children.	

Class VI: Language Arts, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
		<ul style="list-style-type: none"> - <u>John did not see the car.</u> - <u>It was approaching on his left.</u> <p><u>Becomes:</u></p> <ul style="list-style-type: none"> - <u>John did not see the car approaching on his left.</u> 	<ul style="list-style-type: none"> - Participate in discussions about HIV/AIDS and Ebola. 			
5			<ul style="list-style-type: none"> - Use simple sentences to form compound sentences correctly. 	<ul style="list-style-type: none"> - Demonstrate knowledge in sentence construction. 	<ul style="list-style-type: none"> - Oral activities to enable pupils to dramatise discuss HIV/AIDS and Ebola etc. 	<ul style="list-style-type: none"> - Pictures and charts showing discussion points.

Class VI: Language Arts, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
					- Work should be integrated with other subjects.	
		- 'Yes and No' answers: - <u>Are out insects</u> - <u>Yes, they are</u> - <u>Have you wings to fly?</u> - <u>No! I haven't</u> - Adverbial clauses: - because - They would kill the . . . - . . in order to . . . - When he played the trick	-Give more short answers correctly with yes or No! -Use more adverbial clauses: a) Of reason with because. b) Of purpose with in order to; c) Of time with in correct sentences.	-Demonstrate understanding in grammar with respect using 'Yes' of 'No' in answering simple question.		- Charts - Flash cards.

Class VI: Language Arts, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
6-7	Reading	<ul style="list-style-type: none"> - Read silently longer passages in Primary English for Sierra Leone Book 6. - Supplementary readers such as The Dancing Plate and Spoon Satu's Journey. 	<ul style="list-style-type: none"> - Silent reading of longer passages and demonstrate an understanding of the main points. - Using reading skills in the environment. 	<ul style="list-style-type: none"> - Reading abilities are developed by reading the prescribed text and supplementary readers. 	<ul style="list-style-type: none"> - Silent reading discussions based on passages read to demonstrate an understanding of the main points. - Encourage pupils to write letters and state stories to/for relative friends etc. 	<ul style="list-style-type: none"> - Primary English for Sierra Leone Book 6 and supplementary readers.
8	Literature and Drama	<ul style="list-style-type: none"> - Select African stories and prescribed text. - Creative writing (writing of short stories and poems) 	<ul style="list-style-type: none"> - Make judgments - Enjoy, observe and dramatize 	<ul style="list-style-type: none"> - Develop creative writing skills as well as dramatic skills 	<ul style="list-style-type: none"> - Teachers and pupils discuss stories and poems. - Pupils practice writing stories based on discussions of life experiences with pupils and teachers 	<ul style="list-style-type: none"> - Literature texts: selected poems, library books, and collections of stories.

Class VI: Language Arts, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objectives	Learning Outcomes	Suggested Teaching / Learning Activities	Teaching Learning Aids
9-10	Writing	- Composition personal letters. Short stories. Business letters, poems on: - The environment HIV/AIDS and Ebola - Conflict resolution etc.	- Use joint script , or cursive to write guided and free composition personal letters, business letters and notices. - Writing original stories, poems, short plays on emerging issues.	- Communication and creative writing skills are developed through simple, easy writing.	- Encourage pupils to write guided and free composition in cursive or joint script. - Writing activities to enable pupils to enjoy writing original texts on emerging issues.	- Literature texts. - Selected poems - Library book - Charts and pictures.

Class VI - Mathematics

By the end of class six pupils should be able to:

- Classify numbers according to even, odd, and prime numbers.
- Approximate numbers correctly to 100 and to the nearest tenth.
- Give different names for fractions and mixed numbers.
- Add and subtract 6 digit numbers
- Multiply 4 digit numbers by 2 and 3.
- Divide up to 4 digit numbers by 2 digit numbers.
- Estimate sums, differences and products of numbers.
- Add and subtract fractions with different denominators.
- Add and subtract decimals up to 100th place.
- Multiply and divide decimals up to the hundredth place and divide decimals up to the hundredth place.
- Calculate the perimeter and area of polygons e.g. Rectangle, triangle etc.
- Calculate volume and capacity of solids.
- Measure angles using degrees.
- Measure temperature using the centigrade scale.
- Measure time using hours, minutes and seconds.
- Prepare time schedules.
- Express tons and hundred weight in terms of themselves and pounds.
- Identify polygons up to decagon
- List properties of specific quadrilaterals, triangles, and regular polygon.
- Name parts of a circle.
- Identify different types of angles –right obtuse and acute.
- Identify perpendicular and parallel lines.
- Identify the mode and median, lowest and highest scores.
- Calculate mean.
- Draw bar and circle graphs
- Solve problems involving ratios and direct proportion.
- Calculate rate, speed, taxes and interest

Class VI: Mathematics

Expected learning outcomes:

NO	THEME	EXPECTED LEARNING OUT
1.	Numbers and Numeration	- Identify, write, orders, approximate and factorize whole numbers up to a million.
2.	Operations	- Solve problems using n the basic signs (+, -, x, ÷) in mathematics.
3.	Measurement	- Read and use the units used in measuring weight, length, time, temperature, etc. in the community.
4.	Geometry	- Identify symmetrical regular plane shapes within the environment.
5.	Statistics	- Collect, describe, interpret and present data on bar graphs and pie charts.
6.	Everyday Arithmetic	- Apply knowledge in Mathematics to solve everyday problems and issues within the community.

Class VI: Mathematics

Scope and Sequence

Topic	Term I	Term II
Numbers and Numeration - Whole Number	<ul style="list-style-type: none"> - Types of numbers e.g. prime, even, odd, and composite numbers - Ordering whole numbers 2-6 digit numbers by place value - Remaining 6 numbers up to 999,999 - Whole number approximation (nearest tens, hundreds, thousand etc). 	<ul style="list-style-type: none"> - Roman Numbers up to 1000 . - Prime Factorization . - LCM and HCF
Fractions	<ul style="list-style-type: none"> - Different names of fractions and whole numbers - Decimal Notations (0.1; 0.001; 0.001) - Fractions—tenths, hundredths, thousandths - Percent as on hundredth place . - Addition and subtraction of 6 digit numbers 	<ul style="list-style-type: none"> - Multiplication by 10 and powers of 10 - Multiplication of numbers by 5 and 25 (short method)
Basic Operations - Whole Numbers	<ul style="list-style-type: none"> - Addition and Subtraction of 6 digit numbers - Multiplication of up to 4 digit numbers by 2 digit numbers - Division of up to 4 digit numbers by 2 digit numbers - Multiplication and Division by powers of 10 	<ul style="list-style-type: none"> - Divisibility test for 2,3,5, and 10.
Fractions	<ul style="list-style-type: none"> - Addition, subtraction, multiplication, and division of fractions. 	

Topic	Term I	Term II
	<ul style="list-style-type: none"> - Addition and subtraction of decimal numbers up to the 1000th 	
Measurement	<ul style="list-style-type: none"> - Systems of measuring units (SI, CDs, Imperial). - Measurement of perimeter 	<ul style="list-style-type: none"> - Measurement of volume and capacity - Measurement of angles
Geometry	<ul style="list-style-type: none"> - Meters and areas of regular plane shapes or polygons. - Time (hours, minutes, seconds)Lengths - Polygons up to decagon (three to ten sided figures) 	<ul style="list-style-type: none"> - Using standard units - Degrees (use of protractor) - Money (bills). - Conversion using tons, cwt, and kilogram - Temperature—centigrade and Fahrenheit scale
Statistics		<ul style="list-style-type: none"> - Pictograph and line charts - Bars and circle graphs (lowest and highest scores) - Mode, median, and mean
Everyday Arithmetic	<ul style="list-style-type: none"> - Simple ratio - Direct proportion 	<ul style="list-style-type: none"> - Simple rates, speed, postal taxes, and interest - Money exchange, profit, and loss - Bank, savings and current

Class VI: Mathematics, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
1-3	Numbers and Numeration. - Whole numbers.	- Numbers to million.	- Identify, read and write numbers to million.	- Count, write and recognize numbers to million.	- Revise numbers to 100,000. - Introduce the million columns and number of digits using Abacus. - Record numbers up to 1,000,000 in words and numerical. - Arrange single digit numbers counts to form as many six digit numbers.	- Abacus - Single digit number cards.
		- Compare 2 to 6 digit numbers.	- Compare and order 2 to 6 digit numbers.	- Order 2 to 6 digit numbers accurately.	- Compare numbers using $>$, $<$ or $=$ signs.	
		- Ordering 2 to 6 digit numbers.		- Arrange 2 to 6 digit numbers in ascending order,		

Class VI: Mathematics, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
		- Renaming numbers up to 999, 999.	- To rename numbers to 999, 999.	- Select	- Rename numbers by sum e.g. $262 = 200 + 60 + 2$ by difference e.g. $3167 = 4000 - 833$ etc.	
		- Classification of number into even, odd.	- Classify numbers into Even and Odd.	- Distinguish between Even and Odd numbers and find sum of Even and Odd numbers.	- Identify and name Odd numbers among other numbers line. - Sort out even number line. - Sort out even numbers from a set of numbers.	- Numbers lines
		- Prime numbers		- Tell the difference between prime numbers from other class of numbers.	- Use the hundred square, find numbers only 2 factors. (1 and the number itself). - List prime numbers less than 100.	

Class VI: Mathematics, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
4		- Composite numbers		- Identify numbers having more than 2 factors	- Recognize and name multiples of the first four prime numbers using the hundred square. - Introduce each multiple and composite number. - List factors of composite numbers.	
5	Fraction	- Renaming fractions and mixed numbers.	- Give different names for fractions and mixed numbers.	- Identify and name the different types of fractions. - Write out examples of each type of fraction.	- Use diagrams express fractions and mixed numbers as 1) Sum $\frac{1}{8} + \frac{1}{8}$ 2) Difference $\frac{1}{8} - \frac{1}{16}, \frac{1}{8} \times 3$	- Diagrams - Abacus - Addition charts.
5	Operation - Whole numbers	- Techniques in addition and subtracting numbers to 6 digits with and without renaming.	- Add and subtract up to 6 digits without and with renaming. - Multiply up to 4 digits by 2 and 3	- Add and subtract 6 digits as well as numbers with different digits.	- The sum of 2 or more whole numbers. - Revise basic multiplication facts.	- Games e.g. - Operation machine.

Class VI: Mathematics, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
		<ul style="list-style-type: none"> - Techniques in multiplying up to 4 digits with and without remaining. - Techniques in multiplying up to 4 digits with and without renaming. 	<ul style="list-style-type: none"> digits without and with renaming. - Divide up to 4 digits by 2 digit numbers. 	<ul style="list-style-type: none"> - Arrange and multiply up to 4 digits by 2 digits. - Arrange and divide 4 digits by 2 digits numbers correctly. - 	<ul style="list-style-type: none"> - Techniques for multiplying numbers. - Divide numbers less than 1000. - Add and subtract fractions using equivalent fractions. 	
6	Fractions	<ul style="list-style-type: none"> - Addition, subtraction, multiplication and division of fractions. - Addition and subtraction of Decimal numbers to the thousandths place. 	<ul style="list-style-type: none"> - Add, subtract, multiply and divide fractions. - Add and subtract decimals up to the thousandths place 	<ul style="list-style-type: none"> - Tell and use the steps in adding, subtracting, multiplying and dividing fractions. - Arrange to add and subtract decimal numbers to the thousandth place correctly. 	<ul style="list-style-type: none"> - Multiply fractions by <ol style="list-style-type: none"> 1. Whole number. 2. Fractions up to thousandth. 3. Mixed numbers. - Adding and subtracting decimals up to 3 places after the decimal point 	

Class VI: Mathematics, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
7-9	Measurement -Perimeter	<ul style="list-style-type: none"> - Revision of finding the perimeter of a rectangle. - Deriving and using the formula for finding the perimeter of a rectangle. - Find perimeter of irregular polygons. 	<ul style="list-style-type: none"> - Find the perimeter of a rectangle using inches and centimetres. - Find the perimeter of irregular polygons and shapes with curved edges. 	<ul style="list-style-type: none"> - Say and use the formula to find perimeter of rectangle using inches and centimetre. - Use formula to find the perimeter of irregular polygons. 	<ul style="list-style-type: none"> - Measuring outs of rectangular cards and rectangular surfaces. - Find perimeter of rectangles drawn on the blackboard. - Discuss number of lengths and breadths which makes up rectangle to derive the formula. 	<ul style="list-style-type: none"> -Rectangular cards. - Objects with rectangular surfaces.
10	- Area	<ul style="list-style-type: none"> - Using the formula, find the area of a plain rectangle. - Find the area of polygons made up of rectangular shapes. - Find area of shaded and unshaded portions of a rectangle. 	<ul style="list-style-type: none"> - Find the area of polygons using both imperial and metric units of measurement. - Find the area shaded portion using square inches and square centimetres. 	<ul style="list-style-type: none"> - Use formulas to calculate the area of polygons using different units. - Use formulas to find the area of shaded and unshaded portions of 	<ul style="list-style-type: none"> - Revision of using the formula to find area of a plain rectangle. - Discuss how to find the area of a shape made up of more than one rectangle. - Find the area of each rectangle and of the whole shape. 	<ul style="list-style-type: none"> - Drawn and cut out shapes with more than one rectangle. - Ruler, pieces of papers, scissors.

Class VI: Mathematics, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
		- Find the area of a border around a rectangle.		rectangles with borders.	- Discuss how to find area of covered and uncovered portions. - Find the dimensions of the whole rectangle by working with real areas.	
11	Time	- Deriving the formula for finding the area of a triangle. - Interpreting time tables and schedules. - Calculating time interval between two stated times. - Solving word problems involving time. - Home and school activities.	- Calculate the area of triangle using formula. - Tell the time in hours, minutes and seconds.	- Say and use the formula to find the area of a triangle. - State time using digital and analogue clocks. - Convert one unit of time to another. - Add, subtract, multiply and divide the units of time.	- Relate the area of rectangle to the area of a triangle through practical exercise of paper to find area of triangle. - Revise the 24 hours clock system. - Discuss different home and school activities e.g. cooking, lunch, time. - Find time intervals, sums, differences of	- Rulers, pieces of papers, and scissors. - Time tables for buses, airways, 24 hours clock face.

Class VI: Mathematics, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
				- Tell important time of home and school activities.	times in hours, minutes and seconds.	
12	Geometry	- Classifying polygons by their number of sides up to decagon.	- Classify polygons by their number of sides up to a decagon. - Draw and name different polygons in their books.	- Identify and name the different polygons according to their sides. - Use a ruler and a compass to bisect lines and angles.	- Draw two shapes and ask which is closed and which is not. - Tell pupils closed shapes are called polygons. - Give pupils cut outs of different polygons to find out the number of sides. Encourage pupils to say the names of the polygons.	-
	Everyday Arithmetic - Ratio	- Comparing two quantities in the same and different units.	- Compare two quantities in terms of ratio to distances read on maps.	- Classify numbers or quantities in terms of ratio. - Simplify ratios to their lowest term.	- Compare books and pens to form ratio. E.g. 4 books to 6 pens = 4:6 - Let pupils divide quantities, line given ratio e.g.	- Seeds, pencils, books, desks, rulers etc.

Class VI: Mathematics, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
					divide a line 2ft 1in to 2:3. - Change to inches = 25inches - Total part is 2 + 3 = 5 - 1 st part is $\frac{2}{5}$ of 25 - 2 nd part is $\frac{3}{5}$ of 25. - Calculate to find the length of each part.	
	- Direct Proportion	- Calculation of time for costs and labour.	- Use ratio in direct proportion to solve problems involving everyday activities.	-	-	-

Class VI: Mathematics

Class VI: Mathematics, Term: 2 Syllabus						
Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
1-2	Numbers And Numeration	<ul style="list-style-type: none"> - Roman numbers from 1–1000. - 	<ul style="list-style-type: none"> - Write Roman numerals to Hindu Arabic and Hindu Arabic to Roman from 1 – 1000. - Work simple addition and subtraction of Roman numbers. 	<ul style="list-style-type: none"> - Identify and write Roman to Hindu Arabic and Hindu Arabic to Roman from 1 – 1000. - Add and subtract Roman numbers correctly. - Be familiar with different numerals e.g. Roman, Hindu, Arabic, Egyptian etc. 	<ul style="list-style-type: none"> - Make charts of the seven symbols used for writing numbers from 1-1000. - Discuss with examples the Roman numeration system as an additive and subtractive system. - Write Roman numbers for given Hindu Arabic using the chart. 	<ul style="list-style-type: none"> - Chart showing the symbols.
		<ul style="list-style-type: none"> - Divisibility tests for 2,3,5 and 10 	<ul style="list-style-type: none"> - Identify without dividing the numbers that are divisible by 	<ul style="list-style-type: none"> - State numbers that are exactly divisible by 2, 3, 5, and 10 without dividing. 	<ul style="list-style-type: none"> - Through exercises lead pupils to the conditions for numbers to be divisibly by 2,3,5 and 10. 	<ul style="list-style-type: none"> -

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
			2,3,5, and 10		<ul style="list-style-type: none"> - 2 are exactly divided by numbers that end with 0,2,4,6, or 8. - 3 is exactly divided by a number into which 3 can go into its sum without remainder. 	
		<ul style="list-style-type: none"> - Prime factorization - LCM and - HCF of numbers 	<ul style="list-style-type: none"> - Find prime factors of numbers. - Find HCF & LCM of numbers. 	<ul style="list-style-type: none"> - Work and find the prime factors of numbers. - Calculate the HCF and LCM of one or two digit numbers. 	<ul style="list-style-type: none"> - Revise basic multiplication facts. - Find the factors of numbers. - Find the prime numbers of numbers. - Use prime factors to defectors HCF and LCM. 	-
3	Numbers Operation	<ul style="list-style-type: none"> - Multiply & divide numbers by 10 and by 	<ul style="list-style-type: none"> - To multiply whole numbers by 10 & by 	<ul style="list-style-type: none"> - Add one zero to any number multiplied by 10 and reduce a 	<ul style="list-style-type: none"> - Discover the techniques for multiplying and dividing by 10 	

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
		the power of 10. -	the products of ten. To divide numbers by 10 and powers of 10.	number by zero divided by 10. - Promote numeracy skills	and powers of 10. E.g. $3 \times 10 = 30$ $4 \times 10 \times 10 = 400$ $20 \div 10 = 2$ $500 \div 10 = 50$	
		- Techniques for multiplying by 5, 25 and 50.	- Multiply numbers by 5, 25 and 50.	-	- Use prime factors to determine HCF and LCM. - Use techniques to multiply numbers by 5, 25 and 50 through exercises E.G. $= 28 \times 5 = (28 \times 10 \div 2)$ - Help pupils use this method by giving those exercises.	
4	Measurement - Volume	- Finding volume by counting cubes.	- Distinguish between volume	- Give that difference between capacity and volume	- Identify objects that are cuboids with 1cm cubes and find the volume by	- Water, sand, container of different sizes.

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
			and capacity. - Derive the formula for finding volume of a cuboids and cubes. - Conservation of volume of liquid.	- Use formulas to calculate volume of a cuboids	counting the cubes along and height and multiply	
5	Measurement - Volume	- Volume and capacity	- Distinguishing between volume and capacity. - Calculate the volume of a cuboid or rectangular box. - Identify the units for	- State that volume refers to size and capacity refer to how much a container can hold. - Develop measuring skills.	- Draw cuboid showing lengths, height and breadth. - Give example to state the difference between volume and capacity. - Filling containers with water, sand, to measure volume of containers.	

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
			volume e.g. Litre.			
6	- Angles	- Comparing angles to turns	- Use degree as a unit for measuring angles. - State the different types of angles.	- State the unit used to measure angles. - Identify angles by their dimension.	- Compare angles to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and full turns using between, greater than. - Measure angles using protractor.	- Sheets of papers, large templates of 60° cut-outs or 30° , 45° etc. protractor.
7	- Money	- Shopping and marketing bills.	- Carryout simple money transactions.	- Transact with money to shop. - Calculate the amount of items bought. - Estimate for small venture.	- Making shopping and marketing bills. - Making estimate for small undertakings.	- Chart showing shop display of wares.
8-9	- Weight	- Comparing the metric and the imperial system	- Identifying imperial units and metric units.	- Differentiate between the metric and imperial system.	- Relating the kilogram to the ton.	- Empty cans and other containers with different weights.
		- Solving problems involving weights.	- Calculate the weights or objects .	- Find the weights of different objects put together.	- Word problems involving weights	

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
			- Convert different units.			
		- Measure body temperatures using other substances in degree centigrade and Fahrenheit.	- Measure and record temperatures using centigrade and Fahrenheit.	- State instrument used to measure temperature - Use instrument use to measure temperature accurately.	- Revision of activities dealing with centigrade and Fahrenheit.	- Clinical and base hold thermometers - Hot and cold objects.
		- Comparing degrees in Fahrenheit with the centigrade scale.	- Tell which of the two units is greater.	-	- Examine and compare the thermometers marked in degree centigrade and Fahrenheit.	
		- Converting from degree centigrade to Fahrenheit to centigrade.	-	- Tell how many degrees Fahrenheit makes one degree centigrade from one unit to another.	- Use both thermometer to measure temperatures of the same substances and express centigrade to Fahrenheit and	- Large diagrams of two household thermometer of both centigrade and Fahrenheit.

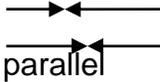
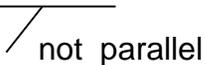
Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
					Fahrenheit to centigrade.	
10-12	Geometry	- Properties of special triangle and quadrilateral.	- Give the properties triangles and quadrilaterals - Classify triangles into different types.	- Identify the types of triangles and their properties. - Give examples of quadrilaterals and properties.	- Give cut-outs of different triangles and quadrilateral. - Let pupils measure their sides and angles.	- Cut-outs of triangles rectangles and rhombus.
		- Identify and describe other regular polygons.	- Give the properties of other polygons (pentagon to decagon).	-	- Give pupils cut-outs of regular polygons with more than 4 sides to measure and record the length of each polygon.	- Cut-outs of polygons.
		- Interpreting Venn diagrams.	- Interpreting Venn diagrams.	- Work out problems based on Venn diagrams.	- Help pupils interpret Venn diagrams	- Venn diagrams.
		- Identifying the parts of a	- Draw and identify the	- Draw circles using certain	- Encourage pupils to use	

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
		circle, radius diameter, segment, semicircle, quadrant and sector.	different parts of a circle.	materials correctly. - Fold circular paper to show the different parts of a circle. - Paint out the different parts of a circle from folded papers or on the black board correctly.	strips of card pinned at one end and use a pencil through a hole at any other point to draw circles by rotating the card. - Fold circular cut-out to show the following parts of a circle center, radius, diameter, chord arc, sector etc. - Draw circle on the blackboard to locate the different parts.	
		- Drawing and indicating parallel and perpendicular lines.	- Draw and identify parallel and perpendicular lines.	- State what parallel and perpendicular lines are? - Draw parallel and perpendicular lines.	- Use two sticks to show when two lines are parallel (that they will never meet) and when they are not.	- Venn diagrams.

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
					<ul style="list-style-type: none"> - Draw pairs of lines on the blackboard and let pupils identify these that are parallel and these that are not e.g. <div style="margin-left: 20px;">  <p>parallel</p> </div> <div style="margin-left: 20px;">  <p>not parallel</p> </div> <ul style="list-style-type: none"> - Use objects in the classroom to show the idea of parallel lines. E.g. opposite walls of the classroom. - Use two sticks to show perpendicular lines. - Ask pupils what angle is formed 	

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
					<p>when two lines are perpendicular (right angle).</p> <ul style="list-style-type: none"> - Draw pairs of line on the blackboard and let pupils identify the perpendicular line e.g. <p>perpendicular </p> <ul style="list-style-type: none"> - Use the walls of the classroom to show the edges that are perpendicular. <p>Not perpendicular </p>	
		- Drawing and interpretation	- Draw and interpret	- Gave data based different	- Call pupils to collect different	- Graphs,

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
		of bar graphs.	bar and circle graphs of data from the community . -To represent data..	events in the school or community. - Interpret the information from a bar graph. - Acquire descriptive skills.	data on objects or events in their community e.g. 1. Height of children in the class. 2. Number of passed at the NPSE.	- Blackboard ruled in squares.
		- Drawing and interpreting circle graphs.	- Calculate the mode, mean and median of simple data. - To describe data using charts.	- Identify the parts of a graph. - Draw pie chart to represent the information on a pie chart.	- Guide pupils to represent the data on the bar graphs taking note of: 1. The title 2. The names and numbers on the i. Horizontal sides ii. Vertical side. - Guide pupils to draw circle graphs of events that are	

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
					familiar e.g. draw a pie chart of class roll by school roll by classes	
		<ul style="list-style-type: none"> - Calculation of averages of data collected or given. 		<ul style="list-style-type: none"> - Let pupils find averages. - Find the arithmetic mean score made in the past tests. - Make the most popular hair style in the schools as the mode. The score that appears most frequently in a set of scores. - Median as that score are arranged in descending order in where the number of schools is even 	<ul style="list-style-type: none"> - Calculate the mode, mean and median of scores. 	<ul style="list-style-type: none"> - Pair of compasses ruler and pencils.

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
				the man the middle scores is the median		
13	Everyday Arithmetic - Simple Rates	- Postal takes, foreign currency exchange rates, and interest.	- Find out and calculate simple rates and taxes.	- Let pupils recall the various postal rates, e.g. unit cost of airmail and stamps, charge per unit cost of phone calls made, calculate the total sales at different intervals etc.	- Promote knowledge on payment of bills e.g. water and electricity bills.	- Class shop - Imitation of paper money
		- Meaning of profit and loss.	- Distinguish between profit and loss.	- Promote or develop basic business skills. - Have more idea on numeracy skills. - Transact simple business (buying and selling)	- Let pupils demonstrate the act of buying and selling from the class shop.	- Table markets stalls.
		- Calculation of profit and loss		-	-Visit market, shop or local vendors	

Class VI: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topics	Objectives	Learning Outcomes	Teaching Activities	Teaching / Learning Aids
					to calculate profit or loss.	
	Banking	Personal accounts at bank - Savings accounts	- Distinguish between savings account and current account. - Explain interest and bank charges.	- Promote banking skills. - Promote financial security.	- Visit banking in situations for explanation on having personal accounts. - Thrift and societies (Osusu). - Micro credit.	- Bank - Bank personnel.
		- Current accounts	- Tell the advantages of both current and savings accounts	-	-	

Class 6: Science

General Objectives

At the end of class six, pupils should be able to:

- Identify plants and animals in school, home, garden, and the environment.
- Identify different parts of plants and animals as organs that perform different functions.
- State validation among living things.
- State conditions necessary for germination and observe that living things reproduce and grow.
- Visit habitats and forest reserves and observe living things.
- Name the main forms of energy e.g. heat, light, solar etc.
- Discuss uses of food.
- Distinguish between renewable and non-renewable energy and sources.
- State one (1) bad effect of fossil fuel.
- Discuss the merits and demerits of energy alternatives (wind, water, solar etc.)
- Demonstrate the effects of light on living and non-living materials – opaque, transparent and translucent.
- Explain the effects of heat and materials in terms of chemical and physical changes (changes of state, heat transmission, change of colour, size etc.).
- State the difference between physical and chemical changes.
- Identify the basic parts of insects.
- Observe the life cycles of useful and harmful insects.
- Identify different sources of water.
- Uses of water from different sources.
- Distinguish between pure and dirty water.
- Explain the purification of water using different methods – boiling, distillation, filtering, and the addition of chemicals.
- Construct on a piece of paper a diagram of a simple water cycle using realists within the environment.
- Discuss methods of conserving natural resources.
- Discuss methods of combating water pollution

- Discuss methods and controlling girl child pregnancy.
- Methods of treatment and control of sexually transmitted infections and diseases (S.I.I.s; S.I.D.'s) – HIV
- Discuss the causes, signs and symptoms, treatment and control, socio-economic and cultural effects of Ebola fever on Sierra Leone, Liberia, and Guinea.

Scope and Sequence: First Term

Topics	Sub-Topics
1. Processes And Integrations In Living Things	- Common plants and animals in our environment.
	- Ecosystems – habitat, communities, and the ecosystem food-chain.
	- Common Insects - external features, life cycles, and economic importance.
	- Reproduction in living organisms – plants and animals
2. ENERGY	- Definitions and sources of common forms of energy. Uses of energy conversion and conservation
	- The sun as the major source of heat in the universe.
	- Heat energy and its effects on substances. Transmission of heat energy through different types of materials.
	- Light energy and its properties. The effects of lights on plants and materials – photosynthesis, transparent, opaque, and translucent materials.
	- Renewable and Non-renewable energy sources. Energy crisis – energy alternatives – solar, water wind.
	- Physical and chemical changes. The interactions between materials. Substances in a mixture.
	- Conservation of the natural resources e.g. forests, minerals and oil deposits, water, land etc.
3. WATER	- Sources, uses, and properties of water

Topics	Sub-Topics
	<ul style="list-style-type: none"> - Methods of water purification.
	<ul style="list-style-type: none"> - Water conservation and the water cycle.
	<ul style="list-style-type: none"> - Water pollution
<p>4.HOME AND FAMILY LIFE</p>	<ul style="list-style-type: none"> - Food sources, types and classes of food. Importance of food to living things – energy, body building, presentation of diseases. The effects of the deficiency of certain vitamins. Balanced diet. - Adolescent sexual reproductive health. Family planning and gender equity. Family Life Education (F. L. E.)
	<ul style="list-style-type: none"> - Diseases—S. T. D., S. T. I. S. and Ebola – causes, symptoms and control of their effects on Sierra Leone.

Class VI: Science

Class VI: Science, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Suggested Teaching / Learning Materials	Teaching / Learning Aids
1-3	Processes And Interactions In Living Things.	Common plants and animals in our environment	<ul style="list-style-type: none"> - Name five (5) domestic and five (5) wild animals. - Classify 10 given animals into domestic and wild animals. 	<ul style="list-style-type: none"> - Acquire good knowledge on animals. Understanding the relationship between ecology and the environment. 	<ul style="list-style-type: none"> - Visit various habitats. - Classify living and nonliving things. Plants and animals. 	<ul style="list-style-type: none"> - Samples of members of habitats, stores, plants and animals. Common insects.
		<ul style="list-style-type: none"> - Ecosystems - 	<ul style="list-style-type: none"> Explain the terms: habitat, community and ecosystem. - Draw a simple food chain listing materials in the environment. 	<ul style="list-style-type: none"> - Learners will be able to demonstrate and understand the ecosystem. 	<ul style="list-style-type: none"> - Visit habitat and observe animals in relation to their feeding habits. 	<ul style="list-style-type: none"> - Plants and animals in their habitats. - Collecting and storing materials like nets.

Class VI: Science, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Suggested Teaching / Learning Materials	Teaching / Learning Aids
		Common Insects	<ul style="list-style-type: none"> - State the characteristics of living things. - Describe the life cycles of insects. - Describe the general structure of insects. 	<ul style="list-style-type: none"> - Acquire knowledge of the general structure of insects. 	Bring samples of living things in a habitat and classify them according to external	<ul style="list-style-type: none"> - Diagrams showing the external parts of plants and animals.

Class VI: Science, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Suggested Teaching / Learning Materials	Teaching / Learning Aids
4-6	Processes And Interactions In Living Things.	<ul style="list-style-type: none"> - Conditions for growing seeds, conditions for germination and types of germination. - Types of insects. - Parts of flowering plants and the functions of their parts. 	<ul style="list-style-type: none"> - Identify common habitats in the environment. - Interdependence between plants and animals - Classifications of insects according to similarities, feeding habits, social and economic. - Construct a food chain. - State the parts and functions of them. 	<ul style="list-style-type: none"> - Demonstrate knowledge on the characteristics of living things and the life cycle and intake of food and water to life and health. - Demonstrate knowledge of the parts of plants. 		

Class VI: Science, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Suggested Teaching / Learning Materials	Teaching / Learning Aids
7	Energy	<ul style="list-style-type: none"> - Definition, forms, uses conversion and conservation of energy. - State sources of heat energy. 	<ul style="list-style-type: none"> - Identify the main sources of energy. - Identify the forms of energy. - Uses of energy in everyday life. Uses of energy and formation. 	<ul style="list-style-type: none"> - Demonstrate an understanding of the concepts, uses and forms of energy, energy transformation and sources of energy in the long term. 		

8-10	Energy	<ul style="list-style-type: none"> - Renewable and Non-renewable energy. - Heat and light sources. - Global Energy Crisis. - Energy Alternatives (solar, wind eater etc). 	<ul style="list-style-type: none"> - Discuss how heat is transmitted. - Discuss the effects of heat subtends. - State the sources of light energy. - State the properties of light. - State types of optic materials transparent opaque, translucent - Demonstrate the formation of shadows. - Discuss the demand for energy compared to the supply (energy crisis) - Discuss fossil fuels 	<ul style="list-style-type: none"> - Knowledge of natural environments. - Identify forms of energy and their uses to human beings and their socio-economic impact. 	<ul style="list-style-type: none"> - Give practical examples and list of energy in the environment . - List some source of energy in the environment . - Classify showing the forms of energy in the environment . - Experiment with the transmission of light and heat through liquids and solids. 	<p>Food, cereals sun, matches meals. Bulbs.</p> <ul style="list-style-type: none"> - Sun as the main source of energy. - Explain the changes that take place when nature are exposed to heat and light energy.
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Class VI: Science, Term: 1 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Suggested Teaching / Learning Materials	Teaching / Learning Aids
			and their hazards. - Energy alternatives (solar, wind water).			

Class VI: Science, Term: 2 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Suggested Teaching / Learning Materials	Teaching / Learning Aids
1-2	Integration Between Materials	- Physical and chemical changes.	<ul style="list-style-type: none"> - Distinguish between physical and chemical changes. - Give examples of physical and chemical changes. - Explain three methods of separate materials of a mixture. 	<ul style="list-style-type: none"> - Basic understanding of properties of solids and liquids. - Give 5 examples each of physical and chemical changes 	<ul style="list-style-type: none"> - Practical demonstration on filtration sedimentation - Boiling, sieving, method, winnowing etc. 	<ul style="list-style-type: none"> - Salt, sugar, water, sand, ice, heat, source, solvent, rice.
3-4	Conservation Of The Natural Resources	- Conservation of the forests, water and oil and mineral resources.	<ul style="list-style-type: none"> - Give two (2) consequences of failing to conserve natural resources. - Explain one method of conserving the forests in your area. - Discuss the need for conserving soil. 	<ul style="list-style-type: none"> - Realization of the importance of the natural resources of the country. 	<ul style="list-style-type: none"> - Identification of natural resources of the environment. - Identification of the activities occurring on natural sites. 	<ul style="list-style-type: none"> - Identification and visits to sites of natural resources of the environment.
5-6	Water	- Sources, uses properties of water.	<ul style="list-style-type: none"> - Identify various sources of water in the environment. 	<ul style="list-style-type: none"> - Appreciate the importance of water to plants and animals. 	<ul style="list-style-type: none"> - Use pupils' experiences to discuss and list the 	<ul style="list-style-type: none"> - Diagrams of various sources of water.

Class VI: Science, Term: 2 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Suggested Teaching / Learning Materials	Teaching / Learning Aids
		<ul style="list-style-type: none"> - Methods of water purification - Water conservation and pollution. 	<ul style="list-style-type: none"> - State the physical properties of water. - Discuss the various methods of water purification - Explain the importance of water conservation. - Explain water pollution. 		<ul style="list-style-type: none"> sources of water in the environment. - Let pupils indicate the uses of water from the various sources. - Let pupils perform simple experiments to find out the properties of water – colour, taste, and smell. - Let pupils demonstrate the methods of purifying water. 	<ul style="list-style-type: none"> - Water, kerosene, oil palm, wine, containers glass beakers. - Checks to show the effect of drinking unsafe water. - Purify water by using a filter. - Tell difference between clean and dirty water.

Class VI: Science, Term: 2 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Suggested Teaching / Learning Materials	Teaching / Learning Aids
7-8	Home And Family	<ul style="list-style-type: none"> - Adolescent, sexual, reproductive health. - Family planning (F. L. E.) and gender equity. 	<ul style="list-style-type: none"> - Name sources of food from the environment. - Collect various types of food. - State the classes of food. - Prevention and control of S.T.D.s - Prevention and control of Ebola. - Discuss methods of contraception 	<ul style="list-style-type: none"> - Demonstration, improved knowledge and understanding of reproductive health, sexually, growth and development. - Promotion of good, healthy family health. - Birth control and spacing of children. 	<ul style="list-style-type: none"> - Family Life Education. - Prevention and control of sexually transmitted diseases e.g. syphilis, gonorrhoea, HIV, and AIDS. - Education materials on Ebola – causes, signs and symptoms, prevention and control, effects on communities, prevention and control, effects on communities 	<ul style="list-style-type: none"> - Information booklets on Sexually Transmitted Diseases. - Information booklets on Ebola – causes, signs and symptoms, prevention and control, and its effects on communities.

Class VI: Science, Term: 2 Syllabus

Week	Theme/Concept	Topics	Objectives	Learning Outcomes	Suggested Teaching / Learning Materials	Teaching / Learning Aids
9-10	Home And Family	<ul style="list-style-type: none"> - Diseases, Sexually Transmitted Diseases (STDs) - Syphilis, Gonorrhoea, HIV - Ebola – continues fever, causes, symptoms and signs, prevention and control. Effects of Ebola on Sierra Leone, Liberia and Guinea. 	<ul style="list-style-type: none"> - The effects of Ebola on Sierra Leone, Liberia and Guinea. 	<ul style="list-style-type: none"> - Improve and protect family health. 	<ul style="list-style-type: none"> - Discuss the classes of food crops according to their sources. - Discuss the main food types— bodybuilding, energy building, and protective 	<ul style="list-style-type: none"> - Classify food items from plants and animals that provide energy or body – building. - Charts showing different food classes. - Prevention and control charts on STDs AND Ebola. - Samples of rice cassava, groundnuts, meat, fish fruits.

Primary VI: Social Studies

GENERAL OBJECTIVES

By the end of the sixth year, pupils should be able to:

- Locate Sierra Leone and her immediate neighbours in a map of West Africa.
- Compare and contrast the physical features of Sierra Leone and other West African countries.
- Compare and contrast the population and size of the countries in West Africa.
- Classify the common economic activities of the people of West Africa.
- Sketch a map of West Africa showing transportation and communication routes between Sierra Leone and other West African countries.
- Explain how population problems affect healthy living in West Africa.
- Appreciate the need for Family Life Education (FLE) and Family Planning.
- Analyse population problems and explain ways in which West African countries help one another to solve these problems.
- Demonstrate traditional ceremonies connected with birth, initiation, marriage and death.
- Appreciate the common ceremonies and traditional practices in the three countries (Sierra Leone, Guinea and Liberia)
- Appreciate the work of UN agencies in Sierra Leone and other West African countries.

**Class VI: Social Studies
Scope and Sequence**

Topic	Term I	Term II
Change	Sierra Leone and her immediate neighbours, (Guinea & Liberia) <ul style="list-style-type: none"> - Location, size and population of the three countries (Guinea Sierra Leone and Liberia). - Background history of the Republics of Guinea and Liberia in relation to Sierra Leone. 	Location, size and population of other West African countries.
Services	Economic activities in the three countries – Trade. <ul style="list-style-type: none"> - Diamond and gold trade with Liberia. - Cattle trade with Guinea. - Effects – Urban migration. Education <ul style="list-style-type: none"> - Classifying the economic activities of the people e.g. Agriculture, plantation, marketing, mining, light industries e.g. furniture making. 	Other economic activities: <ul style="list-style-type: none"> - Industries - Manufacturing - Mining - Agriculture and - Other local industries.
Communication	<ul style="list-style-type: none"> -Transportation by air, land, sea and river and the advantages and disadvantages of each type. -Transportation links between Sierra Leone and other West African countries. 	<ul style="list-style-type: none"> - Improved internal communication links in West Africa. - Improved external communication links in West Africa

Topic	Term I	Term II
Health Environment	-Security – Establishment of frontier post.	
	<ul style="list-style-type: none"> - Common health needs of Sierra Leone and other West African countries. - Increased food production and improved medical services to combat highly contagious diseases like Ebola. - The need for FLE (Family Life Education), Family Planning and Children Spacing 	<ul style="list-style-type: none"> - Common population problems in West Africa. - The work of the UN through its specialized programs and how it is improving living conditions and standards for a better quality of life e.g. <ul style="list-style-type: none"> - UNICEF – (Children Welfare) - WHO – (Health) - FAO (Food Production).
Ethnic Groups	<ul style="list-style-type: none"> - Common ethnic groups and cultural backgrounds of Sierra Leone and her immediate neighbours. 	<ul style="list-style-type: none"> - Ways in which West African countries help each other e.g. Mano River Union, ECOWAS and the Foreign Affairs Ministries. - The activities of OAU; UNO, UNESCO; WHO; UNICEF; FAO; ILO. - Traditional ceremonies connect with births, naming, imitation, marriage, death etc. - Cultural effects on the lives of the people. - Common cultural features in West African countries.

Class VI: Social Studies

Class VI: Social Studies, Term: 1 Syllabus						
Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
1	<ul style="list-style-type: none"> - Change: - Sierra Leone and her immediate neighbours (Guinea and Liberia). - Location prize and population of the three countries. 	<ul style="list-style-type: none"> - Location of Sierra Leone, Liberia and Guinea on a map of West Africa. - Compare the sizes and populations of Sierra Leone, Guinea and Liberia. 	<ul style="list-style-type: none"> - Pupils should be able to: - Locate Sierra Leone, Guinea and Liberia on a map of West Africa using lines of latitude and longitude. - Compare the sizes and populations of the three countries. 	<ul style="list-style-type: none"> - By the end of the term, pupils will be able to locate Sierra Leone and her immediate neighbours on a map of West Africa. 	Mapping: <ul style="list-style-type: none"> - Locating each of the three countries on a map of West Africa. - Discussion: a) Recapitulation of line of latitude and longitude. b) Comparison of the sizes and populations of the three countries. 	<ul style="list-style-type: none"> - Map of West Africa showing the location of the three countries. - Other reference materials. - Resources - Persons from Sierra Leone, Guinea and Liberia.
2	<ul style="list-style-type: none"> - Background history of the Republics of Guinea and Liberia in relation of Sierra Leone. 	<ul style="list-style-type: none"> - History of the Republics of Guinea and Liberia e.g. - Similarities and differences in 	<ul style="list-style-type: none"> - Give a comparative history of the three countries 	<ul style="list-style-type: none"> - Pupils demonstrate an understanding of Sierra Leone's 	<ul style="list-style-type: none"> - Discussion on the history of the three countries e.g. Founding administration etc. - Dramatization:- 	<ul style="list-style-type: none"> - Charts showing the sizes of countries in square miles /

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
		the founding and administration of Sierra Leone, Guinea and Liberia.	- Demonstrate skills in map reading	history and that of her immediate neighbours.	<ul style="list-style-type: none"> - Let pupils dramatize a scene where a Sierra Leone and Guinea discuss their experience under colonial government. - Use of resources from Liberia and Guinea. 	kilometres and population figures
3	<ul style="list-style-type: none"> - Services - Economic activities in the three countries' trade. 	<ul style="list-style-type: none"> - The diamond and gold trade between Sierra Leone and Liberia, Sierra Leone and Guinea Liberia e.g. Licensed dealers, smugglers government GDDO Illicit miners 	<ul style="list-style-type: none"> - Pupils should be able to identify areas in Sierra Leone Guinea and Liberia where diamond and gold mines are on a map of West Africa. - Be able to explain how and where these 	<ul style="list-style-type: none"> - Pupils will develop an understanding of the economic activities (trade common in the three countries). 	<ul style="list-style-type: none"> - Discussion on the gold mining and trading - Participants in the trades. - Discussion on gold mining areas in the three countries 	<ul style="list-style-type: none"> - Locate areas of diamond and gold trading activities in the three countries respectively on a map of West Africa. - Name participants in the trade.

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
			minerals are sold.			- Describe mining areas.
4	- Diamond and Gold Trade.	- Diamond and gold trade with Liberia and Guinea.	- Explain how and where these minerals are sold. - Pupils to compare and contrast gold and diamond trading in the three countries. - Discuss the effects of the gold and diamond trade.	- Pupils will demonstrate an understanding of the nature of trade in the three countries.	- Population density. - Economic activities - Social activities. - Role play- miners and traders at work. - Discussion on effects of gold and diamond trade. - Discussion on effects of gold and diamond trade. - Discussion on cattle trade among the three countries.	- Charts and pictures showing Diamond and Gold.
5	- Cattle trade with Guinea and Liberia	- How cattle are brought into Sierra Leone from neighbouring countries. - Cattle trade between	- Pupils should be able to name the types of cattle brought into Sierra Leone from each of	- Pupils will be able to classify cattle trade in the three countries.	- Effects of cattle trade e.g. migration	- Samples of books etc. used in the three countries.

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
		Sierra Leone and Liberia etc.	the three countries. - Should be able to discuss the effects of the cattle trade.			
6	- Education	- Knowledge and information sharing.	- Compare and contrast educational systems in the three countries.		- Comparison of systems of education of the three countries.	
7	- Classifying the economic activities of the people – agriculture plantation and marketing, mining – light industries e.g. furniture making.	- Agriculture: - Plantation - Food production and - Marketing - Mining - Light industries - E.g. furniture making etc. - Importance of these	- Pupils are able to classify the economic activities of the people in West Africa.	- Pupils will be able to give examples of economic activities of the people in Sierra Leone and her neighbours .	- Teacher lead discussion on the various economic activities of the people in West Africa e.g. mining, fishing, agriculture etc. - Case studies of either plantation or light industries - Discuss their importance for	- Samples of products from agriculture, mining, and light industry. Map / charts on economic activities of West Africa.

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
		activities for national development.			national development	
8	- Communication e.g. air, land , sea and river transportation	- The different means of travelling. - The advantages and disadvantages of travelling by air, land, sea and river.	- Draw a map of West Africa showing transportation links between Sierra Leone and other countries.	- Pupils will be able to identify the common means and links of transportation in the three countries.	- Discussion on the different ways of transportation between Sierra Leone and other West African countries.	- Pictures and n charts showing different transport routes between Sierra Leone and other African countries.
9	- Communication transportation and communication links between Sierra Leone and West African countries.	- Different transportation links between Sierra Leone and other West African countries.	- Identify the different means of transportation used in the three countries. - Tell the advantages and disadvantage		- Simulate different communication links between Sierra Leone and other West African countries.	

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
			s of these means of transportation.			
10	<ul style="list-style-type: none"> - Security Issues - Establishment of Frontier posts. - Healthy Environment <ul style="list-style-type: none"> - Common health needs of Sierra Leone and other West African Countries. 	<ul style="list-style-type: none"> - The security on the borders, police, navy etc. - Role of the customs officers. 	<ul style="list-style-type: none"> - Teacher lead discussion on how our borders are secured. - Explain the need for peaceful co-existence. - Pupils are able to identify common health needs of Sierra Leone and other West African countries. 	<ul style="list-style-type: none"> - Pupils will be able to locate the main border posts in Sierra Leone with her immediate neighbours . - Pupils will be able to describe the common health needs of Sierra Leone and her two immediate 	<ul style="list-style-type: none"> - Discussion on the security on our borders and the need for peaceful co-existence, Police navy. - Customs officers' resources person to talk on duties of customs officers. - Discussion on the health needs of Sierra LEONE Identifying available health care in the country 	<ul style="list-style-type: none"> - Charts and pictures of security guards. - Resource persons. - Lists, charts, and pictures of health centres and hospitals in Sierra Leone - Pictures of health workers and their equipment

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
				neighbours		
11	<ul style="list-style-type: none"> - Increase food production and services. - Improve medical services to combat highly contagious diseases e.g. Ebola. 	<ul style="list-style-type: none"> - Improved agriculture; growth of our staple food. The need for proper, food and balanced diet. - Supply of drugs and trained personnel; other medical equipment. - Access to health care services. 	<ul style="list-style-type: none"> - Explain the need for increased food production and names of foods. - Pupils should be able to identify health workers and medical equipment. - Should be able to name the health centres and addresses. 	<ul style="list-style-type: none"> -Pupils will demonstrate knowledge on increased food production and improved medical services. 	<ul style="list-style-type: none"> - Visit to health centres, lighting, care, services and equipment used. - Identify the different foods, according to the staple food of the countries. - Discuss the need of health workers and drugs. 	<ul style="list-style-type: none"> - Pictures of health workers and equipment used. - Samples of staple foods. - Samples of common drugs.
12	<ul style="list-style-type: none"> - The need for (FLEPS) Family Life Education and Family Planning and Spacing. 	<ul style="list-style-type: none"> - Family Life Education, child spacing nutrition, personal hygiene, environmental sanitation. 	<ul style="list-style-type: none"> - Pupils are to describe family life education and family planning. - Should be able to 	<ul style="list-style-type: none"> - Pupils will be able to explain basic family planning concept. 	<ul style="list-style-type: none"> - Discussion on basic family life education. Resources person: <ul style="list-style-type: none"> - Health workers; - PPA Social workers. 	<ul style="list-style-type: none"> - Pictures and charts of clean and dirty surroundings. - Charts or pictures of

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
		- The importance of and need for the above.	explain why they are importance.		- Dramatization of life styles within large and small families.	a planned and unplanned family.
13	- Ethnic groups - The common ethnic groups.	- The ethnic groups of Sierra Leone - Ethnic groups common to the three countries.	- Pupils are able to identify different ethnic groups in Sierra Leone.	- Pupils should be able to state the common ethnic groups in the three countries.	- Identifying the different ethnic groups in Sierra Leone comparative study of the ethnic groups that are common to the countries.	- Maps of Sierra Leone and West Africa. - Charts and pictures showing people of different ethnic groups in Sierra Leone and her neighbours
14		- -Susu - -Madingo - -Kissi etc. - The cultural background of the people.	- Pupils can identify different ethnic groups in Sierra Leone. - Identify ethnic groups	- Pupils will be able classify the common cultural practices in the three countries.	- Locating the areas of predominance of the ethnic groups. - Matching ethnic groups to their areas on maps and templates made by pupils.	- Templates of West Africa. - Customs e.g. musical instruments, food,

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
		<ul style="list-style-type: none"> - Cultures common to all ethnic groups. - Cultural dancing. 	<p>common to the three countries.</p> <ul style="list-style-type: none"> - Teachers lead discussion on the cultural background of the ethnic groups. 		<ul style="list-style-type: none"> - Discussion on the cultural of the people comparing and contrasting the cultures. 	<p>arts and crafts etc.</p>
	<ul style="list-style-type: none"> - Customs and traditions. - Cultural groups in the three countries common ceremonies connected with <ul style="list-style-type: none"> - Births - Naming - Initiation - Marriage - Death etc. 	<ul style="list-style-type: none"> - Traditional ceremonies with: <ul style="list-style-type: none"> - Births - Naming - Initiations - Marriage - Discussion of early marriage among girls. - Death etc. 	<ul style="list-style-type: none"> - Compare and contrast the cultures of the ethnic groups in Sierra Leone and those of her immediate neighbours. - Pupils should be able to demonstrate common traditional ceremonies connected with: <ul style="list-style-type: none"> birth, initiation, 	<ul style="list-style-type: none"> - Pupils will be able to point out traditional ceremonies connected with: <ul style="list-style-type: none"> - Birth, naming, initiation, marriage etc. 	<ul style="list-style-type: none"> - Pupils demonstrate the various cultural dancing of the ethnic group. - Discussion on the ceremonies involved in some of these traditions. - Research involving the interviewing of elderly people in the community about the ceremonies involved in these traditions. - Resources person to discuss with 	<ul style="list-style-type: none"> - Local musical instruments, pictures and charts showing various traditional practices. - Text books - Research reports on traditional ceremonies.

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
			marriage, death etc.		pupils with pupils some traditions	

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
1-2	<ul style="list-style-type: none"> - Change - Population of other West African Countries. - Special Features, climate and vegetation of West Africa. 	<ul style="list-style-type: none"> - Location, size and population of other West African countries. - Physical features of West Africa - climate of West Africa. - Vegetation of West Africa. 	<ul style="list-style-type: none"> - Pupils should be able to draw a map of West Africa insert the different countries. - Compared and contrast the size and population of the countries in West Africa. <p>Pupils should be able to draw maps of West Africa showing main physical features e.g. climate, vegetation belts, etc.</p>	<ul style="list-style-type: none"> - By the end of the term: - Pupils will be able to demonstrate knowledge on the population density of West Africa. - Pupils should be able to prepare and read simple maps of West Africa. 	<ul style="list-style-type: none"> - Demonstrating map reading skills. - Preparation of charts showing the sizes in square miles / kilometres and population figures. - Mapping- pupils insert in maps the <ul style="list-style-type: none"> a) Main physical regions and the distinct features in each. b) Main vegetation belts. c) Modelling some of the physical features. 	<ul style="list-style-type: none"> - Map of West Africa showing the countries of West Africa. - Charts showing the sizes in square miles / kilometres and population figures. - Blank map - Relief - Climate maps of West Africa.
3	<ul style="list-style-type: none"> - Services Industries: manufacturing, mining, and agriculture industries. 	<ul style="list-style-type: none"> - The main manufacturing industries e.g. <ul style="list-style-type: none"> - Sierra Leone Brewery. - Leocem, 	<ul style="list-style-type: none"> - Explain the economic importance of some of the major industries to the nation. - Carryout case studies of some 	<ul style="list-style-type: none"> - Pupils should be able to state some of the industries and their products. 	<ul style="list-style-type: none"> - Mapping - Location where these industries are found. - Discussion on what the produce. 	<ul style="list-style-type: none"> - Pictures and samples of some of the product manufactured. - Picture and charts showing how

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
		<ul style="list-style-type: none"> - Milla group, Merga Cola etc. - Soap, plastic, bags and bottle companies. 	local industries e.g. soap making. Gar dyeing, weaving etc.		<ul style="list-style-type: none"> - Resources person to give talks and demonstration field trips to some of their industries where possible. - Case studies of some of the local industries. 	the industry operates. - Pictures of some machinery used in these industries. - Samples of the products manufactured.
4		The main mining industries - Octia mining London Mining African Minerals Sierra Rutile etc The main agricultural and other local industries. -palm kernel Oil mill Rice mill Magbass sugar	- Pupils should be able to classify the industries in Sierra Leone.	<ul style="list-style-type: none"> - pupils will demonstrate and identify the industries in Sierra Leone. pupils will demonstrate and identify the local industries in Sierra Leone.	Mapping: - Locating where these industries are found. - Discussion on what n they produce. - Field trips to some of these industries.	Pictures and samples of some of the products. - Charts showing list of local industries in Sierra Leone

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
		Benn mix Fishing industries				
5		Local : Soap, gara weaving etc. Benefit to the nation – revenue provision of employment contribution to national development programmes.	- Pupils should be able to indicate the benefits of industries revenue and employment provision.	- Pupils will demonstrate an understanding of industries and their products.	Discussion on the revenue and employment provision	- Chart showing list of industries and their current addresses.
6	Communica tion - Improved internal and external communicat	The internal communication links:- - Telephone - Cell-phone - Radio - Air links - Ferry boat	- Pupils describe internal and external communication links in West Africa.	Pupils will develop understanding of the various communication links in West Africa.	- Discussion on the different communication links locating the areas where these links operate. - Field tropes to see some of	Pictures and charts on external and internal communication links. Model telephone , model radio,

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
	ion links in West Africa	<ul style="list-style-type: none"> - Along the West Coast, hover crafts - Email and fax - Internet etc. <p>The external communication links:-</p> <ul style="list-style-type: none"> - Telephone and cell phone - Radio - Telex and - Fax - Internet and - Email - Satellite etc. 			<p>these links in operation.</p> <ul style="list-style-type: none"> - Research on the effectiveness of these links. - Reports on newspapers. 	<p>pictures of aircrafts, ferry boats, fax machines etc.</p>
7-8	<p>Health Environment</p> <ul style="list-style-type: none"> - The work of the UN through its specialized agencies in promoting improved living 	<ul style="list-style-type: none"> - The UN agencies UNICEF responsible for children's welfare. - Child Immunization Programme (EP) contribution to children to 	<ul style="list-style-type: none"> - Examine the work of these specialized agency of the UN. - Explain the work of each agency where they operate. 	<p>Pupils will demonstrate knowledge in the activities and operations of the UN agencies in the country.</p>	<ul style="list-style-type: none"> - Discussion on the work of the following agencies of the UN , UNICEF, WHO, FAO, LINESCO locating their areas of operation . - Research their activities 	<p>Pictures and charts on external and internal communication links.</p> <p>Model telephone , model radio, pictures of aircrafts, ferry</p>

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
	standard /conditions.	children's hospitals.			- Identifying their different logo (symbol)	boats, fax machines etc.
9	For better quality of life e.g. UNICEF, WHO, FAO	- World Health Organization (WHO) responsible for health of the people advocating health for all"	- Pupils retell the activities and operation of UN agencies.	Pupils will identify the logo and operations of the UN agencies.	- Case study of their performance in and around the country. - Resource person come in and talk about their work in the country.	Charts and brochures showing specific responsibilities of UNICEF, WHO, FAO etc.
10	Health Environment - Population change and problems in West Africa.	- Common population problems in West Africa . - Mortality fertility and migration.	- Explain the terms migration, fertility and mortality.	Pupils will recognize problems due to change in population.	- Discussion on the implications and migration on healthy living in West Africa. - Simulation on problems faced by migrants.	Picture showing life in our centres. Pictures and charts of small and large families.
11	- -migration. - Fertility - Mortality and their implication on healthy living.	- Implication of mortality, fertility and migration on healthy living in West Africa.	- Pupil tell how implications of the above affect healthy living in West Africa.	Pupils express the impact of migration, fertility, mortality etc in the three countries.	- Discussion on migration, fertility , mortalities in the three countries and the implications.	Pictures and charts showing problems faced by migration fertility, mortality.

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
12	Ethnic groups Ways in which West Africa countries help each other . e.g. MRU, ECOWAS other regional and world organization e.g. AU, UN and its specialized agencies e.g. UNESCO, WHO, UNICEF.	<ul style="list-style-type: none"> - West Arica countries help one another through organizations set-up member states e.g. MRU, ECOWAS fou8ndation and aims of AU and UN. - The foreign minister and its relationship with their bodies. 	<ul style="list-style-type: none"> - Pupils explain how the West Africa countries help one another to solve their problems. - Explain the foundation and aims of these bodies. Explain the part played by these regional and world bodies in solving problems. 	<p>Pupils will be able to acquire basic knowledge on the operation of MRU , ECOWAS etc.</p> <p>Pupils should be able to explain the main aims and operation of AU and UN.</p>	<ul style="list-style-type: none"> - MAPS OF West Africa showing members of the MRU and ECOWAS. Discussion on the MRU and ECOWAS . Discussion on areas of operation. Discussion on the foundation and aims of the world bodies. Discussion on the roles played by the AU the UN in solving problems affecting members countries. 	<p>Map of West Africa showing members of the MRU and ECOWAS. Pupils book 6.</p> <p>Map of Africa showing the countries of AU. Map of the world showing members other UN.</p>
13		<ul style="list-style-type: none"> - The role of the AU and the UN in solving problems affecting 	<ul style="list-style-type: none"> - Pupils retell the role of AU and UN. 	<p>Pupils demonstrate knowledge of the roles of AU and UN.</p>	<ul style="list-style-type: none"> - discussion on the role of AU and UN in problem solving in members countries. 	<p>Charts and brochures showing the roles of UN and AU.</p>

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Week	Theme/ Concept	Topic	Objectives	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
		members countries.				
	CUSTOMS AND TRADITIONS -cultural effect on the lives of the people.	- Common cultural features in the three countries (Sierra Leone, Liberia, Guinea). \ - Common cultural features in West African countries.	- Pupils state the common cultural features in the three countries.	Pupils will be able to understand and explain the common features in West African countries.	- Discussion on the common cultural effect on the lives of the people.	Charts showing common cultural feature in West Africa.

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