

INTRODUCTION TO THE LEARNING ACHIEVEMENT TARGETS (LATs) HANDBOOK

The Learning Achievement Targets (LATs) booklet is an important source of reference material for teachers in the preparation of teaching and learning guides or notes. This revised version has been aligned with the revised syllabi and course textbooks for the Lower Basic, in the Core Subjects (English, Mathematics and Integrated Studies for grades 1 – 4 and English, Mathematics, Science and Social and Environmental Studies for grades 5 & 6). In addition, the revised booklet lays great emphasis on the three domains of teaching and learning, namely: **knowledge, skills and attitudes**. Hence, for effective lesson preparation and delivery, LAT booklets should not be used in isolation but alongside with the syllabi, textbooks and teachers' guides.

As the Ministry of Basic and Secondary Education strives to achieve its policy objectives of Quality Education by the year 2015, we call upon all stakeholders at school level particularly teachers in the classroom to effectively use this LATs booklet to adequately prepare our children who are our future generation for responsible citizenship. Teachers should acquaint themselves with the content of the booklets and endeavour to see that pupils achieve the targets stated therein at the end of each term and school year respectively. This is because items/questions for the National Assessment Tests (NAT) are developed from the LATs and failure to achieve the targets may pose a problem for pupils during NAT examinations.

In a similar vein MOBSE calls on both internal monitors such as head teachers and senior teachers and external monitors including Cluster Monitors and Regional Officers to familiarise themselves with the LATs in order to ensure their proper usage in the classroom. In addition we urge monitors to closely monitor the impact of the LATs on pupils' performances, as well as provide support to teachers whenever needed. In fact, this is the main route for the Quality Assurance of Teaching and Learning in schools as encapsulated in the MOBSE Quality Assurance Framework (QAF). Stakeholders at different levels i.e. classroom teachers, head teachers, deputies, senior teachers and SMCs, Cluster Monitors and Regional Officers should attend to their duties as well as give support to those under them to achieve quality education. Furthermore the LAT booklets can also serve as an important source of reference material for such professional development activities for teachers at school, cluster and regional levels.

On a final note, MOBSE wishes to acknowledge with sincere gratitude, the effort, commitment the trust, confidence and invaluable input of all partners who in one way or the other took part in the development and validation of the LATs for the Lower Basic Schools.

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Permanent Secretary
Ministry of Basic and Secondary Education

**ENGLISH LANGUAGE
GRADE 3**

ATTITUDES

Pupils should be able to:

- Demonstrate awareness that words convey meaning.
- Show that they recognize that listening, speaking, reading and writing are important tools for communication.
- Appreciate the necessity of understanding and being understood when one uses language.
- Show a willingness to use English in a variety of contexts and situations.
- Build confidence in using English as a medium for transacting their daily activities.
- Demonstrate awareness that reading is enjoyable.
- Demonstrate awareness that reading can impart knowledge.
- Show that they recognise that neat and legible writing is necessary for effective communication
- Show respect for books (Covering, handling)

<p>3. Time</p> <p>4.Extension on vocabulary</p> <p>5.Pronouns</p> <p>6.Prepositions</p> <p>7. Punctuations</p> <p>8.Spelling/Dictation</p> <p>9.Writing</p>	<ul style="list-style-type: none"> - What did you do last Saturday? - I did not have breakfast this morning <p>Pupils should be able to identify and tell the time on a clock. E.g. O'clock, quarter past, Half past, minutes to, and minutes past.</p> <p>Pupils should be able to use vocabulary through discussion - on topics treated in grade two – e.g. Accident, fishing, weather, Christmas, Tobaski, transport, post office.</p> <p>Pupils should be able to use subject Pronouns (I, you, he, she, it, we, they) in oral and written work.</p> <p>Pupils should be able to use prepositions in a variety of sentences to say where people or things are. e.g. on the table, near the cupboard, across the road, at the door, in the kitchen, behind the school, beside Abu, from the blackboard, etc.</p> <p>Pupils should be able to use full stop and capital letters correctly in writing.</p> <p>Pupils should be able to listen and write down words, and simple sentences dictated by the teacher.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Write out simple sentences using the phonic words from the spelling list in Teachers' guide and Pupils' book. • Draw locations of places and provide directions. e.g their school, village, etc. • Participate in group writing /class project e.g. A visit to Kanilai. • Write short letters and compositions through guidance.
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**ENGLISH LANGUAGE
GRADE 3
TERM 2**

KNOWLEDGE	SKILLS														
<p>1. Conjunctions – (Revision from term one)</p> <p>2. Questions</p> <p>3. Prepositions</p> <p>4. Nouns</p> <p>5. Pronouns</p> <p>6. Give Directions</p>	<p>Pupils should be able to use the conjunctions (and, but, because) in both speech and writing. e.g :</p> <ul style="list-style-type: none"> • Lamin and Fatou are going home. • Modou is intelligent but lazy. • I am hungry because I did not eat breakfast. <p>Pupils should be able to ask questions using WH words:- Where is your teacher – Who is running? – How many of you are writing? What is your name? Why are you late? etc</p> <p>Pupils should be able to use prepositions in a variety of sentences to say where things or people are. e.g: on the table, near the cupboard, across the road, at the door, in the kitchen, beside Abou, inside the car, outside the school</p> <p>Pupils should be able to use Nouns correctly in singular and plural forms. e.g :</p> <table border="1" data-bbox="651 815 1005 1086"> <thead> <tr> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>bus</td> <td>buses</td> </tr> <tr> <td>baby</td> <td>babies</td> </tr> <tr> <td>child</td> <td>children</td> </tr> <tr> <td>lice</td> <td>louse</td> </tr> <tr> <td>mouse</td> <td>mice</td> </tr> <tr> <td>sheep</td> <td>sheep</td> </tr> </tbody> </table> <p>Pupils should be able to use the object Pronouns (me, us, her, them, you, him, it) in both written and oral work.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Draw plans and locations of places. e.g. a plan of their compound, school, street, village, etc and show 	Singular	Plural	bus	buses	baby	babies	child	children	lice	louse	mouse	mice	sheep	sheep
Singular	Plural														
bus	buses														
baby	babies														
child	children														
lice	louse														
mouse	mice														
sheep	sheep														

<p>7. Reading (Extended Phonics)</p> <p>8. Punctuation</p> <p>9. Writing</p>	<p>some of the important places.</p> <ul style="list-style-type: none">• Give directions.e.g. How to get to my school. etc <p>Pupils should be able to use phonics (or, our, er, ur, ir, y, ey, str, gie) to read longer words.</p> <p>Pupils should be able to use the full stop and capital letters correctly in writing.</p> <p>Through guidance, pupils should be able to write informal letters and short compositions on the following : Myself, My Family, A letter to my friend, A letter to my mother, etc.</p>
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**ENGLISH LANGUAGE
GRADE 3
TERM 3**

KNOWLEDGE	SKILLS
<p>1.Revision – Extended work on Phonics and Vocabulary</p> <p>2.Ordinal Numbers</p> <p>3. Adverbs</p> <p>4. Adjectives</p> <p>5. Possessive Pronouns</p> <p>6. Reading</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Read fluently using their knowledge of phonics as illustrated in the Pupils’ book. • Use appropriate vocabulary to describe events and activities. e.g. fishing, accidents. Etc. <p>Pupils should be able to use ordinal numbers (1st, 2nd, 3rd, etc) appropriately and in sequence in writing dates. Etc.</p> <p>Pupils should be able to use the following adverbs of manner; carefully, neatly, slowly, happily, well, quietly, etc, orally and in writing.</p> <p>Pupils should be able to compare two or more people or objects using adjectives.</p> <p>Pupils should be able to use the following possessive pronouns – his, hers mine, yours, theirs, ours, etc in speech and in writing.</p> <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Read stories and passages aloud and silently, retell in their own words and answer questions orally and in writing. • Recite rhymes/poems. • Participate actively in dialogues

7.Future Tense (using ‘will’)

Pupils should be able to use ‘will’ to:

- Talk about future plans.e.g.
- I will go to the library tomorrow
- Record future events on a diary. e.g.
- My sister will celebrate her birthday on June 6th.
- On March 5th, my brother will come from the UK.

8. Punctuation

Pupils should be able punctuate sentences using the comma.e.g. I went to the market yesterday and bought some rice, meat, vegetables and oil.

9. Writing

Pupils should be able to:

- Write neatly and legibly using joined - up script.
- Spell a variety of words on their own.
- Listen to sentences read aloud by their teacher, and write them as dictation.
- Record information on individual and group activities, in diaries.
- Punctuate written work.

MATHEMATICS

GRADE 3

Learning targets at the end of grade 3

Grade 3 builds on and reinforces the work done in grade 1 & 2

KNOWLEDGE AND SKILLS

Students should be able to:

1. interpret and write numbers up to 1000
2. perform addition and subtraction of 3 digit numbers
3. recognise and operate on common fractions
4. identify and state the values of digits up to 1000 and in decimal numbers up to 2 decimal places
5. perform multiplication of 2 digit and 3 digit numbers by one digit number and recognise that multiplication is cumulative and distributive
6. perform division of whole numbers up to 1000 without a remainder
7. recognise all Gambian coins and perform simple shopping activities
8. use and interpret inequality symbols ($>$, $<$)
9. perform the four basic operations using the operation machine
10. state the basic properties of common solid shapes and draw nets of solid shapes,
11. state and measure lengths, capacities of containers using standard units and sub-units (metres, centimeters, litres)
12. state unit and sub-units of time and tell time in quarters of an hour
13. collect, interpret and represent data in simple tables and on different graphs

MATHEMATICS
GRADE 3
ATTITUDES

Students should be able to:

1. develop imaginative thinking
2. Appreciate the important role that mathematics play in student's routine activities
3. Realize the links between mathematics and other subjects of the curriculum
4. Begin to appreciate the value of mathematics

LEARNING ACHIEVEMENT TARGETS			
Theme 1 : Number, Numeration & Operations		Students should be able to*	Terms
Unit 1	Reading and writing numbers up to 1000	<ul style="list-style-type: none"> • Read and write word names and numerals up to 500 • Read and write word names and numerals up to 1000 	First term
Unit 2	Addition & subtraction	<ul style="list-style-type: none"> • Add and subtract 2 and 3 digit numbers • Solve word problems involving additions and subtractions 	
Unit 3	Fractions	<ul style="list-style-type: none"> • Recognise common fractions • Calculate fractions of whole numbers • Compare the size of fractions with different denominators • Perform addition and subtraction of fractions with the same denominator 	
Unit 4	Place value	<ul style="list-style-type: none"> • Identify the value of digits in whole numbers up to 1000 • State the value of digits in decimal numbers up to 100 	
Unit 5	Multiplication	<ul style="list-style-type: none"> • Perform multiplication of 2 and 3 digit numbers by one digit number • Deduce that multiplication is commutative and distributive • Solve word problems involving multiplication 	
Unit 6	Division	<ul style="list-style-type: none"> • perform division of 2 digit numbers by one digit number without remainder • divide whole numbers up to 1000 by one digit whole number with or without remainder 	
Unit 7	Money & shopping	<ul style="list-style-type: none"> • Recognise all Gambian coins and notes • Perform simple shopping activities involving Gambian currency • Solve word problems involving buying and selling 	
Theme 2 : Algebraic processes		Students should be able to	Second term
Unit 1	Using inequality symbols	<ul style="list-style-type: none"> • Use inequality symbols and complete mathematical statements with inequality symbols 	
Unit 2	Operation machine	<ul style="list-style-type: none"> • Complete mathematical operations using the operation machine with one operation at a time and perform the reverse of operation using operation machines 	

Theme 3 : Geometry		Students should be able to	Third term
Unit 1	Plane shapes	<ul style="list-style-type: none"> • State the basic properties of plane shapes • Identify the lines of symmetry of plane shapes (triangle, circle, rectangle, pentagon, ...) 	
Unit 2	solid shapes	<ul style="list-style-type: none"> • identify solid shapes (cube, cuboids, sphere, cylinder, cone, pyramid) • state basic properties of common solid shapes (faces, edges, corners) • draw nets of solid shapes (cubes, cuboids) 	
Theme 4 : Measurement		Students should be able to	
Unit 1	length	<ul style="list-style-type: none"> • state the unit and sub-unit of measuring time and tell time in quarter hours • state standard and sub-unit of measurement and measure length using unit and sub-units • perform simple calculation involving lengths 	
Unit 2	capacity	<ul style="list-style-type: none"> • State standard unit involving capacity (measure the capacity of containers and perform simple calculation involving capacity) - litres 	
Unit 3	Time	<ul style="list-style-type: none"> • Solve word problems relating to time 	
Theme 5: Everyday Statistics		Students should be able to	
Unit 1	Representation of information	<ul style="list-style-type: none"> • Collect data from the environment, represent data on tables, pictogram, block and bar graphs and read information from them 	

INTEGRATED STUDIES

GRADE 3

ATTITUDES

By the end of the grade pupils should be able to :

- Appreciate the different types of leisure and their importance
- Develop a sense of time management in leisure activities
- Appreciate the important role that people can play in societies
- Appreciate the importance of historical places and develop a sense of caring and protection for historical places.
- Respect the national flag, anthem and coat of arms.
- Realise the importance of main towns in each division/region
- Develop an attitude of discussion of what every Gambian should know with parent, in pairs or peer groups.
- Appreciate the importance of traditional instruments for communication
- Respect traditional methods of communication
- Realize the importance of using different forms of communication
- Appreciate the need for a good transport system in one's country
- Respect the needs of others in the use of transport e.g. safety of pedestrians, cyclists, horse/donkey cart etc.
- Appreciate the need for maintenance of objects
- Recognise the importance of roads and obey road safety rules and signs
- Appreciate the importance of living things to human and treat them with care
- Appreciate the importance of different habitats
- Appreciate the need to recycle materials in the growing plants environment e.g. compost heaps
- Show interest in growing plants and the need to preserve seeds
- Be ware that some plants can be grown from cuttings
- Develop a sense of environmental conservation

INTEGRATED STUDIES
GRADE 3
TERM 1

KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> • Describe the different types of leisure activities and state their significances. • Be aware of the value of time for work and leisure • State the type of physical exercise and explain their importance to our body. • List different type of sporting activities • Name, identify and state the importance of historical places in and outside their locality e.g. stone circle etc. • Name and identify famous and important figures in the community. • Be ware of the cordial relations among individual members of the community. • Be ware of changes in the area e.g. roads, telecentres, schools etc. • Identify and explain the significance of the colour of the Gambia flag • Understand the words and correct tune of the national anthem • State the names and position of the regional head quarters and main town of the Gambia. 	<ul style="list-style-type: none"> • Draw and make pictures showing different leisure activities • Demonstrate some physical exercises, observe and report on their effects • Discuss and report about important figures in the community • Draw/model historical sites on a map of the Gambia • Carry out certain investigations on historical sites of the Gambia. • Draw and colour the national flag and the coat-of-arm. • Recite and sing the national anthem correctly. • Draw and demarcate the regions of the Gambia

INTEGRATED STUDIES

GRADE 3

TERM 2

KNOWLEDGE	SKILLS
<ul style="list-style-type: none">• Name and describe the traditional ways of communicating• State materials that can be used to make traditional instruments of communication.• Name the different ways that information is sent and received in their locality and discuss the types of message sent and received through them.• Describe in simple terms the different forms of communication e.g. verbal, written, action etc.• Name local and international languages spoken in the Gambia e.g. French, English, Arabic.• Name and describe the forms and types of transport e.g. forms: land, water air: Types – bus, lorry, car, ship, and aeroplane.• Name and identify the four main cardinal points of the compass e.g. East, West, North, and South.• Name which types of transport are used and what they carry• Explain how and why certain objects can move• Describe different features of roads and how they can affect safety; e.g. bumpy, slippery road, sharp bend.• Recognise and interpret some road signs.	<ul style="list-style-type: none">• Identify and collect different traditional materials used to make instruments of communication; draw and make models of traditional instruments.• Demonstrate different ways of conveying information• Collect, draw or model the different equipment used in modern methods of communication.• Investigate and trace the origin of foreign words in our local languages e.g. Mandinka, wolof, jola, Pular as well as international languages e.g. French, English, Portuguese and Arabic.• Draw/make models of different types of transport e.g. bicycle, ship car, and aeroplane.• Draw or make a sketch map of their village, showing the direction to different places.• Investigate how various goods are carried in and outside their area.• Draw and name road signs.

INTEGRATED STUDIES

GRADE 3

TERM 3

KNOWLEDGE	SKILLS
<ul style="list-style-type: none">• Differentiate fliving things and non-living things• State the characteristics of living things e.g. respiration, movement etc.• Name and identify the different habitats and give examples of organisms which live in such habitats e.g. fresh water ponds i.e. fish• Describe how some animals and plants live in their environment• Understand interdependence of plants and animals• Explain the water cycle and its importance to nature• Name the different plant parts and explain their functions e.g. root, stem, leaf, flower.• Identify and explain how some plants germinate and state the conditions necessary for germination• Name and identify plants that grow from cuttings e.g. cassava, potato• Explain some of the uses of plants and the need to preserve them.• Understand the need for plant conservation.	<ul style="list-style-type: none">• Identify and classify which animals live on land and which live in water or in both• Observe different habitats e.g. river, ponds, trees, the ground, aquarium• Draw/model a simple food chain• Draw a water cycle• Draw and name plant parts• Grow a plant from a seed• Observe and record the growing stages• Grow a plant from cutting, observe and record how plants grow from cutting• Produce a display to illustrate the importance of plants and their uses e.g. charts