**SIR APOLLO KAGGWA SCHOOLS**

**ENGLISH SCHEME OF WORK FOR TOP CLASS TERM ONE 2016**

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| **WEEK** | **DAY** | **LEARNING OUTCOMES** | **COMPETENCES** | **SUGGESTED DEVELOPMENTAL ACTIVITIES (CONTENT)** | **METHODS** | **ACTIVITIES** | **INSTRUCTIONAL MATERIALS** | **REF**  **.** | **REM** |
| 1 | 1-5 | * Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | * I can use my language confidently. | * Singing the rhyme about the family * Identifying common things found in the environment * Identifying the first letter sounds of the words * Reading words with proper pronunciation * Matching words to the pictures * Drawing picture for the words * Circling the word for the picture * Writing the words correctly. * Filling in the missing letter | Look and say  Phonic method  Guided  Imitation | * Singing the song ( I have a nice family) * Naming things in the environment e.g things at home * Discovering the first letter sound * Reading and writing the words * Drawing pictures * Finding the missing letter | * Chart with pictures * Single word cards * Blackboard illustrations * Exercise books * Stencil work. * Flash cards * Paper work |  |  |
| 2 | 1 – 5 | * Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | * I can use my language confidently. | * Reciting a rhyme about animals * Mentioning animals kept at home * Pronouncing words correctly * Matching words to pictures * Sorting the correct words * Reading and drawing pictures * Writing words correctly. * Identifying the first letter sounds * Find a word for a given picture * Drawing pictures for the first letter sound * Naming pictures | Look and say  Phonic method  Guided  Imitation | * Reciting the rhyme * Naming things in the environment * Discovering the first letter sound * Reading and writing the words * Drawing pictures * Finding the missing letter | * Chart with pictures * Single word cards * Blackboard illustrations * Exercise books * Stencil work. * Flash cards |  |  |
| 3 | 1 – 5 | * Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | * I can use my language confidently. | * Role playing * Pronouncing new words. * Matching pictures * Reading and drawing * Writing words * Discovering the 1st letter sound. * Drawing pictures * Underline, circle, ring, tick, cross a word for a picture * Making phrases | Look and say  Phonic method  Guided  Imitation | * Reciting the rhyme * Naming things in the environment * Discovering the first letter sound * Reading and writing the words * Drawing pictures * Finding the missing letter | * .Chart with pictures * Single word cards * Blackboard illustrations * Exercise books * Stencil work. * Flash cards * Paper work | LFW Pg 55 |  |
| 4 | 1 – 5 | * Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | * I can use my language confidently. | * Mentioning the clothes we wear * Naming the types of clothes for each season * Matching pictures to the words * Drawing pictures for the words. * Writing the words for the pictures. * Identifying the first letter sounds * Finding the missing letters * Forming phrases * Writing words correctly | Look and say  Phonic method  Guided  Imitation  Demonstration  Illustration | * Naming things in the environment * Discovering the first letter sound * Reading and writing the words * Drawing pictures * Finding the missing letter | * Chart with pictures * Single word cards * Blackboard illustrations * Exercise books * Stencil work. * Flash cards * Paper work * Paper models |  |  |
| 5 | 1 – 5 | * Reading to enjoy, acquire knowledge and understanding | * I can read simple words and phrases | * Reading words * Forming phrases * Drawing pictures * Writing phrases * Completing phrases * Write phrases for the pictures | Illustrations  Demonstrations  Look and say | * Reading words * Reading phrases * Drawing pictures for phrases * Writing phrases for the pictures | * Flash cards * Black board * Illustration * Exercise books * Paper work * Reading cards |  |  |
| 6 | 1 – 5 |  |  | * Role playing * Mentioning things found within the environment * Pronouncing words correctly * Reading phrases * Introducing new words from lady bird A bk 1 * Forming sentences for pictures * Writing words and sentences * Drawing for the sentences * Writing sentences * Completing sentences | Look and say  Question and answer  Phonic method  Whole sentence method | * Pronouncing new words * Forming phrases * Forming sentences * Writing words and sentences * Completing sentences * Drawing pictures for the sentence | * Paper work * Blackboard * Illustration * Exercise books * Flash cards | Ladybird Book 1 A page 51 |  |
| 7 | 1 – 5 |  |  | * Revision of previous words * Introduction of new words from lady bird book 2 A and B * Constructing sentences * Reading sentences * Writing sentences for the pictures. * Completing sentences * Make sentences using words | Look and say  Question and answer  Phonic method  Whole sentence method | * Pronouncing new words * Forming sentences * Writing words and sentences * Completing sentences * Drawing pictures for the sentence | * Blackboard illustrations * Flash cards * Chart * Exercise books * Spell board | Ladybird book 1A page 51. |  |
| 8 | 1 – 5 |  |  | * Introduction of new words Reading words * Constructing sentences * Identifying sounds * Writing words and sentences * Read and draw * Identifying words * Make sentences using the words * Complete the sentences |  | * Pronouncing new words. * Forming sentences orally. * Writing words and sentences. * Completing sentences. | * Flash cards * Chart * Blackboard * Illustrations * Exercise books | Ladybird BK 3a page 4 - 22 |  |
| 9 | 1 – 5 |  |  | * Reading words * Writing words and sentences * Constructing sentences * Writing sentences for the words * Read and draw * Write sentences for the pictures * Write the words correctly * Underline, circle, tick, ring the correct word |  | * Reading the words correctly. * Writing words and sentences . * Read and draw. * Underline the words | * Charts * Blackboard * Illustrations * Flash cards * Paper work | Ladybird BK3 page 24-48 |  |
| 10 | 1 – 5 |  |  | * Reading words * Writing words and sentences * Constructing sentences * Read and draw pictures for the pictures * Use the given words to form sentences * Complete sentences |  | * Reading the sentences. * Listen and write the sentences. * Write sentences for the given words. | * Chart * Blackboard illustrations * Flash cards * Paper work | Ladybird BK 3b page 4-50 |  |

**SCHEME OF WORK FOR ENGLISH TOP CLASS TERM II 2015**

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| **WK** | **DAY** | **LEARNING OUTCOME** | **COMPETENCE** | **SUGGESTED DEVELOPMENT ACTIVITIES** | **METHODS** | **ACTIVITIES** | **INSTRUCTIONAL MATERIALS** | **REF** | **RM** |
| **2** | **1 TO 5** | Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | * Read and write the words correclty * Write sentences using the possessive word from the substitution table * Drawing pictures for the sentences * Complete sentences for the pictures * Pronouncing the words corectly * Dicovering the letter sound and syllables that make up words * Use the words in the sentences orally * Finding the missing letters * Forming sentences from the substitutional table | Introducing has and have as a possessive words using real objects  He has a ……….  She has a …………..  Peter has ……….  Mummy has ………..  The cat has ………………..  The girl has a …………  Introducing the substitution table   |  |  |  | | --- | --- | --- | | Sam  The  Dog  Dad | Has | A duck  Two cows  An apple | | * Look and say * Demonstrate * Explanation * Discovery | * Reading the words * Constructing sentences * Writing sentences * Drawing pictures for the sentences * Finding the correct word * Identifying words * Forming sentences orally * Forming and writing sentences from the table * Drawing pictures for t he sentence | * Chart * Real object * Reading words, and flash cards | Teacher’s collection |  |
| **3** | **1 to 5** |  | * Possessive words correclty * Write sentences using the possessive words from the substitution table * Using words in sentences orally * Build sentences using a sentence maker * Finding the missing letters * Find the missing words | * Introducing have using real objects * I have a …… * We have a …. * You have a … * The girls have a.. * The cats have…. * Introducing the substitution table * Table * I * We * You * They * The girls * The cats | * Explanation * Demonstrate * Discovery | * Reading the words * Constructing sentences using have * Writing sentences * Read and draw pictures * Forming sentences using the possessive word * Complete the story * Complete sentences * Listen and write sentences with have. | * Stencil work * Chart * Real object * Reading cards * Flash cards | Teacher’s collection |  |
| **4** | **1 to 5** |  | * Learners should be able to; * Construct sentences using the patterns * Write sentences using the patterns * Draw pictures for the sentences * Write sentences for the picture given using pattern * Complete sentences | Introducing structural pattern with  This and That  This is ………  What is this?  e.g. this is a ball  that is …  e.g. That is a book  that is a pencil  use of possessive pronouns  His, our, her, their, my, your  E.g. This is my pen.  This is my book  Write sentences of the pictures  What is this?  e.g. That is my dog  that is my hut  writing sentences for the picture  that is my book  that is my banana | * Demonstrate * Illustration * Explanation | * Constructing sentences using patterns. * Writing sentences using patterns * Drawing pictures for the sentences * Writing sentences of the pictures given using the patterns | * Charts * Stencil work * Flash cards * Reading cards | Teacher’s collection |  |
| **5** | **1 to 5** |  | * Children should be able to * Pronounce the words corectly * Construct sentences using the new words * Construct sentences using a sentence marker * Discovering letters and syllables * Make up words in sentences orally * Writing the words correctly * Finding missing letters * Read and draw | Introducing new words  Pat are water have fund  Come it look  Constructing sentences using the new words  I have a cup  Daddy has a big chair  Writing sentences using the words  Completing sentences  Pat has a …..  I have a big ………. | * Imitation * Demonstrate * Explanation * Look and say * Constructing sentences using the words * Writing sentences using the word * Completing sentences * Building words using single letter card * Read and draw * Completing the story | * Reading from the chart * Demonstration * Explanation * Looks and say | * Chart * Reading cards * Single letter card * Lady bird Bk 2A 4 – 16 | Teacher’s collection |  |
| **6** | **1 to 5** | **Grammar** | * Children should be able to; * Pronounce the new words correctly * Construct sentences using new words * Find the missing letters * Write the words wit correct spellings * Building up words using single letter cards * Use words in sentences orally. | Introducing new words e.g.  Can, jump, into, we, to, go, yes, sweets, home  Constructing sentences  I can jump  We are here  Finding missing letters  J\_\_mp s\_\_\_eets, y\_\_\_s  Building up words   |  |  |  |  | | --- | --- | --- | --- | | i | n | t | o | | j | u | m | p |   Completing sentences e.g.  I have some….. | * Demonstrate * Explanation * Look and say | * Pronouncing words correctly * Constructing sentences * Finding missing letters * Writing words with correct spellings * Completing sentences * Building up words using single letter cards * Draw pictures for the words and sentences | Chart  Cards  Flash cards  Single sounds  Lady bird bk 4a 30 – 48 | Teachers’ collection |  |
| **7** |  |  | * Learners should be able to; * Readn the words correctly * Construct sentences using the words * Complete sentences * Find the missing letters * Pronouncing the new words correctly | Introducing new words say want , no some for this constructing sentences using word e.g.  She wants to have tea.  Completing sentences e.g.  He has some….  I want to go….  Finding the missing letters  W\_\_ntf\_\_\_r  Co\_\_\_es\_\_\_\_me  Wa\_\_\_t s\_\_y | Imitation  Look and say  Explanation  Demonstration | * Reading words * Listen and write words * Constructing sentences * Completing sentences * Building up words using single letter cards | Lady bird 4b pg 18 – 26  Single letter cards  Stencil work  Reading cards  Lady bird 3A | Teachers’ collection |  |
| **8** |  |  | * Learners should be able to; * Read the words with their correct pronounciation * Construct sentences using the new words * Wirte words and sentences correclty * Write the words given with their correct spellings * Using new words in sentences orally * Finding the missing letters * Building up words with small single letters | Introducing new words  Play , up, down, at, boat, get , on, me, cake, see  Use the words in sentences e.g. I can play in the water  The cake is on the table  Writing words and sentences correctly  Find the missing letters  Play down cake  Pl\_\_ydow\_\_\_ c\_\_\_ke  Writing words with the correct spelling  Layp - play  Ownd – down | * Discovery * Explanation * Imitation | * Listen and write words * Wiring words and sentences * Finding the missing letters * Complete the sentences * Writing words in their correct form * Read and draw * Listening and writing words and sentences * Complete the story | * Lady bird 3A * Reading cards * Flash cards * Charts | Teachers’ collection |  |
| **9** |  |  | * Children should be able to; * Read the words with their correct pronounciation * Construct sentences using the new words * Find the missing letters * Pronounce the new words correctly * Use the words in sentences | Introducing new words please  Station  Train  Rabbits  That help constructing sentences using the new words  They are at the station  That is a class  Please go away  Finding the missing e.g.  Tr\_\_\_in h\_\_\_lp  Wi\_\_\_hpl\_\_ \_\_\_se  St\_\_\_tion | * Imitation * Look and say * Demonstrate * Explanation | * Listen and write words * Reading words * Forming sentences for the given words * Completing sentences * Writing the words correctly * Filing in the missing letter * Complete the story * Read and draw pictures for both words and sentences | * Chart * Stencil work | Teacher’s collection |  |
| **10** |  |  | * Children should be able to; * Read the words with correct pronounciation * Construct sentences using the words * Build up words using single letter cards * Write sentences correctly * Complete sentences | Introducing new words  Police, give, red, was, school, bus  Using the words in the sentences  He is a policeman  I will give you a red pencil  Building up words using single letter cards  Reading the books and marking the correct punctuation | * Phonic method * Look and say * Demonstrate * Imitation | * Reading words * Write the words correctly * Writing sentences * Fill in the missing words * Drawing pictures * Completing a story * Completing sentences * Naming pictures * Building up words * Writing words correctly | * Lady bird 2a and 2b * 3a and 3b * Real objects * Single letter cards | Teacher’s collection |  |
| **11** |  |  | * Children should be able to * Use on in sentences * Read sentences using the preposition * Write sentences and draw the pictures * Pronoucing new words correctly * Using the prepositions in the sentences orally * Finding the misisng letters * Fill in the given preposition | Introducing new words e.g. police, give, red, was, school  Using the words in sentences e.g.  He is a policeman  I will give you a red pencil  Building up words using single letter cards  On, near, under, over  The fish is in the water  The spoon is in the cup | * Demonstrate * Discussion * Imitation | * Constructing sentences * Writing * Drawing pictures for the sentences * Listen and write sentences * Read and draw pictures for the sentences * Write sentences for the given preposition | * Stencil work * Reading cards * Charts |  |  |
| **12** |  |  | * Learners should be able to * Write the word for the pictures * Complete the story * Writing correct words | Introducing sentences with pictures e.g.  The girl has a …..  The cow is in the house  Introducing story with pictures  Dan is a ……  He has a …..to play with | * Explanation * Demonstrate | * Writing words for the pictures * Naming pictures * Reading words * Drawing words * Drawing pictures * Completing sentences / story * Fill in the correct words |  |  |  |
|  |  |  | * Learners should be able to * Use two words correctly * Wirte sentences using the two words * To give correct answer for the question | Introducing of new words ye and no  Use of yes e.g.  Is this a pencil?  Is this a book?  Yet it is a book. | * Demonstrate | * Constructing sentences * Complete the sentences * Write sentences for a picture * Answer correctly | * Stencil work |  |  |
|  |  |  | * Pronouncing the new words correctly * Reading sentences using the correct punctuation * Write sentences using the familiar words | Writing sentences using yes  Introducing no in sentences  Is this a boy?  No it is not a boy  It is a girl  Is this a table?  No it is not a table  It is a tree  Introducing true or untrue sentences  Daddy is a man. True  Reading and writing sentences | * Explanation * Imitation * Discovery | * Writing sentences * Using yes and no * Completing the sentences * Writing sentences using * Answer correctly * Complete the sentences * Write the correct answer | * Real objects * Charts |  |  |

**SCHEME OF WORK FOR ENGLISH TOP CLASS TERM III 2016**

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| **WK** | **Day** | **Learning outcome** | **Competence** | **Suggested developmental activities** | | | | **METHODS** | **ACTIVITIES** | **INSTRUCTIONAL MATERIALS** | **REF** | **RM** |
| **1** | **1 TO 5** | Knowing how to keep and care for my environment | I can use my language confidently. | Revision of on, under and in in sentences  e.g.  the pencil is in the tin.    The cup is on the table  Writing sentences for pictures  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teaching the new prepositions  near, over , under , between, behind, infront of  Using new words in sentences | | | | * Explanation * Demonstrate * Application * Look and say * Guided discovery | * Pronounce new words * Construct sentences * Writing sentences * Drawing pictures * Reading * Substitutional table * Using words in sentences orally * Answer correctly * Make sentences for the pictures * Use the words in the sentences | Real objects   * Models * Exercise books * Blackboard * Charts | Teacher’s collection |  |
| **2** | **1 to 5** |  | I can make use of the important places and things responsibly | New words  Introducing the use of want and wants  mosque, horse, station, nurse, police, church, stop, street, shop, farm, doctor etc  I want ……………..  We want ………………  They want …………….  He wants ………………  She wants ……………..  Jane wants …………..  Peter wants …………..  Introducing the substitution table | | | | * Explanation * Demonstrate * Application * Guided discovery * Question and answer * Explanation * illustration * guided discussion | * Pronounce new words * Make new words in sentences * Forming sentences from a substitution table * Finding missing letters * Using words in sentences orally * Completing the sentences * Read and draw | * Flash cards * Chairs * Pencil * Stencil work | Teacher’s collection |  |
| I  We  They | | want | to play  eat food  drink juice |
|  | | | |
| He  She  Jane  John | wants | | to play football skip the rope fly a kite  eat food |
|  | | | |
| **3** | **1 to 5** | Communicating effectively, confidently and meaningfully | I can use my languge appropriately | Plurals ending with s  e.g.  book – books  tree – trees  use of ‘is’ and ‘are’  Plurals ending with “es”  Plurals ending with “ves” | | | | Explanation  Illustration  Writing the words correctly | To write the plurals correctly.  Using plurals in sentences  Use ‘is’ and ‘are’ appropriately | Flash cards  Charts  Blackboard  Work cards  Reading cards Exercise books and pencils |  |  |
| **4** | **1 to 5** | Exploring and knowing my immediate environment | I can respond to instructions and commands | Verbs (action words)  Introducing doing words e.g.  stand draw  jump cry  eat walk  fly sleep  verb ending with ‘ing’  verbs ending with double letters  verbs ending with e crossed  Reciting a rhyme about verbs | | | | * Explanation * Illustration * Look and say * Demonstrate * Role playing * Filling in the missing letters * Writing the words correctly | * Pronounce the words correctly * Perform actions * Read words * Read sentences * Draw pictures * Write sentences * Singing * Role play | * Charts * Flash cards * Exercise books and pencils | Teacher’s collection |  |
| **5** | **1 to 5** | Writing different kinds of letter formation | I can write letters and words | Revision of new words  horse  station  police  stop  street  farm etc  Introducing capital and small letters  Writing in small letters  Writing in capital letters  Letter before e.g. c  Letter after e.g. f  Arranging letters in order | | | | * Guided discussion * Explanation * Look and say   Activities   * Changing small letters into capital letters. * Changing capital letter sounds into small * Changing words from small to capital. | * Pronounce the words * Use words in sentences * Read sentences * Complete sentences * Writing the words correctly * Fill in the missing letters * Circle, underline, ring, tick the correct word * Arranging letters in order | * Lady bird book * Pencils * Flash cards | Teacher’s collection |  |
| **6** | **1 to 5** | Writing different kinds of factual and imaginative tasks depicting creativity | I can use my hands and eyes to perform different activities as instructed.  I can use my language confidently | Introducing colours  Naming colours e.g blue,. Green, orange, brown, pink, white, black, purple, grey  Singing a song about colours  Getting a small word from a big word e.g. teacher – tea – her  Flower-girl – girl - flow – flower  Policeman – man – police – ice – an etc | | | | * Guided discussion * Look and say * Question and answer * Illustration | * Naming different colours * Pronounce colours * Spell words * Shade the shapes * Fill in the missing letters * Sing the song | * Crayons * Pieces of paper * Chalk of different colours * Exercise books * Pencils | Teacher’s collection |  |
| **7** |  | Communicating confidently, effectively and meaningfully | I can use my language confidently | New words  About some  Out off please etc  Obeying commands  Examples  Stand up  Say the word come  Go and sit  Acknowledging commands  Examples  Go to the table and bring the book.  Animal young ones  e.g. cow – calf  hen – chick etc  read and write animal young ones  matching  Animals kept at home. (Domestic animals) | | | | * Discussion * Explanation * Demonstrate * Application of knowledge * Look and say * Guided discovery * Phonic methods | * Writing sentences for the given words * Writing words correctly * Filling in the missing letters * Completing the sentences * Obeying commands * Drawing animals with their young ones * Completing the table for animal young ones | * Real objects * cards * Flash cards * Paper work * Exercise books and pencil | Teachers’ collection |  |
| **8** | **1 to 5** | Communicating confidently, effectively, and meaningfully | I can use my language confidently | Following pictures sequences  Discussion of events  Tense to be used  Writing sentences | | | | * Guided discussion * Explanation * Observation * Role play * Question and answer | * Talking about the pictures * Reading sentences to form a story * Using the structural pattern correctly * Writing sentences for pictures * Imaginative drawing * Complete sentences | * Pictures * Flannel board * Masks * Illustration * Flash cards * Exercise books and pencils | Teachers’ collection |  |
| **9** | **1 to 5** |  |  | Teach children to discover the word for the picture given e.g.  Nakato is a \_\_\_\_\_\_\_\_  She has a \_\_\_\_\_\_ and a  \_\_\_\_\_\_\_\_\_.  She sits on a \_\_\_\_\_\_\_in the  \_\_\_\_\_\_\_\_\_\_.  Reading lady bird book 5 and 6  a ) individually  b) groups  c) loud reading | | | | * Explanation * Guided discover * Look and say * Demonstrate * Illustration * Individual participation * Group participation | * Completing the story with correct words * Draw the pictures * Naming the pictures * Reading with correct punctuation * Reading intonation * Writing sentences * Use pronouns correctly | * Real objects * Illustration * Charts | Teachers’ collection |  |
| **10** | **1 to 5** |  |  | Reading the story e.g  Peter and Jane are at home. They have a dog and a hen. The dog keeps the home and the hen gives them eggs.  Question  I) Who are in the story?  2) They have a ……. and ….at home.  3) What do we get from a hen?  4) Draw Peter and Jane at home. | | | | * Discussion * Explanation * Guided discovery * Illustration * Question and answer | * Reading the story * Answering questions orally and written * Drawing pictures to interpret the story | * Story book/cards * Flash cards * BB illustration * Exercise books and pencils | Teacher’s collection |  |
| **11** |  |  |  | Revision exercises in the following areas:-  -Prepositions  -Finding what is missing  -constructing sentences using the words given  -Completing sentences  -Puzzles  Substitutional tables using the structural patterns learnt | | | | * Explanation * Discussion * Questions and answer * Application of knowledge | * Using prepositions * Finding missing letters and words * Writing sentences * Completing sentences * Filling in the puzzle boxes * Making sentences from the tables | * Paper work * Cards * Charts * Reading cards | Teacher’s collection |  |