

PRIMARY ONE SCHEME OF WORK GRAMMAR

WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS / TECH	ACTIVITIES	LEARNING AIDS	SKILLS	REF	REM
1	1	OUR SCHOOL	People in our school	<ul style="list-style-type: none"> - Read the letters. - Identifies small and capital letters. - Writes given words in both capital and small letters. 	<p>Alphabetical letters in small:- <i>a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.</i></p> <p>In capital:- <i>A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.</i></p> <p>Words in both small and capital.</p> <p>book – BOOK chair – CHAIR girl – GIRL Esther – ESTHER</p> <p>Re – arrange letters in alphabetical order</p> <p>a) d c a b a b c d b) x, w, y, z w, x, y, z c) cat, axe, dog, bag axe, bag, cat, dog</p>	<p>Explanation</p> <p>Demonstration</p> <p>Guided discover</p>	<p>Identifying both small and capital letters.</p> <p>Re – arrange letters in alphabetical order</p>	<p>A chart with both small and capital letters.</p>	<p>Critical Thinking .</p> <p>Self-awareness.</p> <p>Critical thinking</p> <p>Creative thinking</p>	English aid book 1.	

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2	OUR SCHOOL	People in our school	<p>Reads the number and their names.</p> <p>Writes number names.</p>	<p>Number names from</p> <p><i>1 – one</i></p> <p><i>10 – ten</i></p> <p><i>2 – two</i></p> <p><i>11 – eleven</i></p> <p><i>3 – three</i></p> <p><i>12 – twelve</i></p> <p><i>4 – four</i></p> <p><i>13 – thirteen</i></p> <p><i>5 – five</i></p> <p><i>14 – fourteen</i></p> <p><i>6 – six</i></p> <p><i>18 – eighteen</i></p> <p><i>7 – seven</i></p> <p><i>16 – sixteen</i></p> <p><i>8 – eight</i></p> <p><i>17 – seventeen</i></p> <p><i>9 – nine</i></p> <p><i>18 – eighteen</i></p> <p><i>19 – nineteen</i></p> <p><i>20 – twenty</i></p>		<p>Writing number names and symbols.</p>	<p>A chart with number names and symbols.</p>	<p>Creative thinking.</p>	<p>Student aid book 1</p>	
3	OUR SCHOOL	People in our school	<ul style="list-style-type: none"> - Defines a noun. - Gives examples of different nouns in their surroundings. 	<p>NOUNS</p> <ul style="list-style-type: none"> - A noun is a naming word. <p>Examples of nouns</p> <p>Book, 1 chair, pencil, table, paper, ruler, Esther, duster, door, chart, tree, window, peter, girl, chalk board and stick.</p>	<p>Explanation</p> <p>Guided discussion</p> <p>Whole word.</p>	<p>Defining a noun.</p> <p>Naming nouns</p>	<p>A chart showing nouns.</p>	<p>Critical thinking.</p> <p>Self-awareness.</p>	<p>Teacher collection.</p>	

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2	1	OUR SCHOOL	People in our school	<ul style="list-style-type: none"> - Read the article names all the consonant sound as used by the given article correctly. 	Articles: <ul style="list-style-type: none"> - Article “a” - Article “a” is used before a noun beginning with a consonant sound. Example <i>b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z.</i> Example a book a teacher a cat a chair a cupboard a table a man		Identifying the given article. Using the given article before the given worlds.	A chart showing the correct usage of the learnt article “a”		Standard book 1	
	2	OUR SCHOOL	People in our school	<ul style="list-style-type: none"> - Read the article “an” reads the given vowels as used with article “an”.. - Uses the given article in words and sentences correctly. 	Articles “an” <ul style="list-style-type: none"> - Article “an” is used before a noun starting with vowel sounds. <i>a e i o u</i> Examples <i>an apple</i> <i>an elephant</i> <i>an oldman</i> <i>an egg</i> <i>an umbrella</i> <i>an onion</i> <i>an orange</i> <i>an aeroplane</i>	Explanation Discussion Whole word	Reading the vowels. Reading article “an” Filling in the article correctly.	A chart	Effective communication Fluency Articulation	Standard aid book 1 New oxford English course page 5	

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	3	OUR SCHOOL	People in our school	<ul style="list-style-type: none"> - Defines the word noun. - Gives examples of nouns 	<p>Nouns</p> <p>A noun is a naming word</p> <p>e.g book, chair, pencil, Emma, Peter</p>	Whole word Listen, say and use					
3	1	OUR SCHOOL	Things in our school	<ul style="list-style-type: none"> - Identifies and names all things in our school. - Reads and spells the things correctly. 	<p>Things in our school.</p> <ul style="list-style-type: none"> - Duster, door, ruler, bell, table, blackboard, bench, class, chart, school van, bag, book, ball, chair, rubber, pencil, desk, window, computer, towel, bed and bus. 	<p>Explanation</p> <p>Guided discovery</p> <p>Whole word</p>	Naming things found in our school.	A chart	Self-awareness Create live thinking	Teacher's collection.	
	2	OUR SCHOOL	Things in our school	<ul style="list-style-type: none"> - Changes words from singular to plural form. 	<p>Plural and Singular</p> <p>Singular means one thing/person and Plural means many things/people.</p> <p>Example:</p> <p>OneMany</p> <p>Stool Stools</p> <p>Book Books</p> <p>Bench Benches</p> <p>Cow Cows</p> <p>Broom Brooms</p>						
	3	OUR SCHOOL	Activities done in our school	<ul style="list-style-type: none"> - Writes words in singular and plural by adding "s" correctly. - Reads the given words. 	<p>Plural where we add "S"</p> <p>chair - chairs</p> <p>girl - girls</p> <p>basket – baskets</p> <p>book – books</p> <p>stool – stools</p> <p>pencil – pencils</p> <p>bird – birds</p> <p>bag – bags</p> <p>desk – desks</p>	<p>Explanation</p> <p>Guided discovery</p> <p>Question and</p>	Writing "s" on the given words.	A chart showing plurals with "s"	Critical thinking	MK primary English pupils book 1 page 23.	

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					tree – trees ruler – rulers	answer. Demonstration.					
4	1	OUR SCHOOL	Activities done in our school	<ul style="list-style-type: none"> - Writes words in their plural form by adding “es” - Completes the given sentences by changing the word in brackets to plural. 	Plural where we add “es” One Many box boxes fox foxes church churches bench benches mango mangoes tomato tomatoes dress dresses class classes gas gasses brush brushes watch watches Most tomatoes are red as (tomato)		Changing the given words to Plural by adding “es”	A char + showing Plurals where we add “es”	Self-awareness	Teachers’ collection	
	2	OUR SCHOOL	Activities done in our school	<ul style="list-style-type: none"> - Reads the given nouns to their opposites. 	Word Opposite girl boy sister brother mother father uncle aunt woman man lady gentleman waiter waitress head girl head boy son daughter	Explanation Discussion Opposites	Changing words to opposites	A chart with opposites.	Effective communication Critical thinking	Teachers’ collection	

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	3	OUR SCHOOL	Activities done in our school	<ul style="list-style-type: none"> - Reads the prepositions correctly. - Studies the pictures and write a suitable preposition to complete the sentences correctly. 	<p>Prepositions on, in, under, near and over.</p> <ul style="list-style-type: none"> - The water is <u>in</u> the basin. - The cup is <u>near</u> the box. - The stick is <u>under</u> the bed. - The kite is flying <u>over</u> the house. 	<p>Explanation</p> <p>Discussion</p> <p>Guided discussion</p>	<p>Changing words to opposites</p>	<p>A chart with opposites</p>	<p>Effective communication</p> <p>Critical thinking</p>	<p>Teachers' collection</p>	
5	1	OUR HOME	Activities done at home	<ul style="list-style-type: none"> - Identifies the correct preposition to the given pictures in the sentences. 	<ul style="list-style-type: none"> - The basket is on the table. <p>More prepositions (at, to, behind, in front of)</p> <ul style="list-style-type: none"> - Bob is pointing _____ to the chalk board. - Rose is looking <u>at</u> the sun. - The chair is <u>behind</u> the door. - The tree is <u>behind</u> the house. 	<p>Explanation</p> <p>Guided discovery</p> <p>Whole word.</p> <p>Look say and use.</p>	<p>Reading and spelling the prepositions.</p> <p>Studying the pictures and writing the correct preposition.</p>	<p>A chart showing preposition.</p>	<p>Self-awareness.</p> <p>Effective communication</p> <p>Self esteem</p>	<p>Teachers collection</p>	

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2	OUR HOME	People found at home	<ul style="list-style-type: none"> - Punctuations (capital letter) - Writes correct sentences beginning with capital letters. 	<ul style="list-style-type: none"> - She is standing <u>in front</u> of the car. <p>Punctuations (capital letters)</p> <ul style="list-style-type: none"> - A capital letter is used when beginning a sentence/ statement. <p>Example:</p> <ul style="list-style-type: none"> - <u>T</u>he boy is under the tree. - <u>I</u> am going to school. - <u>W</u>hat is your name? - <u>H</u>ow old are you? - <u>M</u>y name is Nakato. <p>It is also used when beginning;</p> <ul style="list-style-type: none"> - <i>N</i>ames of people - <i>D</i>ays of the week and months of the year. - <i>I</i> is always in capital. 	<p>Explanation</p> <p>Chalk board</p> <p>Guided demonstration</p>	<p>Writing sentences beginning with a capital letter.</p>	<p>Chalk board Illustrations</p>	<p>Critical thinking</p> <p>Self-awareness</p> <p>Problem solving</p>	<p>Teachers' collection</p>	
3	OUR HOME	People found in our school	<ul style="list-style-type: none"> - Read the given sentences. - Puts a full stop on the given sentences. 	<p>Punctuations</p> <p>1. Full stop (.)</p> <ul style="list-style-type: none"> - A full stop is used to show that the sentence or statement has ended. So it is put at the end. <p>Example:</p> <ul style="list-style-type: none"> - My class teacher is Tr. Deborah. - My name is ____. - That is a fat man. - I am writing in my book. 	<p>Explanation</p> <p>Demonstration</p>	<p>Putting a full stop at the end of each sentence.</p>	<p>Chalk board illustration.</p>	<p>Effective communication.</p> <p>Self-awareness.</p>	<p>Teachers' collection.</p>	

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6	1	OUR HOME	People found in our school	<ul style="list-style-type: none"> - Reads the given sentences. - Writes a question mark at the end of each given question sentences. 	2.Question mark (?) <ul style="list-style-type: none"> - A question mark is a mark put at the end of each question sentence or statement. Example: <ul style="list-style-type: none"> - What is your name? - How old are you? - Where do you live? - Why do you go to school? - Did you see him? 						
	2	OUR HOME	People found at home	<ul style="list-style-type: none"> - Identifies 	Pronouns (He/She) <ul style="list-style-type: none"> - A pronoun is a word used instead of a noun. - He is used for (male) boy, man. - She is used on woman/girl (female). - She, he, it, I, they and we. Example: <ul style="list-style-type: none"> - <u>Mary</u> is a girl. - <u>She</u> is a girl. - <u>Dan</u> is a boy. - <u>He</u> is a boy. - <u>Mr. Bukenya</u> is a man. - <u>He</u> is a man. 	Explanation Guided discussion Demonstration	Identifying pronouns . Writing pronouns instead of a noun.	Chalk board	Effective communication Self-awareness Critical thinking	Teachers' collection.	

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6	3	OUR HOME	Roles and responsibilities of different family members	<ul style="list-style-type: none">- Reads the action words.- Changes action words to now tense by adding – ing	<p>The Now Tense Is also called <u>Present Tense</u></p> <ul style="list-style-type: none">- When a verb shows what is taking place <u>now</u> and letters “ing” are added. <p><u>Verb Now tense</u></p> <table><tr><td>play</td><td>playing</td></tr><tr><td>ask</td><td>asking</td></tr><tr><td>sing</td><td>singing</td></tr><tr><td>clean</td><td>cleaning</td></tr><tr><td>wait</td><td>waiting</td></tr></table> <p>He, She, and it, use, is while, they and we use are in sentences.</p> <p>Examples: He is playing football. She is dancing. They are singing.</p>	play	playing	ask	asking	sing	singing	clean	cleaning	wait	waiting	<p>Explanation</p> <p>Demonstration</p> <p>Chalk board illustration</p>	<p>Reading</p> <p>Writing word in now tense.</p>	<p>A chart having words in now tense</p>	<p>Effective communication.</p> <p>Critical thinking</p>	<p>Monitor English Course pupils book 1 page 32-33</p>
play	playing																			
ask	asking																			
sing	singing																			
clean	cleaning																			
wait	waiting																			

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7	1	OUR HOME	Things found at home	<ul style="list-style-type: none"> - Reads the new verbs. - Changes the given verbs to now tense by dropping “e” and adding “ing”. 	<p>Now tense Verbs that end with “e” we drop “e” and add “ing”.</p> <p>Example verb Nowtense give giving ride riding move moving write writing bathe bathing come coming dance dancing</p> <p>Sentences 1. I am <u>using</u> my ruler (use). 2. Tom is <u>writing</u> in his book (write) 3. Kato is <u>bathing</u> (bathe)</p>	<p>Explanation</p> <p>Discussion</p> <p>Chalk board illustration</p>	<p>Reading</p> <p>Changing words to now tense</p>	<p>A chart</p>	<p>Critical thinking</p> <p>Effective communication</p>	<p>New Oxford English course book 1 page 61</p>	
	2	OUR HOME	Things found at home	-	<p>Now tense Verbs that change to now tense by doubling the last consonant and adding “ing”</p> <p>Examples dig + g = digging cut + t = cutting sit + t = sitting begin = beginning run = running</p> <p>Sentences 1. She is <u>cutting</u> an apple. (cut) 2. We are <u>sitting</u> on a bench. (sit) 3. Mark is <u>running</u> a hundred metres. (run)</p>	<p>Discussion</p> <p>Question and answer</p>				<p>Teachers’ collection</p>	

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	3	OUR HOME	Tings found at home (Roles and responsibilities of different family member)	- Reads the given words and gives their opposites correctly.	Opposites Opposites are words with unlike meaning. Examples: large – small good – big come – go stand – sit happy – sad buy – sell new – old top – bottom present – absent open – shut over – under start – stop up - down	Explanatio n Whole word	Reading words	A chart having opposites	Effective communication Critical thinking	Teacher's collection	
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8	1	OUR COMMUNITY	People found in our community (Activities in our home)		<p>Has and Have Has is used with She, it and he.(one thing/ person) Have is used with we, they, I and you.(many and I) Example: - I have a shirt. She has a shirt. -We have shirts. He has a shirt. -They have shirts. It has a shirt. -You have a shirt. Sentences: 1. We <u>have</u> lost all the school keys. 2. It <u>has</u> been a quiet day today. 3. He <u>has</u> come back from hospital. The teacher<u>has</u> given away my book.</p>	<p>Explanation</p> <p>Discussion</p> <p>Guided discovery</p>	Reading and writing	Chalk board	Critical thinking Effective communication	English aid book1.	
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	2	HUMAN HEALTH	Responsibility of different family members	<p>Reads the new words.</p> <p>- Gives the opposites of gender correctly.</p>	<p>Opposites <u>Gender of people</u> <i>father - mother</i> <i>boy – girl</i> <i>Uncle - aunt</i> <i>nephew - niece</i> <i>Prince princes</i> <i>man - woman</i> <i>old man - old man</i> <i>grandmother - grandfather</i> <i>king – queen</i></p>	<p>Explanation</p> <p>Chalk board illustration</p>	<p>Reading and Writing</p>	<p>A chart</p>	<p>Effective communication</p> <p>Self-awareness</p>	<p>Teachers' collection</p>	
	3	HUMAN HEALTH	Responsibility of different family members		<p>Opposites <u>Gender of animals</u> <i>bull – cow</i> <i>ram – ewe</i> <i>boar – sow</i> <i>lion - lioness</i> <i>tiger - tigress</i> <i>dog - bitch</i> <u>Gender of birds</u> <i>hen – cock</i> <i>duck – drake</i> <i>peahen – peacock</i> <i>goose - gosling</i></p>						
COMPOSITION											

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1	1	OUR SCHOOL	PEOPLE IN OUR SCHOOL	<p>New words (vocabulary) <u>Greetings and farewell with titles</u> -Good morning. -Good bye; Mrs, Mr, Sir, Madam, Miss, teacher, head teacher, director, head boy, head girl, class monitor, class monitress, cook, driver, bursar, gate keeper, class teacher, Hello Kato. Example: -Good morning Sir? -Good morning Madam.</p> <p>-Good morning class? -Good morning teacher. <u>-What is your name?</u> -My name is <u>Rose</u>. -Reads titles of people at school. -Draws people found at school.</p>	<p>Greets using the given titles.</p> <p>Responds to greetings correctly using the given titles.</p>	<p>Explanation</p> <p>Discussion, Question and answer.</p> <p>Demonstration</p>	<p>Greeting each other.</p>	<p>Chalk board Real life.</p>	<p>Effective communication</p> <p>Self-awareness</p>	<p>New Oxford English course book 1 page 2 -3</p>	
	2	OUR SCHOOL	PEOPLE IN OUR SCHOOL		<p><u>Vocabulary</u> Builder, cook, teacher, matron, nurse, gate keeper, driver, boy, cornerstone, warden, librarian. <u>Structure</u> Who is this? This is a teacher.</p>						

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2	1	OUR SCHOOL	Things found in the class room	<ul style="list-style-type: none"> - Reads and spells the new words. - Completes the structure by naming the object correctly. 	<p><u>Class room Objects</u> Bell, box, table, book, desk, ruler, piece of chalk, table, mat, chair, pencil, duster, broom, watch, computer, cupboard, door, window, roof, key, wall clock.</p> <p><u>Structure</u> What is this? This is a _____. This is a _____. What is that? That is a chair. That is a bell.</p>	<p>Explanation</p> <p>Discussion</p>	<p>Reading</p> <p>Writing</p> <p>Drawing</p>	<p>Chalk board</p> <p>A chart</p>	<p>Effective communication</p> <p>Self-awareness</p> <p>Critical thinking</p>	<p>Monitor English course book 1 page 3 – 4.</p>	
	2	OUR SCHOOL	Things in our school	<ul style="list-style-type: none"> - Completes the given guided picture composition correctly. 	<p><u>Guided picture composition</u> <div style="display: inline-block; vertical-align: middle;"> Chairs, tables, pencils, books, vans, balls, school, Thursday, Tuesday, </div> </p> <p>Every Monday, _____ Wednesday _____ Friday. I walk to _____ to learn. At school we play so many games with _____, _____ and many others. We also have a school _____. In my class there are _____ _____ and _____ I love my school.</p>	<p>Explanation.</p> <p>Guided discussion</p> <p>Chalk board illustration.</p>	<p>A chart</p>	<p>Reading the given words.</p> <p>Filling in the gaps.</p>	<p>Critical thinking</p> <p>Problem solving</p> <p>Self-awareness</p>	<p>Teachers' collections</p>	

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3	1	OUR SCHOOL	Things found at school	Reads the new words completes the structures correctly.	Vocabulary School, van, car, duster, broom, pieces of chalk, chalk board, window, door, mat, pencil, book, desk, bench, computer.	Explanation Guided discovery	Chalk board	Reading, spelling the new words. Completing the structure collectly.	Critical thinking Effective communication	Monitor or English course pupils book 1 page 12 – 13	
	2	OUR SCHOOL	Things in our school	Reads new words. Draws school building found in our school. Completes the given structures.	Vocabulary Building in school: class room, office, toilet, library, latrine, bathroom, store, computer room, dormitory, kitchen. Structures (diagrams) What is this? This is a school. This is a kitchen.	Explanation Discussion	Chalk board	Reading Drawing	Critical thinking	MK primary English pupils book 1 page 25.	
4	1	OUR SCHOOL	Activities in our school	Records the new words. Studies the picture and completes it correctly.	Vocabulary Throwing, jumping, dancing, skipping, running, reading, writing, eating, digging, playing, sweeping, washing, playing, cooking, bathing. Structure What is he/she doing? He is <u>dancing</u> . She is <u>sweeping</u> .	Explanation Guided discovery	A chart	Reading the words Completing the given structures	Effective communication Critical thinking	MK primary English pupils book 1 page 52.	
	2				What are they doing? Find the pictures on page 55 – 56 Mk Primary English pupils' book 11.						

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5	1	OUR SCHOOL	People in our home	<p>Studies the pictures and completes the structures by writing the correct number.</p> <p>Guided picture composition</p> <p>Find the picture number MK primary English book 1 page 55.</p> <ul style="list-style-type: none"> - Picture 1- She is sweeping - Picture 2 – They are running - Picture 3 – They are skipping - Picture4 – They are reading - Picture5 – She is helping a teacher 	Guided discussion	Text book				
	2	OUR HOME	People in our home	<ul style="list-style-type: none"> - Reads and spells the new words. - Identifies members of the family. - Completes the structure using the given words. <p>Vocabulary Mother, father, baby, sister, brother, girl, boy, woman, man, child, aunt, niece, grandfather, grandmother, nephew.</p> <p>Structure Who is this? This is mother.</p>			<p>Effective communication</p> <p>Self-awareness</p> <p>Self esteem</p>	Identifyi ng family members by names and titles.		

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		OUR HOME	Activities	<ul style="list-style-type: none"> - Reads the sentences correctly. - Identifies the first sentences and then arrange them in order 	Jumbled story Re – arrange the given sentences and make a good story. a) I wash my face. b) I say my prayers c) When I wake up in the morning. d) I greet my parents. e) Then I run to school. f) I put on my uniform	Explanation Guided discussion		Typed text	Audibility Fluency		
6	1	OUR HOME	People in our home	<ul style="list-style-type: none"> - Identifies different responsibilities of family members. - Reads and spells new words. 	Vocabulary (cook, clean, wash, dig, teach, milk, sweep) Structure - What are you doing? <i>I am <u>cooking</u></i> - What is he/she doing? <i>He is <u>cleaning</u>.</i> <i>She is <u>Sweeping</u></i>	Explanation Guided discovery Question and answers.	Chalk board	Reading and writing Spelling.	Effective communication Self-awareness	Thematic curriculum book 1 page 18	

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	2	OUR HOME	Things found at home		New words (cow, goat, hen, duck, banana, plant, mango, tree, bird, egg, milk, spoon, fork, plate, cup, red, blue) Structure 1. Show me a <u>cow</u> ? This is a cow. 2. Show me a <u>hen</u> ? This is a hen.	Whole word LSU	A chart with wild the new words.	Drawing	Critical thinking	Thematic curriculum book 1 page 19	
7	1	OUR HOME	Things found in our home	<ul style="list-style-type: none"> - Names things found in a home. - Uses the learnt words to complete the structure correctly. 	New words (bed, spoon, fork, plate, cup, red, blue, black, yellow, bird, tree, duck) Structure <i>What is this/ that?</i> 1. What is this? This is a bed. 2. What is that? That is a fork.	Explanation Whole word	A chart	Reading	Effective communication Critical thinking	Thematic book1 page 19	
	2	OUR COMMUNITY	Things found in our home	<ul style="list-style-type: none"> - Identifies people in our community. - Completes the structure using the learnt vocabulary. 	Vocabulary (boy, girl, man, woman, doctor, nurse, teacher, shop keeper, head teacher, police man, carpenter, cook) Structure 1. Show me a <u>teacher</u> . This is a teacher. 2. Who is he/she? <i>She is a nurse</i> <i>He is a doctor.</i>						

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8	1	OUR COMMUNITY	People in our community	<ul style="list-style-type: none"> - Names different people in the community. - Use the given words to complete the sentences correctly. 	Vocabulary (shopkeeper, teacher, carpenter, priest, woman, man, doctor) Structure 1. Point to the <u>shop keeper</u> . I am pointing to the <u>shopkeeper</u> .	Explanation Guided discussion	A chart	Identifying Reading and writing	Critical thinking Critical thinking Problem solving	Thematic curriculum book 1 page 21	
	2			<ul style="list-style-type: none"> - Identifies different people in our community and gives their roles. - Matches people to their roles. 	Roles of people in our community Doctor – treats sick people Nurse – cares for sick people Teacher – teaches pupils Shop keeper – sells in shop. Carpenter – makes furniture.						
9	1	OUR COMMUNITY	Activities in our community	<ul style="list-style-type: none"> - Reads the new word correctly. - Uses the given words to complete the structures correctly. 	Vocabulary (fish, plant, harvest, sell, dry, weed,) Structure 1. What are you doing? - <i>I am fishing.</i> - <i>We are planting.</i>	Explanation Guided discussion Questions and answer	A Chart	Reading, spelling and writing.	Effective communication Problem solving	Thematic curriculum book 1 page 22	

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	2			- Spells the new words correctly.	Vocabulary dig, treat, weed, cook, slash, model. - What is he/she doing? <i>1. He is digging.</i> <i>2. She is treating patients.</i>						
10	1	OUR COMMUNITY	Important places in our community	- Reads and spells the new words correctly.	Vocabulary Post office, hospital, church, mosque, bank, police station, market, shop, home, clinic, well. Structure Show me a (hospital). <u>This is a hospital.</u> Show me a (church). <u>That is a church.</u>	Explanation Whole word Whole sentences	Chalk board	Reading, spelling and writing	Critical thinking Effective communication	Thematic curriculum book 1 page 22	
	2			-	Structure Can u see a bank? <u>Yes, I can.</u> Can you see a market? <u>No, I can't.</u> Can you see a mosque? <u>No, we can't.</u>						
				- Reads the sentences - Arranges the sentences correctly	Jumbled story Re – arrange to form a good story 1. The doctor treated her. 2. She fell sick. 3. Teacher took her back home. 4. Mother took her to the hospital. 5. One day, Jane went to school	Explanation Guided discovery			Audibility Fluency		

PRIMARY ONE SCHEME OF WORK GRAMMAR

11	1	HUMAN BODY AND HEALTH	External parts of the body.	<ul style="list-style-type: none"> - Reads the new words - Draws the external parts of the body. - Names the external parts of the body. 	Vocabulary (head, hand, shoulders, knees, toes, foot, body, back, chest, hair, mouth, teeth) Parts of the body (diagram)	Explanation Demonstration	Chalk board	Self-awareness Effective communication	Reading Spelling Writing Drawing	Thematic curriculum book 1 page 25.	
					Structure Show me your head. <u>This is my head.</u> Show me your eyes. <u>These are my eyes.</u> How many ears do you have? <u>I have two ears.</u>						
12	1	HUMAN BODY AND HEALTH	Personal hygiene	<ul style="list-style-type: none"> - Reads and spells the new words. - Completes the structures using the learnt vocabulary correctly. 	How many hands does he have? <i>He has _____ hands.</i> How many legs does she have? <i>She has <u>two</u> legs.</i>	Explanation questions and answer.	A chart	Reading Spelling Writing Constructing	Effective communication Self – awareness	Thematic curriculum book 1 page 27	

PRIMARY ONE SCHEME OF WORK GRAMMAR

	2		Common Diseases	<ul style="list-style-type: none"> - Names diseases and some common vectors. - Responds to the structure in relation to learnt vocabulary correctly. 	<p>Vocabulary (headache, malaria, cough, mosquitoes, houseflies, pin)</p> <p>Structure Are you well? <u>Yes, I am.</u> Are you ill? <u>No, I am not.</u> What is this? <i>This is a house fly.</i> What is that? <i>That is a mosquitoes.</i></p>	<p>Explanation</p> <p>Discussion</p> <p>Guided discussion</p>	A chart	<p>Reading</p> <p>Spelling</p> <p>Writing</p>	<p>Effective communication</p> <p>Self – awareness.</p>	Thematic curriculum book 1 page 28	
COMPREHENSION											

	<p>Reads the sentences correctly</p> <p>Writes the sentences correctly</p> <p>Re – arrange the sentences to make a good story</p>	<p>Jumbled composition</p> <p>Re – arrange to make a good story.</p> <ol style="list-style-type: none"> 1. She started playing with the ball. 2. A speeding bodaboda knocked her down. 3. She met her friend Sarah. 4. One day, Hellen was going to school. 5. Sarah had a ball. 	<p>Explanation</p> <p>Discussion</p> <p>Guided discussion</p>		<p>Reading</p> <p>Spelling</p> <p>Writing</p> <p>Re – arranging</p>	<p>Effective communication</p> <p>Self – awareness.</p>	
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PRIMARY ONE SCHEME OF WORK GRAMMAR

1	1	OUR SCHOOL	People in our school	<ul style="list-style-type: none"> - Reads the story correctly. - Answers the given questions correctly. - Draw the school correctly. 	<p>STORY</p> <p><u>My school</u></p> <p>My names is _____. I am six years old. I go to cornerstone junior school. At our school we have teachers, drivers, cooks, cleaners, gate keepers and matrons. Our director is Mrs. Muyonga Faith and the head mistress is Mrs. Musitwa Immaculate. My school is good.</p> <p>Questions.</p> <ol style="list-style-type: none"> 1. Write the title of the story. 2. What is the name of your school? 3. List 4 people found at school. 4. What is the name of your head teacher? 5. Draw your school. 	<p>Explanation</p> <p>Story telling</p> <p>Guided discussion</p> <p>Question and answer</p>	Story book	<p>Reading</p> <p>Answering questions</p> <p>Writing</p> <p>Articulation</p>	<p>Effective communication</p> <p>Fluency</p> <p>Articulation</p>	Teachers' collection	
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PRIMARY ONE SCHEME OF WORK GRAMMAR

2	1	OUR SCHOOL	Activities done at school	<ul style="list-style-type: none"> Re- arranges the given sentences to form a good story. 	<p>a. I wash my face b. I say my prayers c. When I wake up in the morning. d. I greet my parents. e. Then I run to school f. I put on my uniform.</p> <p>Arrange sentences</p> <p>a. _____ b. _____ c. _____ d. _____ e. _____ f. _____</p>	<p>Explanation</p> <p>Guided discussion</p>	Chalk board		<p>Reading</p> <p>Arranging sentences</p>	Teachers' collection	
3	1	OUR SCHOOL	Things found at school	<ul style="list-style-type: none"> Reads the new words studies the pictures. Fills the gaps using the given words correctly 	<p>Guided picture composition</p> <p>When our _____ enters the class. She rubs the _____ with a _____ then gets the pieces of _____ and writes on the chalk board. She also gets the _____ and uses it when she is teaching.</p> <p><i>(pointer, chalk, chalkboard, teacher, duster)</i></p>	<p>Demonstration</p> <p>Guided discussion</p>	<p>Critical thinking</p> <p>Problem solving</p> <p>Effective communication</p>	Chalk board	<p>Reading and Writing</p>	Thematic curriculum book 1	

PRIMARY ONE SCHEME OF WORK GRAMMAR

4	1	OUR HOME	People at our home	<ul style="list-style-type: none"> - Reads the story correctly. - Answers the questions about the story correctly. 	<p><u>Buule's family</u></p> <p>Buule is a boy. He lives with his father and mother. He is the first born in his family. He has two sisters Sarah and Ruth. He also has three brothers James, Tom and Ivan. They all go to cornerstone junior school. He likes playing with his sisters and brothers at home.</p> <p>Questions</p> <ol style="list-style-type: none"> 1. Write is the title of the passage of the story? 2. How many brothers does Buule have? 3. Buule has two sisters _____ and _____. 4. Write the names of Buule's brothers. _____, _____, 	<p>Story telling</p> <p>Explanation</p> <p>Discussion</p> <p>Guided discovery</p> <p>Question and answer</p>	Printed text	<p>Effective communication</p> <p>Fluency</p> <p>Articulation</p> <p>Critical thinking</p> <p>Problem solving</p>	<p>Reading</p> <p>Writing</p> <p>Answering and question</p>	Thematic curriculum book 1	
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5	1	OUR HOME	Things in a home	<ul style="list-style-type: none"> - Reads and acts the dialogue. - Answers oral and written questions about the dialogue. 	<p><u>The Family</u> <u>Dialogues about family</u> Ritah: Hullo, Bob. Bob: Hullo, how are you Ritah: I am fine, How are your brothers and sisters. Bob: They are fine except my little sister is sick. Ritah: Oh, sorry, has your mother given her medicine? Bob: No, my father has taken her to the hospital. Ritah: I wish him a quick recovery “Good bye”. Bob: Good bye.</p> <p>Questions: 1. What is the dialogue about? 2. How many people are talking in the dialogue? 3. Whose sister is sick? 4. Who took the little sister to hospital? 5. Name the people talking in the dialogue? 6. Write the title of the dialogue</p>	<p>Explanation</p> <p>Guided discussion</p> <p>Question and answers</p>	<p>Printed text</p>	<p>Reading</p> <p>Reciting</p> <p>Acting</p> <p>Writing</p>	<p>Effective communication</p> <p>Articulation</p> <p>Fluency</p> <p>Audibility</p>	<p>Thematic curriculum book 1</p> <p>Page</p>	
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6	1	OUR COMMUNITY	People in our community	-	<p><u>A poem about community</u></p> <p>Community Community Community Where people live together Teachers, Doctors, Drivers, nurses, lawyers and policemen. All live happily in the community.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. _____ is group of people living and working together. 3. Name three people found in our community. 4. Draw these people found in a community. <i>(teacher, doctor, driver</i> 5. <i>Write the title of the poem)</i> 	<p>Explanation</p> <p>Guided discovery</p> <p>Reaction</p> <p>Question and answers</p>	Printed text	<p>Effective communication</p> <p>Articulation</p> <p>Fluency</p> <p>Audibility</p>	<p>Reading</p> <p>Reciting</p> <p>Answering and questions</p>	Thematic curriculum book 1	
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7	1	OUR COMMUNITY	Important places in our community	<ul style="list-style-type: none"> - Reads the story. - Answers both oral and written questions correctly 	<p><u>A story</u></p> <p>My name is Paul. My father is a doctor. He works at the hospital. My mother is a policewoman, she works at the police station. On Sunday we go to Church the reverend leads prayers in the church. When I go to school, my teachers teach me well. I like my school Cornerstone Junior School.</p> <p>Question:</p> <ol style="list-style-type: none"> 1. What is the name of the boy in the story? 2. Where does Paul go to school? 3. When do you go to church for prayers? 4. Where does Paul's father work? 5. What is the title of the story? 6. Write the title of the story 	<p>Explanation</p> <p>Guided discussion</p> <p>Question and answers</p> <p>Story telling</p>	Printed text	Reading and writing	<p>Effective communication</p> <p>Articulation</p> <p>Fluency</p> <p>Audibility</p> <p>Problem solving</p>	Thematic curriculum book 1	
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8	1	OUR COMMUNITY	Important places in our community	<ul style="list-style-type: none"> - Reads the poem. - Recites the poem. - Answers both Oral and written questions about the poem. 	<p><u>Work places</u> <u>Poem</u></p> <p>1. Do you want to see a teacher? <i>Go to the school.</i></p> <p>2. Do you want to see a priest? <i>Go straight to the church.</i></p> <p>3. If you want to see a Judge. <i>Go to the court.</i></p> <p>4. If you want to see a carpenter. <i>Go to the workshop.</i> By Joan</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. How many lives has the <u>poem</u>. 2. Where do we find a carpenter? 3. Who wrote the poem? 4. What is the title of the story? 	<p>Explanation</p> <p>Guided discussion</p> <p>Recitation</p> <p>Question and answers</p>	Printed text	<p>Reading</p> <p>Reciting</p> <p>Reading and writing</p>	<p>Effective communication</p> <p>Fluency</p> <p>Articulation</p> <p>Audibility</p>	Thematic curriculum book 1 page	
9	1	HUMAN BODY AND HEALTH	Common diseases and their causes	<ul style="list-style-type: none"> - Reads the new words - Fills in the gaps with the given words correctly. - Reads the composition correctly. 	<p><u>Guided picture composition</u></p> <p>(water, cups, house, food, father, plates, three)</p> <p>We are ____ members in the family ____ built the ____ where we sleep.</p> <p>Mother cooks the ____ we eat and I fetch ____ and I wash ____ and ____</p>	<p>Explanation</p> <p>Guided discussion</p> <p>Guided discovery</p>	Printed text	<p>Reading</p> <p>Filling in the gaps</p> <p>Writing</p>	<p>Effective communication</p> <p>Critical thinking</p>	Thematic book 1 page	

10		HUMAN BODY AND HEALTH	Common diseases and their courses	<ul style="list-style-type: none"> - Reads the teachers letter. - Writes a letter. 	<p><u>Letter writing</u> <i>“Lovely letter”</i> Cornerstone Junior School P.O, Box 704, Mukono. 22nd January, 2015</p> <p>Dear Mummy,</p> <p>How are you my mother, How are my sisters and brothers? Thank you for paying my school fees.</p> <p>I love you so much.</p> <p>Your Son/Daughter Brenda/ Peter.</p>	<p>Explanation</p> <p>Guided discovery</p> <p>Guided discussion</p>	Chalk board	<p>Reading the letter</p> <p>Writing 9 letters</p>	<p>Critical thinking</p> <p>Effective communication</p> <p>Love appreciation.</p>	Teachers' collection.	
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A Rhyme

Cow Cow Cow

You are my friend

You give me milk.

You give me meat.

Oh thank you cow. By Rehema

Questions

1. Name the animal mentioned in the rhyme above.
2. Write any two things got from a cow.
3. Who wrote the rhyme above?

PRIMARY ONE SCHEME OF WORK GRAMMAR

4. How many lines has the rhyme?
5. Draw a cow
6. What is the rhyme about?
7. Write the of the rhyme.