
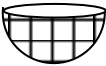








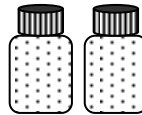



# P.1 SCHEME OF WORK ENGLISH TERM 1-3 2024

W K	P D	Theme	Sub- theme	skills	aspect	Content	competences	methods	activities	life skills	ims	ref
1	1	Weather	Elements & types of weather	Listening Speaking Reading Writing	Grammar	<p>Nouns (naming tools) Vocabulary: axe, basket, knife, hoe, spade, rake</p> <p>Structures: What is this/ that....?</p>  This is a knife?  ..... <p>What do we use....for...? We use a hoe for ..... We use a watering can for .....</p>	<p>The learner; Names elements &amp; types of weather</p> <p>Makes sentences for the pictures given</p>	<p>Observation</p> <p>explanation</p> <p>Discussion</p>	<p>Naming pictures</p> <p>Forming sentences</p>	<p>Effective communication Decision making appreciation</p>	<p>A chart</p> <p>Real objects</p>	Sipro book page 1 Kobra Junior book 52-53
	2					<p>Pronouns Use of 'has' and 'have'</p> <p>I we they you</p> <p>have</p> <p>It she he Carol</p> <p>has</p> <p>Use has or have for fill the gaps</p> <p>1. He .... a red skirt. 2. It .... a long neck. 3. The dogs .... long teeth.</p>	<p>Forms words using 'has' and 'have'</p> <p>Fills in the gaps using has or have</p>	L.S.U	Filling in correctly			
W K	P D	Theme	Sub- theme	skills	aspect	Content	competences	Methods	activities	life skills	ims	ref



	3	weather	Elements & types of weather	Grammar	Listening	Verbs (present continuous tense)  Vocabulary peeling, slashing, watering, raining, shining, collecting.  Structures Use yes, it is / no it is not  Is it raining?   Is it cloudy?	the learner: -Reads, spells and writes words.  Uses the given structures to make sentences.	Observation Explanation  L.S.U	Forming sentences	Decision making.  Effective communication.	Flash cards  Chart showing types of weather	Sipro book page 2. Kabta junior book page 55
	4				Reading	Plural nouns Give the plural form of these words. knife - knives hoe - hoes  Write these words correctly. ndiw - wind eax - terwa -	Changes the words given to plural  Writes the words correctly		Write correct words			Page 56
	5				Writing	Write these words in small letters. HOT - COLD -  b) Write correct sentences using these words. rain - water -	Writes words in small letters.  Forms sentences					
W K	P D	Theme	Sub-theme	skills	aspect	Content	competences	Methods	activities	life skills	ims	ref

2	1	weather	elements and types of weather	Listening speaking	Comprehension	Read the story and answer questions	The learner; -Reads the story and answers the given questions in full sentences.	Observation explanation	Answering question	Problem Decision making	A chart	Sipro book page 8
	2			reading writing	Composition	Substitution table	Forms sentences from the table		Forming sentences	Creative thinking		
	4		Activities for differed seasons		Grammar	<p>Name of clothes; dress, belt, shirt, blouse, shoes, coat, sweater.</p> <p>What is this/ that..?</p>  This is a .....  ..... <p>Write the correct number for each picture.</p>  2   1  3 <p>a) A shirt picture number .....</p> <p>b) A shoe picture number .....</p>	Uses the words in structures		Drawing pictures			Page 13
W K	P D	Theme	Sub-theme	skills	aspect	Content	competences	Methods	activities	life skills	ims	ref

2	5	weather	activities for differed seasons	Listening Speaking Reading writing	Grammar	Plurals that add 's' jacket - jackets shoe - shoes short - shorts  What are these / those....?  These are .....  Those are .....	The learner; - Changes words to plurals.  - Uses the words in structures.	Observation  Explanation	Drawing  Forming sentences	Effective communication Decision making	A chart  Flash cards	Sipro books page 25																
3	1					Present simple tense (everyday tense) <table><tr><td><b>Today</b></td><td><b>everyday</b></td></tr><tr><td>I walk</td><td>She walks</td></tr><tr><td>I sleep</td><td>She sleeps</td></tr><tr><td>You write</td><td>He writes</td></tr><tr><td>They comb</td><td>She combs</td></tr><tr><td>They eat</td><td>He eats</td></tr><tr><td>I drink</td><td>It drinks</td></tr><tr><td>We move</td><td>Tom moves</td></tr></table>	<b>Today</b>	<b>everyday</b>	I walk	She walks	I sleep	She sleeps	You write	He writes	They comb	She combs	They eat	He eats	I drink	It drinks	We move	Tom moves	Use the tenses to make sentences.					
<b>Today</b>	<b>everyday</b>																											
I walk	She walks																											
I sleep	She sleeps																											
You write	He writes																											
They comb	She combs																											
They eat	He eats																											
I drink	It drinks																											
We move	Tom moves																											
		Use the correct form of the words in brackets. 1. Wendy .... football everyday. (play) 2. She ..... meat everyday. (cook) 3. Rose ..... the house daily. (sweep) 4.																										
	3	Tenses that change 'y' to 'ies' <table><tr><td><b>Today</b></td><td><b>everyday</b></td></tr><tr><td>cry</td><td>cries</td></tr><tr><td>dry</td><td>dries</td></tr><tr><td>fly</td><td>-----</td></tr></table>	<b>Today</b>	<b>everyday</b>	cry	cries	dry	dries	fly	-----	The learner; changes verbs to everyday tense.	Discussion  Direct method		Effectiv e commu nicatio n														
<b>Today</b>	<b>everyday</b>																											
cry	cries																											
dry	dries																											
fly	-----																											
W K	P D	Theme	Sub-theme	skills	aspect	Content	competences	Methods	activitie s	life skills	ims	ref																





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5	2	Accidents and Safety	Accidents & safety at home	Listening speaking	Grammar	Use of 'do' or 'does' <b>Singular</b> She } does he } Annet } the woman } <b>Plural</b> We } do They } I } Activity: I ..... my homework everyday. We .... reading lessons on Saturday. The woman .....crafts everyday.	The learner;    Uses do and does to complete sentences.	Observation  Explanation		Filling using do and does	Decision making	Effective communication	Flash cards	A chart	Sipro teachers guide page 79-80
					Comprehension	Guided composition	Uses the given words to fill in the composition.		Reading the composi tion.						
	3	Living together	The family	writing	Grammar	<b>Vocabulary</b> Grandfather, mother , father, aunt, sister, brother, niece, nephew. Activity: Who is this?  .....  ..... Give the opposites of the following words.	Reads, spells and writes words related to family. Uses the words to make sentences.		Spelling  Reading  Writing						
W K	P D	Theme	Sub-theme	skills	aspect	Content	competences	methods	activities	life skills	ims				ref

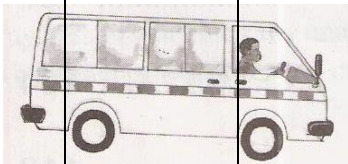



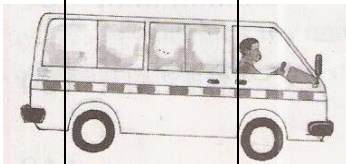








	2					Use of some and any. Some is used to show little. Any is used to show nothing.  There is some water in the cup.  There isn't any water in the any.	Reads, spells, and writes the words and sentences related to some and any.						Teachers collection
W K	P D	Theme	Sub- theme	skills	aspect	Content	competences	methods	activitie s	life skills	ims	ref	
6	3			Listening  speaking  reading  writing		Activity: Write some or any in these sentences. a) There is ..... tea in the tea pot. b) There ins't .....medicine in the tin.							
	4	Food & nutrition	Names & source of food		Grammar	Nouns Vocabulary: Potato, fish, yam, banana, tomato, rice, egg, carrot, millet.  Structure: What is this / that....? What are these / those / they....?	Reads, spells and writes words,  Uses the words in the structures.	Direct method	Answering question	Decision making	Flash cards	Sipr o boo k pag e 82	
	5					Nouns which do not change. water - water fish - fish sugar - sugar milk - milk  Activity: Write the plurals of the underlined words. 1. That is <u>water</u> ..... 2. The <u>fish</u> is swimming...							

7	1				Compr ehensi on	Story Keeping food safe	Reads the story.					
	2				Composition	Jumbled story						
	3					use of 'and' Activity: Join the sentences using ... and ..... a) We like fish. We like millet b) I like oranges. I like guavas						Page 99 page 89 - 90
W K	P D	Theme	Sub- theme	skills	aspect	Content	competences	methods	activitie s	life skills	ims	ref
7	4	Food & nutrition	Name & sources of food	Listening speaking	Grammar	Use of 'but' example a) I like meat. I don't like beans. b) I like apples. I don't like pawpaws.	The learner; Constructs sentences using 'but'	Observation  Explanation  Discussion		Decision making Effective communication	Chalkboard use	Kobra junior bk page 103
	5					A substitution table				Critical thinking.		Kobta page 82
8	1		Ways of keeping food safe.	reading writing		Days of the week. Sunday Monday Tuesday Wednesday Thursday Friday Saturday <b>activity</b> a) How many days make a week? b) Which day comes after Monday? c) What is the last day of the week?	Writes the days of the week.   Writes sentences.					

	2					<p>Fill in the missing letters. S _ nday      Th _ _ sday Write in short Friday - Thursday ____ Sunday ____ Saturday</p> <p>Write in full Wed. ____ Fri ____ Mon ____</p>	Write short forms of days of the week.					
	3					<p>Months of the year. There are twelve months in a year. January, February, March April, May, June, July, August, September.....</p>	Writes simple sentences using months of the year.					
W K	P D	Theme	Sub-theme	skills	aspect	Content	competences	methods	activities	life skills	aims	ref
8	4	Food & nutrition	Ways of keeping food safe.	Listening speaking	Comprehension	A poem about days of the week.	The learner reads the poem.	Observation Explanation	Reading the poem	Effective Communication	A chart	

Kobta junior book page 90 -93 Sipro book 2- 4												
Reading cards												
Reading spelling and writing												
Discussion												
Reads, spells and writes words.												
nouns Vocabulary air, bicycle, motorcycle, car, road, bus, watership, lorry, ferry, horse, taxi.  Activity: Fill in the missing letters. a _ r, r o _ d l _ rry wa _ er.  Write correctly. oabt ____ ria ____ find small words transport _ camel _ train _ Arrange in ABC order a) train, drive, bus. b) road, driver, people												
What is he / she doing? Read and draw a) Dan is driving a lorry. b) He is rowing a boat What is this / that....?  .....  ..... What are these/ those....?  .....  .....												
Draws pictures												
Writes sentences												
Drawing												
Creative things												
ims												
life skills												
activities												
methods												
competences												
Content												
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Sub-theme												
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Transport												
Types & means of transport												
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9	2	Transport	Types & means of transport	Listening Speaking reading writing	Grammar	Give one word for the underlined words. a) I saw a person who flies an aeroplane. b) That is the man who drives a car. Match people to the means of transport. pilot            motorcycle captain      car, bus, lorry cyclist        boat sailor        ship driver        bicycle motorcyclist    aeroplane	The learner Identifies & gives one word for the underlined group of words.  matches people to the means of transport.	Observation  Discussion  explanation	Matching	effective communication Decision making Critical thinking.	word cards  Sentence cards	Sipro book page 18
	3		Importance of transport			<b>Adjectives</b> An adjective is a word which describes a noun. Examples fat, weak, clean, large, lazy, big, hot.  Comparing people. thin - fat tall - short old - young happy - sad  Comparing things new - old soft - hard wide - white - cold - hot heavy -	Defines an adjective  Compares people and things.		Comparing adjectives			Sipro page 25
	4		Type & means of transport			Comparing adjectives. (adding 'er' and 'est') tall    taller    tallest short    ____    shortest strong    stronger    ____	The learner; Identifies the comparative and superlative degree	Observation  Explanation  L. S.U	Comparing adjectives	Effective communication	Sentences cards	
		Theme	Sub-theme	skills	aspect	Content	competences	methods	activities	life skills	ims	ref

9	5	Transport	Types and means of transport	Listening  Speaking	Grammar	Similes Similes are things which are alike. e.g. As black as charcoal. As a dirty as a pig As sweet as ..... As ..... as a peacock.	Reads the similes		Identifying similes	Decision making Critical thinking	Word cards	Kobta Junior bk page 104 - 105
10	1					Possessive pronouns (mine, hers, his, ours, yours, theirs) e.g. This is my book. It is ..... That bag belongs to Andrew. The bag is .....						Teachers collection
	2					A jumbled story	Reads the story and answers the questions in full sentences.		Answering questions			
	3	Things we make	Things we make at home / school	Reading  writing		Vocabulary Stove, mats, doll, ball, mat, rope, saucepan, pot, necklace, candles, mortar, pestle, basket, toys, ladle. <b>Structure</b> a)what is this / that...?  .....  ..... b)What are these/those?  .....  .....  Use the correct form of the verb in brackets. a)She is ... on the chair. (sit) b) We are ... pots. (make)	Reads, spells and writes words related to things we make at home/ school.  The learner; Uses the words in the structures.	Observation Explanation  L.S.U	Reading spelling writing  Drawing pictures  Writing sentences	Sentences cards flash cards		Sipro book page 29 -30
W K	P D					Theme	Sub-theme	skills	aspect	Content	competences	methods

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K	D		theme					s	skills			Sipro book page 48 -49
11	4	Things we make	Things we make at home/ school		Grammar	Colours Vocabulary Yellow, blue, green, orange, red, black, grey, white, pink, purple, indigo, violet.  What colour is / are .....? It is .... / They are ..... Colour things we make at home Pot, mortar, doll, rope.	Identifies colours and uses them in the structures.		Shading			
	5				Comprehension	Colours						
12	1			Listening	Composition	A substitution table	Forms sentences from the table.					
	2	Our environment	Component & important of things in our environment	Reading writing		Vocabulary Cow, dog, sheep, pig cat, rabbit, duck, parrot, donkey, horse, pigeon, oxen, animals, tiger, zebra, lion, monkey, elephant, guinea, fowl.	Names of components of things in our environment.  Uses the vocabulary to make sentences.		Effective communication Creative thinking Orientation & mobility	Sipro teachers guide book 1 page 64		
	3					Grammar	Number names (10-100) Structure: How many ...are they? They are ..... How many can you see? I can see.....	The learner; Read the number/ names & uses them in the structures.	Observation Explanation Discussion	Counting numbers Matching animals to their homes, sounds & meat.	Effective communication. Decision making	A chart Flash cards
W K	P D	Theme	Sub-theme	skills	aspect	Content	competences	methods	activities	life skills	ims	ref



						Animals and their homes. Animals Homes cow kraal pig sty sheep fold rabbit hutch /burrow goat pen <b>Animals and their sounds</b> cow - mows/ moas cat - purrs/ mews pig - grunts sheep - bleats horse - neighs	Identifies animals and their homes, sounds and meat.					Sipro teachers guide page 66 Teachers collection
						Animals meat pig - pork sheep - mutton cow - beef fish - fish hen - chicken lamb - lamb goat - goat meat calf - veal deer - venison  Animals movements cow } cat } walks pig }  horse } dog } runs hen }						Sipro book page 67
						Verbs (Everyday tense)  Walk - walks run - eat move – give - milk	The learner:  Reads, spells and writes verbs	Observation  Discussion	Matching	Effective communication Decision making	A chart  Flash cards	
W	P	Theme	Sub-	skills	aspect	Content	competences	methods	activitie	life	ims	ref
4	5	Our environment	Component & important of things in our environment	Listening  Speaking  Reading  writing	grammar							
12												
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K	D		theme						s	skills		
13	1	Our environment	Component & important of things in our environment	Listening Speaking Reading writing	Grammar	Animals and their young ones cow – calf pig - piglet duck - duckling cat - kitten horse - foal donkey - foal	Identifies animals and their young ones.	Explanation		Decision making	Sentence cards	
	2					Compound words A compound word is a word made up of more than one word.  Examples Cup+ board - cupboard Ink+pot – inkpot flower+vase – staff + room  Write a small word from a big word.  Wheel barrow – Underline compound nouns in the sentences She bought a doormat yesterday.	Defines compound words.  Gives examples of compound word		Joining compound word	Critical thinking		Kobta junio blk page 44-45
	3					Homophones These are words with the same pronunciations / sound but with different spelling and meaning .e.g. cut - cat bad, bird , bud	Defines homophones		Identifying homophones			Teachers collection.
	4				Comprehension	Joshua's dog.	The learner; Comprehends the story.	Observation		Interpersonal relationships	Chalkboard use Story books	
					Composition	Playing in the bush		Explanation				
W K	P D	Theme	Sub-theme	skills	aspect	Content	competences	methods	activities	life skills	ims	ref

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