






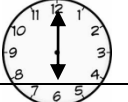
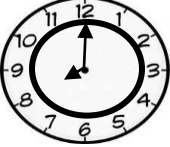
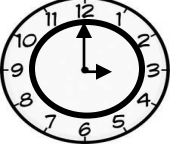

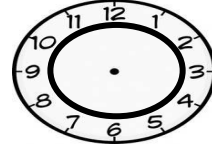
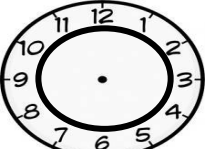
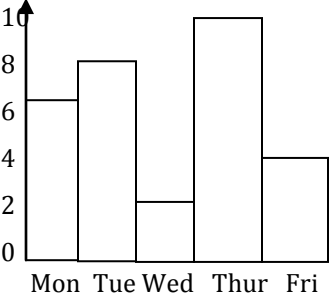


PRIMARY ONE
ENGLISH SCHEME
OF WORK
TERM III - 2023

WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHODS / TECHNIQUES	ACTIVITY	INDICATOR	L/AIDS	REF	REM
1	4 & 5	Living together	Ways of living together in the community	<p>Correct use of was or were</p> <p>Was is used in yesterday tense to show what one person has done</p> <p>Were; is used in yesterday tense to show what many people or things have done</p> <p>Moses</p> <p>I</p> <p>He</p> <p>She</p> <p>The boy</p> <p>Juliet</p> <p>was</p> <p>You</p> <p>They</p> <p>We</p> <p>The boys</p> <p>John and Mary</p> <p>He was eating food</p> <p>They were eating food.</p> <p>were</p>	<p>Learner</p> <ul style="list-style-type: none"> identifies the correct use of was or were makes sentences using was or were orally completes the use was or were 	<ul style="list-style-type: none"> Guided discovery Discussion Question and answer Demonstration 	<ul style="list-style-type: none"> Writing Speaking 	<ul style="list-style-type: none"> Fluency Appreciation Decision making Effective communication care 	<ul style="list-style-type: none"> A chart showing the verbs in yesterday tense 	RS Themati cEng. bk 1	
2	1	Our environm ent	Time and calendar	<p>Times of the day</p> <p>Vocabulary</p> <p>Related to time</p> <ul style="list-style-type: none"> morning afternoon evening noon night 	<p>Learner</p> <ul style="list-style-type: none"> Identifies the new words related to time Reads and pronounces the new words correctly Tells the time of the day reads and spells the new words correctly 	<ul style="list-style-type: none"> Guided discovery Discussion Demonstration LSU 	<ul style="list-style-type: none"> Reading Spelling Writing 	<ul style="list-style-type: none"> Effective communication Decision making Appreciation Care 	<ul style="list-style-type: none"> A chart showing the times of the day 	Prim Eng. bk 1 pg. 34	
	2			<p>Structures</p> <p>Tr. What item of the day is it?</p> <p>Pupils: It is</p> <p>Tr. Is it.....</p> <p>Pupils: yes, it is</p> <p>No, it is not.....</p>							
	3 & 4			<p>Naming the times of the day using the picture</p> <p>Wakes up in the</p>							

				 <p>Eats lunch in</p>  <p>She goes back home in</p>  <p>The boy goes to bed at</p> 	pictures.						
2	5	Our environm ent	Ways of conserving our environment	<p>Telling time Vocabulary Minute hand, hour hand, second hand, time watch, clock, o'clock Telling time using a clock face</p>  <p>It is two o'clock</p>  <p>It is seven o'clock</p>  <p>It is twelve o'clock</p>	<ul style="list-style-type: none"> ▪ Learner ▪ Reads and spells the vocabulary correctly ▪ Tells the time using the clock face 	<ul style="list-style-type: none"> ▪ Look and say ▪ Discussion ▪ Guided discovery ▪ Explanation 	<ul style="list-style-type: none"> ▪ Read the vocabulary ▪ Writ the face 	<ul style="list-style-type: none"> ▪ Audibility ▪ confidence 	<ul style="list-style-type: none"> ▪ Clock face ▪ Tumblers ▪ Wall 	Prim.En g. bk 1 pg. 34	
3	1										
	2			<p>Picture interpretation</p> 	Studies the picture and answers oral and written questions correctly						

			<p>Tom wakes up</p>  <p>Tom goes to school</p>  <p>Tom plays</p> 							
	3		<p>Showing the time on the faces</p>  <p>It is nine o'clock</p>  <p>It is four o'clock</p>							
	4		<p>A story Sarah at school Sarah wakes up at six o'clock in the morning. She wastes her face and puts on her uniform. She takes breakfast in the morning. She goes to school at seven o'clock. The children eat lunch in the afternoon Questions - At what time des Sarah wake</p>	<p>Reads the story correctly Comprehends the story Answers the questions in full</p>						

				up? - When does she go to school? - What is the title of the story?							
4	1			Days of the week Vocabulary Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday Fill in the missing letters e.g. M _nd_y Write the given words correctly e.g. rriday_____	<ul style="list-style-type: none"> Identifies and tells the days of the week order Fills in the missing letters Writes the words correctly 						
	2			Completing sentences The first day of the week is ____ Saturday comes after ____ Short forms Sunday = sun Monday = Mon. Friday = Fri. Saturday = Sat. Activities performed on different days of the week Children go to school on Monday, Tuesday, Wednesday, Thursday, Friday Moslems go to the mosque on Friday Christians go to church on Sunday	<ul style="list-style-type: none"> writes the short form of the words identifies the activities done in different days 						
	3 4 & 5	Our environment	Graphs	The graph shows the eggs Mr. Otto collects in a week. 	<ul style="list-style-type: none"> Learner; answers the questions on the graph reads the vocabulary correctly tells the days in the month writes the given short forms in full Writes the short forms of the given words 	<ul style="list-style-type: none"> Discussion looks and say Explanation 	<ul style="list-style-type: none"> Reading the vocabulary writes the vocabulary correctly 	<ul style="list-style-type: none"> A chart showing the months of the year 	<ul style="list-style-type: none"> Listening Confidence Audibility 	Pr Eng. bk 1 pg. 35 bk 2 pg. 21 - 22	
5	1		Months	Months of the years Vocabulary	<ul style="list-style-type: none"> reads and pronounces the 	<ul style="list-style-type: none"> Guided discovery 	<ul style="list-style-type: none"> Audibility Decision 	<ul style="list-style-type: none"> spelling writing 	<ul style="list-style-type: none"> a chart showing 	Monitor Eng.	

				January, February, March, April, May, June, July, August, September, October, November, December	months of the year correctly ▪ spells the words correctly ▪ identifies the days in each month	▪ Discussion ▪ Questions and answer	▪ making ▪ Appreciation ▪ care ▪ honest		the months of the year	course bk																																											
	2	Our environment		Day in each month January = 31 February = 28 or 29 March = 31 April = 30 May = 31 June = 30 July = 31 August = 31 September = 30 October = 31 November = 30 December = 31																																																	
	3			Writing the short forms of the given vocabulary January = Jan. February = Feb. March = Mar. April = Apr. May = May. June = Jun. July = Jul. August = Aug. September = Sept. October = Oct. November = Nov. December = Dec.																																																	
	4			The calendar Study the calendar and answer the questions September 2014 <table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr></table>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		▪ Learner studies the given calendar correctly	▪ Look and say ▪ Discussion ▪ Explanation ▪ Guided discovery	▪ Drawing ▪ Reading ▪ Writing	▪ Listening ▪ Fluency ▪ Comprehension ▪ Audibility	▪ A calendar ▪ picture illustration	PrimEng . Bk 1 pg. 38	
S	M	T	W	T	F	S																																															
				1	2	3																																															
4	5	6	7	8	9	10																																															
11	12	13	14	15	16	17																																															
18	19	20	21	22	23	24																																															
25	26	27	28	29	30																																																
	5		Conservation for our environment	A story Peter's time table Peter is a boy. He is seven	▪ reads and comprehends the story																																																

				years old. He goes to Namataba primary school. He was born in September 2008.							
6	1	Transport	Means of transport	New words car, bus, lorry, bicycle, aeroplane, train, motorcycle, ship, boat, canoe, Structures What is this? It is a Is this a Yes, it is aor No, it is not a It is a	<ul style="list-style-type: none"> ▪ Learner reads and pronounces the new words correctly ▪ Spells and writes the words correctly ▪ Constructs correct sentences as instructed ▪ Fills in the correct words in the gaps. 	<ul style="list-style-type: none"> ▪ Guided discovery ▪ Discussion ▪ Demonstration ▪ Question and answer 	<ul style="list-style-type: none"> ▪ Writing ▪ Spelling 	<ul style="list-style-type: none"> ▪ Effective communication ▪ Audibility ▪ Decision making ▪ Appreciation ▪ Care 	<ul style="list-style-type: none"> ▪ A chart showing the means of transport 	Primary Eng. Course bk 1	
	2			Vocabulary Air, water, railway, road, A boat moves on A car moves on An aeroplane flies in							
	3			A story Tugume's journey to London Tugume and his father travelled from Kampala to Entebbe airport by taxi. The taxi was slow. It reached at Entebbe at 3 o'clock in the afternoon. Questions - How did Tugume travel from Kampala to Entebbe etc.							
	4			Structures What are these/those? They are..... New vocabulary related to transport Big – bigger Small – smaller Fast – faster Short – shorter Long – longer High – higher							
	5			Completing the sentences The bus is bigger than a							

				The boat is smaller than a An aeroplane moves faster than a..... I come to school by							
6	1			New vocabulary high, slow, strong, quick, low, weak Completing sentences A car movesthan a bicycle. (quick) A ship isthan a boat. (strong)	Learner ▪ Writes the plural form of the given words ▪ Writes the singular form of the underlined word	▪ Guided discovery ▪ Discussion ▪ Demonstration ▪ Question and answer	▪ Writing ▪ Reading	▪ A chart showing plurals	▪ Audibility ▪ Appreciation ▪ Decision making	Pr	
	2			Plurals (Revision) Singular plurals man- men woman - women ox - oxen child - children sheep - sheep tooth - teeth mouse - mice	▪ Identifies the non-countable nouns						
	3	Things we make	Things we make at home and school	Present continuous tense Changing a verb from present simple to present continuous tense cut – cutting sit- sitting skip – skipping stop – stopping structures Tr: what is he/she/is doing? Pupils: H/she/It is Tr: What is Sarah and Tom doing? Pupils: Sarah and Tom are.....							
				Yesterday tense Changing verbs from present simple to past tense skip – skipped stop – stopped hop – hooped drop – dropped clap – clapped slap – slapped							

				What did she/he/it.....? What did you/they....? She/he/it..... I..... They..... What did John/Mary..... We..... Jon/Mary.....?							
8	1	Things we make	Things we make at home and at school	Past tense/yesterday tense Changing verbs form present simple to past tense Irregular verbs Eat – ate give – gave Sit – sat come – came Run – ran go – went Drive – drove take – took Ride – rode stand – stood Find – found steal - stole What did hse/he/it....? What did you/they.... She/he/it.....Ithey What did the man/woman? Youwe... The woman, man/boy/girl.... New vocabulary Potatoes, bananas, beans, peas, groundnuts, eggs, mangoes, oranges, fish, millet, cassava, meat, rice, pawpaw, yams, pumpkins, maize, milk, carrot, cabbages							
	2		Structure What is this It is a /an..... Show me a/an This is a/an What do you like to eat? I like to eat..... I like to eat a /an	Learner ▪ reads the sentences correctly ▪ comprehends the sentences correctly	▪ Discussion ▪ look and comprehend the sentences ▪ answer oral questions ▪ spell the words	▪ Learner reads and comprehends the sentences ▪ answers oral questions ▪ spells the words	▪ Audibility ▪ Fluency ▪ Articulation ▪ Intonation ▪ Accuracy	▪ read objects ▪ Oranges ▪ Mangoes ▪ books, pens etc.	Prim. Eng. bk 1 pg. 42 Improve your Eng.pg. 62		
			A story Mary in the market Mary is eight years old. She lives in Bukoto. Last Friday she went for shopping. She bought six eggs, two carrots, three								

				tomatoes, onions and two fish. Mary out the fish in the paper bag and put other things in the basket.							
9	1	Our environment	Components and importance of things in our environment	Conjunction “and” My father is fat. My father is rich My father is fat and rich Tom has a pen. Tom has a book. Tom has a pen and a book. This is a flower. This is a tree. This is a flower and a tree.	Learner joins the two sentences using but.	<ul style="list-style-type: none"> Guided discovery Discussion Question and answer Look and say 	<ul style="list-style-type: none"> Reading Writing 	<ul style="list-style-type: none"> Confidence Listening Fluency Writing 	<ul style="list-style-type: none"> Articulation Audibility Confidence 	Prim. Eng. bk 1 Improve your Eng.pg. 62	
	2			Conjunction but Joining two sentences using “but” e.g. John has a flower. Joan has a pencil John has a flower but Joan has a pencil Masaka is far. Kabaale is very far. Masaka is far but Kabaale is very far. The dress is clean. The skirt is dirty. The dress is clean but the skirt is dirty.	<ul style="list-style-type: none"> Learner ; joins the two sentences using but and because Reads the sentences Comprehends the sentences correctly 	<ul style="list-style-type: none"> Guided discovery Discussion Questions and answer Look and say 	<ul style="list-style-type: none"> Reading and writing 	<ul style="list-style-type: none"> Confidence Listening Fluency Writing 	<ul style="list-style-type: none"> Articulation Audibility Confidence 	Pr. Eng. Bk 1 Improve your eng. pg. 62	
	3			Conjunctions Correct use of because Mary is crying. May has lost her bag. Mary is crying because she has lost her bag etc.	<ul style="list-style-type: none"> Learner joins the two sentences using “because” 	<ul style="list-style-type: none"> Guided discovery Discussion Question and answer 	<ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> Critical thinking Articulation Appreciation Care Attitude 	<ul style="list-style-type: none"> c/b illustration 	Pr. Eng. bk 1 pg. 62	
	4			Giving one word for the underlined group of words Mummy bought <u>mangoes</u> , <u>oranges</u> and <u>apples</u> Fruits I like eating <u>rice</u> and <u>meat</u> . food	<ul style="list-style-type: none"> Learner Carefully identifies a group of words which can be given to one word. 						
	5			Guided composition Bought, friend, went, bananas, market Mr. Okelloto see his	<ul style="list-style-type: none"> Fills in the correct word(s) in the composition 						

			last Sunday. Hegot him rice, meat andfrom the							
--	--	--	--	--	--	--	--	--	--	--	--