

TERM ONE – PRIMARY TWO ENGLISH SCHEME OF WORK

ENGLISH GRAMMAR SCHEME OF WORK FOR PRIMARY TWO TERM 1

TERM I

The learning outcomes

THEME I LEARNING OUTCOMES

The child appreciates and relates to others in the school, neighbourhood and understands that every member has a role to play in the community.

THEME II

The child understands and appreciates the cultural practices, values and norms in the community.

THEME III

The child understands and appreciates the value of taking care of his/ her body and the surroundings.

THEME IV

The child identifies sources, appreciates different types and knows the importance and ways of keeping food safe.

CORNERSTONE JUNIOR SCHOOL – SCHEME OF WORK FOR PRIMARY TWO TERM ONE

W K	D P	THEME	SUB- THEME	CONTENT	COMPETENCES	METHOD S	ACTIVITIES	indicators of life skills	Instrum ental material	REF	R E M		
1	1	Our school and neighbourhood	Location Symbols and Benefits of the school	<p>Nouns Anoun is a naming word. A noun is a name of something.</p> <p>Examples</p> <ul style="list-style-type: none">- Names of people e.g. John- Names of places like Kitete- Names of objects/ things like cups, plates <p>Things like people</p> <table border="1"><tr><td>books, pens charts , flags brooms, signpost</td><td>Betty, Joy Mark, Teacher Child, Mr. Muyoga</td></tr></table> <p>Places Nabuti, Kitete, Kampala, Uganda, Kenya, Jinja Town</p>	books, pens charts , flags brooms, signpost	Betty, Joy Mark, Teacher Child, Mr. Muyoga	A learner; Defines a noun Gives examples of nouns Reads words and sentences correctly. Pronounces words correctly. Writing words and sentences correctly	Guided class discovery . Electic Whole word	Defining a noun Giving examples of nouns Reading words and sentences correctly. Writing words and sentences	Creative thinking Problem solving Appreciation	Word cards and real objects	T.C page 14 Monitor Eng. Course page 5 – 15 UG English course page 4 Thematic English Bk page 1	
	books, pens charts , flags brooms, signpost	Betty, Joy Mark, Teacher Child, Mr. Muyoga											
2			<p><u>Types of nouns</u></p> <p><u>Proper nouns</u> These are names of important things like</p> <p>1. <u>Names of places</u> Mukono, Kampala, Uganda, Kitete</p> <p>2. <u>Names of people</u> Keren, Ritah, Ntambi</p> <p>3. <u>Days of the week</u> Sunday – Sun Tuesday – Tue Wednesday – Wed January – Jan February – Feb March - Mar</p>	Identifies the types of nouns. Defines proper nouns. Gives the examples of proper nouns. Reads words and sentences correctly. Writes words and sentences correctly.		Defining proper nouns Reading words and sentences Giving examples of proper nouns. Writing words and sentences	-DO-	A chart showing proper nouns	Ug primary Eng Course page 1 - 3				

	3	-DO-	-DO-	<u>Common Nouns</u> These are names of common things e.g uniform, cup, chair, book, pen, ruler, signpost, table, desks, tomatoes,etc plants, animals, insects etc <u>How to form plurals of nouns</u> Singular plurals book books ruler rulers uniform uniforms plate plates	Defines a common noun Gives the examples of common nouns Forms plurals of common nouns. Reads words and sentences correctly. Writes words and sentences correctly	Guided class discovery Whole word and sentence presentation Situational games	Defining common noun. Giving examples of common noun Forming plurals of common noun. Reading and writing words and sentences.	Effective communication Creative thinking Self awareness Interpersonal relationship	Real objects and word cards	-DO-																					
2	1		Benefits to the school from neighbours	Nouns that take “ es ” to form plurals Nouns that end with a hissing sound e.g. x, s, we add “ es ” to their plurals Examples <table><tr><th>Singular</th><th>plural</th></tr><tr><td>box</td><td>boxes</td></tr><tr><td>glass</td><td>glasses</td></tr><tr><td>dress</td><td>dresses</td></tr><tr><td>class</td><td>classes</td></tr><tr><td>mango</td><td>mangoes</td></tr><tr><td>buffalo</td><td>buffaloes</td></tr><tr><td>watch</td><td>watches</td></tr><tr><td>tomato</td><td>tomatoes</td></tr><tr><td>watch</td><td>watches</td></tr></table> Other words which add “ es ” but do not have a hissing sound.	Singular	plural	box	boxes	glass	glasses	dress	dresses	class	classes	mango	mangoes	buffalo	buffaloes	watch	watches	tomato	tomatoes	watch	watches	A learner; Reads words and sentences. Identifies words (nouns) with a hissing sound. Identifies nouns that take “ es ” to form plurals. Reads a write words and sentences correctly.	Guided class discovery . Guided class discussion	Identifying nouns that end with a hissing sound. Reading words and sentences Writing words and sentences	-do-	Real objects -do- and word cards		
Singular	plural																														
box	boxes																														
glass	glasses																														
dress	dresses																														
class	classes																														
mango	mangoes																														
buffalo	buffaloes																														
watch	watches																														
tomato	tomatoes																														
watch	watches																														
	2			Forming plural of nouns that end with Y before Y. There is a consonant letter We drop Y and add “ ies ” Examples singular plural puppy puppies baby babies	A learner; reads words Identifies nouns that end with Y Forms plurals of nouns that end with Y - Forms sentences, reading words and	Guided class discussion. Guided class discovery Phonic	Reading words Identifying nouns that end with Y Forming their plural Reading the formed words and sentences	Effective communication Problem solving Self awareness	A chart showing plurals nouns that end with Y	Essential English work pupils Bk 3 page 12																					

				lorry lorries body bodies fly flies city cities community communities family families lady ladies Other words which end with Y but do not “ies’ add “s” boy – boys valley – valleys monkey – monkeys key – keys toy – toys donkey – donkeys	sentences correctly. - Writes words and sentences correctly. - Changes the words in bracket in plural.	method Electic method	Writing words and sentences Exercise				
	3			<u>Nouns that end with “f” or fe Change to “ves” in their plural form.</u> Singular Plural leaf leaves life lives knife knives half halves wolf wolves leaf loaves wife wives calf calves	A learner; Identifies nouns that end with “f” or “ fe” - Reads words - Form plurals of these words - Makes sentences - Reads and writes sentences correctly		Reading words Identifying nouns that end with fe/ f Forming plurals Reading and writingsentences		A chart showing nouns that end with fe/f	Essential English work pupils Bk 3 page 11	
3	1		Causes of problems between the school neighbourhood	Nouns that change “oo” to “ee” to form plural form Examples singular plural foot feet tooth teeth goose geese Nouns that change the vowels completely singular plural mouse mice louse lice	- Reading words - Identifies nouns that change “oo” to “ee” to form plurals and form plurals correctly - Identifies nouns that change the vowels completely. - Forms plurals - Identifies nouns that don’t change in their	Brain storming Guided class discovery Whole word and sentence presentation	- Reading words - Identifying the nouns - Changing singular nouns to plural nouns - Reading the formed words and sentences - Writing words and sentences	- Effective communication - Problem solving - Appreciation - Self awareness	A chart showing nouns	Essential English work pupils Bk 3 page 17	

				man child ox woman policeman Nouns that don't change to form plural (they are called uncountable nouns) Examples singular sheep salt wood furniture milk luggage sugar plural children oxen women policemen furniture milk luggage sugar	plural form - Reads words and sentences correctly - Writes words and sentences correctly						
	2			Collective nouns These are nouns which stand for a group of things Examples 1. A group of thieves – gang 2. A group of sheep – flock 3. A group of oxen – team 4. A group of flowers – bouquet 5. A collection of trees – forest 6. A group of sticks – bundle 7. A group of monkeys - troop	A learner defines collective nouns - Gives examples of collective nouns - Reads words and sentences - Identifies collective nouns in the sentences correctly. - Answers both oral and written questions correctly.	Guided class discovery Brain storming Guided class discussion Whole word	- Defining collective nouns giving examples of collective noun - Identifying collective nouns - Reading words and sentences - Answering oral and written questions	- Effective communication - Problem solving - Appreciation	Real objects Word cards		
	3			Opposites of nouns An opposite is a word which is different from the other. Nouns and their opposites man mummy young old boy woman Daady old new girl	A learner defines the word noun and opposite correctly. - Identifies opposites of objects and then other words - Reads words and sentences correctly. - Answering both oral	Brain storming Guided class discovery Electric	- Defining the word opposite - Identifying objects and words which are opposite. - Reading words and sentences	- Creative thinking - Interpersonal relationships	Word cards or Charts and real objects	Essential English work pupils Bk 3 page 22	

				visitor lady village grand father	host gentleman town grandmother	and written questions		correctly. - Answering both oral and written questions			
4	1	Our home and communi ty	Roles of different people in the community	<u>Punctuation</u> <u>A capital letter</u> A capital letter is used when beginning a sentence. Examples This is my book A capital letter is used when writing proper nouns even if it is the middle of the sentences e.g. Names of people, names of places, days of the week, months of the year. Examples 1. Keren is a teacher. 2. Today is Tuesday. 3. Doctor Mugambwa treated my sister	- Observes punctuation using capital letter. - Identifies where to use a capital letter. - Forms words and sentences - Reads and punctuates sentences correctly. - Answering oral and written sentences	Demonst ration Brain storming Guided class discovery and discussio n	- Identifying where to use a capital letter. - Forming words and sentences - Reading words and sentences - Punctuating words and sentences - Answering oral and written questions	- Creative thinking - Critical thinking - Problem solving - Selfawareness	A chart	Essential English work pupils Bk 3 page 3	
	2			<u>A question mark?</u> A question mark is used when ending a sentence in a question form. Questioning words used when asking a question These words include What, where, why, How, Have, Are, Does, Did, Do, is ,was, will, shall.	- Writes a question mark correctly. - Identifies where we use (?) - Identifies questioning words - Reads words and sentences - Fills in the correct questioning words.		- Writing a question mark using a question mark correctly. - Using questioning words - Reading words and sentences - Fill in the correct word	- Observat ion - Creative thinking - Problem solving	Sentenc es and word chart	Essential English work pupils Bk 3 page 3	
	3			<u>A full stop (.)</u> A full stop is a mark used at the end of positive / negative sentences. Examples The teacher is teaching. Andrew is going to church.	- A learner listens to the explanation - Makes sentences - Punctuates sentences using full stops. - Reads and writes	Brain storming Guided class discovery Demonst ration	- Listening - Constructing sentences - Reading and punctuating sentences - Writing words	- Creative thinking - Effective communi cation - Toleranc e	sentence card		

				I am going to school.	words correctly Writes words and sentences correctly.		and sentences	-Self awareness.			
5	1		Cultural practices and values in the community	An apostrophe (') It is used to show the ownership. Examples John's book. Titus' shirt. Mother's belt The baby's story	<ul style="list-style-type: none"> - Listen to the explanation writes an apostrophe correctly. - Uses an apostrophe in the sentences correctly. - Reads words and sentences correctly. - Writes words and sentences correctly. 	Guided class discussion Demonstration Brain storming	<ul style="list-style-type: none"> - Listening - Speaking - Reading words and sentences - Writing words and sentences 	-	Sentence cards	Essential English work pupils Bk 3 page	
	2			An apostrophe (') It is used in short form. It is put where letters have been left out Examples She is she's He is he's Will not won't	<ul style="list-style-type: none"> - Listen and identifies where an apostrophe is put. - Makes oral sentences using an apostrophe - Reads words and sentences - Writes words and sentences 		<ul style="list-style-type: none"> - Listening - Identifying - Construction oral sentences - Reading words and sentences 	-	A chart Showing words short form words		
	3			A Comma (,) This is used when listing, separating many things in a sentences. Examples My aunt, uncle and grand father have come. Lule, Tom , Musa and Ali are related. Daddy bought me books, pens, pencil, rulers, and rubbers	<ul style="list-style-type: none"> - Writes a comma - Separates things practically - Makes sentences from the demonstration. - Punctuates the sentences correctly. - Reads words and sentences - Writes words and sentences correctly 		<ul style="list-style-type: none"> - Defining a comma. - Writing a comma - Making sentences from the demonstration and punctuate them 	<ul style="list-style-type: none"> - Problem solving - Creative thinking - Effective communication - Self awareness 	Sentence cards	monitor English work pupils Bk 2 page 48	

6	1	Human body and health	Parts of the body and their functions	Conjunctions. Those are words used to join sentences e.g. but, because, and etc The use of because Example Akello can't see. She is blind. Akello can't see because she is blind . Rose did not go to school. She was not feeling well. Rose did not go to school because she was not feeling well.	- Defines conjunctions - Gives the examples of conjunctions. - Reads words & sentences correctly. - Joins sentences using because orally and in written. - Writes words and sentences.		- Defining conjunctions - Identifying the examples of conjunction - Reading words and sentences - Joining sentences. - Writing	-	Sentence cards	monitor English work pupils Bk 2 page 48	
	2			Use ofand..... Examples I bought a pencil. I bought a pen <u>I bought a pen and a pencil</u> We have a pen. We have a tin <u>We have a pen and a tin</u>	- Reads the sentences - Joins the sentences - Writes the sentences	Guided class discovery	- Listening and observing - Reading words and sentences - Joining sentences - Writing words and sentences	- Problem solving - Effective communication	Word cards		
	3			Begin Bothand ... Examples Jackie is smart Keren is smart Both Jackie and Keren are smart. Okoth is tall. Akello is tall. Both Okoth and Akello are tall.	- Listening - Makes sentences - Reads words and sentences correctly. - Joins words to make sentence correctly. - Writes words and sentences correctly.		- Listening - Constructing sentences - Readings words and sentences - Joining sentences using Both... and	-	Sentence cards	The winners English Bk 4 page 127	
7	1		Sanitation	Use of Conjunction But Examples Aine was sick. She went to school. Aine was sick but she went to school.	- Listens to the explanation. - Constructs oral questions - Read words and sentences correctly. - Joins sentences	Demonstration Guided class discovery	- Constructing oral sentences. - Reading words and sentences - Writing words and sentences	- Creative thinking - Self awareness	Sentence Cards	The winners English Bk 4 page 127	

				Musa came to school late. He was not punished Musa came late but he was not punished	correctly. Writes words and sentences						
2				<u>Using questioning words in the sentences</u> How, What, Who <u>Examples</u> I am seven years old. (Begin How?.....) <u>How old are you?</u> My name is Abel. (Begin What...) What is your name? Ketra swept the compound.(Begin: Who....) <u>Who swept the compound?</u>	Identifies questioning words correctly. Uses questioning words to make sentences correctly. Reads words and sentences. Writes words and sentences correctly	Guided class discovery Brain storming Electic	Identifying questioning words. Using questioning words to in the sentences. Reading words and sentences Writing words and sentences	-Creative thinking -Problem solving -Appreciation	Sentences	Monitor English work pupils Bk 2 page 40	
3				<u>Prepositions:</u> Those are words used to show the position on, in, under, over, behind, near, between, from, inside, outside, in front. <u>Examples</u> The cat is under the table. The pencil is in the tin. The flower is on the chair	The learner; pronounces and reads words correctly. Reads the sentences correctly. Fills in the correct preposition correctly	Electic	Reading words correctly. Use the prepositions correctly Writing words and sentences	-	Real objects word cards		
1	Food and Nutrition	Types of food	8	<u>Other prepositions</u> <u>Examples</u> between, inside, outside, down, opposite, against, in front of, 1. Musa is standing _____ Sarah and Scoolah. 2. The water is _____ the bucket.	A learner pronounces, spells and reads the words correctly. Reads sentences correctly Fills in the correct prepositions	Guided class discovery Brain storming	Pronouncing spellings and reading words and sentences. Filling in the correct preposition	-Effective communication -Problem solving	Real objects and word cards		

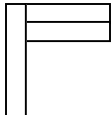

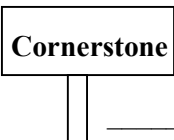
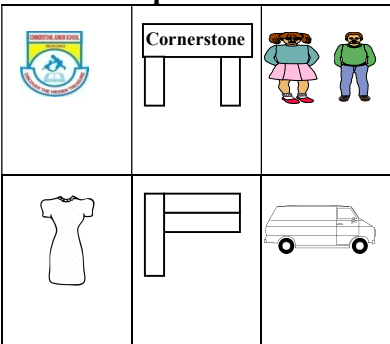
9	2			<p><u>Verbs</u> A verb is a doing word.</p> <p><u>Types of verbs</u></p> <ol style="list-style-type: none">1. Regular verbs2. Irregular verbs <p><u>Regular verbs</u> These are verbs which have their past tenses changed by adding “ed” and “t” e.g</p> <table><tr><th>verb</th><th>Continuous</th><th>past</th><th>perfect</th></tr><tr><td>walk look finish brush learn dream kill spoil</td><td>walking looking finishing brushing learning dreaming killing spoiling</td><td>walked looked finished brushed learned dreamt killed spoilt</td><td>walked looked finished brushed learned dreamt killed spoilt</td></tr></table>	verb	Continuous	past	perfect	walk look finish brush learn dream kill spoil	walking looking finishing brushing learning dreaming killing spoiling	walked looked finished brushed learned dreamt killed spoilt	walked looked finished brushed learned dreamt killed spoilt	<p>A learner defines a verb. Identifies the types of verbs Defines a regular verb. Changes verbs to past continuous and perfect tense Reads words and sentences correctly. Changes / writes the correct form of the verb given in brackets Writes words and sentences</p>	<p>Electric</p> <p>Guided class discussion</p>	<p>Defining verbs</p> <p>Identifying types of verbs</p> <p>Changing verbs continuous past and perfect tense</p> <p>Filling in the correct word</p>	<p>-Self esteem</p>	<p>A chart</p>	Essential English work pupils Bk 3 page20 – 21
	verb	Continuous	past	perfect														
	walk look finish brush learn dream kill spoil	walking looking finishing brushing learning dreaming killing spoiling	walked looked finished brushed learned dreamt killed spoilt	walked looked finished brushed learned dreamt killed spoilt														
3		<p><u>Classes of foods</u></p> <p><u>Irregular verbs</u> These are verbs that change differently in past and perfect tense.</p> <table><tr><th>verb</th><th>Continuous</th><th>past</th><th>perfect</th></tr><tr><td>write go do sing take drive tear</td><td>writing going doing singing talking driving tearing</td><td>wrote went did sang took drove tore</td><td>written gone done sung taken driven torn</td></tr></table>	verb	Continuous	past	perfect	write go do sing take drive tear	writing going doing singing talking driving tearing	wrote went did sang took drove tore	written gone done sung taken driven torn	<p>A learner defines a irregular verb Identifies the examples of irregular verbs Change, reads words and sentences correctly. Writes, changes verbs in their correct form correctly. Writes words and sentences correctly</p>	<p>Phonic</p> <p>Whole word</p> <p>Brain storming</p>	<p>Defining irregular verbs</p> <p>Identifying the examples of irregular verbs</p> <p>Reading words and sentences</p>	<p>-Effective communication</p> <p>-Problem solving</p> <p>-appreciations</p>	<p>A chart showing irregular verbs</p>			
verb	Continuous	past	perfect															
write go do sing take drive tear	writing going doing singing talking driving tearing	wrote went did sang took drove tore	written gone done sung taken driven torn															
1		<p><u>Common foods</u></p> <p><u>Tenses</u> Is the changing of the verb according to time of action.</p>	<p>Defines a tenses</p> <p>Defines a present simple tense</p>	<p>Demonstration</p>	<p>Defining a tense</p> <p>Defining present simple tense</p>	<p>-Critical thinking</p>	<p>A cahrt</p>											

				<p>Present simple tenses (Every day tense) This tense tells us activities done every day, time, week, month etc.(Use always)</p> <p>She } He } s, es, ies, It } added to the verb</p> <p>We } I } the verb remain You } They }</p>	<p>Reads words and sentences</p> <p>Changes verbs in a present simple tense correctly.</p> <p>Writes words and sentences correctly</p> <p>Fills in the correct form of the verb given in brackets.</p>	Whole word	<p>Changing verbs in present simple tense</p> <p>Read, writing words and sentences</p>	-Creative thinking																			
	2	Food and Nutrition		<p><u>Present continuous tense (now tense)</u> This tense tell us about activities talking place/ activities going on Is, am, and, are, the Helping verbs for this tense Examples She is cooking food. I am eating food now. They are boiling water.</p>	<p>A learner defines present continuous tense.</p> <p>Gives the examples of verbs in present continuous tense.</p> <p>Makes sentences in present continuous tense.</p> <p>Changes verbs in brackets in present continuous tense</p>	<p>Guided class discovery</p> <p>Brain storming</p> <p>Whole word</p>	<p>Defining present continuous tense.</p> <p>Identifying verbs in the present continuous tense.</p> <p>Filling in the correct form of the verb</p>	<p>-Creative thinking</p> <p>-Effective communication</p> <p>-Tolerance</p>	A chart	Monitor for English course 4 Uganda pupils 2 page 7																	
	3			<p><u>Past tense (Yesterday tense)</u> This tense tell us activities that happened some times back. Examples</p> <table><tr><td>verb</td><td>past tense</td></tr><tr><td>teach</td><td>taught</td></tr><tr><td>go</td><td>went</td></tr><tr><td>open</td><td>opened</td></tr><tr><td>steal</td><td>stole</td></tr><tr><td>eat</td><td>ate</td></tr><tr><td>happened</td><td>happened</td></tr><tr><td>drive</td><td>drove</td></tr></table>	verb	past tense	teach	taught	go	went	open	opened	steal	stole	eat	ate	happened	happened	drive	drove	<p>Defines a past tense.</p> <p>Identifies the examples of verbs in a past tense</p> <p>Reads words and sentences correctly.</p> <p>Writes words and sentences</p>		<p>Defining a past tense.</p> <p>Identifying verbs in a past tense.</p> <p>Writing words and sentences</p>	-		The winner's English bk 4 page 130 – 131	
verb	past tense																										
teach	taught																										
go	went																										
open	opened																										
steal	stole																										
eat	ate																										
happened	happened																										
drive	drove																										




10	1			<p><u>Use of has and have</u> Has is used with singular pronouns Have is used with plural pronouns <u>Examples</u> I have ten fingers A goat has four legs. A dog has four legs</p>	<ul style="list-style-type: none"> - Pronounces, spells and reads words correctly. - Reads sentences correctly. - Uses has and have in the sentences correctly. - Constructs sentences using has and have correctly. - Writes words and sentences 	<p>Demonstration</p> <p>Brain storming</p> <p>Guided class discovery</p>	<ul style="list-style-type: none"> - Pronouncing spellings and reading words correctly. - Reading the sentences - Constructing sentences - Using has and have in the sentences - Writing words and sentences 	<ul style="list-style-type: none"> - Spelling and reading words - Reading sentences - Constructing sentences using has and have - Writing words and sentences 	<p>word cards</p> <p>sentence cards</p>	Monitor for English BK 2 pupils 2	page 55
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COMPOSITION SCHEME OF WORK FOR PRIMARY TWO

W K	D P	THEME	SUB- THEME	CONTENT	COMPETENCES	METHOD S	ACTIVITIES	indicators of life skills	Instrum ental material	REF	R E M
1	1	Our school and neighbourhood	Location of our school	<p>Vocabulary child, broom, badge, flag, school, signpost, motto, medicine, water, food, neighbourhood, benefit, money</p> <p><u>Exercise</u></p> <ol style="list-style-type: none"> Fill in the missing letters b _ dge un _ _ form sig _ psotmo _ _ _ o fl _ _ g m _ dicine Construct sentences using these words uniform _ _ _ _ _ 	<ul style="list-style-type: none"> - Reads the vocabulary correctly. - Uses the vocabulary in sentences construction - Spells the vocabulary correctly 	Guided discovery	<ul style="list-style-type: none"> - Fill in the missing letters - Reading and spelling the vocabulary - Constructing sentences using vocabulary 	-Self - awareness	<p>Flash cards</p> <p>Real objects</p>		



				signpost _____ broom							
	2			Structure What is this / that?  What is this? This is a flag What is that? That is a broom Exercise What is this/ that?  _____  _____	- Makes sentences using the given picture	Guided discussion		- Love care respect	Real objects Sentence cards	Mk Thematic English Bk 2 page 1	
2	1		Location symbols and benefits of our school	Picture composition  Examples 1. I can see a sign post.	- Make the pictures - Make sentences from the pictures	Guided discovery	- Making correct sentences from the pictures	- Self awareness - Respect - Love	Picture cards	Thematic English bk 2 page 7	

				<u>Exercise</u> 1. Construct sentences using the given pictures							
	2		Benefits of the neighborhood from the school	Vocabulary ball, hall, library, desk , chalkboard, play ground, table, chair, teacher , ruler, cupboard, compound Exercise 1. Write these words correctly library _____ dske _____ tbale _____	- Reads the vocabulary - Makes sentences using the vocabulary - Uses the vocabulary with the structure	Guided discovery	- Reading the vocabulary - Making sentences using the vocabulary	-Love	Flash cards Real objects		
3	1		Causes of problems between school and the neighbourhood	Vocabulary gun, army, policeman, thief, land, fight, steal, gateman, prefect, watchman, sharing, friends, uniform, bow and arrow	- Reads the words - Spells the words correctly - Makes sentences using the given words	Guided discussion	- Reading the words - Spelling the words correctly	-Sharing -Love	flash cards Real objects	Mk Thematic English page 9	
	2		Causes of problems between school and the neighbourhood	Structure What do you like? I like What don't you like? I don't like..... Examples 1. Do you like praying? I like praying 2. Do you like fighting? I don't like fighting Exercise What do you like/ What don't you like? 1. Do you like learning?	- Makes correct sentences using the given structure	Guided discussion	- Making correct sentences using the given structure	-Appreciate	Sentence cards		

				2. Do you like eating? 3. Do you like sharing? 4. Do you like shouting?																														
4	1			Structure What are they doing? Examples  They are playing with a ball  They are running  they are dancing	- Do -	- Do-	- Do -	-Do -	-DO-	MK Thematic English page 10 - 11																								
	2			Use of because 1. He is carrying a gun. He is a soldier He is carrying a gun because is a soldier. 2. Masaba is standing near the gate. He is a gateman. Masaba is standing near the gate because he is a gateman	Reads the sentences correctly. Join the sentences correctly.	Guided discussion	Joining the sentences correctly	-Love -Respect	Sentence cards																									
				A substitution table Make correct sentences from the table below <table><tr><td>He</td><td></td><td>climbing</td></tr><tr><td>She</td><td>is</td><td>the school</td></tr><tr><td>They</td><td>are</td><td>fence.</td></tr><tr><td>Mary</td><td></td><td>standing</td></tr><tr><td>It</td><td></td><td>near the</td></tr><tr><td></td><td></td><td>ditch</td></tr><tr><td></td><td></td><td>eating Mr.</td></tr><tr><td></td><td></td><td>Kintu'sor</td></tr></table>	He		climbing	She	is		the school	They	are	fence.	Mary		standing	It		near the			ditch			eating Mr.			Kintu'sor	Reads the words in the box Joins the words to make sentences Writes correct sentences	Guided discussion	Reading the words correctly	-Love -Sharing	-DO-
He		climbing																																
She	is	the school																																
They	are	fence.																																
Mary		standing																																
It		near the																																
		ditch																																
		eating Mr.																																
		Kintu'sor																																

				<div> <div></div> <div></div> <div>anges. barking at our teacher quarrellin g with the chairman</div> </div>								
				Examples He is climbing school fence.								
5	1		Causes of problems between school and the neighbourhood	A jumbled composition a) Jackson got a stone and threw at it. b) The dog barked and chased him. c) He met a neighbour's dog d) He was taken to the hospital for treatment e) He shouted loudly but the dog bit him.	- Reads the jumbled sentences. - Re – arranges the sentences - Writes the sentences in order.	Guided discovery	- Arranging the sentences in order	- Respect - Sharing				
	2	Our home and community	Relationship between family members	Vocabulary Father, mother, brother, sister, aunt, uncle, son, daughter, niece, step sister, nephew, in – law, friend, grandmother, step brother Exercise 1. Make sentences using these words father mother sister brother 2. Fill in the missing letters a _ ntun _ le	- Reads the words correctly. - Spells the words - Makes sentences using the given words	Guided discussion	- Reading the words - Spelling the words	- Respect	Flash cards		Mk Thematic English bk 2 page 13	
6	1	Our home and	Relationship between family	Vocabulary doctor, nurse, teacher, policeman, woman, carpenter,	- Reads the words correctly. - Spells the words	Guided discussion	- Reading the words correctly - Spelling the	- Respect - Love - Care	Flash cards			

		community	members	patient, barber, hunter, lawyer, plumber, pilot, fishermonger, fisherman, farmer, banker Fill in the missing letters	- Fill in the missing letters		words								
	2		Roles of different people in our community	Structures What does ado? A Examples 1. What does a doctor do? A doctor treats patients 2. What does a builder do? 3. What does a teacher do? 4. What dose a carpenter do?	- Makes sentences - Reads the sentences made	Guided discussion	- Making correct sentences - Reading the sentences correctly	-Do -	-DO -	Mk Thematic English page 17 - 19					
7	1	Our home and community	Roles of different people in our community	A picture composition <table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					- Observes the pictures - Identifies the pictures - Makes sentences about the pictures	Guided discussion	- Making sentences about the pictures	-Respect -Self awareness			
	2			Vocabulary school, forest, workshop, form, airport, shop, hospital, lake, salon, garden, market, river, court, policestation Structures Where does awork? Where does a teacher work? A teacher works at school. Where does a carpenter work? A carpenter works at the police station.	- Reads the words correctly. - Makes sentences with the words - Fills in the missing letters	-Do-	- Reading the words - Making correct sentences - Filling in the missing letters	-Do -							
8	1		Cultural practices and values	Vocabulary walk, read, write, brush, dance, cook, sweep, lay, clean, pray,	- Reads the words correctly. - Spells the words	Guided discussion	- Reading the words - Spelling the	-Self awareness	Flash cards						

			in our community	run, present, eat, sing, comb, wash Structure What do you / does everyday What do you do everyday?(wash) I wash everyday. What does he do every day? (play) He plays everyday.	correctly. Fills in the missing letters		words Filling in the missing letters	-Appreciate			
	2	The Human Body and Health	Parts of the body and their functions	Vocabulary head, hands, nose, eyes, ears, fingers, mouth, arm, tongue, hair, chin, chest, back, forehead, breast Structure What is this/ that? This is / that is? What are these/ those These/ Those are..... Examples  What is this? This is a nose!  What are those? Those are ears	Reads the names of the parts of the body. Names the parts of the body Spells correctly	Guided discussion	Reading correctly. Naming the parts of the body	-Respect -Self awareness	Real objects	Mk Thematic English page 25	
9	1			Structure What do you use for? I use for Examples What do you use for seeing I use eyes for seeing	Uses the structure correctly. Names the body senses. Makes sentences with the words. Filling in the	Guided discussion	Using the structure correctly. Naming the body senses Making correct sentences	-Self awareness -Appreciate			

				<p>What do you use for smelling I use a nose for smelling</p> <p><u>Guided composition</u> <u>My Head</u> I have one h _____. On it I have the h _____ which is black in colour. I have the eyes for s _____. The e _____ for hearing. There is also the nose I used for sm _____. I have mouth for t _____ and eating. The t _____ for testing. the t _____ for biting and chewing food.</p>	correct word.						
	2	Food and Nutrition	Classification of food	<p>Vocabulary food cassava rice peas eggs fish potato yam milk orange pawpaw</p>	<ul style="list-style-type: none">- Reads the vocabulary.- Spells the words- Makes sentences using the words	Guided discussion	<ul style="list-style-type: none">- Reading vocabulary- Spelling the words	<ul style="list-style-type: none">-Care-Love-Appreciate	Flash cards Real objects		
10	1		Good feeding	<p>Vocabulary eat drink bananas potatoes meat fish beans vegetables eggs millet</p>	<ul style="list-style-type: none">- Read the words- Spell the words- Fill in the missing letters	Guided discussion	<ul style="list-style-type: none">- Reading the words- Spelling the words- Filling in the missing letters	<ul style="list-style-type: none">-Sharing	Real objects		
	2		Effects of poor feeding	<p>Vocabulary fat thin happy weak sad well sick pain strong dull</p>	<ul style="list-style-type: none">- Read the words- Spell the words- Use the words to make sentences	Guided discussion	<ul style="list-style-type: none">- Reading the words- Spelling the words	<ul style="list-style-type: none">-Sharing	Flash cards		

COMPREHENSION SCHEME OF WORK FOR PRIMARY TWO

W K	D P	THEME	SUB- THEME	CONTENT	COMPETENCES	METHOD S	ACTIVITIES	indicators of life skills	Instrum ental material	REF	R E M
1	1	Our school and neighbou rhood	Location of our school	A dialogue Nakato and Nakaddu Nakato: Hullo Nakaddu Nakaddu : Hullo Nakato Nakato: You are looking smart in your uniform. Nakaddu: Thank you Nakato Nakato: Your school uniform is good and it has a beautiful badge. Nakaddu: Are you sure! Come and join us then. Nakato: What is the name of your school? Nakaddu: It is Cornerstone Junior School. Nakato: Where is it located? Nakaddu: It is located in kitete village in Mukono district. Nakato: I will ask my mother to bring me to Cornerstone Junior school.	- Reads the dialogue - Answers questions correctly - Pronounces the words in the dialogue correctly	1,2,3 technique s	- Reading the dialogue - Answering questions - Pronouncing words in the dialogue correctly	Effective communi cation Love Self esteem	Printed papers		
2	1		Benefits of the neighbourh ood from the school	A poem My School Oh! Oh! It's really a treasure people from near and far Admire my school.	- Reads the poem with fluency - Pronounces the words in the poem correctly.	1,2,3 technique Brain storming Guided discussio	- Read the poem - Pronouncing the words in the poem correctly.	-Effective communi cation -Respect	Printed papers		

				<p>Oh! My school Discover the hidden treasure is our school motto. We wear different uniforms These are white, grey,</p> <p>Oh! My school with caring and hand working teachers What a nice school Cornerstone Junior is!</p>	<p>Answers all the questions about the poem</p>	<p>n Guided discovery</p>	<p>Answering questions</p>	<p>-Love</p> <p>-Self awarenes s</p>			
3	1		<p>Causes of problems between the school and the neighbourh ood</p>	<p>A story Ddungu and his wife Once upon a time, in the village of Kitete, there lived a man called Ddungu. He stayed with his wife Nabadda. Ddungu was not a good man. He used to steal people's things in that village. He used to steal hens, goats, fruits and other things. Nabadda told Ddungu to stop stealing. One day Ddungu stole money from a neighbour's shop. His wife quarreled badly and later they started to fight. Our teachers heard the noise and ran to separate them. The police came and arrested Ddungu.</p>	<p>Reads the story carefully.</p> <p>Pronounces the words in the story correctly.</p> <p>Describes Ddungu and his wife.</p> <p>Answers questions about the story.</p>	<p>Group work</p> <p>Guided discovery</p> <p>Guided discussio n</p> <p>1,2,3, techniqu es</p>	<p>Reading the story</p> <p>Pronouncing words story</p> <p>Describing Ddungu and his wife.</p> <p>Answering questions about the story</p>	<p>-Problem solving</p> <p>-Creative thinking</p> <p>-Effective communi cation</p> <p>-Patience</p> <p>-Responsi bility</p>	Printed papers		

4				<div><div>A puzzle</div><table><tr><td>s</td><td>t</td><td>e</td><td>a</td><td>l</td><td>l</td><td>f</td></tr><tr><td>c</td><td>r</td><td>g</td><td>o</td><td>o</td><td>d</td><td>i</td></tr><tr><td>h</td><td>e</td><td>u</td><td>f</td><td>u</td><td>n</td><td>g</td></tr><tr><td>o</td><td>s</td><td>n</td><td>e</td><td>t</td><td>n</td><td>h</td></tr><tr><td>o</td><td>t</td><td>z</td><td>b</td><td>e</td><td>a</td><td>t</td></tr><tr><td>l</td><td>u</td><td>b</td><td>a</td><td>d</td><td>t</td><td>t</td></tr><tr><td>q</td><td>u</td><td>a</td><td>r</td><td>r</td><td>e</td><td>i</td></tr></table><div>Find the words below Down words, school, rest, gun hat, fight, bar</div><div>A cross steal bad good fun net beat quarrel</div></div>	s	t	e	a	l	l	f	c	r	g	o	o	d	i	h	e	u	f	u	n	g	o	s	n	e	t	n	h	o	t	z	b	e	a	t	l	u	b	a	d	t	t	q	u	a	r	r	e	i	<div>Identifies the words in the puzzle</div> <div>Reads the words identifies in the puzzle</div> <div>Spell the words that have been identifies</div> <div>Colour the words</div>	<div>Group work</div> <div>Guided discovery</div> <div>Guided discussion</div> <div>Brain storming</div> <div>Explanati on</div>	<div>Identifying words in the puzzle</div> <div>Reading the words identified in the puzzle. Spelling words</div> <div>Colouring words</div>	<div>-Critical thinking</div> <div>-Creative thinking</div> <div>-Effective communi cation</div> <div>-Self esteem</div>	Printed papers		
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5	1	Our home and commun ity	Relationshi p among family members	<div>Riddles</div> <div>1.I am your father’s brother who am I?</div> <div>2.Your father is my father. I am John. Who am I?</div> <div>3.Stella is my mother’s sister. I am your mother’s sister. Who am I?</div> <div>4.She is my uncle’s daughter. Who is she to me?</div> <div>5.Joan is my sister. What is she to my father?</div>	<div>Reads the riddles</div> <div>Explains the riddles</div> <div>Finds the answers to the riddles.</div> <div>Answers the riddles</div>	<div>Guided discovery</div> <div>Explainin g riddles</div> <div>finding answers to the riddles</div> <div>answerin g riddles</div>	<div>Effective communication</div> <div>Problem solving</div> <div>Finding answers to the riddles</div> <div>Answering riddles</div>	<div>-Effective communi cation</div> <div>-Problem solving</div> <div>-Respect</div> <div>-Love</div> <div>-Care appreciat ion</div>	Printed papers																																																			

6	1	Our Home and community	Roles of people in our community	A passage Masiko the hunter Masiko is a hunter. He is a hard working man. He goes hunting every morning. He catches animals for his family to get food. Masiko carries a spear, an arrow and a panga. He goes with his dog called police. Masiko always catches antelopes and kobs. His family eats meat every day. Masiko's family is healthy and happy.	- Reads the passage carefully. - Pronounces the words in the passage correctly. - Answers the question	Group work Guided discovery Question and answer	- Reading the passage - Pronouncing words - Answering the questions	- Effective communication - Decision making. - Self esteem - Respect			
7	1	Human body and health	Sanitation	A notice Attention Sanitation Keeping our school clean. Next Saturday will be a sanitation day. We shall pick the litter, burn rubbish, remove cob webs and mop our classes. Finally we shall smoke the pit latrines. By the head teacher Mrs. Musiitwa Immaculate	- Reads the notice - Answers questions about the notice	1, 2, 3 technique	- Reading the notice - Answering questions	- Responsibility - Love - Appreciate			
8	1	Food and Nutrition Human Body and Health	Classification of food personal hygiene	A passage Dirty Isiimah Isiimah was the biggest boy in our class, he was the tallest too. He sat alone at the behind bench. Pupils in our class hated sharing with him. He did not brush his teeth. His mouth smelt badly. Isiimah did not bathe. His body had a lot of dirty. Isiimah was an untidy boy.	- Reads the passage. - Pronounces the words correctly. - Answers the questions about the passage.	Group work Guided discovery Guided discussion	- Reading the passage - Pronouncing the word - Answering questions	- Respect - Love - Creative thinking - Critical thinking			

9			Classification of food A conservation Pupil: Good morning Mr. Oketch Teacher: Good morning Golomba Pupil: What is good feeding Teacher: Oh! It's eating all kinds of food Pupil: Teacher, which kinds of food Teacher: I mean proteins, vitamins, carbohydrates and minerals Pupil: Oh! Yes, I know them. I remember you taught us Teacher: You see, I knew you had forgotten Pupil: Thank you Mr. Oketch Teacher: You are welcome Golomb.	Reads the conversation Pronounces the words in the conversation Takes parts in reading the conservation Answers the questions correctly	Role play 1,2,3 technique question and answer	Reading the conversation Answering the questions	-Effective communication -Self awareness -Friendship formation			
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