




XALDA EXAMINATIONS BOARD

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TERM ONE

LITERACY IB SCHEME OF WORK FOR PRIMARY TWO 2024



| WK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | | METHODS | LIFE SKILLS AND VALUES | SUGGESTED ACTIVITY | LEARNING AIDS | REFERENCE | REMARKS |
|----|----|------------------------------|------------------------------------|--|--|--|---|--|--|---|---|---------|
| | | | | | SUBJECT | LANGUAGE | | | | | | |
| | | | | | The learner; | The learner; | | | | | | |
| 1 | 1 | OUR SCHOOL AND NEIGHBOURHOOD | LOCATION AND SYMBOLS OF OUR SCHOOL | Definition of a school A school is a place where we go to learn Name of our school The name of our school is _____ Location of our school Location is a place where something is found. Our school is found in _____ cell/zone/village, _____ parish/ward, _____ sub-county/division, _____ district/city. | Defines a school Writing the name of our school Mentions the cell/zone/village, parish/ward, sub-county/division, district/city where our school is found. | Reads, writes and spells words correctly | Questionnaire Whole class discussion, Explanation, Demonstration, Inquiry, Guided discovery, Critical thinking, Problem solving, Respect, Love, Empathy, Effective communication, Care, Self-esteem, Assertiveness, Cooperation, Honesty | - Defining a school - Writing the name of our school - Mentioning parts of the school structure. - Naming the cell/zone/village, parish/ward, sub-county/division, district/city where our school is found. | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners' Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | | |
| | 2 | | LOCATION AND SYMBOLS OF OUR SCHOOL | Symbols of the school School symbols are things which make a school different from others. These are School uniform, school motto, school flag, school badge, school sign post, school name Importance of each school symbol | Gives symbols of the school Draws the school symbols Gives the uses of school symbols | Reads, writes and spells words correctly | | | | | - Giving symbols of the school - Drawing school symbols - Giving the importance of each school symbols below a) School uniform b) School sign post c) School motto | |
| | 3 | | LOCATION AND SYMBOLS OF OUR SCHOOL | Things found on each school symbol - School uniform - school flag - school sign post - school badge Groups of people who put on uniforms Learners, soldiers, police officers, security guards, prisoners, firefighters, nurses, etc. | Gives the things found on each school symbol Mentions the people who put on uniforms | Reads, writes and spells words correctly | | | | | - Giving the things found on each school symbol - Mentioning the people who put on uniforms - Giving a reason why security guards put on uniforms | |
| | 4 | | LOCATION AND SYMBOLS OF OUR SCHOOL | Uganda National flag  Colours and their meanings Black - African identity Yellow - Abundant sunshine Red - Brotherhood | Gives the colours of the Uganda National flag Gives the meanings of the colours of the Uganda National flag | Reads, writes and spells words correctly | | | | | - Giving the colours of the Uganda National flag - Giving the meanings of the colours of the Uganda National flag | |

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| | | | | | The learner; | The learner; | | | | | | |
| 2 | 1 | OUR SCHOOL AND NEIGHBOURHOOD | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | People at school Teachers, children, cook, bursar, cleaners, head teacher, matrons, school nurse, school drivers, secretary, librarian. Drawing people at school | Mentions people at school Draws people at school | Reads, writes and spells words correctly | Explanation, Demonstration, Inquiry, Guided discovery, Whole class discussion, Questionnaire Critical thinking, Problem solving, Respect, Love, Empathy, Effective communication, Care, Self-esteem, Assertiveness, Cooperation, Honesty | | - Giving the people found at school - Drawing people at school | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners' Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | |
| | 2 | | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | Groups of people Teaching staff, non-teaching staff, children - Definition of teaching staff - Definition of non-teaching staff - Examples of non-teaching staff - Roles of different workers at school Work places of people in school Teachers - classroom Cooks - kitchen Librarian - library Head teacher - office Nurses - sickbay | Gives groups of people at school Defines teaching staff and non teaching staff Gives roles of teachers at school Mentions work places of people in school | Reads, writes and spells words correctly | | | - Giving groups of people at school - Defining teaching staff and non-teaching staff - Giving roles of teachers at school - Naming people of the non teaching staff at school - Mentioning work places of people in school | | | |
| | 3 | | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | School needs School needs are things we use at school e.g. classrooms, toilets, chairs, tables, compound, chalk, plants, pencils, charts, water, food, books ruler, broom Uses of school needs - Classrooms – to protect us against bad weather and to study from it. - Pencils – we need pencils for writing with - Teachers – we need teachers to teach children. | Defines school needs Lists the school needs Gives the uses of school needs | Reads, writes and spells words correctly | | | - Listing the school needs - Giving the uses of school needs - Giving ways in which the school needs are met - Giving problems faced when meeting school needs - Mentioning the people who help a school to meet its needs | | | |
| | 4 | | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | Different school activities Writing, Reading, Sweeping, playing etc. Roles of pupils at school sweeping the classroom, Mopping the classroom,dusting tables and chairs, etc. Prefects There are pupils who have special roles at school. Prefects work together with teachers. | Draws different school activities Gives the responsibilities of pupils at school Defines prefects Mentions the examples of prefects at school | Reads, writes and spells words correctly | | | - Giving different school activities - Drawing different school activities - Giving the responsibilities of pupils at school - Defining prefects - Mentioning the examples of prefects at school - Giving the roles of class monitors | | | |

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| | | | | | The learner; | The learner; | | | | | | | | | | | | | | | | | |
| 3 | 1 | OUR SCHOOL AND NEIGHBOURHOOD | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | Class rules These are rules governing a class Examples of class rules Do not go out of class without permission. School rules These are rules governing a school Do not fight, Do not shout in class, Do not got out without permission,Do not steal, Keep the school property safe | Defines class rules Gives the examples of class rules Gives the importance of class rules | Reads, writes and spells words correctly | Whole class discussion, Questionnaire Guided discovery, Inquiry, Demonstration, Explanation, Critical thinking, Problem solving, Respect, Love, Empathy, Effective communication, Care, Self-esteem, Assertiveness, Cooperation, Honesty | - Defining class rules - Listing the examples of class rules - Giving the importance of class rules - Defining school rules - Mentioning the examples of school rules - Giving the importance of school rules - Giving the uses of a timetable in the classroom | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners’ Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | | | | | | | | | | | | | |
| | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | | Keeping the school clean How do we keep our school clean? By sweeping the compound, classroom By slashing the compound By weeding flower gardens By mopping the classroom By dusting the tables and chairs | Gives ways of keeping our school clean | Reads, writes and spells words correctly | - Giving ways of keeping our school clean | | | | | | | | | | | | | | | | | |
| | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | | Things we use to keep our school clean Brooms, slashers, hoe, axe, water, rag, waste bins, rake, soap, basins. Drawing things we use to keep our school clean <table><tr><td></td><td></td><td></td></tr><tr><td>Brooms</td><td>Rag</td><td>Water</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Soap</td><td>Basins</td><td>Slashers</td></tr></table> | | | | | | | | Brooms | Rag | Water | | | | Soap | Basins | Slashers | Mentions the things we use to keep our school clean Draws things we use to keep our school clean | Reads, writes and spells words correctly | - Mentioning work places of people in school - Listing the school needs - Giving the uses of school needs | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Brooms | Rag | Water | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Soap | Basins | Slashers | | | | | | | | | | | | | | | | | | | | | |
| PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | School structures These are buildings found at school Examples of school structures Classrooms, toilets/latrines, kitchen, offices, store, dormitories, canteen etc. Drawing the structures in our school <table><tr><td></td><td></td></tr><tr><td>Classrooms</td><td>Kitchen</td></tr><tr><td></td><td></td></tr><tr><td>Toilets</td><td>Offices</td></tr></table> | | | Classrooms | Kitchen | | | Toilets | Offices | Mentions the structures in our school Draws the structures in our school | Reads, writes and spells words correctly | - Defining school structures - Mentioning the structures in our school - Drawing the structures in our school | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Classrooms | Kitchen | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Toilets | Offices | | | | | | | | | | | | | | | | | | | | | | |

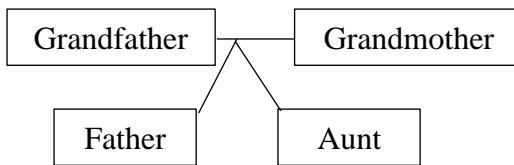
| 4 | WK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | | METHODS | LIFE SKILLS AND VALUES | SUGGESTED ACTIVITY | LEARNING AIDS | REFERENCE | REMARKS | | | | | | | | | | |
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| | | | | | | The learner; | The learner; | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | OUR SCHOOL AND NEIGHBOURHOOD | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | Importance of structures in school Classroom - where pupils sit and learn from Kitchen - where food is prepared at school Store - where school property is kept | Gives the importance of different structures in a school | Reads, writes and spells words correctly | Questionnaire | Critical thinking, Problem solving, Respect, Love, Empathy, Effective communication, Care, Self-esteem, Assertiveness, Cooperation, Honesty | - Mentioning the importance of different structures in a school | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners’ Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | | | | | | | | | | | |
| | 2 | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | | Types of structures Permanent structures Temporary structures Permanent structures These are structures built using strong building materials Examples of permanent structures are flats, bungalow Strong building materials These are materials used to build permanent structures Examples of strong building materials Cement, iron bars, iron sheets, timber, tiles, sand, bricks, blocks | Mentions the types of structures Defines permanent structures Draws permanent structures | Reads, writes and spells words correctly | - Mentioning the types of structures - Drawing permanent structures - Defining permanent structures - Giving the materials used to build permanent structures - Drawing the materials used to build permanent structures | | | | | | | | | | | | | | | | |
| | 3 | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | | Temporary structures These are structures built using weak building materials Examples of temporary structures unipot, hut, tent, kiosk, mud house Weak building materials These are materials used to build temporary structures Examples of weak building materials Grass, mud, reeds, sticks, banana fibres | Defines temporary houses Gives the examples of temporary houses Gives the materials used to build temporary houses | Reads, writes and spells words correctly | - Defining a temporary house - Mentioning examples of temporary houses - Drawing the temporary houses - Giving the materials used to build temporary structures - Drawing the materials used to build temporary structures | | | | | | | | | | | | | | | | |
| | 4 | PEOPLE, THINGS AND ACTIVITIES IN OUR SCHOOL | | Sources of materials used to build houses <table><tr><td>Material</td><td>Source</td></tr><tr><td>Banana fibre</td><td>Banana plant</td></tr><tr><td>Nails</td><td>Factory</td></tr><tr><td>Cement</td><td>Factory</td></tr><tr><td>Sand</td><td>Swamp</td></tr><tr><td>Grass</td><td>Bush</td></tr><tr><td>Stones</td><td>Quarry</td></tr><tr><td>Poles</td><td>Forest</td></tr></table> | Material | Source | Banana fibre | | | Banana plant | | | Nails | Factory | Cement | Factory | Sand | Swamp | Grass | Bush | Stones | Quarry | Poles |
| Material | Source | | | | | | | | | | | | | | | | | | | | | | |
| Banana fibre | Banana plant | | | | | | | | | | | | | | | | | | | | | | |
| Nails | Factory | | | | | | | | | | | | | | | | | | | | | | |
| Cement | Factory | | | | | | | | | | | | | | | | | | | | | | |
| Sand | Swamp | | | | | | | | | | | | | | | | | | | | | | |
| Grass | Bush | | | | | | | | | | | | | | | | | | | | | | |
| Stones | Quarry | | | | | | | | | | | | | | | | | | | | | | |
| Poles | Forest | | | | | | | | | | | | | | | | | | | | | | |

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| | | | | | The learner; | The learner; | | | | | | |
| | | | | | | | | | | | | |
| 5 | 1 | OUR SCHOOL AND NEIGHBOURHOOD | SCHOOL NEIGHBOURHOOD | Our school neighbourhood A neighbour is person who stays near you. Neighbourhood is the area near where you stay Things found in school neighbourhood mosque, church, plants, market, police station, roads, schools, animals, birds, people, Important places near our school | Defines a neigh which make up a home Gives the uses of things which make up a home Defines a homestead Mentions the things a clean home must have | Reads, writes and spells words correctly | Explanation, Demonstration, Inquiry, Guided discovery, Whole class discussion, Questionnaire Critical thinking, Problem solving, Respect, Love, Empathy, Effective communication, Care, Self-esteem, Assertiveness, Cooperation, Honesty | - Defining a home - Mentioning things which make up a home - Giving the uses of things which make up a home - Defining a homestead - Mentioning the things a clean home must have - Listing the important places near our school | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners' Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | | |
| | SCHOOL NEIGHBOURHOOD | | Benefits to the school from the neighbourhood - A school gets workers from the neighbourhood - A school gets food from the neighbourhood - A school gets security from the neighbourhood - A school gets firewood from the neighbourhood - A school gets land from the neighbourhood - A school gets water from the neighbourhood | Gives the benefits to the school from the neighbourhood | Reads, writes and spells words correctly | - Giving the benefits to the school from the neighbourhood | | | | | | |
| | SCHOOL NEIGHBOURHOOD | | Benefits to the neighbourhood from the school - Neighbourhood gets jobs from the school - Neighbourhood gets security from the school - Neighbourhood learns good behavior from the school - A school teaches children from the neighbourhood | Gives benefits to the neighbourhood from the school | Reads, writes and spells words correctly | - Giving benefits to the neighbourhood from the school | | | | | | |
| | SCHOOL NEIGHBOURHOOD | | Problems between a school and the neighbourhood Some people burn schools Some people kidnap children Some people fight others. Some people trespass Causes of the above problems Theft, quarrels, fights, trespassing, use of bad language, breakages and damages Ways of preventing the above problems | Gives the problems between a school and the neighbourhood States the causes of the problems between a school and the neighbourhood | Reads, writes and spells words correctly | - Giving the problems between a school and the neighbourhood - Giving the causes of the problems between a school and the neighbourhood - Giving the ways of preventing the problems between a school and the neighbourhood | | | | | | |

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| | | | | | The learner; | The learner; | | | | | | |
| 6 | 1 | OUR HOME AND COMMUNITY | PEOPLE IN OUR HOME | Definition of a home A home is a place where we live. Things which make up a home Buildings, people, plants, animals, compound, garden Definition of a homestead Homestead is a home and its surrounding Uses of things which make up a home Kitchen, toilet, rubbish pit, dish rack Things which a clean home must have Latrine or toilet, dustbin or rubbish pit, kitchen, bathroom, dish rack | Defines a home Mentions things which make up a home Gives the uses of things which make up a home Defines a homestead Mentions the things a clean home must have | Reads, writes and spells words correctly | Explanation, Inquiry, Guided discovery, Whole class discussion, Questionnaire < | | | | | |

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| | | | | | The learner; | The learner; | | | | | | | | | | | | |
| 7 | 1 | OUR HOME AND COMMUNITY | PEOPLE IN OUR HOME | Ways of meeting basic needs - by growing crops - by buying medicine - by buying clothes - by building houses - by going to hospital - by keeping animals to get milk and meat Uses of basic needs - food gives us energy - food helps us to grow well - shelter protects us against bad weather - Medicine used for treatment - Clothes give us warmth | Gives the ways of meeting basic needs Gives the uses of basic needs | Reads, writes and spells words correctly | Explanation, Demonstration, Inquiry, Guided discovery, Whole class discussion, Questionnaire Critical thinking, Problem solving, Respect, Love, Empathy, Effective communication, Care, Self-esteem, Assertiveness, Cooperation, Honesty | - Giving the ways of meeting basic needs - Giving the uses of basic needs - Giving the problems and solutions in meeting family needs | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners' Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | | | | | | | | |
| | PEOPLE IN OUR HOME | | Buildings found at home Drawing things used in our home <table><tr><td></td><td></td></tr><tr><td>House</td><td>Latrine</td></tr><tr><td></td><td></td></tr><tr><td>Store</td><td>Kitchen</td></tr></table> | | | House | | Latrine | | | | | Store | Kitchen | Gives the buildings found at home Draws the buildings found at home | Reads, writes and spells words correctly | - Giving the buildings found at home - Drawing the buildings found at home | |
| | | | | | | | | | | | | | | | | | | |
| | House | | Latrine | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| Store | Kitchen | | | | | | | | | | | | | | | | | |
| 3 | PEOPLE IN OUR HOME | Importance of buildings found at home House - We sleep in it - It protects us from bad weather - It protects us from dangerous animals Kitchen - It is where food is cooked Store - It keeps food and garden tools Latrine - It is where we ease ourselves from | States the importance of buildings found at home | Reads, writes and spells words correctly | - Stating the importance of buildings found at home - Giving the use of a granary at home | | | | | | | | | | | | | |
| 4 | PEOPLE IN OUR HOME | Things found in buildings at home Latrine: toilet paper House: bed, chairs, tables Garage: car, motorcycle Store: food | Gives the things found in buildings at home | Reads, writes and spells words correctly | - Giving the things found in buildings at home | | | | | | | | | | | | | |

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| | | | | | The learner; | The learner; | | | | | | | | |
| | | | | | | | | | | | | | | |
| 8 | 1 | OUR HOME AND COMMUNITY | PEOPLE IN OUR HOME | Ways of caring for our property like Latrine: By smoking, scrubbing House: By mopping, sweeping Utensils: By washing and drying them Clothes: By washing and ironing them | Gives the ways of caring for our house Gives the ways of caring for our clothes | Reads, writes and spells words correctly | Questionnaire | Respect, Love, Empathy, Honesty | - Giving the ways of caring for our clothes - Giving the ways of caring for our house | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners' Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | | | |
| | 2 | | PEOPLE IN OUR HOME | Family Family is a group of people related by blood, marriage or adoption. Types of families Nuclear family - Extended family Nuclear family This is a family where we find father, mother and their biological children Members in a nuclear family Father, mother, sister and brother | Defines a family Mentions the types of family Draws members in a nuclear family Defines a nuclear family | Reads, writes and spells words correctly | | | - Defining a family - Mentioning the types of families - Drawing members in a nuclear family - Defining a nuclear family | | | | | |
| | 3 | | PEOPLE IN OUR HOME | Family tree of a nuclear family <div><div>Father</div><div>Mother</div><div>Sister</div><div>Brother</div></div> Advantages of a nuclear family - It is easy to provide food to the family - It is easy to pay school fees for the children Disadvantages of a nuclear family | Completes the drawn family tree of a nuclear family Gives the advantages of a nuclear family Gives the disadvantages of a nuclear family | Reads, writes and spells words correctly | | | - Completing the drawn family tree of a nuclear family - Giving the advantages of a nuclear family - Giving the disadvantages of a nuclear family | | | | | |
| | 4 | | PEOPLE IN OUR HOME | Extended family This is a family where we find father, mother, children and relatives Members in an extended family Father, mother, sister, brother, uncle, aunt, grandfather and grandmother Drawing members in an extended family <table><tr><td></td><td></td></tr><tr><td>Grandfather</td><td>Grandmother</td></tr><tr><td></td><td></td></tr><tr><td>Aunt</td><td>Uncle</td></tr></table> | | | | | Grandfather | | | Grandmother | | |
| | | | | | | | | | | | | | | |
| Grandfather | Grandmother | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| Aunt | Uncle | | | | | | | | | | | | | |

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| | | | | | | | | | | | | |
| 9 | 1 | OUR HOME AND COMMUNITY | PEOPLE IN OUR HOME | Family tree of an extended family  Advantages of an extended family - There is enough security in the family - There is enough security in the family - There is limited boredom in a family - Children get a chance to know and interact with other relatives Disadvantages of an extended family | Completes the drawn family tree of an extended family Gives the advantages of an extended family Gives the disadvantages of an extended family | Reads, writes and spells words correctly | Explanation, Demonstration, Inquiry, Guided discovery, Whole class discussion, Questionnaire Critical thinking, Problem solving, Respect, Love, Empathy, Effective communication, Care, Self-esteem, Assertiveness, Cooperation, Honesty | - Completing the drawn family tree of an extended family - Giving the advantages of an extended family - Giving the disadvantages of an extended family | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners’ Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | | |
| | 2 | | PEOPLE IN OUR HOME | Foster family This is a family which is made up of adopted children Define of a foster child Members in a foster family | Defines a foster family Defines a foster child Gives the members in a foster family | Reads, writes and spells words correctly | | - Defining a foster family - Defining a foster child - Mentioning the members in a foster family | | | | |
| | 3 | | PEOPLE IN OUR HOME | Relationships in a family The son of my father and mother is my brother The daughter of my father and mother is my sister The sister of my father and mother is my aunt The brother of my father and mother is my uncle The father of my father and mother is my grandfather The mother of my mother and father is my grandmother The son of my brother or sister is my nephew | Gives the relationships in a family | Reads, writes and spells words correctly | | - Giving the relationships in a family - The father of my father and mother is my _____ - The mother of my mother and father is my _____ | | | | |
| | 4 | | PEOPLE IN OUR HOME | Domestic animals These are animals kept at home Examples of domestic animals Uses of animals at home Domestic birds These are birds kept at home Examples of domestic birds Uses of birds at home | Defines domestic birds Gives examples of domestic birds Gives the uses of domestic birds Gives the uses of domestic animals | Reads, writes and spells words correctly | | - Defining domestic animals - Giving the examples of domestic animals - Giving the uses of domestic animals - Defining domestic birds - Giving the examples of domestic birds - Giving the uses of domestic birds | | | | |

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| | | | | | The learner; | The learner; | | | | | | | | | | | | | | |
| 10 | 1 | OUR HOME AND COMMUNITY | IMPORTANT PEOPLE AND PLACES | Definition of a community A community is a group of people living or working together. Examples of communities Hospital, school, market, garage, church, NB: A family is the smallest community Examples of people in the community Cobbler, carpenter, priest, builders, barbers, shopkeepers, etc. Drawing people in the community <table><tr><td></td><td></td></tr><tr><td>Teacher</td><td>Doctor</td></tr><tr><td></td><td></td></tr><tr><td>Barber</td><td>Carpenter</td></tr></table> | | | Teacher | Doctor | | | Barber | Carpenter | Defines a community Mentions examples of communities Gives people in the community Draws people in the community | Reads, writes and spells words correctly | Explanation, Demonstration, Inquiry, Guided discovery, Whole class discussion, Questionnaire | Critical thinking, Problem solving, Respect, Love, Empathy, Effective communication, Care, Self-esteem, Assertiveness, Cooperation, Honesty | - Defining a community - Mentioning examples of communities - Giving the people in the community - Drawing people in the community | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners' Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | |
| | | | | | | | | | | | | | | | | | | | | |
| | Teacher | | Doctor | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Barber | Carpenter | | | | | | | | | | | | | | | | | | | |
| 2 | IMPORTANT PEOPLE AND PLACES | Roles of people in the community Barber trims people's hair Teacher teaches pupils at school Carpenter make furniture Doctor treats sick people Farmer grows crops and keeps animals Shop keeper sells things in the shop Priest preaches the word of God Imam leads prayers in a mosque | Gives roles of people in the community | Reads, writes and spells words correctly | - Giving roles of people in the community | | | | | | | | | | | | | | | |
| 3 | IMPORTANT PEOPLE AND PLACES | Activities done in our community Drawing activities done in our community <table><tr><td></td><td></td></tr><tr><td>Farming</td><td>Fishing</td></tr><tr><td></td><td></td></tr><tr><td>Building</td><td>Teaching</td></tr></table> | | | Farming | Fishing | | | Building | Teaching | Mentions activities done in our community Draws activities done in our community | Reads, writes and spells words correctly | - Mentioning activities done in our community - Drawing activities done in our community | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Farming | Fishing | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Building | Teaching | | | | | | | | | | | | | | | | | | | |
| 4 | IMPORTANT PEOPLE AND PLACES | Tools used by people in our community Drawing tools used by people in our community <table><tr><td></td><td></td></tr><tr><td>Farming</td><td>Fishing</td></tr><tr><td></td><td></td></tr><tr><td>Building</td><td>Teaching</td></tr></table> | | | Farming | Fishing | | | Building | Teaching | Mentions tools used by people in our community Draws tools used by people in our community | Reads, writes and spells words correctly | - Mentioning tools used by people in our community - Drawing tools used by people in our community | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Farming | Fishing | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Building | Teaching | | | | | | | | | | | | | | | | | | | |

| WK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | | METHODS | LIFE SKILLS AND VALUES | SUGGESTED ACTIVITY | LEARNING AIDS | REFERENCE | REMARKS |
|----|--|------------------------|----------------------------------|--|---|--|--|---|---|--|---|---------|
| | | | | | SUBJECT | LANGUAGE | | | | | | |
| | | | | | The learner; | The learner; | | | | | | |
| 11 | 1 | OUR HOME AND COMMUNITY | IMPORTANT PEOPLE AND PLACES | Important places in our community School, hospital, church, mosque, shop, market, bank, post office, radio station, police station, etc. | Mentions important places in our community Draws important places in our community | Reads, writes and spells words correctly | Explanation, Demonstration, Inquiry, Guided discovery, Whole class discussion, Questionnaire | Critical thinking, Problem solving, Respect, Love, Empathy, Effective communication, Care, Self-esteem, Assertiveness, Cooperation, Honesty | - Mentioning important places in our community - Drawing important places in our community | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners’ Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | |
| | Drawing important places in our community | | | | | | | | | | | |
| | School | | | Hospital | | | | | | | | |
| | | | Church | Mosque | | | | | | | | |
| | 2 | | IMPORTANT PEOPLE AND PLACES | Use of important places in the community Hospital- where people go for treatment School- where learning takes place Market- for buying and selling things Church- for praying and worshipping Mosque- for praying and worshipping Shop- for buying and selling of things Bank- for keeping money safe Radio station- giving information Police station for keeping peace and security Post office- for sending and receiving messages | Gives uses of important places in the community | Reads, writes and spells words correctly | | | - Giving uses of important places in the community - Why do people go to church? - How is a police station important to the people in our community? - How is a bank important to the people in our community? | | | |
| | 3 | | ACTIVITIES DONE IN OUR COMMUNITY | Common needs of people in the community - Food - Security etc. Problems of people in the community - Insecurity/conflicts - Lack of food etc. Ways of solving problems in the community | Mentions the common needs of people in the community Gives the problems of people in the community | | | | - Mentioning the common needs of people in the community - Giving the problems of people in the community - Stating ways of solving the problems in the community | | | |
| | 4 | | CULTURAL PRACTICES AND VALUES | Culture This is the way of living in an area Acceptable behaviour in different cultures in our community greeting, praying, cooking, serving, worshipping, eating, singing and dancing, dressing, celebrating | Defines culture Gives acceptable behaviour in different cultures in our community | | | | - Defining culture - Giving acceptable behaviour in different cultures in our community | | | |

| WK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | | METHODS | LIFE SKILLS AND VALUES | SUGGESTED ACTIVITY | LEARNING AIDS | REFERENCE | REMARKS |
|----|-------------------------------|------------------------|---|---|---|--|---|--|---|--|---|---------|
| | | | | | SUBJECT | LANGUAGE | | | | | | |
| | | | | | The learner; | The learner; | | | | | | |
| 12 | 1 | OUR HOME AND COMMUNITY | CULTURAL PRACTICES AND VALUES | Cultural practices in our community circumcision, naming, introduction, singing and dancing, marriage, burial, twin rituals Cultural festivals and ceremonies Cultural ways of greeting Baganda women - kneeling Basoga - kneeling Banyankole - by hugging | Mentions cultural practices in our community Mentions cultural festivals and ceremonies in our community | Reads, writes and spells words correctly | Questionnaire Whole class discussion, Guided discovery, Inquiry, Demonstration, Explanation, | Critical thinking, Problem solving, Respect, Love, Empathy, Effective communication, Care, Self-esteem, Assertiveness, Cooperation, Honesty | - Mentioning cultural practices in our community - Mentioning cultural festivals and ceremonies in our community | Flash cards, Chalkboard illustrations, Wall charts | The Sipro Learners' Workbook Primary Two, Longhorn Thematic Literacy Two Bk 2 | |
| | CULTURAL PRACTICES AND VALUES | | Cultural foods Baganda - banana / matooke Basoga - sweet potatoes Acholi - millet Bagwere - cassava Cultural ways of dressing Baganda Gomesi, kanzu, bark cloth, suit Basago Gomesi, kanzu, suit | Mentions cultural food of different tribes Mentions cultural ways of dressing of different tribes | Reads, writes and spells words correctly | - Mentioning cultural food of different tribes - Mentioning cultural ways of dressing of different tribes | | | | | | |
| | CULTURAL PRACTICES AND VALUES | | Cultural dances Baganda – Maganda (muwogola, nankasa, bakisimba) Basago – Kisoga Banyoro – Kisoga Languages that different tribes speak Baganda - Luganda Basoga - Lusoga Bakiga - Rukiga | Mentions cultural dancers of different tribes Mentions languages spoken by different tribes | Reads, writes and spells words correctly | - Mentioning cultural dancers of different tribes - Mentioning languages spoken by different tribes | | | | | | |
| | CULTURAL PRACTICES AND VALUES | | Cultural leaders and their kingdoms Buganda - Kabaka Busoga - Kyabazinga Bunyoro - Omukama Importance of culture It promotes unity among people It promotes morals among people It promotes identity It promotes respect in the society | Mentions cultural leaders of different kingdoms Gives the importance of culture | Reads, writes and spells words correctly | - Mentioning cultural leaders of different kingdoms - Giving the importance of culture | | | | | | |