**P.2 ENGLISH SCHEME OF WORK - TERM 2 2024**

**Expected Learning Outcome: The child understands and appreciates relationships between the school and the neighbours**

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| Wk | Pds | Theme | S/Theme | Content | Lang. Comp. | Subj. Comp | Methods/T | Activities | Life skills$ values | Instructional/materials | Ref | Rem |
| 1-3 | 14 | **OUR SCHOOL & NEIGHBORHOOD** | Location of our school | -vocabulary  -Meaning of a school  **Our school**  -Location  -Outstanding features in the neighbourhoods. | The learner:  -pronounces new words correctly.  -constructs sentences using new words. | The learner:  -describes a school  -identifies and locates his / her school correctly | Guided  discussion  Excursion    Observation | -Moving around the school  -identifying the outstanding features in our school | **Critical thinking**  -taking a decision  **Friendship formation**  -working in groups  -care | The school environment | Monitor  SST Bk2 pp 1-2  Kobta Simplified Literacy bk 2 P.1 |  |
|  |  | School symbols  /attributes | -Vocabulary  -Symbols/ attributes  -School symbols  -Importance of symbols | The learner:  -pronounces new words correctly  - | The learner:  -names symbols of a school  -states the importance of school symbols | Guided discussion  Observation | -Drawing and colouring the school badge and uniform  -Identifying and naming things that differentiate our school from others | **Effective communication**  -Audibility  -Confidence  -Fluency  **Creative thinking**  -Sharing | Our uniform, badge, motto, flag | Monitor SST bk .2 PP 3 $ 4  Kobta simplified lit. bk 2 PP 1-4 |  |
|  |  | School structures  (Buildings) | -Vocabulary  -Importance of each school structure | The learner:  -pronounces new words  -constructs sentences using the new words. | The learner:  -mentions the structures found in the school.  -states the importance of each structure | Guided discussion  Grouping  Excursion | Identifying structures found in our school  Stating the work done in each structure | **Critical thinking**  **-taking** a decision  **Effective communication**  -Confidence  -Care  -fluency | Buildings in the school | RS Thematic lit. text book 2  PP.11-12  Kobta simplified Literacy bk 2 PP 4 -5 |  |
|  |  |  | Weak  building material | -Vocabulary  -Examples of weak building materials  -Examples of temporary houses | The learner:  -reads and pronounces the new words | The learner:  -mentions examples of temporary houses  -identifies the materials used in constructing temporary houses | Observation  Guided discussion  Discovery | Drawing and naming examples of temporary houses  Drawing and coloring weak building materials | **Friendship formation**  -Sharing  -working in groups  **Effective communication**  - Audibility  -Fluency  -Accuracy | Real weak building materials | Monitor SST bk 2  PP. 7-8  Kobta Simplified Lit. bk 2  P.7 |  |
|  |  | Strong building materials | -Vocabulary  -Examples of permanent houses  -Examples of strong building materials  -Why people build houses | The leaner:  -reads and spells the new words  -constructs sentences using new words | The learner:  -identifies the permanent houses  -mentions strong building materials  -states reasons why people build houses | Grouping  Guided discussion  Excursion | Naming examples of permanent houses  Drawing naming and colouring strong building materials  Identifying reasons why people build houses | **Decision making**  -Acceptance  -Refusal  **Interpersonal relationship**  -Sharing with others  -Working together  -Caring | Real strong building materials  A chart showing strong building materials | Monitor SST bk 2 PP. 7-8  Kobta Simplified Lit. bk 2 P.7 |  |
|  |  | **OUR SCHOOL & NEIGHBORHOOD** | Groups of people found in our school | -Vocabulary  -Roles played by different people in the school | The learner:  -reads the vocabulary  -pronounces and spells the vocabulary | The learner:  -identifies groups of people found in the school  -states the role each person plays in the school | Guided discussion  -Excursion | Filling in the missing letters  Identifying and stating the roles played by people in their school | **Self awareness**    -Caring for oneself  -Self evaluation  **Coping with stress**  -Accepting advice | The School community | Monitor SST bk. 2 P. 9  Kobta Simplified Lit. BK 2 P .9  RS Thematic Lit. Txt bk 2 P.13 |  |
|  |  |  | Pupils roles in and outside classroom | -Vocabulary  -The prefects body  -Roles of pupils in the classroom  -Roles of pupils outside classroom | The learner:  -reads and pronounces the given vocabulary | The learner:  -identifies the prefects body in the school  -states the roles played by pupils in and outside classroom | Guided discussion  Grouping  Brainstorming  Role playing | Identifying the prefects body  Mentioning roles they play outside classroom  Role playing their roles in the classroom | **Decision making**  -Acceptance  -Refusal  **Assertiveness**  -Volunteering  -Listening and valuing what others say  **Effective communication**  -Confidence  -Logical flow of ideas | tables  books  brooms  waste baskets  rags  water | Monitor SST bk 2  PP. 11-12  Kobta Simplified Lit .bk 2 PP 9-10  RS Thematic Lit. bk2 SST  PP 14 |  |
|  |  | **OUR SCHOOL & NEIGHBORHOOD** | Class and School rules | -Vocabulary  -Class rules  -School rules  -Good and bad habits at school | The learner:  -reads and spells the vocabulary | The learner:  -identifies the class and school rules  -mentions the good and bad habits done at school | Group work  Guided discussion  Brain storming | Filling in the missing letters  Mentioning the rules followed in their school  Identifying the good and bad habits practiced in their school | **Assertivenes**s--Being open  -Expressing ones point of view  **Self esteem**  -Talking about oneself  -Self appreciation  **Friendship formation**  -Love  -Concern  -Care | Our class rules  Our school rules  A chart showing good and bad habits at school | Monitor bk 2 P12  Kobta Simplified Lit. bk2  PP 9-10  RS Thematic Lit bk 2 P 20 |  |
|  |  | Keeping the school clean | -Vocabulary  -Keeping the school clean  -Items we use to keep the compound clean  -  - Importance of keeping our school clean  -Places that must be kept clean | The learner:  -reads and spells the given vocabulary  -constructs sentences using the vocabulary | The learner:  -identifies ways of keeping the school clean  -mentions items we use to clean the compound  -States the importance of keeping the school clean  -names places that must be kept clean | Discovery  Role playing  Excursion | Drawing and naming things we use to clean the compound  Stating ways of cleaning the compound  Identifying and naming places that must be kept clean | **Friendship formation**  -Critical  thinking  -Working in  Groups  **Assertiveness**  -Listening and valuing what others say  -Responding to questions appropriately | hoe  slasher  brooms  wheelbarrow  water  soap  dustbins | Monitor SST bk 2 PP 20-21  Kobta simplified Lit. bk 2  PP 14-15 |  |
|  |  | **OUR SCHOOL & NEIGHBORHOOD** | Our school and neighborhood | -Vocabulary  -Benefits to the school from the neighbourhood  -Benefits of the neighbourhood from school  -Causes of problems between the school and the neighborhood | The learner:  -reads the vocabulary | The learner:  -states the benefits to the school from the neighbourhood  -mentions benefits of the neighbourhood from the school  -identifies causes of problems between the school and the neighbourhood | Discovery  Role playing  Excursion | Mentioning benefits of the school from the neighbourhood  Stating benefits of the neighbourhood from the school  Mentioning problems caused between the school and the neighbourhood | **Friendship formation**  -Critical  thinking  -Working in  Groups  **Assertiveness**  -Listening and valuing what others say  -Responding to questions appropriately | A chart showing the school and the neighbourhood | Kobta simplified lit bk2  PP.18-20 |  |
| 4-6 | 13 | **OUR HOME AND COMMUNITY** | Relationships among family member | -Vocabulary  -A family  -Types of families | The learner:  -reads and spells the vocabulary  -constructs sentences using the vocabulary | The learner:  -describes a family  -mentions and describes each type of family  -identifies and states the relationship between family members | Role playing  Brain storming  Guided discussion | Filling in missing letters  Drawing and colouring family members  Describing each type of family  Identifying the relationships between family members | **Empathy**  **-**caring  **Assertiveness**  -listening to others  -being open  -listening and valuing what others say | Pupils role playing the types of family | RS Thematic Lit. text bk 2  P.30  Kobta Simplified Lit. bk 2  PP 24-25 |  |
|  |  | **OUR HOME AND COMMUNITY** | The family tree | -Vocabulary  -The family tree | The learner:  -reads and pronounces well the vocabulary | The learner:  -identifies the relationship between family members | Demonstration  Brainstorming | Studying the family tree and identifying the relationships between family members  Constructing their own family trees | **Critical thinking**  **-**Responding to questions appropriately  -Analyzing statements  **Effective communication**  -Confidence  -Logic flow of ideas | A chart showing a picture of a family tree | Kobta Simplified Lit. bk 2  P 26  Rs Thematic Lit text bk 2  P 23 |  |
|  |  | Types of communities | -Vocabulary  -Types of communities | The learner:  -reads and pronounces the new words  -constructs sentences using the new words | The learner:  -describes a community  -identifies and names the types of communities | Discussion  Observation  Brain storming | Writing the given words correctly  Mentioning the types of communities | **Effective communication**  -Confidence  -Fluency  **Problem solving**  -Finding different things  -Making choice | Pictures showing different types of communities | RS Thematic Lit. text bk 2  PP 38-39  Monitor bk2  P .41  RS ThematicLit. text PP. 38-39  Kobta Simplified Lit. bk2  P 30 |  |
|  |  | **OUR HOME AND COMMUNITY** | Roles played by different people in the community | -Vocabulary  -Different groups of people found in the community  -Roles played by people in the community | The leaner:  -reads , spells and pronounces the given vocabulary  -constructs sentences using the vocabulary | The learner:  -mentions groups of people in the community  -identifies the role played by each person | Role play  Brainstorming  Guided discussion | Filling in the missing letters  Identifying different groups of people and stating their roles | **Friendship formation**  -Working in groups  -Responsibility  **Self awareness**  -Self-  identification  **Coping with stress**  -Accepting advice  -Forgiving other | People in the community  A chart showing different people | Kobta Simplified Lit. bk2  PP30-31  Monitor SST bk2  PP 34-35  RS Thematic Lit .text bk 2  PP 40-41 |  |
|  |  | **OUR HOME AND COMMUNITY** | The school and the community | -Vocabulary  -How the school serves the community | The learner:  -reads and pronounces words correctly | The learner:  -identifies and explains ways the school serves the community | Guided discussion  Brain storming  Role play | Writing words correctly  Identifying and stating ways through which the school serves the community | **Non violent conflict** **resolution**  -Negotiation  -Using appropriate language  **Copying with stress**  -Accepting advice  -Being patient | The school community | Kobta Simplified Literacy bk 2 P 18  Monitor SST BK2 P 18 |  |
|  |  | The community and the school | -Vocabulary  -How the community serves the school | The learner:  -reads and spells words correctly | The learner:  -identifies and explains ways the community serves the school | Guided discussion  Brain storming  Excursion | Identifying and mentioning ways through which the community serves the school | **Problem solving**  -Taking a decision  **Creative thinking**  -Logic reasoning | The school neighborhood | Kobta Simplified Lit. bk 2  P 18  Monitor SST bk 2  PP 85-87 |  |
|  |  | Important places in the community | -Vocabulary  -Importance of different places found in the community | The learner:  -reads and pronounces the vocabulary  -constructs sentences using the vocabulary | The learner:  -identifies important places in the community and names them  -states the importance of each place | Discussion  Brainstorming  Guided discussion | Reading and spelling the new words  Identifying the importance of places found in the community  Drawing ,naming and colouring important places | **Friendship formation**  -Sharing  -Working in groups  **Effective communication**  -Fluency  -audibility | Flash cards | Monitor SST bk 2 P 35  Kobta Simplified Lit. bk 2  P 32 |  |
|  |  | **OUR HOME AND COMMUNITY** | Cultural practices and values in the community | -Vocabulary  -Tribes  -Cultural practices  -Values | The learner:  -pronounces words in the vocabulary correctly  -constructs sentences using vocabulary | The learner:  -describes a tribe  -identifies languages spoken by different tribes  -mentions different cultural practices  -names the cultural values in their tribes | Guided discussion  Role play  Demonstration  Story telling | Mentioning their tribes  Greeting in their languages  Identifying different cultural practices in their community | **Effective communication**  -Fluency  -Audibility  -Confidence  **Friendship formation**  -Love  -concern  -care | A presentation about cultural wear | RS Thematic Lit txt bk 2 PP 42-43  Kobta Simplified lit bk 2 |  |
| 7-8 | 8 | **THE HUMAN BODY AND HEALTH** | Parts of the body and their functions | -Vocabulary  -Functions of different parts of the body  - How different parts of the body work together to carry out various functions | The learner:  -reads and pronounces new words correctly  -spells the words correctly | The learner:  -mentions different parts of the body  -identifies functions of different parts of the body | Observation  Discovery  Brain storming | Naming parts of the body  Drawing and colouring different parts of the body | **Self esteem**  -talking about self  **Interpersonal relationships**  -caring for others  **self awareness**  -self identification  **Interpersonal relationship**  -Interacting freely with others  -Working together | A chart showing parts of the body  Pupils showing their external body parts | RS Thematic Lit txt bk2 PP  53-54  Kobta Simplified Lit. bk2  PP 40-41 |  |
|  |  | **THE HUMAN BODY AND HEALTH** | Body senses | -Vocabulary  -Body organs and senses  -Body exercises  -Importance of body exercises | The learner:  -reads the vocabulary | The learner:  -names the body organs and senses  -states the function of each body organ | Discovery  Demonstration | Naming sense organs  Using sense organs  Drawing and coloring sense organs | **Effective communication**  -confidence  **Self awareness**  -Self appreciation  -Self identification | radio  pictures  candles  flowers  perfumes  sugar and salt | RSThematic curriculum  Bk. 2  PP. 20-21  Kobta Simplified Lit. PP. 42-43 |  |
|  |  | Sanitation | -Vocabulary  -Areas that need to be kept clean at home  -Ways of cleaning the home  -Materials used for cleaning the home | The learner:  -reads the vocabulary correctly  -Constructs sentences using the vocabulary | The learner:  -describes sanitation  -identifies areas that must be kept clean  -states ways of cleaning the home  -names materials we use to clean the home | Discussion  Discovery  Role play  Demonstration | Naming areas that need cleaning.  Drawing a picture of a clean home.  Demonstrating ways of cleaning a home  Drawing, naming and coloring materials we use to clean the home. | **Self awareness**  -Making choices  **Problem solving**  -Taking a decision  -Finding different things | Drawn picture of a home  soap  water  squeezer  vim  brooms  hoes  rags | RS Thematic curriculum  Bk.2  PP. 20-21  Kobta Simplified Lit. P 46  MK Int. Sci. bk2  P 22 |  |
|  |  | Diseases | -Vocabulary  -Diseases spread through the dirty environment  -Ways of preventing or controlling common diseases | The learner:  -reads ,spells and pronounces the given vocabulary | The learner:  -identifies the diseases spread through the dirty environment  -names the common diseases  -Identifies way of preventing common diseases | Discovery  Guided  Discussion  Brain storming | Naming diseases  Spread through the dirty environment  Identifying the common diseases  Suggesting ways of preventing common diseases | **Problem solving**  -Taking a decis**ion**  **Decision making**  **-**Refusal  -Acceptance  **Effective communication**  -Fluency  -Audibility  -Confidence | Flash cards | RS Thematic curriculum txt.Bk.2 PP 58-59  Kobta Simplified Lit. txt bk 2  P 45 |  |
|  |  | **THE HUMAN BODY AND HEALTH** | Personal hygiene | -Vocabulary  -Hygiene  -Personal hygiene  -Maintaining personal hygiene  -Materials we use to clean ourselves  -Why we carry out personal hygiene | The learner:  -reads new words correctly  -constructs sentences using the new words | The learner:  -describes  a) hygiene  b)personal hygiene  -identifies ways of maintaining personal hygiene  -names materials we use to clean our selves  -stating reasons of carrying out personal hygiene | Observation  Guided discussion  Demonstration | Stating ways of maintaining personal hygiene  Drawing , naming and coloring materials we use to clean our selves  Giving reasons of carrying out personal hygiene | **Effective communication**  -Fluency  -Confidence  -Verbal  **Interpersonal relationship**  -Caring for others  -Sharing with others  -Caring for others | toothpaste  toothbrush  razorblade  soap  scrubbing bush  nail cutter  sponge  tooth picks  ear buds | RSThematic lit. txt bk 2  PP 55-57  Kobta Simplified lit. bk 2 PP 43-44  MK Int. Scie. Bk2  P 22 |  |
| 9-11S | 10 | **FOOD AND NUTRITION** | Common  Foods in the locality | -Vocabulary  -Sources of food  -Importance of food in the body | The learner:  -reads and spells the new words | The learner:  -describes food  -identifies different sources of food  -states the uses of food in the body | Brain storming  Guided  Discovery  Excursion | Drawing ,naming and colouring different foods  Mentioning sources of food and giving examples | **Effective communication**  -Audibility  -Confidence  -Fluency  **Decision making**  -Acceptance  -Refusal  **Friendship formation**  -Acceptance  -Sharing  -Concern | Common foods in the locality | Mk. Int. Bk.2 P 88  RS Thematic lit. txt bk2 PP 63-65  Kobta Simplified Lit. txt bk2  PP 55-56 |  |
|  |  |  | Classification of food | -Vocabulary  -Classes of food | The learner:  -reads new words in the vocabulary correctly | The learner:  -identifies the classes of food  -gives examples of each class of food | Guided discovery  Brain storming  Demonstration | Giving examples of food rich in  a)proteins (Body building foods)  b)carbohydrate (Energy giving foods)  c)vitamins (Health giving / protective foods) | **Friendship formation**  -Sharing  -Working in groups  -Concern  **Critical thinking**  -Responding to questions appropriately | Different kinds of food | RS Thematic lit. txt bk2  PP 65- 66  Kobta Simplified lit txt bk2  PP 56-57 |  |
|  |  | Good feeding(Balanced diet) | -Vocabulary  -Importance of a balanced diet | The learner:  -reads and spells new words | The learner:  -describes a balanced diet  -identifies the importance of a balanced diet | Guided discovery  Brain storming  Demonstration | Stating the importance of a balanced diet to people  Drawing and coloring a balanced diet | **Self esteem**  **-**Expressing likes and dislikes  **Decision making**  -Making choices  **Self awareness**  -Caring for oneself | A chart showing a balanced diet.  Natural foods | Kobta Simplified lit. txt bk 2  PP 58-59  RS Thematic lit. txt bk 2  PP 67-68 |  |
|  |  | Malnutrition | -Vocabulary  -Signs and symptoms of malnutrition  -Diseases related to malnutrition | The learner:  -reads and spells words in the vocabulary | The learner:  -describes malnutrition  -identifies the effects of malnutrition  -mentions the diseases related to malnutrition | Discussion  Brain storming  Discovery | Stating effects of malnutrition  Identifying and mentioning diseases related to malnutrition | **Effective communication**  -Verbal  -Audibility  -Confidence  **Self awareness**  -Talking about ones emotions and feelings  -Caring for oneself | A chart showing a malnutrited child | Kobta Simplified Lit.bk2 P 59  RS Thematic lit. txt bk 2  PP 68-69 |  |
|  |  |  | Keeping food safe | -Vocabulary  -Keeping food safe  -Methods of preserving food | The learner:  -reads and spells the vocabulary | The learner:  -identifies ways of keeping food safe  -states ways of preserving food | Brain storming  Discovery  Guided discussion | Mentioning ways of keeping food safe  Identifying methods of preserving food | **Friendship formation**  **-**Sharing  -Concern  -Care  **Creative thinking**  -Logic reasoning  -innovativeness | Fruits  Saucepans water  Local foods  Smoked fish  Tinned food | Kobta Simplified Lit txt bk2  P 60  RS Thematic lit txt bk 2  P 68 |  |
|  |  | Poor food handling | -Vocabulary  -Dangers of poor food handling  -The 4 Fs | The learner:  -reads and pronounces words in the vocabulary correctly | The learner:  -identifies dangers of poor food handling  -mentions the 4 Fs in the spread of diseases | Guided discussion Discovery  Brain storming | Stating the dangers of poor food handling  Drawing and naming the 4 Fs in the spread of diseases | **Empathy**  **-**Guiding others  -Caring  **Friendship formation**  -Working in groups  -Love  -Concern  -Responsibility |  |  |  |

**LITERACY SCHEME OF WORK P.2 TERM II**

**Learning outcome:**

**The child understands and appreciates the importance of common animals and animals in the environment**.

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| **WK** | **PD** | **THEME** | **S/THEME** | **CONTENT** | **LANG. COMP** | **SUBJ.COMP** | **METHODS** | **ACTIVITIES** | **LIFE SKILLS & VALUES** | **INSTRA.M** | **REF.** | **REM** |
| 1 |  | OUR ENVIRONMENT | Components of the environment | -Vocabulary  -Naming things in the environment | The learner:  -reads, spells and pronounces words in the vocabulary | The learner:  -describes environment  -mentions things found in the environment | Guided discussion  Observation  Brain storming | Identifying things found in the environment  Drawing and naming things found in the environment | Effective communication  -fluency  -audibility  -confidence  Empathy  -caring  -listening to others | The school environment | KOBTA SIMPLIFIED LITERACY BK 2 P.63  MK INT. SCIE BK 2 P.27 |  |
|  |  |  | Grouping of things found in the environment | -Vocabulary  -Grouping of things found in the environment  -Examples of living and non living things | The learner:  -reads and spells the given vocabulary | The learner:  -mentions groups of things found in the environment  -identifies and names living and non living things found in our environment |  |  |  |  |  |  |
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**LITERACY SCHEME OF WORK PRIMARY TWO -TERM THREE**

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|  | Day | Lesson | Theme | S/Theme | Learning.  A. | Content/objectives | Competence | Methods | S/values | Activities | T/Aids | Ref | Rem |
|  |  |  | Peace & security | Roles of people who keep peace and security | Literacy | Vocabulary  Peace officers  Security unit  Securico guards army  Prisons political leader  Defence local councils  Roles of people who keep peace and security  a)Teachers  -They guide and counsel children and the public.  They educate the public  -They discipline the children  b)children  -They follow instructions given to them  -They take rightful responsibilities  -They should not play, handle or go with strangers  -c)parents  -They guide and counsel their children  -They discipline their children  -They ensure health relations with neighbours  -They protect their children  d)police /local defence units  -They arrest wrong doers  -They maintain law and order.  e)soldiers (army)  They protect people and their property  f)Securicor guards.  They protect people and their property. | -Reading and spelling the given vocabulary  -Mentioning people who keep peace and security | Discussion  Story telling  Role playing  Explanation | Fluency  Confidence  Listening  Friendliness  Care  Tolerance  Problem solving | Learners will  a) State the roles of the following people who keep peace and security.  -parents  -Teachers  -Soldiers  -Children. | Cut out picture of people  A chart showing different people  who keep peace and security. | Primary school curriculum for Uganda pg 39 |  |
|  |  |  | Peace and security | Roles of people who keep peace and security | Literacy II | Roles of people who keep peace and security.  a)Prisons officer  -They guard prisoners  b)Local councils  -They settle quarrels in the community.  They ensure security in an area.  c) Religious leaders.  -They preach to public the word of God.  -They promote good morals in the public  d) Local defence units (LDUs) They help the police in keeping low and order.  **Peace**  It’s a period of time in which there is no war in an area  **Security**  These are activities involved in protecting a person against danger. | -Reading and spelling the given vocabularies  -Stating the roles of people who keep peace and security.  Vocabularies  -counsel  -guide  -sensitize  -morals  -defend  -settle  -Behavior  -care  -protect  -enemies | Discussion  Explanation  Brain storming | Appreciation  Care  Respect  Tolerance  Responsibility  Sharing | Learners will  -Read and spell the given vocabulary  -State roles of different people who keep peace and security.  -Who heads the LC at village level?  -Who is responsible for children’s affairs? | Cut outs of people who keep peace and security. | Primary schools  Curriculum for Uganda pg 39 |  |
|  |  |  |  | Ways of promoting peace and security | Literacy | Vocabulary  training drugs  Personnel reduces  Jobs community  Welfare alcohol  Educate enemies  **Ways of promoting peace and security**  -Through training the personnel.  -Through sensitization  -Through creating good terms with neighbours.  -Through creating jobs in an area  -Through educating the community  -Through improving on people’s welfare.  -Reducing the taking of drugs like alcohol. | -Reading and spelling the given vocabulary  -Identifying and stating ways of promoting peace and security. |  |  |  |  |  |  |
|  |  |  | Peace and security | Importance of keeping peace and security | Literacy | Vocabulary  health employment  development neighbours  happiness relationship.  **Importance of keeping peace and security**  -It promotes good health  -It promotes development  -It promotes happiness  -It creates good relationship with neighbours  -It promotes employment. | -Reading and spelling the given vocabulary  -Stating the importance of keeping peace and security | Discussion  Brain storming  Explanation | Decision making  -problem solving  -Effective  communication. | Learners will  -Read and spell the given vocabulary  -Mention the negative effects of keeping peace and security. | Cut out picture of people who keep peace and security | Primary school curriculum for Uganda pg 39 |  |
|  |  | literacy |  | Insecurity | Literacy II | Vocabulary  Insecurity property  Safe quarrels  loss bad acts  destruction spoil  negative effects of keeping peace and security  **Definition**  Insecurity means not being safe or protected.  -Insecurity leads to loss of life  -It can lead to loss of property  -it can lead to accidents  -it can lead to quarrels  -It can lead to bad acts  -It leads to low development  -It leads to little food in an area. | -Reading and spelling the given vocabulary  -Mentioning the effects of insecurity | Bain storming  Discussion | Honesty  Co-operation  Love  Respect  Care | Stating the effects of insecurity. | A chart showing people who keep peace and security | Primary school curriculum for Uganda pg 39 |  |
|  |  |  |  |  | Child protection | Vocabulary  Child help  responsibility fetch  Utensils fire wood | learners should e able to:-  -Tell who a child is  -Read and spell the given vocabulary.  -Mention the responsibilities of children. | Discussion  Brain storming  Explanation  Role play | Picture of children doing different work. | Learner will  -Read and spell the given vocabularies  -Mention the work children are supposed to do.  -State the rights of children. | Monitor  SST Bk.3&3  Pgs 59-60-61  Bk2 |  |  |
|  |  |  |  |  |  | A child is a person who is below 16 years of age.  **Responsibilities of children**.  -They obey their parents, elders and other children.  -They fetch water.  -They respect the law of the country  -They collect fire wood  -They dig  -They wash utensils  -They cook food. | learners should be able to:-  -Tell who a child is .  -Read and spell a given vocabulary  -Mention the responsibilities of children. | Discussion  Brain storming  Explanation | Pictures of children doing different work. | Learner will  -Read and spell the given vocabularies  -mention the | Monitor SST Bk. 3 & 3  Pgs 59-60-61 |  |  |
|  |  | Literacy |  |  |  | Vocabulary  Nationality Entertainment  Worship  Medical care  Protection.  Educate  Rights | Learners should be able to:-  -Read and spell the given vocabulary  -State the rights of children  -Tell what children’s rights are. |  | Pictures of children showing different rights |  | Monitor  SST Bk.2  Pg 54  Monitor  SST Bk. 3  Pgs 59-60 |  |  |
|  |  |  |  |  |  | **Children ‘s rights**  These are rights that protect children’s interests.  -The right to medical care.  -The right to equal treatment  -The right to leisure which is not harmful  -The right to education  -The right to protection  -The right to talk freely but with respect.  -The right to a name, religion and nationality.  -The right to have what he or she likes.  -The right to knowing one’s parents.  -The right to be loved  -The right to eat food, have clothing and shelter |  |  |  |  |  |  |  |
|  |  | Literacy |  |  | Child protection | Vocabulary  Child abuse burning  Denying harassment  Beating threatening  Child labour defilement  Corporal punishment  Sacrifice kidnap | learners should be able to:-  -Read and spell the given vocabulary  -Explain the term child abuse  -Give examples of child abuse or mention common child abuse practices. | Discussion  Brain storming | Cut out pictures showing  Common child abuse practices | Learners will  -Read and spell the given vocabulary.  -State ways how children are abused a school and at home. | Monitor Bk,2  Pg 63. |  |  |
|  |  |  |  |  |  | -Its denying a child his or her rights or  -its mistreating a child  **Child labour**  -it is making children do work  **Common child abuse practices**  -corporal punishments (beating children)  -Defilement  -Refusing to give children food, clothing and shelter.  -child labour  -kidnap and sacrifice of children to school  -Not taking children to school.  -Burning children |  |  |  |  |  |  |  |
|  |  | Lit. 1 |  |  |  | Vocabulary  Poverty broken families  alcoholism indiscipline  marriage. | Learners should be able to:-  -Read and spell the given vocabulary.  -Mention the causes of child abuse | Discussion  Brain storming  Explanation | Cut out pictures showing causes of child abuse. | Learner will  -Read and spell the given vocabulary.  -mention the causes of child abuse. | Monitor  Bk. 3  Pgs 62-63 |  |  |
|  |  | Lit I |  |  |  | Major causes of children   1. Poverty   When there’s lack of money, It is difficult to provide basic needs   1. Alcoholism   Some drunken parents abuse.  Children’s rights by burning , beating and at times killing them   1. Broken families   When there is separation in marriage, children are at times mistreated.   1. Death of both parents.   It leaves children as orphans without any one to care for them.   1. Indiscipline   Badly behaved children end up punished and they run away from home.   1. Insecurity   War causes insecurity and in the process, some children are raped. |  |  |  |  |  |  |  |
|  |  | Lit 1 |  |  | Child protection | Vocabulary  Death physical  Imprisonment mental  Marriage injuries  Acquire divorce | By the end of the lesson, learners should be able to:-  -Read and spell the given vocabulary  -mention the effects of child abuse | Discussion  Observation  Brain storming | Pictures of child abuse. | Learners will  Read and spell the given vocabulary  -State the effects of child abuse. | Monitor bk. 3 |  |  |
|  |  | Lit. II |  |  |  | Effects of child abuse.  -You can acquire diseases.  -One can get physical injuries.  -Children can be forced to get married at an early stage.  -you can die.  -you can get mental injuries  -It can lead to imprisonment.  -It can lead to divorce in families  -It increases the number of street kids or children  -It causes change in behaviours. |  |  |  |  |  |  |  |
|  |  | Lit. 1 |  |  | Child abuse | Vocabulary  Strangers employment  Obey elders  Loved basic needs. | Learners should be able to:-  -Read and spell the given vocabulary  -State ways of protecting children against child abuse | Observation  Brain storming  Discussion | Cut out pictures of showing ways of protecting children against child abuse | Learners will  -Read and spell the given vocabulary.  -Give ways of protecting children against child abuse | Monitor bk.2  Pg 55.  Monitor Bk. 3 pg 64 |  |  |
|  |  | lit.1 |  |  |  | **Ways of avoiding child abuse.**  -children should be talked to and not beaten  -children need to be loved  -children should be given medical care  -children should be taken to school  -Defilers and rapists must be arrested  -children should be given enough food to grow and be healthy.  -children should stay together.  -children should listen to elders. |  |  |  |  |  |  |  |
|  |  | Lit.1 |  |  | Measures | Vocabulary  time evening  morning night  afternoon day  midday midnight  dawn dusk. | learners should be able to:-  -Read and spell the given vocabulary  -Mention different times of the day  -Use times of the day as they communicate. | Discussion  Explanation  Look and say  Brain storming | Pictures showing different times of the day. | Learners will  -Reads and spell the given vocabulary. |  |  |  |
|  |  | Lit.II |  |  |  | Different times of the day .  a)morning –midnight to midday  b)Afternoon-midday to 6:00pm  c)Evening –early time of the night as from 6:00pm  d)Day- a period of 24hours.  (the time between when it becomes light in the morning and when it becomes dark in the evening .)  e) Night-the time of the day when its dark.  f) Midday -12o’clock in the middle of the day.  g) Midnight- 12 O’clock at night  h) Dawn – the time of the day when light first appears (day break)  i) Dusk - the time of the day when light has almost gone, but its not yet dark.  (Twilight) |  |  |  |  |  |  |  |
|  |  | Lit.1 |  |  | Measures | Vocabulary  Calendar Wednesday  Month Thursday  Year Saturday  Sunday Tuesday  December August  November September  July April  February October  June May  March | learners should be able to:-  -Read and spell the given vocabulary  -Read the calendar  -Tell the days of the week and months of the year. | Illustration  Brain storming  Discussion | A calendar | Learners will  -Read and spell the given vocabulary |  |  |  |
|  |  | Lit.II |  |  |  | **Order of the days of the week.**  -Sunday  -Monday  -Tuesday  -Wednesday  -Thursday  -Friday  -Saturday.  **Order of the months of the year.**  -January - 31  -February - 28/29  -March -31  -April -30  -May -31  -June - 30  -July - 31  -August - 31  -September – 30  -October - 31  -November - 30  -December- 31  How to read the calendar |  |  |  |  |  |  |  |
|  |  | Lit. 1 |  |  | Seasons | Vocabulary  Seasons activities  Wet dry  Farming planting  Harvesting Sundry  Sunny rainy  Ploughing | learners should be able to:-  -Read and spell the given vocabulary.  -Mention the types of seasons  -Describe the activities done in different seasons | Discussion  Brain storming  Illustration  Illustration  Group work | Pictures  Showing activities done in different seasons. | Learners will  -Read and spell the given vocabulary .  -mention the types of seasons we have  -list different activities done in different seasons. |  |  |  |
|  |  | Lit.II |  |  | Seasons | **Types of seasons.**  a)Dry season or sunny  b)Wet or rainy season.  **Activities done in Dry season.**  -Clearing the land.  -ploughing  -Harvesting  -Threshing  -Winnowing  -Sun drying  -Brick laying  **Activities done in wet season**  -weeding  -planting  -transplanting  Transplanting is the removal of young plants from the nursery bed to the big / main garden  -seeds are transplanted in the evening.  -people /farmers use trowels for transplanting  -Pruning |  |  |  |  |  |  |  |
|  |  | Lit.1 |  |  | Measures | Vocabulary  Units length  Measure distance  Standard height  Long tall  Far centimetres  Kilometers metres | learners should e able to:-  -Read, pronounce and spell the words about measures  -Use the words learnt in simple sentences  -Find length of objects and distances  -Tell the standard units of length and equipment used | Explanation  Discussion  Brain storming  Observation  Discovery | -chalkboard illustration  -foot ruler s  -metre rulers  -tape measures  -classroom environment | Learners will  a)read , spell and pronounce the given vocabulary  b)construct simple sentences using the learnt words  c) Tell standard units of length.  d) Measures different length of objects. |  |  |  |
|  |  | Lit. II |  |  |  | **Standard units of measures**  -Unit is a fixed quantity of measurement used in the world.  -To measures is to find the size, quantity or length of something in standard **units.**  a) Length  Length is the size of something from one end to another.  Examples  -the height of a person  -length of the table  -how long the chalk board is  -the size of a room.  b) Standard units for length.  -centimetres (cm)= 30cm =1 foot  -metre(m)=100cm =1m  -kilometers (km)= 1000m=1km  C)equipment used  -foot ruler  -metres ruler  -measuring tape |  |  |  |  |  |  |  |
|  |  | Lit. 1 |  |  | Capacity | Vocabulary  Capacity litre  Liquids half litres  Milliltres | learners should be able to:-  -Read and spell the given words  -Measure capacity of different liquids  -Tell the standard units for capacity  -Appreciating the importance of the standard units in the buying and selling of things | Discussion  Observation  Experiment | Containers of different capacities  E.g.  -bottles  -tins  -jerricanes  -Buckets  -mugs  -measuring cylinder  -packets of different capacity  -liquids e.g. water | Learners will;-  a)pronounce and spell the words  b) Mention the units used in measuring capacity.  c)find capacity of different containers  d)Do a written exercise |  |  |  |
|  |  | Lit.II |  |  |  | a)standard units of capacity  -Capacity is the amount of liquid that a container can hold / take  For example  -jerrycan  -bottles  -mugs /cups  -buckets  -tank  -tins  b)Units for capacity  millitres (ml)  litres (L) =1000ml =1L  c)Examples of liquids measured in milliliters and litres  -milk -petrol  -soda -diesel  -juice paraffin  -water water colour  -oil |  |  |  |  |  |  |  |
|  |  | Lit .II |  |  | Weight. | Vocabulary  Weight heavy  Grams weighing  Kilograms weighing stone  Weighing scale/ balance | learners should be able to:-  Read and spell the words  -Describe the term weight  -Find weight of common things they use  -Tell the standard units of weight. | Discussion  Explanation  Observation | -Common things to measure e.g. beans ,sand, sugar,….  -Weighing scale  -Chart illustrations. | Learners will.  a)Discuss  b) Read and spell the words  c)Measure different things  d)Do a written exercise |  |  |  |
|  |  | LittII |  |  |  | a)Weight  This is how heavy something is .  Examples of things weighed  -sugar -beans  -salt -coffee  -maize flour rice  -wheat flour -millet  b) things used to measure weight .  weighing balance  c)standard units for weight  -grams (g)  -kilograms (Kg) = 1000g = 1kg. |  |  |  |  |  |  |  |
|  |  | Lit 1 |  |  | Money | Vocabulary  Money shillings  Dollar pound  Coins paper notes  One hundred two hundred  Five hundred one thousand five thousand ten thousand | Learners should be able to:-  Read and spell the given vocabulary | Look and say | Chart illustrations | Learners will  Read and spell the given vocabulary |  |  |  |
|  |  | Lit. II |  | (ii) Money is a medium of exchange. |  | Money  Money is what you earn by working / selling things  -its coins / paper notes)  **Different money currencies**  a) -Shillings in Uganda, Kenya and Tanzania.  b) -Dollars in America  c) -Pounds in Britain  d) Amafarang in Rwanda.  **Standard units of money in shillings**  -Coins =50/=, 100/=, 200/= and 500/=.  -Paper notes -  Sh. One thousand  Sh. Five thousand  Sh. Ten thousand  Sh. Twenty thousand  Sh. Fifty thousand.  **Importance of money.**  -For buying things  -For transport  -For paying school fees  -For paying salaries  -For paying taxes | learners should be able to:-  -Mention different money currencies commonly used in the area.  -Identify different money denominations  -Appreciate the importance of money  -Identify the uses of money. | Discussion  Observation  Brain storming  Grouping  Store telling. | Different money currencies.  Learner will  -Describe money and its use  -Identify different money currencies  -Do an exercise  -State the importance of money |  |  |  |  |
|  |  | Lt.1 |  |  | Recreation | Vocabulary  Circle oval  Square kite  Rectangle triangle  Sides corner  Equal round  Shape rock metal brick | Learners should be able to:-  Read and spell the given vocabulary |  |  | Learners will  -Read and spell the given vocabulary |  |  |  |
|  |  | Lt.1 |  |  | Recreation festival and holidays | Vocabulary  Recreation indoor  Enjoyment games  Drawing computer  Cards singing  Dancing leisure | learners should be able to:-  -Tell the meaning of recreation  -Mention the recreation activities at home  -State the recreation activities at school. | Discussion  Grouping  Brain storming | Indoor games  Pictures  Showing  Different recreation activities | Learners will  -Read and spell the given vocabulary  -mention the recreation activities at home and school.  -State the importance of recreations |  |  |  |
|  |  | Lt.II |  |  |  | Recreation  It’s the fact of people doing things for enjoyment when they are not working.  **Recreation activities at home**  -swimming  -indoor games  -singing  -dancing  -reading  -drawing  -watching movies  **Recreation activities at school**  -playing football  -playing netball  -colouring  -joining clubs |  |  |  |  |  |  |  |
|  |  | Lt. II |  |  | Importance of recreation | Vocabulary.  Relax,, friendship, refresh, mind, creative , health.  Importance of recreation  -For relaxing the mind  -It promotes creativity.  -It creates friendship.  -It maintains body health | Give the importance of recreation |  |  |  |  |  |  |
|  |  | Lt.1 |  |  |  | Vocabulary  Festival cultural/culture  Celebrate special  Naming initiation  Circumcision funeral rites  Marriage dowry | learners should be able to;-  Read and spell the given vocabulary  -Tell what festivals are  -Give examples of cultural festivals | Discussion  Store telling  Explanation | Picture cut outs showing different festivals | Learners will  -Read and spell the given vocabulary  -Mention some of the cultural  Festivals | Monitor Bk.3  SST pgs 24-25 |  |  |
|  |  | Lt .II |  |  |  | Festival  -It’s a period of the year when people stop working to celebrate a special event .  **Examples of cultural festivals**  -marriage  -dowry  -naming children  -initiation  -circumcision  -funeral rites |  |  |  |  |  |  |  |
|  |  | Lt. I |  |  |  | Vocabulary  Unifying continuity  Identification happiness  Togetherness morals  Importance of festivals  -It brings togetherness.  -people get o know each other  -it promotes morals  -it promotes happiness | Learners should be able to:-  Read and spell the given vocabulary  -Mention the importance of festivals |  |  | Learners will  -Read and spell the given vocabulary.  State the importance of festivals | Monitor Bk. 3 SST pgs 24- 25 |  |  |
|  |  | Lt .1 |  |  | Holidays | Vocabulary  Holiday Easter  Period Public  Christmas Idd  Heros Independence  Weekend vacation | learners should be able to:-  -Read, pronounce and spell the given vocabulary  -Explain the term holidays  -State examples of holidays common in Uganda | -Question and answer  Explanations  Brain storming | Picture cut outs  About holidays celebrations. | Learners will.  -Read and spell the words.  -Discuss orally about common holidays |  |  |  |
|  |  | Lt. II |  |  |  | Holidays  -It’s a period of time when you are not at work/ at school.  **Types of holidays**  -Public holiday  -School holidays  -Weekend holidays  -Summer holidays  -Christmas holidays  -Easter holidays  **Examples of public holidays in Uganda**.   1. Independence holiday. 2. Hero’s day 3. Women’s day 4. Martyr’s day 5. Liberation day.   **Importance of Holidays**  -They promote recreation  - People refresh their minds | -Give the importance of holidays |  |  |  |  |  |  |

**MATHEMATICS SCHEME OF WORK FOR P.1 TERM II**

**Expected learning out comes: The child is able to know, appreciate and manage weather to improve production and the Economy.**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson | Theme | s/theme | Learning .A | Content | l/competence | Methods/T | Activities | I of life | Materials | Ref | Rem |
| 1 | Weather | Numeration system and place values | Mathematics | Counting in ones  1 = 1 ones  11 = 2 two  111 = 3 three  1111 = 4 four  = 10 ten | -counting  -drawing  -writing  -matching  -number names | -group work  -Demonstration  -Question and answers | -counting  -naming  -drawing  -sorting | -sharing  -orderliness  -taking decisions  -logical reasoning | -counter  -pencils –classrooms  -environment | Thematic curriculum  Teacher ‘s guide  Pg 222 |  |
| 2 |  |  |  | Count tens and ones and write in words | -drawing  -counting  -writing  Number words | -Demonstration  -Question and answers  -group work | -sorting  -drawing –naming –counting | -Orderliness  -logical reasoning  -sharing | -counters  -pencils  Chalkboard  Illustrations | Thematic curriculum  Holt mathematics  System bk. 3 pg 45 |  |
| 3 | Weather | Numeration system and place values | Mathematics | Number words in tens | -counting  -drawing  -naming  -sorting  -spelling | -Group work  -Demonstration  -Question and answer | -counting  -naming  -drawing | -Sharing  -orderliness  -taking  Decisions’ | -counters  -pencils  -chalk board illustrations | Primary MTC Bk. 1 2000 pg 46 |  |
| 4 |  |  |  | Writing numbers for tens  1 ten = 10  2 tens = 20  3 tens = 30  5 tens = 50  8 tens = 80 | -counting  -writing | -question and answer  -Group work  -demonstration | -counting  -naming | -Orderliness  -logical reasoning | -counter  -classroom  Environment  -number words | Primary MTC 2000  Bk.1  Pg 47 |  |
| 5 |  |  |  | Tens and ones using pictures. | -counting  -drawing  -sorting | -Group work  -Demonstration  -Question and answer | -drawing  -naming  -Drawing | -Order lines  -logical reasoning  -sharing | -counters  -classroom environment  -slate | Comprehensive mathematics Bk.1pg 49 |  |
|  |  | Theme | Numeration system and place values. | Filling in more Tens and ones  76 = 7 tens and 6 ones  35 = 3 tens and 5 ones  20 = 2 tens and 0 ones  8 = 0 tens and 8 ones  49 = 4 tens and 9 ones  77 = 7 tens and 7 ones | By the end of the Lesson should be able to :-  -Fill in the missing tens and ones correctly | -Discovery  -Brain storming  -Observation | -Slates  -Chalk board illustrations | Pupils will fill in the missing tens and ones on pg 49 in comprehensive mathematics in Bk one. | - | -comprehensive mathematics Bk 1 pg 49  -primary mathematics 2000 Bk 1 pg 52 |  |
|  |  |  |  | More tens and ones  2 tens and 4 ones = 24  3 tens and 3 ones = 33  5 tens and 6 ones =56  0 ten s and 7 ones = 7  9 tens and 8 ones 98 | By the end of the lesson Learners should be able to  -Fill in the missing tens and ones correctly  -counting | -Discovery  -Group work  -Decision | -Slates  -chalkboard  Illustrations | -learners will complete the tens and ones | Comprehensive mathematics pupils Bk. 1 pg 50 |  |  |
|  |  |  |  | Counting tens and ones using the Abacus  Tens ones Tens ones  6 0 6 3  Tens Ones Tens Ones  4 2 2 6 | By the end of the lesson learners should be able to:-  -Draw the abacus well  -Count the tens and ones | -Drawing  -Discussion  -Discovery –Group work | -Slates  -Abacus  -Chalk board illustration | Learners should be able to  -Draw and complete the given abacus in their books. | Primary mathematics  2000  Bk.1pg 52 |  |  |
|  |  | Theme | S/Theme | Content | Objectives/language | Methods | T/l. Aid | Activities | Ref |  |  |
|  |  | Weather | Numeration systems and place values | Drawing tens and ones using the abacus  Tens ones Tens ones  6 4 0 5 | By the end of the lesson, Learners should be able to  -Draw the beads on the tens and ones correctly | -drawing  -observation  -discovery  Discussion | -Slates  -Abacus  -chalk board illustrations | pupils will draw the beads on tens and ones on the abacus on pg 55 in primary mathematics Bk. 1 | Primary  Mathematics Bk. 1 pg 55 |  |  |
|  |  |  |  | Adding tens and ones vertically  Tens ones T O  2 3 7 5  +1 4 + 2 1  3 7 9 6 | By the end of the lesson, learners should be able to  -Add the tens and  Ones vertically | -Group work  -Discovery  -Discussion | -Slates  -counters  -chalkboard illustration | -Pupils will add the given numbers on pg 57 | Primary mathematics  2000  Bk.1 pg 56  Comprehensive Bk. 1 pg 57. |  |  |
|  |  |  |  | Word problems in addition  Add T O to T O = T O  1 3 1 2 1 3   1. 2   What is the sum of  T O and T O  2 3 2 0  T O  2 3  +2 0  4 3  What is T O and T O    T O  2 3  +2 0  4 3    What is T O and T O  7 3 2 4  T O  7 3  + 2 4  9 7 | By the end of the lesson, Learners should be able to:-  -Arrange tens and ones  -Adds the tens and ones correctly | -Discussion  -Discovery  -Group work | -counter  -Slates  -chalkboards  Illustration | -pupils will add the given numbers  Correctly | Primary  Mathematics for  Uganda  Pg 36 |  |  |
|  |  |  |  | Word problem involving addition  John has 40 children .Mary has 22 children. How many children do they have altogether?  T O  4 0 children  +2 2 children  6 2 Children | By the end of the lesson, Learners should be able to:-  -Read the given sentences and interpret the sentences | -Discover  -Discussion  -Analyzing  -brain storming. | -counter  -chalkboard illustration | -pupils will read and interpret the given sentences | Primary  MTC  For Uganda  Pg 36 |  |  |
|  |  | Weather | Operation on numbers | Introduction of the symbols of multiplication  One group of two means  2 = 1x2 = 2  Two groups of twos means  2 +2 = 2x 2= 4  Three groups of twos means  2+2+2 = 3x2 = 6  Four groups of twos means  2+2+2+2 = 4x2 = 8 | By the end of the lesson, learner should be able to:-  -Identify the multiplication symbols correctly  -multiply the given numbers correctly | -Discovery  -Discussion  -Group work  -drawing | -Multiplication tables  -charts  Chalkboard illustration | -learners should be able to write the mathematical statement from the given questions.  -multiply the numbers on pg 57 | Health mathematics pg 98-99  -Uganda primary mathematics pg 58  -math Qn. pg 277 |  |  |
|  |  |  |  | Multiplication of whole numbers  By 2 horizontally  0 x2 =0 3 x 2 = 6  1 x 2= 2 4 x 2 = 8= 4 2 X 2 = 4 5 x 2 =10 | By the end of the lessons, learners should be able to:-  -Multiply the given number horizontally by number 2 | -Discovery  -Demonstration  -Discussion | -tables  -charts  -chalkboard illustration | Learners should be able to multiply the given number by two | Math question  Pg 194  Primary math Bk.1  Pg 59 |  |  |
|  |  |  |  | Multiplication of whole numbers by number 2 vertically.  O 1  X2 x 2   1. 2   3 4  X2 x2  6 8  5 6  X2 x 2  10 12 | By the end of the lesson, learners should be able to:-  -multiply whole numbers by 2 correctly | -Table 2  -Group work  -discovery  -drawing | -chart of table 2  -counters  -chalkboard illustrations | -learner should be able to:-  -Do the exercise on pg 59 | Primary mathematics 2000  Bk.1 pg 59  -Math question pg 277 |  |  |
|  |  | Accidents | Operation on numbers | Multiplication of whole numbers by 3 horizontally.  One group of three means  3 1 x3 = 3  Two group of threes means  3 + 3 = 2 x 3 = 6  Three groups of threes means  3+ 3+ 3 = 3 x 3 = 9 ` | By the end of the lesson, learners should be able to:-  -Make groups of threes  -Multiply whole numbers by number 3. | Discussion  -Discovery | Chart of table 3  -chalkboard illustrations | Pupils do the exercise on pg 60 in primary MTC Bk. 1 | -Math Questions pg 277  -primary mathematics Bk. 1 pg 60 |  |  |
|  |  |  |  | More multiplications of whole numbers by number three horizontally  0 x 3 = 3 4 x 3 =12  1 x 3 =3 5 x 3 = 15  2 x 3 =6 6 x 3 = 18  3 x 3 = 9 7 x 3 =21 | By the end of the lesson, Learners should be able to:-  -multiply whole numbers by number 3. | -Discussion  -Discovery  -Group work | Chart of table 3  -chalkboard illustrations | Pupils do the exercise on pg 65 | Health mathematics pg 100  -primary mathematics pg 65 |  |  |
|  |  |  |  | Word problems in multiplication involving table 3  How many legs do two men have?  2 x 2 = 4  One chair has four legs.  How many legs do three chairs have?  4 x 3 = 12 legs | By the end of the lesson, learners should be able to:-  Read and interpret the given sentences.  -Multiply the numbers by number 3. | -Discussion  -Observation  -Demonstration  -Drawing | -Chart of table 3  -Slates  -Chalkboard illustration s | -pupils will do the exercise on pg 66 | Holt  Mathematics system  Bk. 3  Pg 163 |  |  |
|  | 4 | Accidents | Operations on numbers | Subtracting numbers horizontally using pictures  4-2 =2  6- 3 = 3 | By the end of the lesson learners should be able to:-  Subtract the picture s correctly | -Demonstration  -Discovery  -Drawing  -Discussion | -Real objects  Like  -books  -cups  -mugs  -balls | -pupils will subtract the numbers on pg 68 | Holt mathematics system  Bk. 3  Pg 56  Primary mathematics  2000  Pg 68 |  |  |
|  | 5 |  |  | More subtraction of numbers horizontally without pictures  4 - 2 = 2  10 – 3 =7  7 - 1 =6  8 - 0 =8 | By the end of the lesion learners should be able to:-  -subtract the numbers correctly | -Discovery  -Discussion | -Counters  -chalkboard  Illustration | Pupils do the exercise on pg 53 in comprehensive | -primary mathematics 2000 Bk. Pg 69  -comprehensive  Mathematics Bk. 1 pg 53. |  |  |
|  |  |  |  | Subtracting numbers vertically  5 4  -1 -0  4 4  8 10  -3 - 7  5 3 | By the end of the lesson, learners should be able to:-subtract numbers vertically | -Group work  -Discussion  -Discovery  -brain storming | -counters  -chalkboard illustration s | Pupils do the exercise on pg 70 | Holt mathematics system Bk. 3  Pg 56  -primary mathematics Bk. 1 pg 70 |  |  |
|  | 2 | Accidents | Operation on numbers | Subtracting tens and ones vertically  Tens ones T O  2 8 5 7  -1 2 -0 3  1 6 5 4 | By the end of the lesion, Learners should be able to:-  -Subtract the given Tens and Ones | -Discussion  -Discovery  -Drawing | -Counter  -Chalkboard  Illustration | Pupils will do the exercise on pg 56  -primary MTC Bk.1 pg 56 | Holt mathematics Bk.1  Pg 56  -primary MTC Bk.1  Pg 73 |  |  |
|  |  |  |  | Word problem involving subtraction  Six take away two equals  6 - 2 = 4  Five cups minus three cups equals.  5 - 3 =2cups  Mary had ten eggs. Four eggs broke. How many eggs did Mary remain with?  Mary had 10 - 4 =6 eggs | By the end of the lesion, Learners should be able to:-  -Subtract the given number  -read and interpret | -Analysing  -Brain storming  -observation | -counter  -chalkboard  illustration | -Learner s will write the exercise on pg 71 | Holt mathematics system Bk. 3 pg 56 |  |  |
|  |  |  |  | More word problems involving subtraction vertically  Baguma had 8 5 sweats  He gave away -4 1 sweats  Now he has. 4 4 sweats  Kato had 7 9 books  He gave away -4 9 books  Now he has 3 0 books | By the end of the lesson, Learners should be able to:-  -read and interpret  -Subtract the given tens and ones correctly | -Observation  -Analysing  Brain storming  -Discussion | -counter  -chalkboard illustrations | Pupils will do an exercise on pg 72 | Primary mathematics  Bk.1 pg 72  Lets learn mathematics pupils Bk. 1 109 |  |  |
|  | 5 | Living together | Number patterns and Sequences | Ordering of objects staring from the smallest. | By the end of the lesson, Learners should be able to:-  -Order the given objects starting with the smallest to the biggest. | -Observation  -Analysing  -drawing | -real objects like -  -books  -pencils | -pupils will order the objects on pg 74 | Primary  Mathematics  Bk. 1  Pg 74 |  |  |
|  |  |  |  | Ordinals  1st first 6th sixth  2nd second 7th seventh  3rd third 8th eight  4th fourth 9th ninth  5th fifth 10th tenth | By the end of the lesson, learners should be able to:-  -Read the ordinals  -write the ordinals correctly | -Group work  -Observation  -Discussion | -Slates  -chalkboard illustration  -cards | Pupils will read and write the ordinals on pg 74 in primary MC | Primary  MTC Book1 pg 74 |  |  |
|  |  |  |  | Ordering our classes in order  p.7 p.6 p.5 p.4 p.3 p.2 p.1  Primary 1 is our first class  Primary 2 is our second class.  Primary 3 is our third class  Primary 4 is our fourth class.  Primary 5 is our fifth class  Primary 6 is our sixth class. | By the of the lesson , learners should be able to:-  -Draw the classes  -Order the classes in their order using the orderliness. | -Analysing  -Discussion  -group work | -slates  -classes of our school  -chalk board illustrations | Pupils will order the classes in the order using the ordinals on pg 75 | Primary MTC Bk 75.. |  |  |
|  | 3 | Living together | Number patterns and sequences | Counting in patterns of twos    111 211 4 6 11 8 1011 12  1411 16 1811 20 2211  2411 26 28 3011 32 | By the end of lesson, Learners should be able to:-  Count in twos. | -Discussion  -Discovery  -Brain storming | -counters  -books  - table 2 | Pupils will count in twos on pg 79 | Primary mathematics 2000  Bk. 1  Pg 79 |  |  |
|  |  |  |  | Counting in pattern of threes.  0 3111 6 9111 12  15111 18 2111 24  27 30111 33 36 | by the end of the lesson, Learners should be able to:-  count in threes | Brain storming  Group work  Discovery | -counters  -chalkboard illustrations  -table 3 | - pupils will count in threes on pg 79 | Primary MTC 2000 Bk. 1 pg 9 |  |  |
|  |  |  |  | Counting in fours  0 41111 8 121111 16  201111 24 281111 32  361111 40 441111 48 | By the end of the lesson, Learners should be able to:-  -count in fours | -Group work  -Brain storming | -counter  -chalk board illustrations  -tables 4 | Pupils count in fours on pg 79 | Primary MTC 2000  Bk.1 pg 79 |  |  |
|  |  |  |  | Counting fives  0 5 10 15 20  25 30 35 40  45 50 55 60  65 70 75 80 | By the end of the lesson, Learners should be able to:-  -count the number in fives | -Discovery  -Brain storming  -Discussion | -counters  -chalkboard  Illustrations  Table 5 | Pupils count in fives on pg 79 | Primary  MTC 2000  Bk.1 pg 79 |  |  |
|  | 2 | Living together | Fractions | Parts of a whole  whole1 whole 1  1 whole | By the end of the lesson, Learners should be able to:-  Draw and shade the whole | Drawing  Discussion  Discovery | Real objects  Like  -oranges  -shapes  -Mangoes | -pupils will do the exercise on pg 80 | Primary mathematics  2000  Bk,1 pg 80 |  |  |
|  | 3 |  |  | Draw and shade halves .  ½ one half  ½ one half    ½ one half . | By the end of the lesson, learners should be able to:-  Draw the object s correctly  -shade the halves correctly | -drawing  -Discovery  -discussion | Real objects like  -shapes  -paw-paw s  -Sweets  -oranges | Pupils do the exercise on pg 81 –Holt mathematics system Bk,3  Pg 126 | Holt MTC system bk,3 pg 126  -primary MTC 2000 pg 81 |  |  |
|  |  |  |  | Drawing and shadeing the quarters  ¼ aquater ¼ a quarter | By the end of the lesson, learners should be able to:-  -Draw the shapes  -Shade the quarters | -Drawing  -Discovery  -Discussion | -real objects like  -bars of soap  -tomatoes  -oranges | Pupils will draw and shade the quarters on pg 82 | Holt mathematics system pg 127 primary MTC Bk. 1 pg 82 |  |  |
|  |  |  |  | Naming the given fractions  = 1  3  = 2  3  = 1 Whole  =2  5 | By the end of the lesson, learners should be able to:-  -Draw the given shapes equally  -Name the shaded fractions. | -Drawing  -Discovery  -Discussion | -chalk board illustration  -shapes | Pupils will do the exercise on pg 83 | Primary mathematics  2000  Bk. 1 pg 83 |  |  |
|  | 1 | Living together | Fractions | Shade the given fractions   1. whole   ½  3  4 | By the end of the lesson, Learners should be able to:-  -Draw the shapes  -Shade the given fractions | -Discovery  -Drawing  -Discussion | -Real objects  Like  -Oranges  -Shapes  -mangoes | -Pupils will shade the given fractions on page 83 | Primary MTC 2000  Bk. 1  Page 83 |  |  |
|  |  |  |  | Addition of fractions  4 + 1 = 4 + 1 = 5  6 6 6 6  3 + 2 = 3 + 2 = 5  7 7 7 7  1 + 2 +2 = 1 +2+2 =5  8 8 8 8 8 | By the end of the lesson, Learners should be able to:-  Add the given fractions correctly | -Brain storming  -Discovery  -Discussion | -Counter  -Chalkboard illustrations | Pupils will add the given exercise on pg 83 | Primary mathematics Bk.1 pg 83 |  |  |
|  |  |  |  | Word problem involving addition of fractions.  Sarah ate 2 of an apple and james  5  also ate 1 of an apple. What  5  fraction did they eat together ?  2 + 1 = 3  5 5 5 | By the end of the lesson, Learners should be able to:-  -Read and interpret given sentences.  -Add the given fractions. | -Analysing  -Discussion  -Discovery | -Counter  -Chalkboard illustration | -Pupils will do a written exercise on pg 104 | Primary mathematics Bk. 3  Pg 104. |  |  |
|  |  |  |  | Subtraction of fractions.  5 - 2 = 5 - 2 = 3  10 10 10 10  9 - 3 = 9 - 3 = 6  20 20 20 20  10 - 5 = 10 - 5 = 5  12 12 12 12 | By the end of the lesson, learners should be able to:-  -Subtract the given fractions correctly. | -brain storming  -Discussion  -Discovery | -counters  -chalk board illustration | Learners will do the exercise in their books | Primary MTC 2000  Bk,3  Pg 105 |  |  |
|  | 5 | Living together | Graphs | Graph interpretation ( picto-graph)  Tom Betty Alice John  How many balls has john?  Who has the most number of ball?  -----------------and -------------have  The same number of balls  How many balls has Alice and Betty? ……………………………………… | By the end of the lesson, learners should be able to:-  -Read and interpret the graph  -Answer the questions | -Analysing  -drawing  -Discussion  -observations | -state  Chalk board illustrations  -Books  -bags  -pencils | -Pupils will do the exercise on pg 85 | Primary MTC 2000  Bk.1 pg 85 |  |  |
|  |  |  |  | Bar  No.of  Bks.  80 Graph  70  60  50  40  30  20  10  Mary Peter Sam Rhinah  How many books did Mary collect?  ………………………………………………  Who collected most books?  ……………………………………………  Who collected the least number of books?  …………………………………………… | By the end of the lesson, learners should be able to:-  Read and interpret the given bar graph.  -Answer the given questions about the bar graph. | -Analysing  -Drawing  -Discussion  -Brain storming | -Slates  -Chalk board illustrations | Learners will do the given graph on pg 86 | Primary mathematics  2000  Pg 86 |  |  |
|  | 2 | Living together | Operation on numbers | Adding using a number line.  2 + 3 = 5  0 1 2 3 4 5 6 7 8 9 10  4 + 5 = 9  0 1 2 3 4 5 6 7 8 9 10 | By the end of the lesson, Learners should be able to:-  -Draw the number line correctly  -Add using the number line. | -Drawing  -Analysing  -Discovery | -Chalk board illustration | Pupils do the exercise in the Bks. |  |  |  |
|  |  |  |  | Subtracting using a number line  8 - 4 = 4    0 1 2 3 4 5 6 7 8 9 10  10 - 0 =10    0 1 2 3 4 5 6 7 8 9 10 | By the end of the lesson, Learners should be able to:-  -Draw the number line correctly  -Subtracting the numbers using the number line. |  |  |  |  |  |  |
|  |  |  | Measures | Telling time  Hands found on a clockface  Hour hand  Second hand      Minute hand.  11 12 1  10 2  -9 3- It is 7 O’clock.  8 4  7 6 5  11 12 1  10 2 It is 2 O’clock.    -9 3-  8 4  7 6 | By the end of the lesson, learners should be able to:-  -Draw the clock faces  -Tell the time | -Drawing  -Brain storming  -Discovery | -Clock face  -chalk board illustration | Pupils will tell time on pg 110 in primary MTC Bk.1 2000 | Primary MTC Bk. 1 pg 110.  Mathematics Bk. 2  Pg 131. |  |  |
|  |  |  |  | REVISION |  |  |  |  |  |  |  |