**P.2 ENGLISH SCHEME OF WORK TERM THREE**

***ELO: The child understands and participates harmoniously in promoting purposeful development in society.***

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| **WK** | **PD** | **THEME** | **S-THEME** | **CONTENT** | **COMPETANCES** | **METHODS** | **L/ACTIVITIES** | **IND. L.SKILLS& VALUES** | **T/AID** | **REF** | **REM** |
| **1** | **1**  **2**  **3** | **PEACE**  **AND**  **SECURITY** | **Roles of people who keep peace and security** | **Vocabulary**  teacher, police man/woman, prefect, army man/woman,  structure  show me a/the  This/That is a/an | The learner;  - reads and spells the vocabulary  - uses the sentences in the correct way | whole word and sentence reading | reading the new words and structures | fluency  confidence  effective communication | Flash cards | Themcurrpg 38 |  |
| **vocabulary**  church, mosque, school, police station, barracks, prisons  **structure**  Show me a /the …….  This is a/an ………..  The……..is ………….the……. | The learner;  - reads and spells the vocabulary  -answers simple sentences using the vocabulary | discussion  question and answer | reading and spelling word | expression  self expression  critical thinking | Work cards | Thematic Eng-38 Practice  Pg 105 |  |
| **Vocabulary**  School, matron, children, near, behind  Structure  Where does a …. work?  A…. works in a ….. | The learner;  - reads words and makes sentences correctly | whole word and sentences reading | reading and spelling words | fluency  creative thinking | Flash cards | Thematic curr page 38 |  |
| **2** | **1** |  |  | **Conjunctions**  The use of and define a conjunction using **and**  The teacher came late. The teacher started teaching.  The teacher came late and started teaching. | The learner;  - defines conjunction  - gives some examples of conjunctions.  - joins the sentences | discussion | construction and joining sentences using and. | critical thinking  empathy | Flash cards | Mk Precise page 117 |  |
|  | **2** |  | **Ways of promoting peace and security** | **Vocabulary**  skip, friend, play, pray, fight, push, beat  Structure  What do you like?  I like …. | The learner;  -reads words  - uses the vocabulary in structures correctly | whole word answering | reading words and making sentences correctly | confidence  logical reasoning | Flash cards | Themcurrpg 38-39 |  |
|  | **3** |  |  | **Conjunction “Use of who”**  That is the boy who goes to school.  This is the man who bought me a car. | The learner;  - joins sentences using who. | whole word answering | joining sentences using who | awareness  fluency | Chalkboard illustration | Basic English book 2 page 43 |  |
| **3** | **1** |  |  | **Vocabulary**  thank, help, greet,  Structure  Do you like …..?  Yes, I do/ No I don’t  **Vocabulary**  giving, sharing, obeying, helping, teaching  **Structure**  What are you / they doing?  I am / we / they are….  What is he / she doing …?  He/she is ….. | The learner;  - reads words  - answers questions correctly  - reads words and sentences  - writes words and sentences | explanation | reading words and making sentences using the words  reading words and sentences | critical thinking  self esteem | Flash cards  Black board illustration | Themcurr page 38-39 |  |
|  | **2** |  |  | **Conjunction**  **Use of which**  This is the pen which I use to write. | The learner;  - joins sentences using which | explanation | joining sentences using which | fluency  audibility | Chalkboard illustration | Basic English book 2 |  |
|  | **3** |  |  | **Vocabulary**  Slap, push, beat, bite, abuse, steal  **Structures**  It is bad to …… | -reads the words and pronounces them correctly  - makes the sentences using the learnt words | explanation | reading words  making sentences | friendship formation  decision making | Black board illustration | Themcurrbk2 pg 111 |  |
| **4** | **1** |  |  | **Conjunction**  **Use of both**  Both mum and dad are sick.  Tom and Jerry are both boys. | The learner;  - joins sentences using both | explanation | joining sentences | fluency | Chalkboard illustration | Basic English book 2 |  |
|  | **2** |  |  | Making sentences from the substitution table  I abuse  Do not fight others  Pitch your  friend  Steal  Push | The learner;  - studies the table and makes sentences from the table both oral and written | explanation  discussion | -reciting the dialogue  -answer questions about the dialogue | effective communication | Photocopied copies of the dialogue | Teacher’s collection |  |
|  | **3** |  |  | **Conjunctions**  **Use of because**  **Examples**  I didn’t go for the trip  I never paid the money  I did not go for the trip because I did not pay the money. | The learner;  - joins sentences using because | discovery | read the sentences  join sentences using because | self esteem  logical reasoning | Black board illustration | Mk Precise page |  |
| ***ELO: The child appreciates work and understands ways and effects of child abuse.*** | | | | | | | | | | | |
| **5** | **1** | **CHILDPROTECTION** | **CHILD WORK AND CHILD ABUSE** | **Vocabulary**  walk, burn, listen, night  Structures  It is bad to ………. | The learner;  - reads the vocabulary  - constructs sentence using the structures given | discussion  discovery | read the vocabulary and make sentences using the structures | effective communication  responsibility | Black illustration | Mk precise them currpg 115 |  |
|  | **2** |  |  | **Vocubulary**  Beat, abuse, fight, alone, night, late, dark,bad touches, day, hunger, heavy, strangers  **Structures**  I don’t like……  (talking to strangers)  It is bad to …….  (move alone ) | The learner;  - reads the vocabulary  - spells and pronounces the words correctly  uses the given structure in the sentence correctly | explanation  discussion | read the vocabulary and use the structures correctly | effective communication  self esteem | Flash cards | Them curr |  |
|  | **3** |  | **Effects of child abuse** | **Vocabulary**  Fear, worry, lame, deaf, cry, anger, pain, run, behind, eath, unhappy  Structures  Making sentences | The learner;  - reads the vocabulary and makes sentences using the words | explanation | read the vocabulary and make sentences using the words | effective communication  problem solving | Flash cards |  |  |
| **6** | **1** |  | **Ways of protecting children** | **Vocabulary**  Help, listen, advise, bad good, beat, fight, abuse, touch, walk, rest, clean  **Structures**   1. What shpuld/ shouldn’t you do?   …………should………  ……… shoul not ………  2. it is bad to……….. others  It is good to …………. | The learner;  - reads the vocabulary  - spells and reads the words  - uses the sentences accordingly | explanation  discussion  whole word and sentence reading | using flash cards  pupils read and spell the vocabulary | effective communication  problem solving | Black board illustration | Themcurrbk 2 pg 115 |  |
| ***ELO: The child understands and appreciates the importance of different measures in day to day life.*** | | | | | | | | | | | |
|  | **2** | **MEASURES** | **TIME** | **Vocabulary**  time, o’clock, half past  **Structure**  -What time is it?  It is ….. o’clock  It is…… past …. O’clock | The learner;  -reads and writes words  -forms sentences using the learnt structures  -tells time | word and sentence reading  demonstration | reading and writing words  use the structures in sentences | fluency  copying with motion | Flash cards | Them curr |  |
|  | **3** |  |  | **Vocabulary**  quarter past, quarter to  **Structure**  -What time is it?  It is…… past …. O’clock  It is ….. to …. O’clock | The learner;  -reads and writes words  -forms sentences using the learnt structures  -tells time | word and sentence reading  demonstration | reading and writing words  use the structures in sentences | fluency  copying with motion | Flash cards | Them curr |  |
| **7** | **1** |  |  | **Vocabulary**  first, Tuesday, , Saturday etc  **Structures**  1. what day is it ...? it is ……  2. What is the …day of the week  … is the … day of the week.  3. What is the … day of the week?  4. The … month of the year is …..  … is the… month of the year. | The learner;  -reads and writes words  -uses the structures correctly | discussion | reading and writing words  use the structures in sentences | critical thinking  problem solving | Flash cards  Chalk board illustration | Thematic curriculum |  |
|  | **2** |  |  | **Months of the year**  January February March  April etc.. | The learner;  -reads and writes words  -uses the structures correctly | discussion | reading and writing words  use the structures in sentences | critical thinking  problem solving | Flash cards  Chalk board illustration | Thematic curriculum |  |
|  | **3** |  |  | **Similies**  Similies helps us to make our description more interesting e.g as easy as ABC | The learner;  - completes the similes  - reads and analyze the sentences | discussion | complete similes | fluency  articulation  critical thinking | Black board illustration | Mk Precise pg 191 |  |
| **8** | **1** |  | **Units of measure** | **Vocabulary**  money, shillings, coins, short, tall, long, big  **Structure**   1. How much money is this?   It is ……shillings   1. How many … coins are these?   They are ….. coins  This/that is a …. Rope/ boy.  Is this …. Long/short?  Yes, it is /No, it is not | The learner;  - reads the new words and uses the structures | whole word and sentence reading  discussion | reading words  using the structures correctly | effective communication  awareness | Black board illustration  Flash cards | Themcurrpg 131 |  |
|  | **2** |  |  | **Adjectives**  **Definition**  1. adjectives are words that are used to describe a noun or a pronoun  **Example**  Red, black, good, small, dirty, tall, wise, interesting | The learner;  - defines adjectives  - gives examples  - spells and writes correct words  - uses them in sentences | explanation | defining  writing down adjectives  spelling correctly | creative thinking  self esteem | A chart showing adjectives | MK precise English CurrPg 37 |  |
|  | **3** |  |  | **Comparison of adjectives**  Most adjectives can be expressed in three degrees.  Positive – no comparison is made  Akello is a tall girl.  **Comparative-** two things or persons are compared. Add “r” if the adjective is ending in ‘e’  Anet has alarger bag than Akello’s.  **Superative comparing**  More than two persons or things. add est (regular)  **Example**  Rita has the largest bag.  +ve comparison superlative  large larger largest | The learner;  - compares the adjective using the three degrees  - reads and pronounces words correctly  - compares adjectives that add r and est | discussion | compare adjectives  compare adjectives  reading and spelling | self esteem  critical thinking | A chart showing adjectives compared | Mk precise English Grammar Pg 3-7 |  |
| ***ELO: The child understands, appreciates and participates in recreation, festivals and holidays.*** | | | | | | | | | | | |
| **9** | **1** | **RECREATION FESTIVALS ANF HOLIDAYS** |  | **Comparative-** two things or persons are compared. Add “er”  Anet is taller than Akello  **Superative comparing**  More than two persons or things. add est (regular)  **Example**  Rita is the tallest of the three  +ve comparison superlative  Tall taller tallest  Cheap cheaper cheapest | The learner;  - compares the adjective using the three degrees  - reads and pronounces words correctly  - compares adjectives that add er and est | discussion | compare adjectives  compare adjectives  reading and spelling | self esteem | A chart showing adjectives compared | Mk precise English Grammar Pg 3-7 |  |
|  | **2**  **3** |  |  | Adjectives that double the last letter to form comparatives and superatives  **Examples**  1. big bigger biggest  2. fat  Some adjectives that end in y drop y and add I then er for comparetive and est for superative  **Example**  lazy- lazier laziest | The learner;  - comparative adjectives that double the last letter and those that drop y and then add i then er and est  - reads and pronounce words correctly | explanation  whole word and sentence reading  explanation  discussion | comparing adjectives  form the comparative and superlative form | self esteem  effective communication  effective communication | Chart  Black board illustration | Mk precise pg 39-40  EngGuie 3/4and 5 pg 60-61 |  |
| **10** | **1** |  |  | **Adjectives**  Some other adjectives are regular and they don’t have a uniform of changing.  **Examples**  bad, worse, worst | The learner;  - forms the comparative and superlative degrees correctly  - reads the formed adjectives | explanation  discussion | form the comparative and superlative form | effective communication  empathy | A chart  Black board illustration | English guide 3,4,5 pg 61-62 |  |
|  | **2** |  |  | Mixed exercise using the correct adjective  Example  This is ….. than mine (big)  Mummy ie the … woman in the whole world (fat) | The learner;  - reads the sentence and fills in the correct adjective | whole sentence reading | complete the sentence using the given adjective | self esteem  logical reasoning | Black board illustration | Mk Precise Pg 39 Eng guide 3,4,5, pg 61-62 |  |
|  | **3** |  |  | **Vocabulary**  Kilogram, metre, litre, hakf a litre, shillings, kilogram,metre, litre  Structures  1. How much is a…. of…?  2. it is …. Shillings  3. It costs…..  4. May I have …..(metres, kilometres of …, please?  Yes, you may  N, Iam sorry. | The learner;  - reads words and spells them correctly  - makes sentences using the given structures | discovery | reading words making sentences using the learnt words | creative thinking  self awareness | Black board illustration  Flash cards | Themcurrpg |  |
| **11** | **1** |  |  | **Future simple tense**  Define the tense  This tense talks about something that has not yet been done but decided to do some time in future  . things /actions that will take place at a point of time in the future.  . we use will/ shall as helping verbs  Will is used with he/she, they you, it  Shall is used well | The learner;  - tells what the tense talks about  - mentions the helping verbs used  - mentions the pronouns that are used with the above helping verbs  - makes sentences | whole word and sentence reading | defining the tense  use the helping verbs in sentences | self awareness  creative thinking | Black board illustration | Tense and parts of the speech page 30 |  |
|  | **2** |  |  | Making sentences in the future simple tense following the table  I  Shall he  We she they will  It you  **Examples of sentences**  1. I shall see you tonoght  2. They will celebrate Mummy’s birth day tomorrow. | The learner;  - makes sentences in the future simple tense | explanation | make sentence in the simple tense | fluency  self expression  effective communication | Chalk board illustration | Tense and parts of the speech pg 31 |  |
|  | **3** |  |  | Changing sentences to future simple tense  **Example**   1. Ritah is sweeping the room.   Ritah will sweep the room | The learner;  - reads the sentences loud and correctly | discussion | changing sentences to future simple | critical thinking  confidence |  | Teacher’s collection |  |
| **12** | **1**  **2** |  |  | **Conjunction**  **Use of but**  But is used to join wrds that are opposite in meaning  Examples  1. he is sleepy. He doesn’t want to go to bed,  **Vocabulary**  Son, daughter, brother, sister, father, mother, grand mother, uncle aunt  Structure  Whose…….is…..? | The learner;  - uses the conjunction correctly in the sentences  - joins the sentences using but | whole word and sentence reading | join sentences using but | critical thinking  problem solving | Black board illustration | Basic English Bk 2 Pg 43  English Aid pg 32 |  |
| **Cultural festivals** | The learner;  -reads the words correctly  - uses the vocabulary in the sentence | discussion | reading words correctly | effective communication | Flash cards | Themcurrbk 2 |  |
|  | **3** |  |  | **Shapes and solids**  Vocabulary  Circle, square, rectangle,triangle,  Structures   1. What shape is this?   It is ……  How many sides / corners has…..  It has … sides / corners | The learner;  - draws and names the shapes | whole word and sentence reading | drawing and naming the shapes | self esteem  critical thinking | Chalk board illustration | Tr’s collection |  |