**ENGLISH COMPREHENSION SCHEME OF WORK FOR PRIMARY TWO SECOND TERM 2024**

***EXPECTED LEARNING OUTCOME: The child understands and appreciates the importance of common animals and plants in the environment.***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **THEME** | **S/THEME** | **CONTENT** | **COMPETENCES** | **METHODS/TECHNIQUES** | | **L/ACTIVITIES** | **INDICATORS OF SKILLS/VALUES** | **S/AIDS** | **REF** | REM |
| **1** | **1** | Our Environment | Animals | **Comprehension**  Sentence arrangement  **Mr. Kaboyo**  1. Mr. Kaboyo went to the kraal to milk cows.  2. He cleaned the utensils he used to milk his cows.  3. Mr. Kaboyo got angry and hit the calf.  4. One of the calves come running and poured all the milk.  5. One day Mr. Kaboyo woke up in the morning. | The learner  -reads the sentences  -arranges sentences correctly | -whole sentence reading  story telling  brain storming | | -reading the sentences  arranging the sentences | self esteem  critical thinking  decision making  creativity  identity | Blackboard illustration | Teacher’s collection |  |
|  | **2** | Our environment | Free composition | A composition about animals | The learner  -writes a composition about animals | expanation | | Writing a compostion | effective communication  fluency | Chalkboard illustration | Teacher’s collection |  |
| **2** | **1** | Our environment | Insects | Story about insects  **INSECTS**  Refer to lesson notes  Questions  1. What is the title of the story | The learner  -reads the story  -answers both oral and written questions | explanation  discussion | | -reading the story  -answering question | self esteem  articulation | Photocopied copies | Teacher’s collection |  |
|  | **2** | Our Environment | Guided composition | Guided composition  PLANTS  Refer to lesson notes | The learner  -studies the composition | explanation  discovery | | studying the composition  filling in the right word | effective communication  critical thinking | Photocopied copies | Teacher’s collection |  |
| ***Expected learning outcome: the child understands the importance of nature and uses it creatively in a variety of artistic forms.*** | | | | | | | | | | | | |
| **3** | **1** | Things we make | Things we make | A passage  **A VISIT TO NAMAVUNDU VILLAGE**  Refer to lesson notes  Questions  1. What is the name of the village in the passage? | The learner  - studies the passageand answers questions about it. | dramatising  story telling | | studying and reading the passage | self awareness  effective communication | Photocopied copies | Teacher’s collection |  |
|  | **2** |  | Things we make | Dialogue  **KAPERE AND TONTO**  Refer to lesson notes  Questions  1. Mention the characters in the dialogue. | The learner  - studies the dialogue and answers questions about it. | recitation | | studying the dialogue and answer both oral and written | self awareness  self esteem | Blackboard illustration  -photocopied | Teacher’s collection |  |
| **4** | **1** | Things we make | Things we use at home | A composition about my home | The learner  - writes a compostion about a home | explanation  question & answer | | -writing a composition about a home | critical thinking  appreciation | Chalkboard illustration | Teacher’s collection |  |
|  | **2** |  | Thing we use at home | Jumbled story  **WHAT I DO EVERYDAY**  Refer to lesson notes | The learner  -reads the sentences  -arranges the sentences correctly | discussion  discovery | | -reading sentences  -arranging sentences | effective communication  decision making | Photocopied copies of the story | Teacher’s collection |  |
| **5** | **1** | Things we use | Materials used | Dialogue  **MARIA AND JALIA**  Refer to lesson notes  Questions  1. Mention the two characters of the dialogue. | The learner  -recites the dialogue  -answers both oral and written questions | explanation  recitation | | -reciting the dialogue  - answering questions | appreciation  love  interpersonal relationship | Photocopied copies of the dialogue | Teacher’s collection |  |
|  | **2** |  |  | Studying the substitution table  Refer to lesson notes | The learner  - studies the table.  - makes sentences | explanation  discussion | | -studying the table  -making sentences | self awareness | Blackboard illustration | Teacher’s collection |  |
| **6** | **1** | Things we make | Importance of things we make | A story  **AMINAH**  Refer to lesson notes  Questions  1. Give the title of the story. | The learner  -reads the story and answers questions  -answers oral/ written questions about the story. | explanation  story telling | | -reading the story and answering questions | co-operation  -self esteem | Photocopied copies of a story | Teacher’s collection |  |
|  | **2** |  | Importance of things we make | Picture interpretation  **MODELLING**  Refer to lesson notes  Question  1. What is Kato doing in picture 3? | The learner  -studies the pictures  -answers questions about it.  -makes sentences about the pictures | discussion  look and say  brain storming | | studying pictures  answering questions about it  making sentences | -creative thinking  -effective communication  critical thinking | Photocopied copies of the pictures | Teacher’s collection |  |
| ***expected learning outcome: the child understands and appreciates the importance of transport in terms of time fares, distance and ways of using the road.*** | | | | | | | | | | | | |
| **7** | **1** | Transport in our community | Means and uses of transport in our community | Jumbled story  **MUSA AND HIS MOTHER**  Refer to lesson notes | The learner  -studies the sentences  -arranges the sentences in the correct order. | | explanation  discussion | studying the sentences  arranging the sentences in the correct order | -effective communication  critical thinking | Photocopied copies of the jumbled story | Teacher’s collection |  |
|  | **2** |  |  | Story about transport  **DOCTOR LILIAN**  Refer to lesson notes | The learner  -reads the story  -answers both oral and written questions. | | discussion  question and answer | reading the story  answering questions about the story | effective communication  responsibility | Photocopied copies of the story | Teacher’ collection |  |
| **8** | **1** | Transport | Means and uses of transport | Dialogue  **KATO AND JAMES**  Refer to lesson notes | The learner  -reads and recites the dialogue  -answers questions about the dialogue | | explanation  recitation  immitation | Reading and reciting the dialogue | effective communication  together ness  confidence  fluency | Blackboard illustration  -photocopied copies | Teacher’s collection |  |
|  | **2** |  | Road safety | Picture interpretation  **TOM GOES TO SCHOOL**  Refer to lesson notes  Questions  1. What can you see in picture five? | The learner  -studies the pictures and answers questions about the pictures | | explanation  look and say  discovery | Studying pictures  Answering both oral and written questions | self awareness  problem solving  decision making | Photocopied copies of the picture interpretation | Teacher’s collection |  |
| **9** | **1** | Transport | Unsafe ways of using the road | Guided composition  **KATALA AND HIS FRIENDS**  Refer to lesson notes | The learner  -studies the composition  -completes the composition | | discussion  discovery | -reading and completing the composition | effective communication  critical thinking | Blackboard illustrations | Teacher’s collection |  |
|  | **2** | Transport | Unsafe ways of using the road | Story about un safe ways of using the road.  **TRANSPORT**  Refer to lesson notes  Question  1. What type of transport is commonly used by people in Uganda? | The learner  -reads the story and answers questions about it. | | story telling  explanation | -reading the story and answering questions about it. | creative thinking  decision making |  |  |  |
| **10** | **1** | Accidents | Causes of common accidents | Reading a passage about accidents  **JOAN AND A BIG SNAKE**  Refer to lesson notes  Questions  1. Whom did Joan have supper with? | The learner  -reads the passage  -answers both oral and written questions | | explanation  story telling | answering both oral and written questions | critical thinking  effective communication | photocopied copies of the story | Teacher’s collection |  |
|  | **2** | Accidents | Management of accidents | Jumbled story  **GOOD SAMARITAN**  Refer to lesson notes | The learner  -reads the jumbled story  -arranges the jumbled sentences correctly | | discussion  whole word and sentence reading  story telling | Arranging sentences to form a correct story. | -critical thinking  creative thinking | Photocopied copies of the story | Teacher’s collection |  |
| **11** | **1** | Accidents | First aid concept | Reading a poem about accidents  **ACCIDENTS**  Refer to lesson notes  Questions  1. How many stanzas has the poem? | The learner  -studies and reads a poem about accidents  -answers questions about the poem | | recitation  -whole word and sentence reading | reciting the poem  answering questions about the poem | -creative thinking  critical thinking | Photocopied copies of the poem | Teacher’s collection |  |
|  | **2** |  | First aid kit/box | Reciting a poem  **ACCIDENTS IN OUR COMMUNITY**  Refer to lesson notes  Questions  1. Are accidents bad? | The learner  -recites a poem  -answers questions about the poem | | -recitation  -whole word and sentence reading | -reciting the poem  answering questions | fluency  self expression | Photocopied copies of the poem | Teacher’s collection |  |
| **12** | **1**  **&**  **2** | Accidents |  | Revision on the covered topics |  | |  |  |  |  |  |  |