**P.2 ENGLISH GRAMMAR SCHEME OF WORK FOR TERM TWO 2024**

***Expected learning outcome: the child understands and appreciates the importance of common animals and plants in the environment***

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| WK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | METHODS /techniques | L/ ACTIVITIES | INDICATORS OF LIFE SKILLS AND VALUES | INSTRUCTIONAL MATERIALS | REF | RMK |
| 1 | 1 | OUR  ENVIRONMENT | ANIMAL YOUNG ONES | Cow calf  Goat kid  Duck duckling  Sheep lamb  Cat kitten  Hen chick  Elephant calf etc  Structures  What is the young one of a ………….. called?  The young one of a …… is a … | The learner:  -tells animal and bird young ones  -spells and reads the young ones  -uses structures correctly | explanation  question and answer  whole word and sentence  run and write | read the animal and bird young ones | fluency  articulation  identity  self awareness | A chart showing animals and their young ones | Thematic curriculum Bk 2 page 27  Students companion page 139 |  |
|  | 2 |  | ANIMAL YOUNG ONES | cows – calves  goats-kids  ducks-ducklings  sheep- lamb  hen –chicks  elephants – calves  What are these / those  These / those are ……… | The learner:  -tells animals and bird young ones  -spell and read the young ones  -use structures correctly | explanation  question and answer  brain storming  whole word and sentence | read the animal and bird young ones | fluency  articulation  identity  self awareness | A chart showing animals and their young ones | Thematic curriculum Bk 2 page 27 |  |
|  | 3 |  | Animal sounds | Example  cows moo  grasshoppers chirr  pigs grunt  goats bleat  mice squeak  hens cluck  dogs bark  What does a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ do? | The learner:  -reads and spells animal sounds  -makes the sounds of the given animals. | explanation  demonstration question and answer  imitation | reading and spelling the animal sounds | self esteem  problem solving  fluency  audibility | A chart showing animal sounds | Students companion page 138 – 139 |  |
| 2 | 1 |  | Animal sounds | Example  person talks / cries  turkeys gobble  monkeys chatter  parrots talk and screech  Structures  What does a …. do? | The learner:  -reads and spells animal sounds  -makes the sounds of the given animals. | explanation  demonstration question and answer  imitation | reading and spelling the animal sounds | self esteem  problem solving  fluency  audibility |  | Students companion page 137 |  |
|  | 2 |  | Animal homes | Example  Cow – kraal/byre  Dog – kennel  Cat – basket  Bird - nestling  Person – house  Structures  Where does the ….. ?  The …….stays in a ……. | The learner:  -reads and spells the animal homes  -draws some animal homes | discussion  observation  run and write  question and answer | reading and spelling animals homes  drawing animal homes | problem solving  critical thinking  appreciation  love | A chart showing animal homes | Students companion page 140 |  |
| **EXPECTED LEARNING OUT COME: THE CHILD UNDERSTANDS AND APPRECIATES THE IMPORTANCE OF NATURE AND USES IT CREATIVELY IN A VARIETY OF ARTISTIC FORMS** | | | | | | | | | | | |
|  | 3 | THINGS  WE  MAKE | THINGS WE MAKE IN OUR COMMUNITY | **VOCABULARY**  doll, ball, mat, stove, rope, saucepan, cushions, pestle, ladle, bed, basket, chair, stool. mat, mingling stick, spoon plate, clothes, shoes  Structures  Where is the ……….?  The ……. is on/ in/ under the ……  How many …… are there?  There are ……… | The learner:  -reads the vocabulary correctly  -spells the words.  -makes sentences using the new vocabulary  -uses the structures correctly. | whole word question and answer  brain storming  discussion | answering both oral and written questions | c/board illustration | Fluency  Creative thinking  Self expression | Thematic curriculum Bk 2 page 29 |  |
| 3 | 1 |  | MATERIALS | **VOCABULARY**  sisal, banana fibres, raffia, clay, grass, thread, needle, sticks, straws, papyrus, forest, swamp, palm leaf, shop, reeds, nails , bricks  Structures  What do you use to make a …..?  What is … doing?  …. Is making a …. | The learner:  -reads and spells the vocabulary correctly  -uses the given structures correctly  -asks and answersquestions | discussion  question and answer  explanation | answering both oral and written questions | fluency  critical thinking  problem solving | Chalk board illustration | -do- |  |
|  | 2 |  | OPPOSITES | **OPPOSITES**  big – small  fat – thin  bless – curse  clean –dirty  come – go etc | The learner:  -gives the opposites of the given words  -reads and spells | discussion  explanation | giving the opposites of the given words | creative thinking  confidence | c/ board illustration | English guide 3, 4, and 5 page 83 |  |
|  | 3 |  | OPPOSITES | behind –in front  day – night  early – late  cheap – expensive  kind – cruel  happy – sad | The learner:  -gives opposites of the given words  -spells the words correctly | discussion  explanation | writing the opposites of the given words | critical thinking  confidence | c/ board illustration | English guide 3, 4, and 5 page 83 |  |
| 4 | 1 |  | OPPOSITES | Giving the opposite of the underlined words in the sentences  e.g 1. Petero is present today. \_\_\_\_\_  2. That man is cruel. \_\_\_\_\_\_\_\_\_  3. Mother has a fat baby. \_\_\_\_\_\_\_\_\_ | The learner:  -gives the opposite of the underlined words correctly | Explanation  Market stall | giving the opposite of the underlined words | critical thinking | c/ board illustration | Teachers collection |  |
|  | 2 |  | Common plants | **Vocabulary**  beans, maize, millet, leaves, flowers, seeds, weed, red, stem green, yellow, stem, roots, colour, decoration food  Structures  Are these / those …..?  Yes, they are  No they are not  What colour is / are ….?  It is / they are …. | The learner:  -reads the vocabulary  -spells the words correctly  -uses the structures correctly | whole word  discussion  question and answer | read the words  answering both oral and written questions | problem solving | Real plants in the environment | Thematic curriculum Bk 2 page 27 |  |
|  | 3 |  | Common plants | Making sentences using the following words ‘swamp, forest, shop, grass, sisal, reeds, bricks, papyrus, banana, fibre, nails | The learner:  -reads the words  -makes sentences using the learnt words | discussion  illustration | making sentences using the given words | critical thinking ‘fluency  confidence | c/board illustration | Thematic curriculum page 29 |  |
| 5 | 1 |  | Ordinal numbers | **Ordinal numbers.**  Writing number words  Examples  10 – ten – tenth  12 twelve –twelfth  27- twenty seven – twenty seventh  9 nine - ninth  Twenty twentieth | The learner:  -reads and writes number words | discussion  discovery | writing number words | empathy  tactile  sharing  patience | Chalk board illustration | English guide 3, 4, and 5 page 22 |  |
| **EXPECTED LEARNING OUT COME: THE CHILD UNDERSTANDS AND APPRECIATES THE IMPORTANCE OF TRANSPORT IN TERMS OF TIME FARES, DISTANCE AND WAYS OF USING THE ROAD** | | | | | | | | | | | |
|  | 2 | Transport  in  our  community | Means of transport | Means of transport in our **community.**  **Examples of means of transport**  bus, taxi, train, bicycle**,**  **people operating the means of transport**  aeroplane, boat, ship, motorist,  aeroplane – pilot. Bicycle, cyclist, train, driver, rider  ship – captain  taxi - driver | The learner:  -draws means of transport  - tells people who use the different means of transport. | discussion  discovery | drawing means of transport | critical thinking  self esteem | c/board illustration | Thematic curriculum book 2 page 32-33 |  |
|  | 3 |  | Past simple tense | **Past simple tense**  The definition of this tense talks of actions that took place in the past  Words used in this tense yesterday, last  Construct oral sentences | The learner:  -defines the tense  -makes sentences in the past tense. | explanation  discovery | making sentences in the past tense | fluency  problem solving  critical thinking | Chalkboard illustration | MK precise page 60  Tenses and parts of speech |  |
| 6 | 1 |  | Means and uses of transport in our community  Past simple tense | **Regular verbs**  Verbs that add “ed”  e.g verb past tense  cook – cooked  look – looked  clean – cleaned  talk – talked  jump – jumped  walk –walked  exercise  Fill in the correct form of the verb in brackets.  The girl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ food yesterday. (cook)  The frog \_\_\_\_\_\_\_ in the soup. (jump) | The learner:  -writes down the regular verbs and their past tense | explanation  discussion  whole word | changing words to past simple tense | critical thinking  self esteem | Chalk board illustration | MK precise page 60  Tense and parts of speech |  |
|  | 2 |  | Safe ways of using the road | Verbs that end in “y”  drop it and add “ied”  cry - cried  carry - carried  hurry –hurried  bury – buried  marry - married  copy - copied  study – studied  exercise  Fill in the correct form of the verb in the brackets.  The baby \_\_\_\_\_\_\_\_\_\_\_ for milk yesterday. (cry)  I \_\_\_\_\_\_\_\_\_\_\_\_ work last week. (copy) | The learner:  -forms the past simple tense from the given verbs  -readsand spells the verbs  -makes sentences in the past simple tense | explanation  discussion  whole word | forming the past simple tense from the given verbs | effective communication  self expression  critical thinking | A chart showing the learnt verbs | MK precise page 60  Tense and parts of speech |  |
|  | 3 |  | Un safe ways of using the road | Verbs that double the last letter e.g  **Verbpast tense**  stop stopped  mop mopped  drop dropped  tap tapped  skin skinned  tin tinned  pin pinned  pat patted  skip skipped  split splitted  exercise  The butcher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the animal. (skin)  The policeman \_\_\_\_\_\_\_\_\_\_ the gun (drop) | The learner:  -forms the past simple tense from the given verbs  -read the verbs | explanation  discussion  whole word | forming the past simple tense from the given verbs | self expression  critical thinking  effective communication | A chart showing the verbs in the past simple tense | MK precise pg 61  Tenses and parts of speech page 61 |  |
| 7 | 1 |  | Dangerous things on the road | Verbs that end in ‘y, w, v, x don’t double  e.g verb past tens  winnow winnowed  Box - boxed  mix, low, slow, flow, play, pray  Verbs that end in ‘en’ don’t double the last letter  e.g open, widen, happen  -Make sentences using the learnt verbs | The learner:  -follows the laws guiding different verbs  -makes sentences in past simple tense | explanation  discussion  whole word | completing the table  make sentences | effective communication  critical thinking | A chart showing verbs in the past tense | MK precise Eeng Grammar page 61 |  |
|  | 2 |  | Past Tense | **Irregular verbs**  These are verbs that change their spelling and pronunciation  Example  **Verb**Past tense  speak spoke  sit sat  eat ate  exercise  Fill in the correct form of the verb in the brackets.  The cat \_\_\_\_\_\_\_\_\_ the meat. (eat)  The old woman\_\_\_\_\_\_\_\_\_\_ on the flow. (sit) | Learners will:  -defines irregular verbs  -spells and reads the irregular verbs  -changes verbs to past tense | explanation  discussion  observation | change the verbs to past tense | fluency creative thinking self expression | c/board illustration | Mk precise Eng Grammar pg 61 |  |
|  | 3 |  | Past Tense | verb past tense  Ght group e.g buy – bought  catch caught  Ear group swear – swore  bear bore  exercise  Fill in the correct form of the verb in the brackets.  Daddy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a car. (buy)  Mummy \_\_\_\_\_\_\_\_\_\_\_\_ a baby. (bear) | The learner:  -defines irregular verbs  -spells and reads the irregular verbs  -changes verbs to past tense | explanation  discussion  observation  brain storming | change the verbs to past tense | fluency creative thinking self expression | c/board illustration | Mk precise Eng Grammar pg 61 |  |
| 8 | 1 |  | Past Tense | Change sentences to the past simple tense.  She cries every day.  She cried yesterday.  They eat food every day.  They ate food yesterday. | The learner:  -changes sentences to the past tense | discussion  explanation  observation  whole word | change the given verbs to past tense | effective communication  self esteem  fluency | c/board illustration | Mk precise Eng Grammar pg 61 |  |
|  | 2 |  | Road signs | **Vocabulary**  black, grey, green, amber, red, road, boat, driver, cyclist, drive, fly, pilot, yellow, transport, air, lake, water, bus, train, motor cycle, bicycle, aeroplane, food, cement, people, animals  Structures  Where is the ………….?  The ……………….. is on the road  Who is (flying/ driving)? | -reads the vocabulary correctly  -spells the words and structures correctly | whole word  discussion  question and answer | answer both oral and written teachers | problem solving  critical thinking  fluency | c/board illustration  flash cards | Thematic curriculum bk 2 |  |
|  | 3 |  | Road signs | Constructing sentences using vocabulary learnt from the previous lessons | The learner:  -constructs both oral and written sentences using the learnt vocabulary in the previous lessons | discussion illustration | constructing both oral and written sentences | critical thinking | c/ board illustration | Tr’s collection |  |
|  | 3 | ACCIDENTS  AND SAFETY | Traffic rules | **VOCABULARY**  danger, rock, pothole, bottles, electric wires, nails, land mines, rubbish, police man/ woman, wardens, stone, lollipop man / woman, throw  **STRUCTURES**  What is wrong?  There is / there are ….. on the road  Be careful of ……..  Avoid ……  Don’t ……  Who helps you to cross the roads?  The …. Helps me to cross the road | The learner;  -reads the vocabulary  -pronounces new words correctly  -uses the words in the sentences | discussion  question and answer  whole word  run and write | using words in sentences | critical thinking  problem solving | Flash cards  c/ board illustration | Thematic curriculum page 33 |  |
| 11 | 1 |  | First aid | **Punctuation**  Punctuation means using the following in a sentence  -Capital letters  -Begin sentence  -Begin special names  -Begin names of places  -Days of the week and months of the year | The learner:  -tells what punctuation is  -uses capital letters correctly | explanation  discussion  observation | punctuating the sentences correctly | confidence  creativity thinking | c/ board illustration | Eng guide 3, 4 5  Page 30 |  |
|  | 2 |  | Punctuation | Full stop and comma  Full stop is used to mark the end of sentences  Comma is used to separate words or phrases  e.g This book is good.  2. I have a book pen, ruler and a pencil | The learner:  -uses full stops and commas in sentences correctly | discussion  observation  illustration | Using full stops and commas correctly. | critical thinking  creative thinking | chalkboard illustrations | Eng guide 3, 4 5  Page 30 |  |
|  |  |  | Punctuation | Question marks  All asking sentences end with a question mark.  Examples of words that begin asking sentences are  What, Where, When, Who, How, Which, Whom, Is, Are, Shall, Will, Did, Does, etc  e.g Shall I see you? | The learner;  -uses question marks in sentences | discussion  question and answer | using the question marks in sentences | critical thinking | c/board illustrations | Eng guide 3, 4 and 5 page 31 |  |
|  | 3 |  |  | Revision of the covered topics |  |  |  |  |  |  |  |