

KMPS, P.3 ENGLISH COMPREHENSION SCHEME OF WORK TERM TWO - 2023

	P D	THEME	SUB - THEME	SKILLS	CONTENT	COMPETENCES	METHODS	LEARNING ACTIVITIES	INST. MATERIALS	INDICATORS OF LIFE SKILLS & VALUES	REF	REM
4 w k s	4 p d s	Living things	Animals	Listening Speaking Reading Writing	<u>Vocabulary</u> Forest, zoo, nest, fly, flew Domestic Animals -meaning of “domestic” -Examples of domestic animals: goat, sheep, pig -Domestic birds e.g. turkey, cock, hen b) Wild Animals e.g. zebra, lion, snake -Wild birds e.g. pigeon, weaver bird, eagle Animals’ Young Ones a) Domestic animals and their young ones b) Wild animals and their young ones Animal Homes a) Domestic animals and their shelters B) Wild animals and their homes Animal Sounds a) Domestic animals and the sounds they make b) Wild animals and their sounds	The learner: -pronounces and spells the vocabulary correctly. -constructs sentences using the vocabulary -identifies common animals and birds. -pronounces and spells the vocabulary related to animals correctly. -constructs sentences about animals correctly	-Listen Say and Use. - Whole word/whole sentences - Observation -Discussion Brainstorming	-Constructing correct sentences using the given vocabulary. Drawing and naming animals. Reading and using the learnt vocabulary in Sentences. Spelling the new words.	-The reference Centre presentation - a nest -Flash cards Photographs of the zoo,	critical thinking Responding to questions Making the best use of the information you have. Effective communication -audibility -articulation -confidence -independence Problem solving Self-awareness -decision making -friendship making <u>Values.</u> -appreciation -sharing	The primary school curriculum for Uganda Primary3. Rs Thematic Everyday Eng Practice Book for P.3 pp3-4 MK primary English book 3 p118 Reference Centre Presentation	

					<p><u>poem</u></p> <p>-At The Garden</p> <p>- reads the poem and answers comprehension questions about it.</p> <p><u>Composition</u></p> <p>-free writing</p> <p>-Writing about the zoo.</p> <p>-writes an own composition about a zoo.</p>		<p>-Answering comprehension questions about the poem correctly.</p> <p>-Reciting the poem</p>					
4 w k s	4 p d s	Mana- ging resourc es in our urban council		Listening Speaking Reading Writing	<p><u>Vocabulary</u></p> <p>Firewood, need, bundle, wad, money, time.</p> <p><u>Structures</u></p> <p>-The use of whose.....</p> <p>-The use of like/dislike.....</p> <p><u>Comprehension</u></p> <p>Sonia's Shopping List</p> <p><u>Composition</u></p>	<p>The learner:</p> <p>- pronounces and spells the words correctly.</p> <p>-Constructs sentences using the vocabulary.</p> <p>-Constructing sentences using the given vocabulary.</p> <p>-answers questions about the shopping list</p>	<p>- Guided discovery</p> <p>- Listen Say and Use.</p> <p>- Whole word/whole sentences</p> <p>-Demonstration</p> <p>-Excursion</p> <p>-Recitation</p> <p>-Discussion</p>	<p>Reading words</p> <p>- Sorting words from the flash cards</p> <p>-Constructing sentences.</p> <p>-acting a shopping game.</p>	<p>-clock</p> <p>-firewood (at the kitchen)</p> <p>-money</p> <p>Flash cards</p>	<p>Effective communication</p> <p>-audibility</p> <p>-articulation</p> <p>-confidence</p> <p>-independence</p>	<p>The primary school curriculum for Uganda Primary Three.</p>	

					Dialogue	-acts the dialogue. -fills in correct responses to complete the dialogue.						
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4	4	Keeping peace in our urban council.		Listening Speaking Reading Writing	<p><u>Vocabulary</u> rules, excuse, sorry, may, excuse, thank you, please</p> <p><u>structures</u> May I..... please? Yes, you may. Can I? No.....</p> <p>Substitution Table About etiquette</p> <p>Passage The Good Neighbours</p> <p><u>Composition</u> Guided composition</p>	<p>The learner: -pronounces and spells the word correctly.</p> <p>-Constructs sentences using the vocabulary.</p> <p>-Constructs sentences using the given structures.</p> <p>-Constructs correct sentences from the substitution table.</p> <p>-reads the passage and answers comprehension questions about it.</p> <p>-chooses correct words to complete the composition correctly.</p>	<p>-Guided discovery</p> <p>- Listen Say and Use.</p> <p>- Whole word/whole sentences -Dramatisation</p>	<p>- Reading words</p> <p>- Sorting words from the flash cards.</p> <p>-Constructing sentences from the given structures</p> <p>-Reading the passage.</p> <p>-answeing both oral and written questions about the passage</p>	Books, pencils, eatables, etc	Effective communication -friendship formation -sharing -coping with stress.	The primary school curriculum for Uganda P.3 Rs Eng Practice Book p.3 pp 77-80 The Monotor pupils book three page 71	
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