**SCHEME OF WORK FOR P.3 – 2023**

**Term one**

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| **Wk** | **Day** | **Theme** | **Sub-theme** | **L. areas** | **Content** | **Competencies** | **Methods** | **Activities** | **Learning skills** | **Instructional materials** | **Ref** |
| 1 | Mon | Our sub-county or division | NAME AND LOCATION OF OUR SUB-COUNTY / DIVISION | Eng | Nouns  Types of nouns  - Proper nouns  - common nouns  - collective nouns etc | - defining the term noun  - identifying types of nouns  - giving examples of common nouns | whole word  observation | spelling  reading  sentence construction  matching | confidence  fluency  logical reasoning | real objects  flash cards  sentence stripes | Thematic curriculum bk 3 pg 9 |
|  |  |  |  | Maths | Counting numbers 0- 99  Filling in exercise | - counting numbers  - filling in numbers | group work  demonstration  question and answer | filling in missing numbers | fluency  accuracy  neatness  orderliness | flash cards  counters | MK old edition bk3 pg 24 |
|  |  |  |  | Lit I & II | Maps and pictures  - Definition of the term map and picture  - Differences betweenmaps and pictures  - similarities of maps and pictures | - Talking about the background of our division  - Distinguishing between maps and pictures | Explanation and discussion | Talking about our division  Distinguishing between maps and pictures | appreciation  critical thinking  identifying | Pictures and maps of objects | MK bk 3 |
|  |  |  |  | PE | Experience with sticks, ropes etc | Jumping  Dodging  Stretching  Skipping etc | Demonstration  Command  Instruction  Observation | Different body activities | Decision making  Friendship formation | Demonstrators  whistles  Ropes  Sticks, etc | Thematic curriculum pg ----- |
| 1 | 2 | Our sub county or division | Name and location of our division | Eng | Proper nouns | - Defining proper nouns  - Giving examples of proper nouns  - Punctuating sentences correctly | Whole word  Observation | Defining proper nouns  Giving examples of proper nouns  Punctuating sentences | Fluency  Confidence  Articulation | Word cards  Sentences  Stripes |  |
|  |  |  |  | Maths | Defining sets  Forming sets  Naming sets  Counting members in the set | Forming sets  Naming sets  Recording sets | Discussion  Demonstration  Observation | Naming sets  Forming sets | Accuracy  Neatness  Confidence | Real objects | MK Bk 3 Pg \_\_\_\_ |
|  |  |  |  | Lit I and II | Elements of a good map  - Key, scale, title or heading, compass direction, boundary or frame  A compass direction  -Definition  - cardinal points | Writing the definitions of the terms   * Map * picture   Drawing maps and pictures of given objects | Explanation  Discussion | Drawing maps and pictures of given objects | Critical thinking  Identify and observe the given pictures | Maps and pictures of real objects | MK bk3 |
|  |  |  |  | R.E | Nature of our Qur’an  Units of the Qur’an  Identifying the examples of Aya (verse), Sulah (chapter), Juzu (section) in the Qur’an | Naming;  Sulah, Aya and Juzu in the Qur’an  Writing names of Sulah, Juzu and Aya in the Qur’an | Explanation  Observation | Naming Aya, Juzu and Sulah  Writing names of Salah, Juzu a nd Aya in the Qur’an. | Creative thinking  Effective communication  Values  Self awareness  Sense of belonging | Qur’an | Thematic curr Bk3 Pg 72. |
| 1 | 3 | Our sub county or division | Name and location of our sub county or division | Eng | Collective nouns | - Defining collective nouns  - Giving examples of collective nouns  - Identifying collective nouns | Whole word  Look and say  Discussion | Spelling words  Giving examples of collective nouns.  writing one word from many | Fluency  Logical reasoning  Articulation | Word cards  Sentence stripes | Thematic Bk 3 |
|  |  |  |  | Maths | Drawing sets  Identifying empty sets by symbols  { }, | - Drawing sets  - Recording sets  - Identifying empty sets | Demonstration  Discussion | Drawing sets  Recording sets  Identifying sets | Neatness  Accuracy  Identifying | Real objects  Flash cards | MK old edition bk3 pg14 |
|  |  |  |  | Lit I & II | - Elements of a good map  Secondary points of compass direction  People who use compass direction  - Other ways of telling direction | - Writing the secondary points of a compass direction  - Reading names of people who use a compass direction | Eclectic method | Writing the secondary points of a compass direction  Reading names of people who use a compass direction | Cooperating  Sharing  Appreciation | Word cards  Flash cards  A chart showing secondary points of a compass direction | Fountain SST Bk3 Pg |
| 1 | 4 |  |  | Eng | Gender  Forms of gender  - Feminine gender  - Masculine gender | - Identifying forms of gender  - Giving opposites of gender  - Giving examples of each form | Whole word  Look and say | Writing one word for many  Writing opposite of gender | Articulation  Friendship  Formation  Cooperation | Word cards  Pictures  Written chart | MK Bk 3 Pg ….. |
|  |  |  |  | Math | Grouping members  Grouping in twos. Threes, fours , fives and tens | Grouping in twos, threes, fives and tens | Observation  Demonstration  Question and answer | Grouping in 2s , 3s , 4s, etc  Completing Multiplication tables | Creating thinking awareness  Love  Sharing | Real objects like sticks , bottle tops, straws , etc | MK Old Edition Bk 3 Pg8 |
|  |  |  |  | Lit I & II | Elements of a good map  Scale, title (heading) , key  - Symbols used on a map | - Identifying elements of a map.  Giving the importance of each element  Identifying map symbols and giving the meaning of each symbol. | Look and say  Whole word  Whole sentence | Reading the given elements of a good map  Reading symbols on a map | Appreciation  Belonging  Social awareness | A chart showing symbols used on a map | MK SST Bk3 Pg… |
|  |  |  |  | Eng | Articles  - Using articles “a” , “an” and “the”  Alphabetical order | -  - Using articles “a”, “an” and “”the in words and sentences  Arranging in alphabetical order | Observation  Whole word  Group work  Alphabetical methods | Using articles before words and in sentences  Arranging words in ABC | Effective communication  Critical thinking  Identifying | Work cards  Jigsaws |  |
|  |  |  |  | Maths | Comparing sets  Use of “less” and “more”  Counting members in a set. | Using “less” and “more”  Counting members in a s et | Demonstration  Question and answer  Discussion  Group work | Counting members in sets  Using “more” and “less” | Critical thinking  Identification  Sharing  Cooperation |  | MK Old Edition Bk3 Pg4 |
| 1 | 5 | Our sub county / division | Name and location of our sub county/ division | Lit I & II | Why symbols are used on a map  - Defining what map symbols are  - Observing a map of our school | - Reading the importance of symbols on a map  - Reading the definition of maps  - Reading words about our school | Eclectic method | Reading the importance of symbols on maps  Reading the words of things in our school | Appreciation  Social awareness  Belonging | A chart showing a map of our school | MK bk3  Fountain bk Pg \_\_ |
| 2 | 1 | Our division | Name and location of our division | Eng | Vocabulary  North, East, West, south, opposite, sunset  Above, sunrise | - Spelling words  - Matching words and sentences to cardinal points | Whole word  Whole sentence  Look and say  LSU | Spelling  Sentence construction  Matching | Confidence  Logical reasoning  Fluency | Flash cards  A chart showing cardinal points | Thematic curriculum Bk 3 Pg9 |
|  |  |  |  | Maths | Types of sets  Equal and non equal sets | - Drawing equal sets  - matching equal sets  - comparing equal and non equal sets  - counting members in the set | Demonstration  Observation  Question and answer | Drawing members in the set  Comparing sets  Counting members in the set | Logical thinking  Identifying  Sharing | Flash cards  Real objects | MK bk3 Old Edition Pg6 |
|  |  |  |  | Lit I and II | A map of our school showing important places in the school | Reading the important places in the school | Look and say  Whole word | Reading the important places on the school map | Appreciation  Observation  Identity | A chart showing a sketch map of our school. | Mk Bk 3 Pg ……..  Fountain Bk3 Pg ….. |
|  |  |  |  | PE | Experience with more apparatus | Stretching  Dancing | Individual  Group work  Demonstration  Imitation | Stretching  Dancing | Dancing and difference body movements  Appreciation  Respect | Ropes  Sticks  Wheels | Thematic curriculum bk3 pg86 |
| 2 | 2 | Our division | Name and location of our division | Eng | Vocabulary  rivers, valleys, hills, ponds, mountain, fish, graze, spring, along, up the, down the, well, across, from | - spelling words correctly  - pronouncing words correctly  - - constructing sentences using words | Guided discovery  Observation  Group work | Spelling words  Spelling sentences using the vocabulary | Articulation  Logical reasoning | A chart showing physical features |  |
|  |  |  |  | Maths | Equivalent and non-equivalent sets | - Matching members  - listing members  - drawing members in sets | Question and answer  Observation  Demonstration | Matching sets  Counting members in a set  Drawing sets  Listing members | Comparison  Identity Recognition | Real objects eg bottle tops, straws  Flash cards | MK bk3 pg 17  Old Edition |
|  |  |  |  | Lit I and II | A sketch map of our school showing important places in the school | Drawing a map of our school.  Indicating the qualities of a good map. | Observation | Drawing a sketch map of the school | Observation  Illustration | A chart showing the sketch map of our school | MK bk3  Pg ….  Fountain Bk 3 Pg ……. |
| 2 | 2 | Our sub county or division | Name and location of our sub county of division | R.E | Leadership in society  Definition:  leader  leadership  Levels of leadership in our society i.e.  Family - father  School – Head teacher | Defining leader and leadership  Identifying to levels of leadership in our sub county/division  Group work | Explanation  Brain storming  Guided discovery group work | Defining the terms;  Leader  Leadership  Discussing levels of leaders in our sub county. | Responsibility  Self awareness  Appreciation  Respect  Cooperation  Love | A chart showing levels of leadership in our sub county/division | Thematic curriculum Bk 3 Pg ……. |
|  | 3 |  |  | Eng | Structures  What direction is………(the hill, the well, the pond)?  Where is ………?  The……is in the …  Is the …….in the? | Forming sentences using structures  Responding to structures using the given vocabulary | Whole sentence  Question and answer  Look and say | Responding to commands  Reading sentences  Studying pictures | Fluency  Logical thinking | Real objects  Classroom environment | Thematic curriculum bk3 pg….. |
| 2 |  |  |  | Maths | Listing members in the set | - Listing members in the set using curry brackets e.g.  **P**  0 1  2 3  Set P = {0, 1, 2, 3}  Using commas when listing members in a set. | Demonstration  Discussion  Question and answer | Drawing sets  Listing down  Members in a set  Drawing sets | Appreciation  Identity | Real objects  Cut outs | MK bk3 old Edition pg 16 |
| 2 |  |  |  | Lit I & II | Division/sub counties in our in DISTRICT  Physical features in our subcounty/division | Reading names of division/ sub-counties  Identifying physical features in each subcounty/division division | Eclectic method  Brain storming | Naming divisions in our subcounty/division  Identifying physical features | Appreciation  Observation  Social awareness | A chart showing divisions /sub counties in our district | Teachers’ own selection |
|  |  |  |  | Eng | A poem  A sharp cry in our sub-county | - Reciting the poem  - Identifying new words  - Answering questions about the poem | Recitation  Dramatization  Question and answer  1 , 2, 3 technique | Reciting the poem  Identifying new words  Answering questions about the poem | Creative thinking  Effective communication  Social awareness | A chart with the poem | Trs resource bk3 pg24-25 |
| 2 | Thur | Our division | Name and location of our division | Maths | Finding common members  (Intersection set e.g)  Set A = {1, 2, 3, 4}  Set B ={0, 1, 2, 5}  A ∩ B= {1 , 2} | Finding common members | Demonstration  Illustration  Observation  Question and answer | Listing common members | Appreciation  Identification  Sharing  Logical thinking | Real objects e.g. books, pens | Teachers’ collection |
|  |  |  |  | Lit I & II | Where I live  Continent -Africa  Region - East Africa  Country - Uganda  District  Division | Talking about the background of their Division/ Sub-counties  Reading the names of the sub-county/ division | Discussion  Question and answer  Whole word | Talking about their location at home, school | Appreciation  Social awareness  Responsibility | A map showing the location of our subcounty | Teachers’ collection |
|  | Fri |  |  | Eng | A story about physical features.  “Physical features in our sub county” | Reading a story about physical features  Identifying new words in the story.  Answering questions about the story | 1, 2 , 3 technique.  Question and answer | Reading  Identifying new words  Answering questions | Identity  Articulation  Creating thinking | A chart showing physical features | Teachers’ collection |
| 2 | Fri | Our Sub county/ Division | Name and location of our division | Maths | The union set e.g  A = {a , b , c , f}  B = d , e , , f , a}  A U B = {a , b , c , d , e , f] | Listing members in a union set using curry brackets | Question and answer  Discussion  Group work | Listing members in a union set  Forming union sets | Critical thinking  Identification  Appreciation  Working with others | Real objects  Cut outs | Teachers’ collection |
|  |  |  |  | Lit I & II | Our neighbours  East – Kenya  West – DRC  North – South Sudan  South – Tanzania  South West – Rwanda  Capital city f each of these countries | Writing the names of neighbouring countries  Identifying the capital cities o these countries | Discussion  Whole word  Whole sentence | Writing names of neighbouring countries.  Identifying their capital cities | Self awareness  Responsibility  Co-operation  Love | A map showing location of our country | MK bk3  Fountain Bk3 |
| 3 | Mon | Our Division | Name and location of our division | Eng | Vocabulary  Chairperson, secretary, office, parish, leader, children, parents, police, army, rich, member, friend, etc | - Spelling words correctly  - Pronouncing words correctly  - Using words in sentences correctly | Whole word  Phonic method | Spelling words  Pronouncing words  Using words in sentences | Fluency  Articulation  Confidence | Flash cards  Jig saws | MK bk3 pg 78 |
|  |  |  |  | Maths | Finding number of members in a given set. e.g  P ={1 , 4 , 6 , 9}  Find; n(P)  n(P) = 4 members/elements | Counting members in a set.  Interpreting symbol (n)  As number of members | Demonstration  Question and answer  Illustration | Counting members in a set | Confidence  Identification  Counting | Flash cards  Bearing sets | MK Pri MTC Bk 3 Pg\_\_\_  Teachers’ collection |
|  |  |  |  | Lit I & II | Our leaders  The president of Uganda  The Mayor of Kampala/Kira  Minister of Education and Sports  Our headmaster | Identifying the president, mayor , State Minister and their headteacher.  Writing the names of the president, mayors, state minister for Primary education and their headteachers. | Whole word  Whole sentence  Brain storming | Identifying their leaders  Writing the names of their leaders | appreciation | Sentence cards  Word cards | Trs n collection |
|  |  |  |  | PE | Experience with more apparatus | Stretching  Dancing | Individual  Group work  Demonstration | Dancing  Different body movements | Cooperation  Critical thinking  Decision making | Ropes  Sticks | Thematic curriculum Bk 3 Pg……. |
|  |  |  |  | R.E | Types of leaders  Appointed leaders  Elected leaders  Cultural/traditional leaders in Uganda.  Religious leaders  Examples of each of the above category | Identifying sentences using the structures.  Answering oral questions  Reading sentences correctly. | Oral approach  Question and answer | Constructing sentences  Answering questions  Reading sentences | Fluency  Creative thinking  Effective communication  Appreciation | Sentence cards  Pictures  Word cards  Text books | Mk Bk 3  Pgs 86-9 |
| 3 | Tue | Our Division | Name and location of our subcounty/division | Eng | Structures  What does a …….. (doctor, policeman, carpenter) do?  A policeman maintains …… | Constructing sentences using the structures  Answering oral questions  Reading sentences correctly | Oral approach  Question and answer | Constructing sentences  Answering questions  Reading sentences | Fluency  Creative thinking  Effective communication  Appreciation | Sentence cards  Pictures  Word cards  Textbooks | MK bk3 pg86-9 |
|  |  |  |  | Maths | Finding number of members in intersection set e.g  P = {a , b , c}  Q = {a , c , f}  Find n(P ∩ Q)  n(P ∩ Q) = 2 members | Counting members in the intersection set | Discussion  Question and answer | Counting members in the intersection set | Accuracy  Neatness  Logical thinking | Real objects  Cut outs | Teachers own collection |
|  |  |  |  | R.E | Qualities of a good leader  Lord fearing  Educated  Approachable  Dedicated  Exemplary  Respectful/responsible  Social  Honest  Intelligent  Presentable  Leaders in the Bible | Identifying the quarters of a good leader.  Mentioning examples of leaders in the Bible.  Writing examples of leaders in the Bible. | Explanation  Guided discovery  Discussion | Identifying the qualities o a good leader.  Mentioning examples of a leader in the Bible.  Writing the examples of leaders in t he Bible.  Reading the Bible. | Awareness  Responsibility  Appreciation  Logical reasoning | A chart showing qualities of good leader.  Bible verses (Ex.14.09)  (Jos.3:1 – 17) | The Holy Bible |
|  |  |  |  | Lit I & II | Divisions / Subcounties in our districts  Kampala / Wakiso  Important features in each division/subcounty in our district  Drawing the division/subcounties in our district. | Identifying the divisions or subcounties in our district. | Whole sentence  Whole word | Identifying divisions/ subcounties in our district.  Writing the important feature. | Appreciation  Cooperation Self esteem | A chart showing divisions/subcounties in our district | MK bk3 Pg 3. |
| 3 | Wed |  |  | Eng | One word for many e.g.  1. My uncle is a person who keeps law and order- policeman  2. I met a man who looks after sheep.  - shepherd. | Identifying single words for groups of underlined words  Pronouncing and reading words written | Whole sentence  Whole word  Substitution | Identifying one word for a given group of words  Pronouncing words  Play spelling games | Fluency | Word cards  Pictures of different people and their work  Riddles | Mk Bk 3 Pg 87 |
|  |  | Our Division | Name and location of our division | MTC | Finding number of members in the union set e.g  Find n(S U J)  S U J = {1 , 2, 3, 4, 5, 6,7, 8}  N(S U J) = 7 members | Counting numbers in the union set | Discussion  Question and answer | Counting members in the union set | Accuracy  Logical  thinking  Identification  Neatness | Real objects | Teachers’ collection |
| 3 | Thur |  |  | Lit I & II | Physical features  What are physical features?  Examples of physical features  - hill,  - mountains,  - lake,  - plateaus,  - valleys etc | Reading the definition of physical features  Reading examples of physical features | Explanation  Question and answer  Story telling | Reading definitions  Giving examples of physical features they know | Self awareness  Appreciation  Self esteem | A chart showing physical features | MK SST bk3 |
|  |  |  |  | Eng | Structures (work places)  Where do we find ………?  Where do we find a teacher?  A teacher is found at school. | Identifying people at their places of work.  Reading names of places of work.  Making sentences using the structures. | Matching people to places of work.  Reading names of places of work.  Making sentences using the structure | Oral approach  Whole word  Question and answer | Fluency  Self awareness  Creative thinking | A chart showing places of work | Teacher’s resource Bk3 Pg …….. |
|  |  |  |  | Maths | Representing information on a venn diagram e.g.  **A B**  2,3 1 0,7  A = {1, 2, 3}  B = {, 1, 7} | Showing the given information on a venn diagram. Listing members of the given set.  Counting members in a given set. | Discussion  Group work  question and answer | Showing information on the venn diagram.  Listing members of a given set. | Creating thinking  Sharing  Awareness | Flash card | Teachers’ collection |
| 3 | Thur |  |  | Lit I & II | Examples of physical features in our subcounty/division  Hills in Kampala district.  Kampala was formerly built on seven hills e.g Old Kampala , Rubaga, Nakasero, Muyenga, Namirembe, Mulago, Makerere etc  Other hill in our subcounty / division | Reading the names of hills in Kampala district  Writing the names of hills in Kampala district | Explanation  Whole word  Whole sentence | Reading names of hills in Kampala  Writing names of hills in Kampala | Self esteem  Effective communication | Flash cards  Sentence stripes  A chart showing physical features in our division/sub division | MK SST bk3 |
|  | Fri |  |  | Eng | Vocabulary  bricks, drum, sew, sell, secretary, dance, Who………….?  A ………………..  E.g Who sells fish?  A fish monger sells fish. | Spelling the vocabulary correctly.  Pronouncing the vocabulary correctly.  Using the given words in sentences correctly.  Construction sentences using the structure correctly. | Whole word  Whole sentence  Phonic method | Spelling  Pronouncing  Constructing  Sentences.  Using the structure | Fluency  Articulation  Effective communication | Flash cards  A chart showing people and their work | Thematic curriculum  Teacher’s resource book3 |
|  |  |  |  | Maths | Answering questions about the venn diagram .  **A B**  1 3 5  4 0 7 6  (i) Find A∩B  (ii) A∪B  (iii) n(A∩B)  (iv) n(A∪B) | Answering questions using the venn diagrams  Listing members in a given set.  Counting members in a given set.  Interpreting symbols. | Explanation  Illustration  Group work | Answering questions Listing members  Counting members  Interpreting symbols | Critical thinking  Identification  Sharing | Flash cards bearing sets | Teacher’s collection |
| 3 | Fri | Our Division | Physical features in our subcounty/division | Lit I &II | Hills in Kampala and the important features on them e.g  Mulago Hill – Mulago hospital  Makerere Hill – Makerere University | Reading names of hills and the important features on them.  Writing names of hills and the important features on them. | Discussion  Explanation  Whole word | Reading names of the hills .  Writing names of hills | Self esteem  Cooperation  Sharing | A chart showing hills and important features on them. | Teacher’s resource bk. |
| 4 | Mon | Our Division | Physical features in our subcounty/division | Eng | Passage  People in our division | Reading the passage  Answering questions about the passage  Identifying new words in the story | 123 technique  Oral approach  Question and answer | Reading the passage  Identifying new words  Answering questions about the passage | fluency  Articulation  Identity | A chart showing the story  Chalk board illustrations | Trs resource bk 3 Pg28 |
|  |  |  |  | Maths | More work on answering questions about the venn diagram e.g  **X Y**  c, d f b   1. How Many members are in Set X? 2. List the members in Set Y. 3. Find n(Y) | Answering questions about the venn diagram | Discussion  Question and answer | Answering questions about the venn diagram | Logical thinking  Awareness  Identification | Flash cards  A chart showing a venn diagram | Teacher’s book |
| 4 |  |  |  | Lit I & II | Mountains in Uganda and their peaks e.g  Mt. Elgon – Wagagai  Rwenzori – Margherita  Importance of hills and mountains | Writing about mountains in Uganda  Writing the importance of hills and mountains | Discussion  Whole word  Explanation | Writing names of mountains and their peaks.  Writing the importance of hills and mountains. | Logical thinking  Concern  Appreciation  Social awareness | Flash cards  Sentence stripes  A chart showing mountains in Uganda and their peaks | Teacher’s collection |
|  |  |  |  | P.E | Strength and coordinative nature activities | Skipping  Jumping  Netball playing | Group work  Individual work | Jumping  Skipping  Passing the ball | Team work  Decision making  Cooperation | Balls  Ropes | Thematic curriculum pg86 |
|  | Tue | Our Division | Physical features in our subcounty/division | Eng | Everyday tense  Pattern  Everyday I …......  e.g.  1. Everyday I eat food.  2. Everyday he/she eats food. | Using the everyday pattern in sentences  Constructing meaningful sentences using everyday tense pattern correctly. | Oral approach  Integrated approach  Illustration | Using the everyday tense pattern in sentences  Constructing sentences in everyday tense  Telling activities done everyday. | Fluency  Articulation  Self  Expression  Effective communication | Sentence stripes | Thematic curriculum Bk 3 pg11 |
|  |  |  |  | Maths | Numeration system and place values  Using the abacus e.g  3 2 2 | Writing numbers on the abacus . | Illustration  Group work  Guided discussion | Writing numbers on the abacus | Accuracy  Neatness  Sharing | Real objects  Models of abaci | Mk 2000 Bk3 pg36 |
| 4 | Tue |  | Physical features in our subcounty/division | Lit I & II | Lakes and rivers in Uganda  Problems faced by people living near lakes and rivers in Uganda. | Writing about lakes and rivers in Uganda  Reading the importance of lakes and rivers  Stating the problems faced by people near lakes and rivers | Excursions  Eclectic method | Reading the definitions  Reading given examples  Reading importance of lakes and rivers | Appreciation  Concern  Respect | Flash cards  Sentence cards  A map showing location of lakes and rivers | Teacher’s collection |
|  |  |  |  | R.E | Leadership in church today.  Church leaders in Uganda.   * Cardinals * Archbishops * Bishops * Deacons * Reverends * Priests   Anglican church leader (H.L. Orombi – 2012)  Catholics – Cardinal Emmanuel Wamala - 2012)  Orthodox – Metropolitan Yonah Lwanga.  Namirembe leader Bishop Kityo Luwalira  Rubaga Cathedral  Kizito | Identify examples of church leaders in Uganda.  Identifying various leaders of different Christian denominations in Uganda. | Discussion  Brain storming | Identifying examples of church leaders in Uganda.  Identifying various leaders of different Christian denominations in Uganda. | Appreciation  Concern  Respect | Flash cards  Sentence cards  A map showing location of lakes and rivers | Teacher’s collection. |
|  | Wed | Our Division | Physical features in our division | Eng | Vocabulary  always,  often,  sometimes,  usually  She always goes to school. | Pronouncing the words  Using the words in a sentence  Constructing meaningful sentences | Eclectic method  Whole sentence  Oral approach  L.S.U | Pronouncing words  Using words to construct meaningful sentences | Fluency  Articulation  Self expression | Flash cards  Sentence stripes  A chart  showing daily activities  Textbooks | Teacher’s collection |
|  |  |  |  | Maths | Numeration system and place values  Finding place values e.g. 4 7 8 9 = tens | Finding place values of the given numbers | Discussion  Illustration  Question and answer | Finding place values of numbers | appreciation  Critical thinking | Flash cards Textbooks | Primary Mathematics bk3  pg35 |
|  |  |  |  | Lit I & II | Examples of valleys and swamps in Kampala district | Reading the names of valleys and swamps in Kampala  Writing the importance of valleys & swamps | Discussion  Question and answer  Brain storming | Reading the names of valleys and swamps in Kampala.  Writing the importance of valleys &n swamps | Social awareness  Self esteem  Appreciation | Flash cards  Sentence stripes | Teacher’s collection |
| 4 | Thur | Our Division | Occupation of people in our district/ sub-county | Eng | Vocabulary  Bricks,  fish,  drum,  weave,  cook,  sew,  play,  sell,  secretary,  teacher,  butcher,  drum,  fetch,  hide,  kneel | Pronouncing given words correctly  Using the given words in sentences correctly. | Whole word  Whole sentence  L.S.U | Reading the words  Using the words in sentences correctly | Fluency  Creative thinking  appreciation | Word cards | Trs book pg14 |
|  |  |  |  | Maths | Finding values of numbers  e.g. 2 4 7 8  The value of 7 is (7 x 10) = 70 | Find values of numbers | Discussion  Explanation  Illustration | Finding values of numbers | Creative thinking  Accuracy  Appreciation  Neatness | Flash cards | Mk bk3 pg35 |
|  |  |  |  | Lit I & II | Swamps  Definition of swamps  Importance of swamps  Problems faced by people living in swampy areas | Reading the definition of swamps  Reading importance of swamps  Identifying the problems faced by people living near swamps. | Whole word  Brain storming  Guided discussion | Reading the definition of swamps.  Reading the importance of swamps.  Identifying the problems faced by people living near swamps | Appreciation  Concern | Flash cards  Sentence stripes | - |
|  |  | Livelihood in our Sub county /Division | Occupations of people in our sub county/ division and their importance | Eng | Vocabulary  Aeroplane  Train  Lorry  Taxi  Telephone  Television  Hospital  Clinic  Police  Treat  Pilot  driver | Reading words  Using words in sentences  Pronouncing words correctly | Whole word  Whole sentence  Listen,  say and use  reading  pronouncing  constructing sentences | Whole word  Whole sentence  Listen say and use | Reading  Pronouncing  Constructing sentences | Fluency  Articulation | Flash cards  Pictures of people |
|  |  | Livelihood in our Sub county /Division | Occupations of people in our sub county/ division and their importance | Eng | Structures  Who can ……….?  I can …… ( weave, sew)  Who makes …….. (baskets, pots)?  A (craftsman, potter) makes (baskets, pots) | Using the structures in sentences  Responding to structures correctly | Whole word  Whole sentence  Illustration | Using structures in sentences  Responding to structures correctly | Fluency  Identity  Cooperation | Flash cards  Word cards | Curriculum Pg12 |
|  |  |  |  | Maths | Filling in numbers in their place values e.g.  1473 =  1 thousand  4 hundreds  7 tens  3 ones | Filling in numbers in their place values | Question and answer  Illustration  Guided discovery | Filling in numbers in their place values | Accuracy  neatness  Identification | Flash cards  A chart showing physical features | MTC 2000 Bk 3 Pg 22-23 |
|  |  |  |  | Lit I & II | Disadvantages or problems associated with physical features  Conservation of physical features | Reading the problems associated with physical features  Reading about conservation of physical features | Whole word  Discussion | Reading | Empathy  Respect | Flash cards | MK SST bk3 |
|  |  |  |  | Eng | Vocabulary  aeroplane, train, lorry, taxi, telephone, television, hospital, clinic, police, treat, pilot, driver | Reading words  Using words in sentences  Pronouncing words correctly | Whole word  Whole sentence | Reading  Pronouncing  Constructing sentences | Fluency  Articulation | Flash cards  Pictures of people | Thematic curriculum bk3 pg15 |
|  |  |  |  | Maths | Place values  Filling in missing numbers | Filling in the missing numbers e.g.  603 = \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones | Explanation  Discussion | Filling in the missing numbers | Accuracy  Neatness  Critical thinking | A chart showing numbers | MK bk3 Old Edition pg22 –23 |
|  |  |  |  | Lit I & II | Economic activities  - Definition  - examples of economic activities  - jobs done in economic activities | Reading about economic activities  Writing short sentences about economic activities | Role play  Discussion | Match people to their a activities | Appreciation  Self esteem  Concern | A chart showing people’s activities |  |
|  |  |  |  | PE | Strength and coordinative activities | Skipping  Jumping | Group work | Passing the ball  Jumping  Skipping | Team work  Decision making | Balls  Ropes | Thematic curriculum pg86 |
| 5 | Tue | Livelihood in our Sub county | Occupation of people in our division and their importance | R.E | Messengers of God  Define messenger  Examples of God’s messengers  Qualities of God’s messengers.  They speak the truth  They don’t work money. | Defines messenger  Mentions examples of messengers  Identifies the qualities of God’s messengers | Explanation  Discussion  Brainstorming | Singing songs  Reading the Bible brainstorming on qualities of God’s messengers | Sense of belonging  Confidence  Honesty  Identity | A chart showing qualities of God’s messengers | Teacher’s collection |
|  |  |  |  | Eng | Structures  Using……who…..  e.g. A person who drives a car is called a driver. | Using ‘who’ in sentences  Applying the use of the structure with the known vocabulary | Whole sentence  Whole approach | Using ‘who’ in the sentences and with previously learnt vocabulary | Fluency  Social awareness  Concern | Flash cards  Sentence stripes |  |
|  |  |  |  | Maths | Finding place values and values e.g   |  |  |  |  | | --- | --- | --- | --- | | TH | H | T | O | | 1 | 2 | 3 | 4 |   4 is ones  3 is tens  2 is hundreds  1 is thousands | Finding place values of given figures  Finding values of numbers | Question and answer  Group work illustration | finding place values of numbers given  Finding values of numbers | Critical thinking  Sharing mental development Identifying | Abacus | Teacher’s collection |
|  |  |  |  | Lit I and II | Importance of economic activities  People and their occupations e.g. making pots (pottery)  Making a table of economic activities  People’s place of work. | Discussing and reading importance of different activities  People who do different activities  Writing importance of economic activities | Role play  Discussion | Role playing  Discussion | Appreciation  Concern  Self reliance  Self esteem | A chart showing economic activities | Mk bk3` |
|  |  |  |  | R.E | Other ways how God communicates to his people.  Through visions, dreams, holy books, signs.  Ways how people communicate to God.  Through prayers, singing, reading, holy books | Cite ways how God communicates to his people.  Identifies ways how people communicate to God. | Discussion  Brian storming  Guided discovery | Brain storming on ways how God communicates to his people | Effective communication  Sense of belonging | Bible Refs. | Teacher’s collection |
| 5 | Wed | Livelihood in our Sub county | Social services and their importance | ENG | Structures:  Using. Where..e.g  A place where bread is made is a bakery  A place where people go for treatment is a hospital. | Constructing sentences using a structure  Reading the sentences give correctly  Applying known vocabulary in the usage of the structure. | Whole sentence  Whole word | Using the structure in sentences  Mentioning places where various activities are done | Fluency  Critical  Thinking | A chart with people and their places of work.  Classroom environment  Word cards |  |
|  |  |  |  | MTC | Expanding numbers using place values of two digits e.g  T O  2 3 =  2 tens 3 ones  = 20 + 3  = 23 | Finding place values of given figures  Expanding the given numbers.. | Illustration  Demonstration  Question and answer | Finding place values  Expanding given numbers | Mental development  Logical thinking  Awareness | Abacus  A chart showing expanded form | MK Old Edition Pg 34. |
|  |  |  |  | Lit 1 & II | Definition of social services  Types of social services  Importance of social services  Education | Describing different social services  Discussing the importance of social services | Discussion  Question and answer | Describing social services  Discussing importance of social services  Giving examples of social services | Social awareness  Appreciation  Concern | Flash cards  Chart showing different social services |  |
| 5 | Thur | Livelihood in our Sub county | Social services and their importance | Eng | Using….where…..  Joining sentences using “which” e.g The teacher brought a book. It was interesting.  The book which the teacher brought was interesting .  A baker made bread. The bread was sweet.  The bread which the baker made was sweet. | Using the structure in sentences.  Joining given sentences using “which”  Reading through the sentences | Whole sentence  Integrated approach | Using “which” in sentences  Joining given sentences using “which” | Fluency  Appreciation  Effective communication | Word cards  Sentence stripes  Classroom environment | Curriculum Pg 13. |
|  |  |  |  | Maths | Expanding 3 digit numbers  e.g.  H T O  2 3 4=  2 hundreds 3 tens 4 ones  = 200 + 30 + 4  = 234  2 tens 3 ones  20 + 3 = 23 | Finding place values of  numbers  Expanding 3 digit numbers | Group work  Discussion  Question and answer | Finding place values of numbers  Expanding 3 digit numbers | Accuracy  Neatness  Awareness  Mental development | Abacus | MK Old Edition pg34 |
|  |  |  |  | Lit I and II | Security services  Organise which provide security  Examples of security organs  Weapons used to provide security services | Reading notes on security services  Mentioning security services  Identifying weapons used to provide security | Discussion  Look and say  Whole word  Whole sentence | Reading  Identifying security services  Mentioning weapons used to provide security | Self awareness  Appreciation  Assertiveness | A chart showing things used to provide security | MK bk3  Fountain bk3 |
| 5 | Fri | Livelihood in our Sub county | Social services and their importance | Eng | Structures  using: Why do…..?  Why did……….?  …..because…….  e.g.  Why did you go to the hospital?  I went to the hospital because I was sick.  Why do you go to school?  I go to school because I want to learn. | Forming meaningful questions using the structure  Responding to the questions  Applying the learn vocabulary in the structure  Reading the sentences | Whole sentence  Substitution table  Oral approach | Formulating questions with the structure  Making answers to questions | Fluency  Critical thinking | Flash cards  A chart with the substitution table |  |
|  |  |  |  | Maths | Expanding four digit numbers  e.g.  TH H T O  4 2 1 0  4 Thousand  2 Hundred  1 Tens  0 Ones  4000+ 200 +10 + 0  = 4210 | Finding place values of numbers  Expanding four digit numbers | Group work  Illustration  Demonstration  Question and answer | Identifying place values of given numbers  Expanding four digit numbers | Accuracy  Critical thinking  Identification | Abacus |  |
| 5 | Fri | Livelihood in our Sub county | Social services and their importance | Lit I & II | Roles of the police  Roles of the army  The head of the police and army | Identifying/ mentioning roles of the police and the army  Mentioning the name of the head of the police and army  Writing notes on roles of the police and the army | Whole word  Whole sentence  Look and say | Mentioning roles of the police and the army  Reading written notes | Assertiveness  Concern  Self awareness | Flash cards |  |
| 6 | Mon | Livelihood in our Sub county | Social services and their importance | Eng | A conversation  “Naigaga and Kabale” | Reading the dialogue  Acting the dialogue  Answering questions about the dialogue | Oral approach  123 technique  Dramatization | Reading the dialogue  Acting the dialogue  Identifying new words in the dialogue | Fluency  Effective communication  Confidence  Friendship formation | A chart showing the conversation | Teacher’s book pg31 |
|  |  |  |  | Maths | Writing figures in words | Writing two digit, three digit and four digit numbers in words | Discussion  Question and answer | Writing given figures in words | Logical reasoning  Identification  Fluency | Flash cards  Place value cards | MK Bk 3 New Edition pg23 |
|  |  |  |  | Lit I and II | Transport  Definition of transport  Types of transport  Road transport and means used on roads | Defining the term transport  Mentioning types of transport  Identifying means used on roads  Drawing means used on roads  Advantages and disadvantages of road transport | Discussion  Question and answer  Whole word | Drawing means used on roads  Mentioning types of transport | Awareness  Appreciation  Assertiveness  Identification  Critical thinking | A chart with means used on roads  Flash cards | MK Pupils’ Bk3 |
|  |  |  |  | R.E | Units of the Qur’an Aya  Surah  Juzu  How the Qur’an should be kept.  People who should not read the Qur’an | Describe the nature of the Qur’an  Explain how the Qur’an should be kept.  Identify the people who should not read the Qur’an | Explanation  Discussion  Demonstration | Demonstrate how the Qur’an should be kept. | Self awareness  Sharing  Obedience  Respect | The Qur’an | Teacher’s guide Pg 59 |
|  |  |  |  | PE | Speed, flexibility and endurance | Coordinating  Carrying  Running | Demonstration  Explanation  Peer to peer | Hopping  Lifting  Running  Coordinating | Cooperation  Decision making  Endurance  Team work | Stones  Ropes  Whistles |  |
|  | TUE |  |  | Eng | Structures  Using:…..and……  Example  A doctor and a nurse work in the hospital.  Annet likes playing netball. Agnes also likes playing netball.  Annet and Agnes like ………. | Using “and” with the previously learnt vocabulary  Using “and” to join given sentences | Whole sentence  Oral approach  Integrated approach | Joining sentences using “and”  Formulating situations and require use of “and” | Social awareness  Identity  Critical thinking | Flash cards  Sentence stripes |  |
| 6 | Tue | Livelihood in our Sub county | Social services and their importance | Lit I & II | Water transport  Means used on water transport  Advantages and disadvantages of water transport | Identifying means used on water.  Mentioning advantages and disadvantages of water transport.  Writing notes on water transport. | Explanation  Discussion  Question and answer | Identifying means of water transport  Drawing means used on water | Awareness  Appreciation | A chart with means used on water |  |
|  |  |  |  | Eng | Use of: Both……and…..  Example  Both a nurse and a doctor work in a hospital  Tom is a teacher. Peter is a teacher.  Both Tom and Peter are teachers. | Using ‘both’ in sentences  Joining given sentences using “Both……and…………” | Oral approach  Integrated approach | Constructing sentences using “Both”  Joining given pair of sentences using Both…..and…… | Appreciation  Fluency  Confidence | Sentence stripes  A chart with people and their work  BB illustrations | Thematic curriculum pg15 |
|  |  |  |  | Maths | Writing words in figures | Identifying place values of given numbers  Writing given words in figures | Group work  Question and answer | Writing given words in figures | Confidence  Critical thinking  Neatness | Flash cards |  |
| 6 | Tue | Livelihood in our Sub county | Social services and their importance | Lit I and II | Air transport  The international airport of Uganda  Means of air transport  Air strips found in Uganda  Advantages and disadvantages of air transport | Identifying means of air transport  Mentioning airstrips in Uganda  Disadvantages and advantages of air transport | Discussion  Explanation  Question and answer  Guided discovery | Drawing  Mentioning air strips  Reading and writing | Assertiveness  Appreciation  Self awareness | A chart with means used in air transport |  |
|  | Wed |  |  | Eng | The use of past tense  Changing verbs to past simple form e.g.  boil – boiled  cook – cooked  jump – jumped  eat – ate  sweep – swept ,etc | Identifying verbs  Changing verbs to the past using “ed”  Giving past forms of irregular objects | Whole word | Identifying verbs  Changing given verbs to the past | Articulation  Fluency | A chart with past forms of verbs |  |
|  |  |  |  | Maths | Roman numerals | Converting Hindu Arabic numerals to Roman numerals | Illustration  Group work  Question and answer | Converting given Hindu Arabic numerals to Roman numerals | Awareness  Respect  Appreciation | A chart  Number cards |  |
|  |  |  |  | Lit I and II | Railway transport  Means used on railway  Advantages and disadvantages of railway transport  Types of trains | Identifying means used on railway  Mentioning advantages and disadvantages of railway transport  Stating types of trains | Discussion  Explanation  Whole word | Drawing  Identifying types of trains  Mentioning advantages and disadvantages of railway transport | Appreciation  Self awareness | A chart with means of transport | MK SST Bk3 |
| 6 | Wed | Livelihood in our Sub county | Social services and their importance | Eng | Structures  Use of: How did……..?  What did……….?  How did you go home yesterday?  I went home by taxi.  What did you eat last night?  I ate rice last night. | Formulating questions using structures  Giving answers for questions asked | Whole sentence  Oral approach  Integrated approach | Forming questions  Forming answers for questions | Fluency  Effective communication | A chart with past forms of verbs  Sentence stripes |  |
|  |  |  |  | Maths | Roman numerals | Converting roman numerals to Hindu Arabic numerals | Illustration  Question and answer | Converting Roman numerals to Hindu Arabic | Confidence  Sharing  Critical thinking  Evaluating facts | Flash cards | MK Bk3 pg44 |
|  |  |  |  | Lit I and II | Communication  Definition of communication  Types of communication’  Local communication  Means used in local communication  Advantages and disadvantages of local communication | Reading the definition of terms  Identifying means of local communication  Drawing means used in local communication  Mentioning advantages and disadvantages of local communication | Explanation  Guided discovery  Discussion | Reading definition of terms  Mentioning means used in local communication  Drawing means used in local communication | Self reliance  Awareness  Appreciation | A chart showing means used in local communication  Real objects e.g. drums, horns |  |
|  | Thur |  |  | Eng | Vocabulary  Danger, storm, police post, mud, shelter, slash, bridge, accidents, boil spray, mosquito nets | Pronouncing words  Using the words in sentences  Writing words correctly | Whole word  Phonic method  Oral approach | Reading the words  Using the words in sentences | Fluency  Articulation | Word cards | Primary school curriculum p16  St. Agnes Teacher’s Guide pg17 |
| 6 | Thur | Livelihood in our Sub county | Challenges in Social services and their possible solutions | Maths | More about Roman numerals  Changing Hindu Arabic to Roman numerals in expanded form | Changing Hindu Arabic numerals to Roman numerals  Expanding Roman numerals and Hindu Arabic numerals | Illustration  Question and answer | Changing Hindu Arabic to Roman numerals  Expanding numbers in Roman numerals and in Hindu Arabic | Accuracy  Logical reasoning  Awareness  Identity | A chart with Roman numerals  Flash cards with Roman numerals | MK bk3 old edition pg44 |
|  |  |  |  | Lit I and II | Modern communication  Means used in modern communication  Advantages and disadvantages of modern communication | Defining the term  Mentioning/ identifying means used in modern communication  Mentioning advantages and disadvantages of modern communication | Discussion  Question and answer | Identifying means used in modern communication  Mentioning advantages and disadvantages of modern communication | Awareness  Appreciation  Responsibility | Real objects  A chart with means used in modern communication | MK SST Bk3 Pg82 |
|  | Fri |  |  | Eng | Structures  What do you/ when……………?  I/ You………..when I/ you……. E.g.  What do you do when you get an accident?  I report to the police post when I get an accident.  What does she/ he do when………..?  She/ he………. when she/ he…… | Forming questions using the structure  Formulating questions and answers from the substitution table | Discussion  Question and answer  Substitution table | Forming questions and answers form the substitution table. | Confidence  Fluency | A chart with the substitution table. | MK SST bk3 pg82 |
| 6 | Fri | Livelihood in our Sub county | Challenges in social services and their possible solutions | Maths | More about Roman numerals.  Changing Roman numerals to Hindu Arabic numerals in expanded form | Changing Roman numerals to Hindu Arabic numerals  Expanding Hindu Arabic numerals and Roman numerals | Illustration  Group work  Question and answer | Changing Roman numerals to Hindu Arabic numerals  Expanding given Roman and Hindu Arabic numerals | Accuracy  Identification | A chart with Hindu and Roman numerals  Cards with Roman and Hindu Arabic numerals | MK Old Edition Pg44 |
|  |  |  |  | Lit I and II | Challenges associated with education (schools)  Demands  Solutions to challenges associated with education | Identifying challenges associated with education  Mentioning solutions to the challenges  Identifying school demands | Explanation  Discussion  Whole sentence  Whole word | Identifying challenges  Suggesting solutions to the challenges discussed | Critical thinking  Appreciation  Assertiveness  Self esteem | Flash cards | MK SST Bk3 Pg82-86  Bk 3 Pg 82 |
| 7 | Mon | Livelihood in our Sub county | Challenges in social services and their possible solutions | Eng | A story  “The Trader” | Reading the story  Identifying new words  Answering questions from the story | Story telling  Oral approach  1,2,3 technique | Fluency  Reading  Identifying new words  Answering questions | A chart showing the story | A chart showing the story | Teacher’s Book Pg29 |
|  |  |  |  | Maths | Types of numbers  Even numbers  e.g. 0, 2, 4, 6 | Defining the term even numbers.  Listing and circling even numbers | Group work  Discussion | Identifying even numbers  Circling even numbers  Listing even numbers | Identification  Sharing  Recognition | Flash cards | Primary MTC Bk 3 Pg20 |
|  |  |  |  | Lit I and II | Health challenges e.g. lack of enough health centres  Lack of enough medical workers  Expenses on medicine  Solutions to the health challenges | Identifying health challenges  Suggesting solutions to the mentioned health challenges | Explanation  Discussion  Look and say | Identifying challenges to health  Suggesting solutions to health challenges | Awareness  Critical thinking  Self esteem | Flash cards | MK SST Bk3  Fountain Bk3 |
|  |  |  |  | R.E | Lesson about Jesus from special messengers  Isaiah - he referred to him as the messiah  John the Baptist - he Baptized Jesus in the Jordan.  He lived in the Jordan desert.  Wore s kin clothes and fed on wild honey.  Matthew :1 – 11, 3:3 and 8. | Explain the meaning of messiah  Mention who prophesized Jesus’ coming.  Name where Jesus was baptized  Mention who baptized Jesus. | Explanation  Brainstorming  Story telling | Brain storming on what took place during Jesus Baptism. | Obedience  Self respect  Confidence  Sense of belonging | Picture showing Jesus’ baptism | Teachers’ collection |
|  |  |  |  | PE | Imitational dances and creation of simple movement rhythms | Imitating  Swinging  Clapping  Dancing | Demonstration  Peer to peer | Participating with partners  Practicing with apparatus | Confidence  Team work  Commitment | Whistles  Drums | Primary School curriculum bk3 pg87 |
| 7 | Tue | Livelihood in our Sub county | Challenges in social services and their possible solutions | Eng | Structures  What is…….used for?  ………..is used for ……….  Example  What is clay used for?  Clay is used for modeling. | Formulating sentences using the structures  Giving answers for questions formed.  Forming questions and answer from substitution table. | Whole sentence  Question and answer | Forming questions and answers for the questions | Fluency  confidence  Audibility | A chart with the substitution table  Pupils’ practical work | Primary school curriculum Bk 3 Pg18 |
|  |  |  |  | Maths | Types of numbers  Odd numbers  examples  1, 3, 5, 7, 9, 11 | Defining the term “odd numbers”  Mentioning odd numbers  Listing and circling odd numbers | Group work  Illustration  Question and answer | Listing odd numbers  Circling odd numbers | Sharing  Identifying | Flash cards | Primary MTC Bk3 pg20 |
|  |  |  |  | Lit I and II | Challenges of transport i.e. Conditions of roads, roads with potholes, corrupt constructors or officials,  bad weather  Solutions to challenges of transport | Identifying challenges of transport  Suggesting solutions to the challenges | Discussion  Question and answer  Explanation  Whole sentence | Identifying challenges  Suggesting possible solutions to challenges | Critical thinking  Problem solving  Evaluating facts | Picture cards | MK SST Bk 3 |
|  |  |  |  | R.E |  | Other messengers of God  Prophet in Christianity  Facts known about some prophets  Importance of prophets | Mention Christian Prophets  Give simple facts aboutr some prophets |  |  |  |  |
| 7 | Wed | Livelihood in our Sub county | Challenges in social services and their possible solutions | Eng | Conversation  “Samuel and Daniel” | Reading the dialogue  Acting the dialogue  Answering questions from the dialogue | 1,2,3 technique  Oral approach  Dramatization | Reading  Acting  Answering questions | Fluency  Confidence  Friendship  formation  Effective communication | A chart with the dialogue | Teacher’s Bk 3 pg35 |
|  |  |  |  | Maths | Operation on whole numbers  Addition of tens and ones vertically without carrying  Word problems | Adding two digit numbers without carrying | Group work  Question and answer  Illustration | Adding in tens and ones vertically | Accuracy  Logical thinking | Counters  Abacus |  |
|  |  |  | Soil | Lit I and II | Composition of soil i.e. air, water, dead plants  Experiments about components of soil | Describing composition of soil  Carrying out experiments about components of soil | Experimentation  Whole word | Identifying components of soil  Carrying out experiments  Recording observations of the experiment | Recording  Observation  Appreciation  Sharing | Soil  Lump  Beaker  Water | Primary Curriculum Bk3 pg18 |
|  | Thur | Our environment in our Sub county | Soil | Eng | Vocabulary  soil, stones, sand, clay, charcoal, stove, colour, build, crop, build, loam, white, black, brown, grey | Pronouncing the words  Spelling words  Using the words in sentences | Oral approach Whole word  Eclectic method | Reading words  Spelling words  Constructing sentences | Articulation  Confidence  Fluency | Flash cards | Primary School curriculum pg 18 |
|  |  |  |  | Maths | Addition with carrying vertically  e.g.  8 6 2 8  + 2 4 + 5 8  1 1 0 8 6  Word problems | Adding vertically with numbers that involve carrying  Reading sentences with number problems | Question and answer  Illustration  Group work | Counting  Adding numbers vertically  Reading sentences with number problems | Accuracy  Creating thinking  Evaluating facts | Counters | MTC Bk3 pg42 |
|  | Fri | Our environment in our Sub county / division | Soil | Eng | Structures  Use of “many” and “much”  There is much……  There are many….  Example  There is much water in the bucket.  There are many buildings in our sub-county. | Using the structures in sentences  Reading the sentences correctly | Oral approach  Integrated approach | Using the ‘many’ and ‘much’ in sentences | Effective communication  Fluency | Real objects e.g. sugar, books | Primary School curriculum pg18 |
|  |  |  |  | Maths | Addition up to four place values with and without carrying | Adding four digit numbers with and without carrying | Discussion  Question and answer | Counting  Adding numbers | Accuracy  Logical thinking  Confidence | Counters | MK Bk3 Pg42 |
|  |  | Our environment in our Sub county | Soil | Lit I & II | Soil formation  Weathering  Agents of weathering  Soil profile | Defining terms  a) weathering  b) soil profile  decomposition  Drawing soil profile | Discussion  Whole sentence | Drawing  Defining terms  Drawing and describing soil layers | Drawing  Critical thinking | A chart showing soil profile | MK pg18 |
| 8 | MON |  | Soil | Eng | A poem  “Soil” | Reciting the poem  Identifying new words  Answering questions from the poem | Oral approach  1,2,3 technique  Integrated approach  Recitation | Reciting the poem  Identifying  Answering questions | Fluency  Articulation  Confidence | A chart with the poem | Teacher’s Bk 3 Pg38 |
|  | Tue |  | Natural causes of changes in the environment | Maths | Addition using a number line | Adding numbers using a number line  Drawing a number line | Illustration  Question and answer | Drawing a number line  Adding numbers using a number line | Accuracy  Awareness  Sharing | A chart showing a number line  Rulers  Pencils | MK Old Edition pg56 |
|  |  |  |  | Maths | Word problems on a numberline | Interpreting sentences  Drawing the numberline  Solving word problems | Group work  Illustration | Interpreting sentences  Drawing numberlines  Solving given word problems | Problem solving  Critical thinking  Accuracy  Sharing | Rulers  Pencils | MK Old Edition  Pg 56 |
|  |  |  |  | Lit I & II | Natural or God made changes in the environment.  Discussing effects of natural changes in the environment | Describing natural changes in the environment.  Discussing effects of natural changes in the environment | Observation  Discussion  Brain storming | Reciting poems on natural changes  Identifying natural changes in our environment | Observation  Critical  Thinking  Appreciation | Naturl environment | Mk Bk3 Pg 78 |
|  | Wed | Our environment in our Sub county | Natural causes of changes in the environment | Eng | Structures  When did he…….?  e.g. When did he plant maize?  He planted maize during the wet season.  Why did he……..?  Why did he cry?  He cried because he was hungry. | Formulating questions with the structure  Giving answers to the questions | Oral approach  Question and answer | Forming questions  Getting answers to the questions | Fluency  Confidence  Critical thinking | Word cards  Sentence stripes | Primary School curriculum pg19 |
|  |  |  |  | Maths | Subtraction of numbers with and without borrowing | Subtracting numbers  Borrowing from the nearest number (place values) | Illustration  Question and answer | Regrouping numbers  Solving problems involving subtraction | Critical thinking  Problem solving  Sharing | Counters | MK Pupils’ Bk 3  New Edition Pg48 |
|  |  |  |  | Lit I and II | Soil erosion as an effect  Agents of soil erosion  Causes of soil erosion | Defining soil erosion  Identifying the agents and causes  Reciting a poem about soil erosion | Observation  Discussion  Whole word | Reading words  Discussing the effects of soil erosion  Answering oral and written questions | Problem solving  Copying with stress  Responsibility | Environment | MK Bk3 pg75-78 |
|  | Thur | Our environment in our Sub county | Natural causes of changes in the environment | Eng | Vocabulary  graze, build, burn, bush, cut, farm, cover, plant, throw, plastic, rubbish, rubbish pit, brick, make | Pronouncing the words  Giving meaning to some words  Constructing sentences with the words | Whole word  Whole sentence | Reading words  Giving meaning to some words  constructing sentences with words | Fluency  Articulation  Critical thinking | Word cards  Sentence cards  Jigsaws | Primary school curriculum Pg19 |
|  |  |  |  | Maths | Word problems on subtraction without borrowing | Interpreting word problems  Subtracting numbers without borrowing | Illustration  Question and answer | Interpreting words  Solving word problems without borrowing | Accuracy  Critical thinking  Problem solving | Counters | MK New Edition Bk3 Pg49 |
|  |  |  |  | Lit I & II | Human activities  Man made changes  Examples of man made changes  Effects of man made changes | Identifying man made changes  Mentioning examples of man made changes  Identifying effects of man made changes | Brain storming  Observation | Identifying changes in the environment  Identifying effects of the changes in the environment | Critical thinking  Observation  Appreciation | Local environment | MK Bk3 Pg74 |
|  | Fri | Our environment in our Sub county | Natural causes of changes in the environment | Eng | Structures  What will you do when you………?  When I/we………I /we shall………..  Will you…………?  Yes, I/we shall…..  No, I/we shan’t….. | Using the structures in the sentences telling what will be done in the future | Whole sentence  Question and answer | formulating questions with the structure  Responding to the structure in the future tense | Fluency  Confidence  Critical thinking | Sentence stripes | Primary School curriculum Bk Pg20 |
|  |  |  |  | Maths | Subtracting  3 to 2 digit numbers with borrowing  Word problem on subtraction of 3 to 2 digit numbers | Subtracting 3 – 2 digit numbers  Interpreting word problems  Solving problems on subtraction | Illustration  Group work  Discussion | Subtracting given numbers  Interpreting word problems  solving given problems on subtraction | Critical thinking  Problem solving | Counters | MK Bk3  New Edition Pg50 |
|  |  | Our environment in our Sub county | Natural causes of changes in the environment | Lit I and II | Possible ways of managing changes e.g. Planting more trees, preserving swamps, covering gullies | Identifying possible ways of managing changes  Defining terms like gullies, afforestation, preserving | Observation  Discussion  Brain storming | Identifying possible ways of managing changes  Defining given terms | Observation  Logical reasoning  Appreciation | Local environment | MK bk3 pg74  Primary Curriculum pg20 |
|  |  |  |  | Eng | Structure:  What will he/she/ they do on …………?  (Monday, Tuesday, etc)  She/he/they will….on…. (throw, cut , burn, etc)  The plastics , rubbish, bush) on…. | Constructing sentences using the given structures.  Completing sentences  Writing short stories | Oral approach  Whole sentence  Question and answer | Constructing sentences  Writing short stories  Completing sentences correctly. | Critical thinking  Decision making  Problem solving | Sentence stripes  School environment | Primary School Curriculum Bk 3 Pg 20 |
|  |  |  |  | Maths | Subtraction of 4 digit numbers with and without borrowing  Word problems | Subtracting four digit numbers  Interpreting word problems  Solving word problems of subtraction of four digit numbers without borrowing. | Grouping  Illustration  Question and answer | Subtracting given numbers  Interpreting word problems  Solving given numbers | Critical thinking  Problem solving  Sharing | Counters | MK Bk3 New Edition Pg54 |
|  |  | Our environment in our Sub county | Natural causes of changes in the environment | Lit I & II | Simple project on tree planting  Examples of trees/ types of trees  How to plant trees  Reasons for planting trees | Observing trees in our school compound  Identifying types of trees  Mentioning ways of looking after trees | Observation  Discussion  Question and answer | Observing trees  Identifying types of trees  Mentioning ways of looking after trees | Observation  Appreciation  Care | School environment | Primary School Curriculum Bk 3 Pg20 |
|  |  |  |  | PE | Imitation of dances | Imitating  Swinging  Dancing  Clapping | Demonstration | Imitating the teacher  Clapping  Dancing  Swinging a rope | Friendship formation  Decision making  Copying with emotions  Patience | Ropes  Drums  Clappers  Whistles | Primary School Curriculum Pg87 |
|  |  |  |  | R.E | Sorrow and joy in life  Lent (definition)  Jesus temptation in the wilderness  Activities done before and during lent period | Define lent  Talk about Jesus temptation in wilderness | Explanation  Guided discussion | Listening to stories from the Bible.  Demonstrating Jesus’ temptation | Respect  Sympathy  Love  Faithfulness | Bible | Teacher’s Guide 62 |
|  |  | Environment and weather in our sub county/division | Changes in the environment through human activities | Eng | The story entitled  “Mr. Mutebi loves the environment” | Reading the story  Identifying new words  Answering questions from the story | Oral approach  1,2,3 technique    Story telling | Reading  Identifying new words  Answering questions | Fluency  Articulation  Confidence  Leadership | A chart showing the story | Teacher’s Book Pg 39 |
|  |  |  | Air and the sun | Maths | Subtraction using a number line | Subtracting using a number line  Drawing a number line | Illustration  Group work | Subtracting given numbers on a number line  Drawing a number line | Accuracy  Critical thinking  Sharing | Rulers  Pencils | MK Bk3 Old Edition |
|  |  |  |  | Lit I and II | Air  Definition of air  Components of air  Percentages of components of air  Uses of different gases in the air | Defining the term “air”  Identifying components of air  Stating percentages of components of air  Reading names of gases | Whole word  Syllabic method  Guided discovery  Question and answer | Defining terms  Mentioning components of air  Drawing a chart showing percentages of gases in the air | Accuracy  Fluency  Critical thinking | Environment  A chart showing components of air | MK Bk3 Pg 21  Primary Curriculum Bk 3 Pg22 |
|  |  | Environment and weather in our sub county/division | Air and the sun | Eng | Vocabulary  air, sun, move, wind, dry, wash, warm, heat, blow, break, fall, rain (n) rise, set, roof, house, clean | Reading the words  Using words in sentences  Spelling the words | Oral approach  Question and answer  Guided discovery | Reading given words  Constructing sentences with words  Spelling the words | Fluency  Articulation | Flash cards  Riddles | Primary School Curriculum |
|  |  |  |  | Maths | Multiplication by two | Multiplying by 2  Completing the table of multiplication by 2 | Illustration  Questions and answer  Guided discovery | Multiplying by 2  Completing the given table | Critical thinking  Mental development | Counters  A chart with multiples of 2 | MK Bk3 New Edition Pg55 |
|  |  |  |  | Lit I & II | Properties of air  Air has weight  Air occupies space  Air supports burning  Air exerts pressure  Experiments about properties of air | Identifying properties of air  Carrying out experiments about properties of air | Question and answer  Guided discovery  Experimentation | Mentioning properties o air  Carrying out experiments on properties of air  Drawing pictures on properties of air | Observation  Creative thinking  Sharing | Balloons  Candles  Water  Card boards | MK Bk3 Pg21  Primary School curriculum b3 pg22 |
|  |  |  |  | R.E | The last supper  Content of the last supper bread. This was the Holy wine Thursday  That is sacrament of Holy Communion  The significance of each item. B  Bread – body of Jesus  Wine – Blood of Jesus. | Describe the content of the last supper.  Explaining the significance of the last supper. | Story telling  Demonstration explanation | Describing the content of the last supper.  Explaining the significance of the last supper | Concern  Acceptance  Obedience  Respect | Bible  Pictures of the last supper | Teacher’s Guide Pg 62. |
|  |  |  |  | Eng | Structure  What does (Joshua, Gloria)………..do everyday?  Joshua/ Gloria…… (washes/ cleans) the …………. Everyday | Constructing sentences using the structure  Responding to the questions correctly  Reading the sentences | Oral approach  Question and answer  Integrated approach | Constructing sentences  Responding to questions  Reading sentences | Fluency  Audibility  Effective communication | Word cards  Sentence words | Primary School curriculum bk3 pg22 |
|  |  |  |  | Maths | Word problems  Multiplication by 2 | Interpreting word problems  Multiplying by 2  Solving problems | Illustration  Question and answer  Guided discovery | Interpreting word problems  Multiplying by 2  Solving problems | Problem solving  Critical thinking  Sharing | Counters | MK new edition pg56 |
|  |  | Environment and weather in our sub county/division | Air and the sun | Lit I and II | Dangers of air (wind)  Definition of wind  Dangers of strong wind | Defining wind  Identifying dangers of strong wind  Observing dangers caused by wind | Observation  Explanation  Discussion | Defining wind  Identifying dangers of strong wind  Observing dangers caused by wind | Effective communication  Observation skills  Caring  Empathy | A chart showing dangers of wind | MK bk3 pg26  Primary school curriculum pg22 |
|  |  |  |  | Eng | Structures  Everyday the ……. (sun, wind) ……… (rises, blows)  Everyday he/she (dries) his/ her (clothes) in the ….. (sun/ wind) etc | Constructing sentences using the structure  Applying the known vocabulary  Reading the sentence correctly | Whole sentence  Oral approach  Guided discovery | Constructing sentences  Applying the known vocabulary  Reading sentences | Effective communication  Fluency  Appreciation | Sentence stripes | Thematic Curriculum Pg22 |
|  |  |  |  | Maths | Multiplication by 3 | Multiplying by 3  Completing the table | Group work  Illustration  Question and answer | Multiplying by 3  Completing the table | Critical thinking  Problem solving | Counters | MK bk3 pg58 |
|  |  |  |  | Lit I & II | The sun  Effects of the sun  Uses of the sun to;  - plants (photosynthesis)  - man (animals)  Bad effects  Why plants need sunlight | Stating the effects of the sun  Mentioning the uses of the sun to animals and plants | Brain storming  Observation  Whole sentence | Stating the use of the sun | Decision making  Love  Appreciation  Critical thinking | The environment | MK Pg27 |
|  |  | Environment and weather in our sub county/division | Air and the sun | Eng | Poem  “Oh the sun” | Reciting the poem  Identifying new words in the poem  Answering questions about the poem | 123 technique  Oral approach  Recitation | Reciting the poem as class, groups and individuals  Answering oral questions | Confidence  Effective communication  Social awareness | A chart showing the poem | TRB pg42 |
|  |  |  |  | Maths | Word problem  Multiplication by 3 | Interpreting sentences  Multiplying numbers by 3  Solving problems | Illustration  Question and answer  Group work | Interpreting sentences  Multiplying numbers by 3  Solving problems | Logical thinking  Mental development  Sharing | Counters | MK bk3 new edition pg58 |
|  |  |  |  | Lit I and II | Formation of shadows  Parts of a shadow (umbra and penumbra) | Describing how shadows are formed  Naming parts of the shadow  Drawing parts of the shadow | Whole sentence  Brain storming  Observation | Describing the formation of shadows  Naming parts of the shadow  Drawing parts of the shadow | Observation  Decision making  Self awareness  Love  Appreciation | A chart showing how shadows are formed | Primary Curriculum pg22 |
|  |  |  |  | PE | Walking and running  Waling experiences according to speed | Walking of various speed  Hopping at different levels | Demonstration  Peer – peer | Walking  Running freely | Determination  Decision making  Appreciation  Following instructions | Whistle  Huddles | Thematic curriculum pg89 |
|  |  |  |  | R.E | Events of the Good Friday  His is when Jesus was crucified on Gologotha Hill. )Place of skulls)  Simon of Cyrene helped Jesus lift the cross (Joseph of Almathea buried Jesus , etc) | Name the place where Jesus was crucified.  Explain what happened on Good Friday. | Demonstration  Explanation  Illustration Story telling | Interesting to the story of crucifixion | Sympathy  Concern  Sharing | Bible | Teacher;s Guide Pg 62. |
|  |  | Our environment in our Sub county | Air and the sun | Eng | Vocabulary  cloud, hot, warm, cold, soil, grow, food, water, dark, green, grass, plant, sweater, hat | Pronouncing the words correctly  Using the words in sentences  Reading the sentences correctly | Phonic  Whole word  Integrated approach | Pronouncing the words  Using the words  Reading the sentences | Effective communication  Articulation  Fluency | Flash cards  Picture cards | Primary Curriculum pg23 |
|  |  | Our environment in our Sub county | Air and the sun | Maths | Table 4  Multiplication of 3 to 2 digit numbers by 4  Word problems involving multiplication of 2 to 3 digit numbers by 4 | Multiplying numbers by 4  Completing tables e.g. a table of chairs and their number of legs | Group work  Question and answer  Discussion | Multiply 2 digit numbers by 4  Solving word problems on multiplication by 4 | Critical thinking  Problem solving  Sharing | Multiplication tables and counters | MK new Edition Bk3 Pg59 |
|  |  |  |  | Lit I and II | Uses of shadows  Tell time  tell direction etc  Telling sources of light  Natural sources of light e.g. sun, stars, lightening | Identifying uses of shadows  Mentioning the natural and artificial sources of light | Observation  Discussion  Brain storming | Identifying the uses of shadows  Classifying the sources of light both natural and artificial | Critical thinking  Decision making  Love  Sharing  Appreciation | Torches  Bulbs  Candles  Match boxes | MK Pg27 |
|  |  |  |  | Eng | Structures  What does……..do everyday?  He/ She………… everyday.  ………..(babies/ animals/ plants) need ……………. (food, grass, water) to……… (grow)  Why is…….he/she wearing a ……….. sweater/ hat?  She/ He is wearing a …………. (sweater, hat) because it is …….. cold/ raining. | Formulation questions using the structures  Responding to the questions | Oral approach  Question and answer  Guided discovery | Formulation questions using the structures  Responding to questions | Critical thinking  Fluency  Audibility  Confidence | Picture cards  Sentence stripes | Primary Curriculum Bk3 Pg23 |
|  |  | Our environment in our Sub county | Air and the sun | Maths | Table 5  Multiplication of 3 – 2 digit numbers by 5  Word problems involving multiplication of 2 – 3 digit numbers by 5 | Multiplying numbers by 5  Completing tables e.g. a table of chairs and their number of legs | Group work  Question and answer  Discussion | Multiplying 2 digit numbers by 5  Solving word problems on multiplication by 5 | Critical thinking  Problem solving  Sharing | Multiplication tables and counters | MK New Edition Bk3  Pg65-66 |
|  |  | Our environment and weather in our Sub county | Water | Lit I and II | The water cycle (rainfall formation)  Diagram showing the water cycle  Importance of each during rainfall formation | Describing the water cycle  Discussing how rain is formed  Arranging the picture of the water cycle  Drawing and labeling the water cycle | Observation  Discussion  Question and answer | Describing the water cycle  Discussing how rain is formed  Drawing and labeling the water cycle | Problem solving  Decision making  Social awareness  Drawing diagrams | Water stove  Saucepans and their covers  A chart showing the water cycle | Comprehensive primary Science Bk3 pg24  Integrated Primary Science Bk3 pg31  Comprehensive Pg 23 |
|  |  |  |  | Eng | Vocabulary  tap, well, spring, river, lake, tank, jerrycan, pot, drum, cream, slasher, brush (past tense) | Reading through the words  Using words in sentences | Oral approach  Oral sentence  Oral word | Reading through the words  Constructing sentences using given words | Articulation  Fluency  Confidence | Word cards  Riddles  Models | Primary School Curriculum Bk3 Pg24 |
|  |  | Environment and weather in our Sub county | Water | Maths | Table 6  Multiplication of 3 to 4 digit numbers by 6  Word problems involving multiplication by 6 for 2 and 3 digit numbers | Multiplying 2 to 3 digit numbers by 6  Completing tables e.g. a table of cups on trays  Solving word problems | Group work  Question and answer  Discussion | Multiplying 2 digit numbers by 6  Solving word problems . | Problem solving  Awareness  Care | Stove  Botttle  Matchbox  ice | Mk Bk3 Pg 31 |
|  |  |  |  | Lit I and II | Experiment to show how rainfall is formed  Processes involved in rainfall formation  Defining terms e.g.  Evaporation, condensation, ice, vapour etc | Carrying out experiments explaining the processes involved in rain formation  Defining terms | Observation  Experimentation  Guided discovery | Carrying out experiments  Explaining/ mentioning the processes | Problem solving  Awareness  Care | Stove  Bottle  Match box  Ice  Saucepan | MK Bk3 Pg31 |
|  |  |  |  | Eng | Structures  When did……..the ……. on…………  Example  When did Mary clean the well?  Mary cleaned the well on Monday at 4pm, in March. | Constructing sentences using the structure  Responding to questions correctly  Reading the sentences correctly | Oral approach  Integrated approach  Whole sentence  Question and answer | Constructing sentences using the structure  Responding the questions correctly  Reading the sentences correctly | Fluency  Articulation  Confidence | Sentence stripes | Primary School Curriculum Bk3 Pg24 |
|  |  |  |  | Maths | Table of 7  Multiplication of 2 -3 digit numbers by 7  Word problems involving the multiplication by 7 of 2 – 3 digit numbers | Multiplying 2 – 3 digit numbers by 7  Completing tables  Solving word problems involving multiplication by 7 | Question and answer  Discussion  Illustration | Multiplying 2 – 3 digit numbers by 7  Completing tables  Solving word problems in multiplication by 7 | Critical thinking  Problem solving | Multiplication tables  Flash cards | MK primary mtc bk3 pg66 |
|  |  | Our environment and weather in our Sub county | Water | Lit I and II | Types of clouds  Characteristics of each type of clouds  Uses of clouds in the environment | Identifying types of clouds in the sky  Discussing the characteristics of clouds  Writing the importance/ uses of clouds | Discussion  Guided discovery  Observation | Moving around observing the clouds  Identifying the clouds  Discussing the characteristic of clouds | Creative thinking  Self awareness  Care | Atmosphere | Primary school curriculum bk3 pg23  Comprehensive science bk3 |
|  |  | Our environment and weather in our Sub county | Water | Eng | Structure  Did……clean the………?  Yes, she/he did.  No, she/he did not.  Example  Did Mary clean the pot?  Yes, she did.  No, she did not. | Formulating questions with the structure  Answering questions | Oral approach  Question and answer | Formulating questions with the structure  Answering questions | Critical thinking  Evaluating facts | Sentence stripes | Primary Curriculum Pg24 |
|  |  |  |  | Maths | Table of 8  Multiplication of 2 -3 digit numbers by 8  Word problems involving the multiplication of 2 – 3 by 8 .  Word problems | Completing tables  Multiplying numbers  Solving word problems on multiplication by 8. | Illustration Question and answer  Group of work | Completing tables  Solving word problems Multiplying by 8 | Critical thinking  Problem solving  Sharing  Logical reasoning  Mental development | Multiplication tables  Flash cards | MK Primary Mtc Bk3 Pg67  New edition |
|  |  |  |  | Lit I and II | Monitoring weather changes  Weather: Definition  Elements of weather (factors of weather/ weather makers/ aspects)  Types of weather | Defining the term weather  Identifying the elements/ aspects of weather  Mentioning types of weather  Describing weather changes | Illustration  Observation  Question and answer | Defining weather  Identifying the elements of weather  Mentioning/ describing weather changes | Observation  Caring | School environment  Weather chart | Primary School Curriculum Pg23-24 |
|  |  | Our environment and weather in our Sub county | Water | PE | Simple games  Ball game  Relay  Contests | Touching  Holding  Running  Balance | Demonstration  Peer to peer | Running with a stick and handing it to partners  Hold, touch and balance the ball in different parts of your body | Creating thinking  Decision making  Cooperation | Sticks  Whistles | Primary School Curriculum Bk3 Pg87 |
|  |  |  |  | R.E | The 4 revealed books  The revealed books and the Prophet who received them.  Zabur - Dauda  Tauret - Musa  Qur’an - Muhammed  Injil - Isa | Identifying the 4 revealed books  Naming prophets who received the revealad books. | Story telling  Brain storming | Reading names of 4 revealed books.  Naming the Prophets who received the revealed books | Concern  Self awareness  Appreciation | Qur’an  Other revealed books | Teacher’s Guide Pg 62. |
|  |  |  |  | Eng | Rhyme about water  “Water, water, water” | Reciting the rhyme  Identifying new words  Answering questions about the rhyme | Recitation  Oral approach  1, 2 , 3 technique | Reciting the rhyme  Identifying new words  Answering oral and written questions about the rhyme | Fluency  Confidence  Audibility | A chart with the rhyme | Teacher’s Bk 3 Pg 43 |
|  |  |  |  | Maths | Table of 9  Multiplication of 2 -3 digit numbers by 9  Word problems involving the multiplication by 9 of 2 – 3 digit numbers by 9 | Completing tables  Multiplying numbers by 9.  Solving word problems on multiplication by 9. | Illustration Question and answer | Completing tables  Solving word problems  Multiplying by 9 | Logical reasoning  Problem solving  Mental development | Counters  Multiplication tables | MK Primary Mc Bk3  New edition Pg68 |
|  |  | Our environment and weather in our Sub county | Water | Lit I and II | Weather instruments  Rain gauge, wind vane, anemometer, thermometer  Diagrams of each weather instrument  Drawing and labeling then weather instruments | Identifying various weather instruments  Mentioning the use of each  Drawing and labeling the weather instruments  Mentioning the use of e ach instrument.  Drawing and labeling the weather instruments | Discussion  Guided discovery  Question and answer | Identifying weather instruments  Drawing and labeling weather instruments | Care Effective communication | A chart showing weather instruments | Primary Curriculum Pg23-24 |
|  |  |  |  | R.E | The appearance of Jesus to the Apostles.  Thomas doubted the resurrection of Jesus.  Easter Sunday Jseus rose from the dead | Name the Apostle who doubted the resurrection of jesus.  Explain the events of Easter Sunday. | Demonstration  Story telling  Explanation | Naming the Apostle who doubted the resurrection of Jesus | Concern  Love  Appreciation | Teacher’s Guide  Biblr | Teacher’s Guide Pg 62 |
|  |  |  |  | Maths | Table of 10  Multiplication of 2 -3 digit numbers by 10  Word problems involving the multiplication of 2 – 3 digit numbers | Multiplying numbers by 10  Completing tables  Solving word problems involving multiplication by 10 | Group work  Question and answer  Illustration | Multiplying numbers by 10  Completing tables  Solving word problems | Critical thinking  Sharing  Awareness  Mental development | Multiplication  Tables | MK New Edition Bk3 pg69 |

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| **Term 2** | | | | | | | | | | | |
| **Wk** | **Day** | **Theme** | **Sub-theme** | **L. areas** | **Content** | **Competencies** | **Methods** | **Activities** | **Learning skills** | **Instructional materials** | **Ref** |
| 1 | Mon | Living things | Animals in our sub-county or Division | English | Vocabulary  nest, forest, zoo, bird, monkey, elephant, zebra, lion, giraffe, hyena, an, kennel  Past tense  fly – flew  eat – ate  run – ran | Identifying examples of animals and their habitats | Look and say  Question and answer | Naming examples of animals and their habitats | Availability  Critical thinking | Flash cards  Word cards | MK Pri English bk3 pg65  UPEC bk3 pg40 |
|  |  |  |  | Maths | Counting in twos  Examples  a) 0, 2, 4, 6, 8, 10, 12, 14  b) 18, 16, 14, 12, 10, 8, 6  Counting in threes  a) 0, 3, 6, 9, 12  b) 30, 27, 24, 21, \_\_\_, \_\_\_\_ | Identifying number patterns  Count numbers in groups of twos and threes | Guided discovery  Explanation | Adding in groups of twos and threes  Subtracting in groups of twos and threes | Critical thinking  Appreciation | Counters | MK textbook 3 pg88  Understanding Maths bk3 pg44 |
|  |  |  |  | Lit I and II | Definition of living things  Characteristics of living things  Groups of living things i.e. plants and animals  Examples of each group of living things | Defining living things  Naming groups of living things | Discussion  Question and answer | Defining living things  Naming groups of living things | Articulation  Audibility | Our environment  Models  Cut outs | Thematic primary curriculum pg86 |
|  |  |  |  | PE | Simple games  Ball games  Relay | Holding  Catching  Running | Demonstrate  Command style | Run with a ball to hand it to a partner | Critical thinking  Decision making | Balls  Whistles | PSCU bk3 pg88 |
|  | Tue |  |  | English | Structures  Where was the…... (bird, monkey, dog)?  The ……… (bird, monkey, dog) was in the ……… (nest, forest, kennel).  Was the ………. (dog, monkey, bird) in the …….. (nest, forest, kennel)? | Forming structures using the learnt format  Giving answers for the questions asked in past tense | Whole word  Look and say  Whole sentences | Forming structures using the learnt format  Giving answers for the questions asked in past tense | Effective communication  Critical thinking | Picture cards  Sentence stripes | MK bk3 pg 65 |
|  |  |  |  | Maths | Counting in fours  a) 0, 4, 8, 12, 16, 18  b) 28, 24, 20, 16, \_\_\_\_\_  Counting in tens  a) 0, 10, 20, 30, \_\_\_\_\_  b) 60, 50, 40, \_\_\_, \_\_\_\_ | Recognizing groups of numbers  completing number sequences | Explanation  Guided discovery  Discussion | Counting numbers in respective groups  Completing number sequences | Critical thinking  Appreciation | Counters | MK textbook3 pg81-82 |
|  |  |  |  | Lit I and II | Definition of non living things  Characteristics of non living things  Examples of non living things  Difference between living and non-living things | Definition of non living things  Characteristics of non-living things  Naming examples of non-living things | Discussion  Observation | Defining non-living things  Naming  Listening  Re-telling | Critical thinking  Articulation | Models  Our classroom environment | Thematic primary school curriculum teachers’ guide bk3 pg87 |
|  | Wed |  |  | Eng | Comparisons  Structures  Which is………. (bigger/ smaller/ fatter)?  The ………. (monkey, zebra, elephant) is ……. (smaller, fatter, bigger) than the …….. (monkey, zebra, elephant). | Completing the comparison table  Asking questions using comparison  Giving answers | Whole sentence  Guided discovery | Completing the comparison table  Asking questions using comparison  Giving answers | Confidence  Effective communication  Responding to questions | Sentence stripes  Comparison table | MK textbook 3 pag66 – 68  UPEC bk3 pg41 |
|  |  |  |  | Maths  c | Completing tables  Addition  b  3  a  6  +4  8  4  8  a = 4 + 6 = 10  b = \_\_\_\_\_\_\_\_  c = \_\_\_\_\_\_\_\_ | Completing given tables involving addition of numbers | Guided discovery  Explanation | Completing given tables  Doing written exercises | Critical thinking  Appreciation | Counters | MK textbook 3 pg81-82 |
|  |  |  | Homes (habitats) of domestic animals | Lit I and II | Insects  Characteristics of insects  Parts of an insect  Harmful and useful insects | Listening and re-telling  Comparing  Characteristics of insects with other animals | Observation  Explanation  Discussion | Story telling  Reciting the rhymes and riddles | Critical thinking  Self evaluation | Real insects  A chart showing parts of an insect | Comprehensive science bk3  Mk bk3 |
|  | Thur |  |  | Eng | Dialogue  A visit to the zoo | Reading the dialogue  Identifying new words  Answering questions  Acting the dialogue | Recitation  Group work  Question and answer | Reciting the dialogue  Answering questions about the dialogue | Confidence  Self esteem  Working with others | A chart showing a written dialogue | MK bk3 pg70 |
|  |  |  |  | Maths  20 | Completing tables involving subtraction  b  a  20-  c  d  10  14  19  a = 20 – 14 = 6  c = 20 – 20 = 0  b = \_\_\_\_\_\_\_\_\_\_  d = \_\_\_\_\_\_\_\_\_\_ | Completing given tables involving subtraction of numbers | Explanation  Discussion | Subtracting numbers correctly  Complete the given tables correctly | Critical thinking  Appreciation | Counters | Understanding maths bk3 pg45 |
|  |  |  |  | Lit I and II | Domestic animals  Definition  Examples  Uses of domestic animals | Drawing and naming of domestic animals  Stating the importance of domestic animals | Observation  Discussion | Drawing  Naming | Critical thinking  Audibility  Confidence | A chart showing some domestic animals | MK Integrated primary science bk3 |
| Fri |  |  |  | English | Reading short stories (jumbled story) | Arranging sentences to form a correct story | Discussion  Guided discovery | Arranging sentences to form a correct story | Evaluating facts  Critical thinking | A chart with written jumbled sentences | Teacher’s own collection |
|  |  |  |  | Maths | Completing tables involving multiplication and division  21  b  c  0 7x 2 a  d  35    a = 7 x 2 = 14  b = 21 ÷ 7 = 3  c = \_\_\_\_\_\_\_\_  d = \_\_\_\_\_\_\_\_ | Completing given tables involving multiplication and division of numbers | Explanation  Guided discovery  Group work | Multiplying numbers correctly  Dividing numbers correctly  Completing tables correctly | Critical thinking  Appreciation  Application | Counters | Understanding mathematics bk3 pg45 |
|  |  |  |  | Lit I and II | Wild animals  Definition  Examples  Importance  Dangers of wild animals | Drawing different wild animals  Listening to the importance of wild animals  Stating the dangers of wild animals | Eclectic method  Discussion | Drawing  Listening | Critical thinking  Patience | A chart showing various wild animals | Comprehensive Science bk3 pg29 |
| 2 | Mon |  | Birds and insects | English | Vocabulary  hen, turkey, kite, duck, crow, an eagle, crested crane, bat, white ant, bee, wasp, hive, nest, trees, hutch, kraal | Naming birds and insects  Asking and answering questions  Describing birds’ and insects’ habitats or homes | Whole word cards  Question and answer  Group work | Naming birds and insects  Asking and answering questions  Describing birds’ and insects’ habitats/ homes | Critical thinking  Self awareness | Flash cards | MK bk3 pg69  UPEC bk3 pg42-45 |
|  |  |  |  | Maths | Sum at the centre  Example  The sum at the centre is 15. Find the missing numbers  Completing tables  Addition  b  8  c  a  7  15  3  d  11  a + 7 = 15  a + 7 – 7 = 15 – 7  a = 8  b = \_\_\_\_\_\_\_\_  c = \_\_\_\_\_\_\_\_  d = \_\_\_\_\_\_\_\_ | Completing the given table with a centre sum | Explanation  Discussion | Completing the given tables  Doing written exercise | Critical thinking  Appreciation  Application | Counters | Understanding maths bk3 pg45 |
|  |  |  |  | Lit I and II | Animals in our compound  Examples  Uses  Dangers | Collecting and observing animals in our school compounds  Drawing and naming animals in the compound | Observation  Look and say  Question and answer | Observing  Answering oral questions | Critical thinking  Drawing  Appreciation | Real insects or animals  A chart showing different animals | Thematic curriculum bk3 pg46 |
|  | Tue |  |  | English | Animals and their sounds  A monkey – chatters  A lion – roars  A pig – grunts  A snake – hissed and ran after a man | Imitate animal sounds  Recite rhymes about animal sounds  Complete given sentences correctly | Discussion  Imitation | Reading  Writing  Spelling  Reciting | Critical thinking  Effective communication | A chat with animals and their sounds | A simple guide in the study of English bk3/4 pg100-101 |
|  |  |  |  | Maths | Completing the magic squares  Example of magic squares   |  |  |  | | --- | --- | --- | | 7 | a | 5 | | 2 | 4 | c | | b | 8 | 1 |   Magic sum  7 + 4 + 1 = 12  b + 2 + 7 = 12  b + 9 = 12  b + 9 – 9 = 12 – 9  b = 3  a = \_\_\_\_\_\_\_\_  c = \_\_\_\_\_\_\_\_ | Identifying numbers  Finding the magic sum  Finding missing numbers  Completing the magic square | Explanation  Discussion  Question and answer | Adding numbers  Subtracting numbers  Completing the magic squares | Critical thinking  Appreciation  Application | Counters  Charts about the magic squares | MK primary maths 2000 bk3 pg87 |
|  |  |  |  | Lit I and II | Animals in forests or bushes  In the swamp  Definition  Examples of wetlands  Example of animals in the swamp  Uses of animals in the swamp | Visiting a nearby swamp  Drawing and naming animals in the swamp  Reciting poems and rhymes about animals in swamps | Observation  Question and answer  Whole words | Reading  Reciting  Asking and answering questions | Responding to questions  Logical reasoning | Our environment | Thematic curriculum bk3 pg46 |
|  |  |  |  | PE | Contests | Running  Touching  Balancing | Demonstration  Guided discovery | Tunnel race  Walk on ropes | Interpersonal relationships  Creating thinking  Cooperation | Whistle  Rope  Huddles | Thematic curriculum bk3 pg88 |
|  | Wed |  |  | English | Animals and their young ones  dog – puppy  cat – kitten  cow – calf  The young cow is very fat. Calf | Naming animals and their young ones.  Give one word for the underlined group of words | Discussion  Explanation | Naming animals and their young ones.  Give one word for the underlined group of words. | Appreciation  Caring | A chart with animals and their young ones | A simple guide in the study of English bk3/4 pg44 |
|  |  |  |  | Maths | Naming fractions  Definition  A fraction is a part of a whole.  Figure Words  1 - a whole  ½ - a half  1/3 – a third  ¼ - a quarter  1/5 – a fifth  2/3 – two thirds  3/5 – three fifth | Writing the given fractions in words.  Changing wordy fractions into figures | Guided discovery  Explanation  Discussion | Reading  Answering oral questions  Doing a written exercise | Observation | Cut outs  Oranges | MK primary Mtc 2000 pg94 - 95 |
|  |  |  |  | Lit I and II | Animals in water (aquatic)  Examples  Uses  Definition of a pond  Animals found in a pond | Drawing and naming aquatic animals  Identifying animals found in water  Naming animals found in a pond | Whole sentence  Observation  Question and answer | Reading  Reciting  Drawing  Asking and answering | Responding to questions  Logical reasoning | A chart with some examples of aquatic animals | MK Primary science bk3  Thematic curriculum pg50 |
|  |  |  |  | English | Similes  Compare things which have the same likeness in behaviour, qualities or shape  As slow as…….  As heavy as an ….  As silly as a……. | Comparing things which are alike  Completing given similes about animals only | Discussion  Explanation | Comparing  Reading  Writing | Responsibility  Critical thinking | A chart with some similes | MK primary eng bk3 pg 66 – 70 |
|  |  |  |  | Maths | Comparing fractions  Using greater than or less than  ½ 1/3  ½ is greater than 1/3 | Comparing fractions using greater than or less than  Drawing given fractions | Explanation  Demonstration  Question and answer | Observation  Drawing  Comparing | Critical observation  Accurate comparison | An orange  A bar of soap  Sugarcane  Cut outs | MK primary MTC3 pg99 |
|  |  |  |  | Lit I and II | Fish  Parts of a fish (external)  Uses of parts of a fish  Examples of fish  Fish preservation | Drawing and naming parts of a fish  Observing parts of a fish | Observation  Identification  Question and answer | Naming parts of a fish  Asking and answering | Critical thinking  Imagination  Observation | A chart showing parts of a fish | Thematic curriculum pg50 |
|  | Fri |  | Prepositions | English | Vocabulary  left, right, at, near, opposite, into, down, out of, against, along, across, up over  Some words with their correct prepositions  good  look at  shout  laugh  prefer  talk  married to  add  point  go | Use the given vocabulary appropriately  Read and pronounce the words correctly  Use the words and their correct prepositions in meaningful sentences | Discussion  Demonstration  Question and answer | Using given words appropriately  Reading and pronouncing words correctly  Using the words and their correct prepositions in meaningful sentences | Self expression  Self awareness | The classroom environment | MK primary english bk3 pg50 |
|  |  |  |  | Maths | Comparing fractions using symbols  Using signs >, < or =  1/10 < 1/9  ¼ = ¼  1/5 > 1/6 | Comparing fractions using symbols (signs)  Drawing given fractions | Exploration  Demonstration  Discussion  Question and answer | Observation  Drawing  Comparing | Critical observation  Accurate comparison | An orange  A bar of soap  Sugarcane  Cut outs | Maths 2000 bk3 pg99 – 100 |
|  |  |  |  | Lit I and II | Birds  External parts of a bird  Uses of parts of a bird and man  Characteristics of birds | Drawing and naming parts of a bird (external)  Stating uses of each part  Stating charts of birds | Observation  Discussion | Drawing  Naming  Stating | Critical thinking  Imagination | MK Integrated science bk3 |  |
| 3 | Mon |  |  | English | Other prepositions are;  Ashamed  Afraid  Accused of  Proud  Fond  Died  Borrow  Differ from  Suffer  Subtract  Depend – on  Agree  Angry with  Believe  Interested in | Using the given vocabulary correctly  Act as told by the teacher  Filling in the gaps with the correct preposition | Discussion  Explanation  Demonstration | Using the given vocabulary correctly  Acting as told by the teacher  Filling in the gaps with the correct preposition | Self expression  Concern  Critical reasoning | A chart with words and their prepositions | MK bk3 pg50 |
|  |  |  |  | Maths | Writing shaded and unshaded fractions  Examples  shaded = ¼  unshaded = ¾   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  |   Shaded = 3/5  unshaded = 2/5 | Identifying shaded and unshaded fractions | Demonstration  Discussion | Drawing  Naming shaded and unshaded parts | Observation | A chart showing shaded and unshaded fractions | MK bk3 pg97  Understanding maths bk3 pg50 |
|  |  |  |  | Lit I and II | Swimming birds  Examples  Domestic birds  Examples  Wild birds  Examples  Habitats of birds  Uses of birds to people | Defining swimming birds  Naming examples of swimming, domestic and wild birds  Stating uses of birds to people | Guided discovery  Observation  Brain storming | Defining  Naming | Critical thinking  Concern | A chart showing various birds | Comprehensive science bk3 |
|  |  |  |  | PE | Exercises with small light balls | Walking  Lying on back | Demonstration  Explanation | Throwing and catching  Lying on back and cycling in the air | Self esteem  Effective communication  Confidence | Light balls | PSCU bk3 pg88 |
|  | Tue |  |  | English | Structures  Where is the …….. (ball, pen)?  Its (on, in) ……….  Put the ball on the chair.  Is the ball on the table?  Where is the chart? | Completing the given structures correctly  Act as told by the teacher | Discussion  Explanation  Demonstration | Acting  Reading  Writing | Appreciation | Collection of real objects  Classroom environment | MK primary english bk3 pg51 |
|  |  |  |  | Maths | Drawing and shading fractions  Example  Draw and shade 4/5   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  |   = 4/5 | Drawing and shading fractions | Explanation  Observation  Question and answer | Drawing and shading fractions | Drawing  Shading | A chart showing shaded fractions | MK bk3 pg98 |
|  |  |  |  | Lit I and II | Insects  External parts of an insect  Uses of parts of an insect  Characteristics | Drawing and naming external parts of an insect  Stating uses of some parts of an insect  Stating characteristics of insects | Demonstration  Discussion  Brain storming | Drawing  Naming  Stating the characteristics | Logical reasoning  Self awareness | Insects | MK integrate science bk3 |
|  | Wed |  |  | English | Positions  Conjunctions  ………..and……..  1. Where is the cup and the plate?  The cup is on the table and the plate is in the cupboard.  2. Where is the dustbin and the chart?  The dustbin is near the door and the chart is on the wall. | Acting as told by the teacher.  Identifying different objects with in the classroom.  Using prepositions correctly  Making sentences from the given substitutional table | Discussion  Explanation  Observation | Acting  Reading  Describing | Observation  Effective communication | Substitutional table | MK primary English bk3 pg53 |
|  |  |  |  | Maths | Addition of fractions  e.g.  Add ¼ + 2/4  = 1 + 2  4  = ¾ | Adding given fractions correctly | Explanation  Guided discovery | Adding fractions correctly  Doing written exercises | Critical thinking  Appreciation | A chart showing addition of fractions | MK bk3 pg103 |
|  |  |  |  | Lit I and II | Categories of insects  Harmful insects  examples  Useful insects  examples  Insect habitats  Social and anti-social insects | Naming categories of insects  Giving examples of each  Defining social and anti-social insects | Discussion  Guided discovery | Naming  Defining | Self awareness  Observation | Some insects | Comprehensive Science bk3 |
|  | Thur |  |  | English | Structures  What is …doing?  What is she doing?  She is riding down the road.  What is Paul doing?  He is walking along the road. | Reading the given structures correctly  Studying the given pictures  Completing the given structures | Discussion  Demonstration  Observation | Reading  Writing | Self awareness | Pupils’ textbook | MK primary English bk3 pg54 |
|  |  |  |  | Maths | Addition of fractions in word problems  Example  Find the sum of 7/15 and 4/15  7/15 + 4/15 = 7 + 4  15  = 11/15 | Adding fractions involving word problems correctly | Discussion  Guided discovery | Adding fractions in word problems correctly | Critical thinking  Observation | Oranges  Sugarcane | MK bk3 pg104 |
|  |  |  |  | Lit I and II | Bee keeping  Types of bees  Uses of bees to man  Importance of honey  Products of bee wax | Stating types of bees  Stating uses of bees to man  Giving importance of honey | Discussion  Guided discovery | Stating types of bees  Stating uses of honey  Giving products of bees wax | Critical thinking  Logical reasoning | A chart showing types of bees  Candles, shoe polish, honey | MK integrate Science bk3 |
|  | Fri |  |  | English | Oral literature  Read the dialogue titled riding along the road | Acting situational dialogues  Reading and answering questions about in full sentences | Dramatization  Recitation | Reciting | Self expression | Textbooks | MK primary English bk3 pg53 |
|  |  |  |  | Maths | Subtraction of fractions  Examples  Subtract  18/20 + 10/20= 18 -10  20  = 8/20 | Subtracting giving fractions correctly | Guided discovery  Explanation | Subtracting given fractions correctly | Critical thinking  Appreciation  Self awareness | Oranges  Sugar cane | MK bk3 2000 pg107-108  Understanding mathematics bk3 |
|  |  |  | Plants | Lit I and II | Plants  Groups of plants   * Flowering plants * Non flowering plants   Characteristics of plants  Plant habitats | Stating groups of plants  Stating characteristics of plants.  Naming plant habitats | Discussion  Question and answer | Stating groups of plants  Stating characteristic of plants | Critical thinking  Logical reasoning | Plants | MK Integrated Science bk3 |
| 4 | Mon |  |  | English | Reading and writing  Read the story titled “My School” | Reading the story and answering comprehension questions  Reciting rhymes and poems involving prepositions | Guided discussion | Reading  Writing  Reciting | Self awareness  Self expression | Textbook | MK English bk3 pg56 |
|  |  |  |  | Maths | Subtraction of fractions in word problems  Example 1  James had 5/8 of a sugarcane, and ate 3/8 of it. What fraction of the sugarcane remained? | Reading and interpreting word problems correctly  Subtracting and finding remaining fractions | Explanation  Discussion | Reading and interpreting word problems  Subtracting fractions correctly | Critical thinking  Self awareness | Sugar canes  Oranges | MK bk3 pg108 |
|  |  |  |  | Lit I and II | School garden  Importance of a school garden  Nursery bed  Examples of crops, seeds grown in a nursery bed.  Importance of a nursery bed.  Caring for crops in a nursery bed | Defining a school garden  Stating the importance of a school garden  Defining a nursery bed  Giving examples of seeds grown in a nursery bed | Discussion  Explanation  Question and answer | Defining  Stating  Listening | Creating thinking  Logical reasoning | School garden  Nursery bed | MK Integrated science bk3 |
|  | Tue |  |  | English | Community  Vocabulary  shop, school, market, mosque, butcher’s, garden, hospital, church, town, bush, bank | Developing vocabulary used to describe things in the community  Using the new words in a sentence  Reading and spelling new words in sentences | Discussion  Explanation | Reading  Writing | Appreciation | Blackboard illustration | Uganda P/S curriculum bk3 pg60 |
|  |  |  |  | Maths | Finding number of a fractions in a whole | Identifying fractions from wholes | Demonstration  Question and answer  Discussion | Drawing  Identifying | Appreciation  Self awareness | Oranges  Apples | MK Primary maths bk3 pg101 |
|  |  |  |  |  | Examples  How many halves are in 2 wholes?  ½ ½ ½ ½  = 4 halves | Identifying fractions from wholes | Demonstration  Question and answer  Discussion | Drawing  Identifying | Appreciation  Self awareness | Oranges  Apples | MK Primary maths bk3 pg101 |
|  |  |  |  | Lit I and II | Parts of a flowering plant  A diagram showing a flowering plant  A leaf  Uses of leaves to a plant and to people | Drawing and naming parts of a flowering plant  Drawing and naming parts of a leaf  Stating uses of leaves to plants and people | Observation  Discovery  Discussion  Explanation | Drawing  Naming | Critical thinking | A flowering plant  A leaf | MK integrate science |
|  |  |  |  | English | Adjectives  Adjectives are words used to describe nouns e.g. many, full, tall, short, old etc  e.g. A tall tree.  A smooth floor  The teacher gave us an easy test. | Reading new words correctly  Using the given adjectives correctly  Underlining the adjectives in the given sentences | Discussion  Explanation | Spelling  Reading  Writing  Describing | Self awareness  Effective communication | Collection of real objects | MK bk3 pg58-60 |
|  |  |  |  | Maths | Fractions of a group  Example 1  What is ½ of 4?  ½ of 4  = ½ x 4  = 1 x 2  = 2 | Multiplying the given fractions with a whole.  Interpreting the wordy statements e.g. “of” | Explanation  Discussion | Multiplying  Reading | Critical thinking  Appreciation | Counters | Mk bk3 |
|  |  |  |  | PE | Exercises with ball and partner | Throwing and catching  Walking | Demonstration  Explanation | Lying back  Cycling in the air  Throwing and catching | Self esteem  Effective communication | A ball | PSCU bk3 pg88 |
|  |  |  |  | Lit I and II | Photosynthesis  Definition  Conditions necessary for photosynthesis  Uses of leaves to animals | Definition of photosynthesis  Stating the conditions  Stating the uses of leaves to animals | Discussion  Explanation | Defining  Stating  Conditions stating uses of leaves to animals | Critical thinking  Appreciation  Care | Leaves  Water | MK bk3 pg86 |
|  | Thur |  |  | English | Structures  1. There’s a …….. church. (big, large)  2. There are ……. Schools (many, few)  3. This chair is new and the other one is ………….. (old, young) | Using the given structures appropriately  Describing things in the classroom  Studying the given pictures | Discussion  Explanation | Describing  Reading  Writing | Self awareness  Creating thinking | The classroom environment | MK bk3 pg59-60 |
|  |  |  |  | Maths | Pictograph  examples  The pictograph below shows the number of books given to the five best pupils in different games. Study it and answer the questions that follow  = 2 books   |  |  | | --- | --- | | Moses |  | | Alex |  | | Jose |  | | Teo |  | | Herna |  | | Interpreting the scale  Answering questions about the pictograph | Explanation  Discussion | Answering oral questions  Doing a written exercise | Critical thinking  Self awareness | Some books  Pencils | A new MK bk3 57 |
|  |  |  |  | Lit I and II | Uses of leaves to a plant  The stem  Types  Examples of plants with different stems | Stating uses of leaves to plants  Identifying types of stems  Drawing and naming types of stems | Observation  Grouping  Discovery  Question and answer | Collecting  Drawing  Grouping | Appreciation  Concern  Care | Real plants | MK bk3 pg87-88 |
|  | Fri |  |  | English | Comparing adjectives   |  |  |  | | --- | --- | --- | | Pos. | Comp. | Sup. | | Great | greater | greatest | | high | higher | highest | | sharp | sharper | sharpest | | good | better | best | | Comparing the given adjectives  Completing the given table correctly  Using the adjectives in sentences | Discussion  Explanation | Describing  Reading  Writing | Effective communication  Critical thinking | A chart | A simple guide in the study of English bk 3/4 pg206 |
|  |  |  |  | Maths | Drawing a pictograph when given a scale  e.g.  Five girls were served with apples each as follows;  Janat = 6  Allen = 12  Joan = 9  Sarah = 15  Gladys = 18  Use a scale of 3 to draw a pictograph | Interpreting the given information  Correct use of the given scale  Drawing an accurate pictograph | Explanation  Demonstration  Discussion | Observing  Interpreting  Drawing pictographs | Self awareness  Appreciation | Apples | MK bk3 pg112 |
|  |  |  |  | Lit I and II | Climbing stems  Definition  Examples of plants with climbing stems  Ways in which weak stems climb others  Uses of stems to plants  Uses of stems to people | Giving examples of plants with weak stems  Stating advantages of stems to man  Stating uses of stems to plants | Discussion  Demonstration  Observation | Observing  Drawing | Appreciation  Care  Self awareness | Real plants  A chart | MK bk3 pg56 |
| 5 | Mon |  |  | English | Adjectives that end with ‘y’  Pretty – prettier- prettiest  Happy – happier – happiest  Lazy – lazier – laziest | Reading the given adjectives correctly  Completing the given table correctly  Comparing objects using adjectives in the sentences | Discussion  Explanations | Reading  Writing  Comparing | Self awareness  Confidence  Concern | BB illustrations | MK primary english bk3 |
|  |  |  |  | Maths | Bar graphs  e.g.  The bar graph below shows the number of people who play different games in P3.  ***picture of graph***  a) How many pupils play netball? | Interpreting the bar graph correctly  Answering questions about a bar graph | Explanation  Discussion  Question and answer | Observing  Interpreting  Doing a written exercise | Appreciation  Self awareness | Some books  A chart about bar graphs | A new MK bk3 pg 58 |
|  |  | Plants in our sub-county/ Division | Parts of a flowering plant | Lit I and II | Root system  Parts of a tap root  Examples of plants with tap roots  Fibrous roots and examples of plants with such roots | Observation  Naming  Describing  Drawing | Discussion  Illustration  Explanations | Collecting different types of roots  Writing simple notes  Nature walk | Appreciation  Awareness  Care  Responsibility | Different roots  A chart showing types of roots | Comprehensive science  MK primary science bk3 |
|  | Tue |  |  | English | Irregular adjectives  These change differently   |  |  |  | | --- | --- | --- | | Pos. | Comp. | Sup. | | bad | worse | worst | | little | less | least | | much | more | most | | good | better | best | | Reading  Completing the given table  Comparing objects and using adjectives correctly  Spelling | Discussion  Explanation | Spelling  Reading  Writing | Tolerance  Bravery | A written chart about adjectives | English aid pg 53-54 |
|  |  |  |  | Maths | Geometry  Types of shapes  square, rectangle, trapezium, oval, rhombus, pentagon etc | Identifying different shapes  Drawing shapes  Naming shapes  Counting the sides | Illustration  Discussion  Explanation | Drawing  Reading the words correctly  Counting the sides | Effective communication  Appreciation  Concern | Models  A chart showing shapes | MK primary maths |
| 5 | Wed |  |  | Lit I and II | Uses of roots to a plant  Uses of roots to animals  Examples of medicinal plants  Examples of plants whose roots are eaten | Observation  Identification  Naming  Describing and drawing | Explanation  Discussion  Illustrations | Nature walk  Writing short notes | Care  Concern  Responsibility  Effective communication | Roots  A chart showing types of roots |  |
|  |  |  |  | English | Structures  Using……than…..e.g.  John is smart.  George is smarter.  George is smarter than John. | Joining sentences using …..than……  Reading the sentences correctly  Comparing the given objects using adjectives | Discussion  Explanation  Quiz  Question and answer | Reading  Writing | Patience  Fluency  Articulation | Collection of real objects |  |
|  |  |  |  | Maths | Forming and counting shapes  Rectangles   |  | | --- | |  | |  |   3 triangles | Counting the given shapes  Identifying the shapes drawn | Guided discovery  Illustrations | Drawing the shapes  Counting the shapes formed  Shading | Logical thinking  Effective communication | Cut out shapes | MK Mtc bk3 pg118 |
| 5 | Thur |  |  | Lit I and II | The flowers  Uses of flowers to people  Uses of flowers to a plant  Names of different flowers | Observation  Identifying  Naming  Describing  Drawing | Explanation  Discussion  Illustration | Collecting different types of flowers  Nature walk  Writing short notes | Appreciation  Care  Responsibility | Different real flowers  Flower vase | Comprehensive primary science bk3 |
|  | Fri |  |  | English | Similes  As easy as ………  As happy as…….  As sweet as……. | Comparing things which are alike  Completing the given similes correctly  Reading and pronouncing words correctly | Discussion  Explanation | Comparing  Reading  Writing | Self awareness  Critical thinking | A chart showing similes | A simple guide in the study of English bk3/4 pg77 |
|  |  |  |  | Maths | Measures (I)  Days of the week  Listing days of the week.  Qn. What day comes after the first day of the week? | Listing days of the week  Answering oral questions | Discussion  Question and answer | Reciting the days of the week  Writing  Spelling | Responsibility  Critical thinking  Appreciation | A chart showing days of the week | MK prim mtc bk2 pg126 |
|  |  |  |  | Lit I and II | Seeds  Uses of seeds  Uses of seeds to animals  Reasons why some seeds are not eaten  Dangers of some plants | Listening  Speaking  Reading  Writing | Explanation  Discussion  Question and answer | Writing short notes  Answering oral and written questions | Appreciation  Care  Effective communication | Different seeds | Comprehensive primary science  MK prim mtc bk2 pg |
|  |  |  |  | PE | Coordination and balancing | Lying on back  Cycling | Demonstration | Lying on back  Cycling in the air | Self esteem  Assertiveness |  | PSCU bk3 pg88 |
| 6 | Mon |  |  | English | Degree of adjective  Both boys read well but Tom is the ………..reader. (good)  English is ………... difficult than Mathematics. (much) | Reading the sentences correctly  Using the correct form of adjectives in brackets to complete the sentences | Discussion  Explanation | Reading  Writing | Appreciation  Effective communication | Chalkboard illustration | MK English bk3 pg73 |
|  |  |  |  | Maths | Changing weeks to days  Examples  How many days are in two weeks?  1 week = 7 days  2 weeks = (7x2)  = 14 days | Reading and interpreting  Changing weeks to days | Explanation  Discussion  Question and answer | Stating days of the week  Changing weeks to days | Critical thinking  Appreciation | Calendar | MK bk3 |
|  |  |  |  | Lit I and II | Land preparation  Steps taken when clearing land  Garden tools used to prepare land | Stating steps taken when preparing land  Identifying garden tools | Question and answer  Discussion | Stating steps taken when preparing land  Identifying garden tools | Critical thinking  Self awareness  Concern | Garden tools | Comprehensive science bk3 |
|  | Tue |  |  | PE | Flexibility and coordination | Decision making  Lying on back | Demonstration | Caterpillar walk across the compound | Effective communication  Self esteem |  | UPSC bk3 pg88 |
|  |  |  |  | English | Oral literature  Simple rhymes and poems  1. Up in the forest  2. I have a little cough Sir  Poems  1. People and their work  2. Meet our friends | Reciting rhymes and poems related to the topic  Answering questions about the given rhymes and poems | Imitation  Dramatization | Reciting  Acting | Fluency  Articulation  Appreciation | Textbooks | MK prim mtc bk3 pg 66  UPEC bk3 pg77 1st edition |
|  |  |  |  | Maths | Changing days to weeks  e.g.  How many weeks are in 21 days?  7 days = 1 week  21 days = 21  7  = 3 weeks | Reading and interpreting  Changing days to weeks | Explanation  Discussion | Reading  Changing days to weeks | Appreciation  Creating thinking | Calendar | MK maths bk3 |
|  |  |  |  | Lit I and II | Methods of planting  a) broadcasting  b) row planting  Caring for crops  weeding  staking  pruning etc | Defining broadcasting methods  Explaining raw planting  Stating ways of caring for crops | Explanation  Demonstration  Discussion | Defining  Naming  Stating | Effective communication  Observation  Critical thinking | A chart showing the methods of planting crops | Comprehensive science bk3 |
|  | Tue |  |  | English | Reading and writing  Read the story titled “Makola’s village” | Reading short stories about the topic  Answering questions that follow in full sentences | Silent reading | Reading  Writing | Creating thinking | Textbook |  |
|  |  |  |  | Maths | Completing tables about days and weeks   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Wk | 1 | 2 |  | 5 | | Dys | 7 |  | 21 |  | | Completing the table about days and weeks | Discussion  Question and answer | Answering oral questions  Completing tables | Appreciation  Self awareness | Calendar | MK maths bk3 pg138 |
|  |  |  |  | Lit I and II | Caring for crops  Mulching  Crop rotation  Spraying  Harvesting | Defining ways of caring for crops  Identifying tools used when caring for crops | Explanation  Question and answer  Discussion | Defining  Naming tools used | Critical thinking  Care | Garden tools  Local environment | MK prim mtc bk3 pg |
|  | Wed |  |  | English | Opposites  Good – bad  stop – start  new – old  rich – poor  late – early | Reading and pronouncing the words correctly  Giving opposites of the underlined words in sentences | Discussion  Explanation | Reading  Spelling  Writing | Effective communication  Appreciation | Flash cards | English and Std aid bk3 |
|  |  |  |  | Maths | Months of the year  Listing the months of the year with their days | Listing months of the year  Stating days of each month of the year | Question and answer  Explanation | Listing  Stating days of each month | Effective communication  Self awareness | Calendar | MK mtc bk3 pg138 |
|  |  |  |  | Lit I and II | Storing harvested crops  1. Granaries  2. Silos | Naming the storage places  Drawing the storage places | Exploration  Discussion | Naming  Drawing | Observation  Critical thinking | A chart showing storage places | MK prim mtc bk3 pg131 |
|  | Thur |  |  | English | Opposites made by adding some letters at the beginning of the word (prefixes)  un  happy – unhappy  kind – unkind  tie – untie  known – unknown | Reading and pronouncing the words correctly  Forming opposites by adding the correct prefixes before the given words | Discussion  Explanation | Reading  Spelling  Writing | Appreciation  Concern | Flash cards | A simple guide in the study of English bk3 pg46 |
|  |  |  |  | Maths | Changing years to months  Example  How many months are in 3 years?  1 year = 12 months  3 years = (12 x 3)  = 36 months | Recognizing months in a year  Changing years to months | Question and answer  Explanation  Discussion | Reading  Changing years to months | Assertiveness  Appreciation | Calendar | MK prim mtc bk3 pg139 |
|  |  |  |  | Lit I and II | Marketing  Definition  Naming marketing places  Pests and diseases  Definition  Naming examples of pests and diseases | Defining marketing  Naming marketing places  Defining pests  Naming pests | Discussion  Explanation  Question and answer | Defining  Naming | Self awareness  Critical thinking  Observation | A chart showing marketing places | MK science bk3 pg132 |
|  | Fri |  |  | English | Opposites made by adding ‘dis’ at the beginning of the word  agree – disagree  obedient – disobedient  appear – disappear  like – dislike | Reading and pronouncing the words correctly  Spelling the words  Using the words in sentences correctly | Discussion  Explanation | Reading  Writing  Spelling | Responsibility  Critical thinking | Chalkboard illustration | A simple guide in english bk3/4 pg 47 |
|  |  |  |  | Maths | Changing months to years  e.g.  How many years are in 48 months? (use repeated subtraction) | Recognizing the number of months in a year.  changing months to years | Discussion  Explanation | Reading  Changing months to years | Assertiveness  Self awareness | Calendar | MK prim mtc bk3 pg139 |
|  |  |  |  | Lit I and II | Pest control measures  Weeding  Crop rotation  Row planting  Crop diseases  Mosaic, potato bright, panama etc | Naming ways of controlling crop pests  Identifying common diseases in crops | Explanation  Question and answer | Naming  Identifying | Critical thinking  Observation | School garden  Garden tools | MK prim mtc bk3 pg99 |
| 7 | Mon |  |  | English | Opposites made by adding  In  dependent – independent  correct – incorrect  complete – incomplete  Im  pure – impure  patient – impatient  polite – impolite  Ir  responsible – irresponsible  regular – irregular  relevant – irrelevant | Reading and pronouncing the words correctly  Giving the opposites of the underlined words in sentences | Discussion  Explanation | Reading  Spelling  Writing | Critical thinking  Illustration | Chalkboard illustration | A simple guide in eng bk3/4 pg 48 |
|  |  |  |  | Maths | Completing tables   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Mns | 12 | 24 | 36 |  | | Yrs | 1 |  | 3 | 5 | | Completing the tables correctly | Discussion  Explanation | Writing  Completing the table correctly | Self awareness  Creating thinking | Chart | MK Mtc bk3 |
|  |  |  |  | Lit I and II | Effects of diseases to plants  Disease control measures | Stating effects of disease to plants  Stating disease control measures | Discussion  Discovery  Explanation | Stating the effects of diseases  Listening  Asking questions | Creating thinking | Plants | MK Science bk3 pg62 |
|  | Tue |  |  | English | Punctuation marks  Commas,  full stops. questions marks? | Telling what punctuation marks are  Punctuating the given sentences using the punctuations learnt | Discussion  Explanation | Reading  Writing | Critical thinking | Blackboard illustration | A simple guide in English bk3/4 pg48 |
|  |  |  |  | Maths | How old?  Examples  Mr. Obbo was born in 1970. How old was Mr. Obbo in 1989?  1989  - 1970  - -19 years | Reading and interpreting the word problem  Answering the word problems | Explanation  Discussion | Reading  Answering the given questions correctly | Critical thinking  Self awareness  Concern | Textbook | MK prim mtc bk3 pg40 |
|  |  |  |  | Lit I and II | Garden tools  Different garden tools and their uses  Caring for garden tools | Drawing and naming garden tools | Observation  Discussion  Question and answer | Visiting the school store  Drawing the garden tools | Care  Concern  Responsibility | Garden tools | MK prim mtc bk3 pg51-57 |
|  |  |  |  | PE | Rope and string | Jumping  Holding | Demonstration | One skip  Jump | Decision making  Friendship formation | Ropes  Strings | MES primary school curriculum bk3 pg88 |
|  |  |  |  | English | Capital letters  These are letters used at the beginning of sentences and before proper nouns | Re-writing the sentences using capital letters where necessary  Punctuating the sentences correctly | Discussion  Explanation | Reading  Writing | Critical thinking | A chart showing alphabets | A simple guide in English bk3/4 |
|  |  |  |  | Maths | Recognition of money   |  |  | | --- | --- | | **Notes** | **Coins** | | 1000 | 50 | | 2000 | 100 | | 5000 | 200 | | 10000 | 500 | | 20000 |  | | 50000 |  | | Identifying the types of money and give examples | Explanation  Discussion  Observation | Observing  Identifying | Self awareness  Appreciation | Real money notes and coins | Teacher’s own collection |
|  |  |  |  | Lit I and II | Effects of diseases to plants  Roots dry, fruits ripen prematurely  Disease control measures in crops  Weeding, early planting | Naming the effects of diseases to plants  Identifying disease control measures in crops | Explanation  Question and answer | Naming  Identifying | Critical thinking  Self awareness | Local environment | MK prim mtc bk3 pg61 |
|  |  |  |  | English | Question mark (?)  It is placed at the end of the questioning statement e.g. what, why, where, which, whose, when, who, how, whom, do etc | Revising the questioning word  Writing down questioning statements  Supplying questioning marks at the end of the given statements | Discussion  Explanation | Naming  Reading  Writing | Self awareness | Chalkboard illustration | English Aid Standard 3 pg52 |
|  |  |  |  | Maths | Addition of money  Examples  Add  shs 100  shs +50  shs 150  Word problems  Find the sum of shs 200 and shs 150  shs 200  + shs 150  shs 350 | Adding money  Recognizing money | Question and answer  Discussion | Adding  Answering questions | Recognition  Answering questions | Real money | MK bk3 pg177-178 |
|  |  |  |  | Lit I and II | Seed germination  Definition  Conditions necessary for germination  Types of germination | Defining germination  Naming the conditions necessary for germination  Identifying the types of germination | Explanation  Discussion | Defining  Naming  Drawing | Critical thinking  Self awareness | A chart showing the types of germination | MK bk3 pg |
|  | Fri |  |  | English | Use of an apostrophe(‘)  a) It is used with a noun to show ownership or belonging e.g. John’s shirt is clean.  b) It is used to write contradictions and short forms e.g. That is – that’s  Will not – won’t | Identifying their belongings  Using an apostrophe to show ownership  Writing the given words in short forms | Discussion  Explanation  Question and answer | Naming  Reading  Writing | Appreciation  Confidence | The classroom environment | Junior english by Haydll Richards bk2 pg26 |
|  |  |  |  | Maths | Subtraction of money e.g.  shs 1050  - 800  250  Word problem  John had shs 350. He gave shs 200 to Jane. How much did he remain with?  shs 350  ­- 200  150 | Recognition of money  Subtraction of money  Reading and interpreting given information | Discussion  Question and answer | Reading  Interpreting  Subtracting money | Critical thinking  Appreciation | Real money | MK bk3 pg178 |
|  |  |  |  | Lit I and II | Types of germination  Definitions  Drawing diagrams to show the different types of germination | Defining the types of germination  Drawing the diagrams to show the types of germination | Explanation  Question and answer  Discussion | Defining  Drawing | Critical thinking  Self awareness | A chart showing the types of germination | MK bk3 pg |
|  |  |  |  | English | Use of apostrophe  It is used when there are more than one person or things having the last letter (s) at the end  We add apostrophe after letter (s) e.g. The boys’ shirts are dirty. | Identifying the belongings  Revising singular and plurals  Responding to the given command correctly | Guided discussion | Identifying  Reading  Writing | Appreciation  Concern | Classroom environment | A simple guide for english bk3/4 pg61 |
|  |  |  |  | Maths | A shopping bill  The table below shows the price list in dramadri’s shop. Use it to answer the questions that follow   |  |  | | --- | --- | | **Item** | **Price** | | A book | shs 100 | | An egg | shs 250 | | A bar of soap | shs 500 | | A kg of rice | shs 800 | | A pen | shs 200 |   Questions  a) How much will a pencil cost?  b) What is the cost of an egg and a pen? | Answering questions concerning the price list  Finding the bills of the different items bought | Explanation  Discussion | Answering questions  Reading and interpreting information | Critical thinking  Self esteem | Textbooks | MK bk3 pg182 |
|  |  |  |  | Lit I and II | An experiment to show the conditions needed for germination | Naming things needed to carry out the experiment  Drawing the diagrams about the experiment | Explanation  Discussion | Naming  Drawing | Critical thinking  Observation | A chart showing the experiment about germination | MK bk3 pg |
|  | Tue |  |  | English | Vocabulary  sisal, maize, yam, swamp, dry, garden, water, tins, flower | Spelling given vocabulary  Use of vocabulary in simple sentences  Filling the gaps  Articulation of the word | Loud reading  Group word discussion | Spelling  Gap filling | Self awareness  Effective communication | Real object  Chalk board | Primary school curriculum pg31 |
|  |  |  |  | Maths | More shopping  e.g.  a book shs 500  a pencil shs 100  an apple shs 700  Qn. What is the cost of 3 similar books? | Recognize the prices  Multiplying and finding total costs of items | Explanation  Discussion | Multiplying money  Adding money | Critical thinking  Self awareness | Books  Pencils  Apples | MK bk3 |
|  |  |  | Managing resource | Lit II | Basic resources  Definition  Examples of basic resources | Defining basic resources  Stating examples of basic resources | Discussion  Question and answer | Defining  Answering oral questions | Responsibility  Appreciation | Water  Money  Sand | PSCU pg35 |
|  | Wed |  |  | English | Structures  examples  Who planted …….. in the garden?  He/ She/ They/ We……………….  What did ………  What do………. | Constructing sentences  Making sentences using the given vocabulary | Discovery  Discussion | Constructing sentences  Making sentences using the given vocabulary | Fluency  Confidence  Self esteem | Plants  Tins  Seeds | PSCU pg32 |
|  |  |  |  | Maths | Division of money  Mr. Kasule had shs 200. He shared it equally between his two children. How much did each child get?  400  2 800  ­- 8  00  = shs 400 | Reading and interpreting word problems  Working out the word problems | Question and answer  Discussion | Reading and interpreting  Recognizing word problems | Critical thinking  Self awareness | MK textbooks | MK bk3 pg187 |
|  |  |  |  | Lit I and II | Sources of water  Definition of a source  Types of water sources  Examples of each type of water source  Water harvesters | Defining a source  Stating the types of water sources  Stating examples of each type of water source  Identifying water harvesters | Explanation  Question and answer  Discussion | Defining  Writing  Asking questions | Appreciation  Self awareness  Concern | Real water  Basin |  |
|  |  |  |  | English | Structures  Plants and their habitats  Water/ swamps – sisal, papyrus, rice  Forest – trees  Garden – maize, beans etc  a) Who planted maize in the garden. Mary planted……….  b) Where did she plant………….?  c) What did Musa plant in the ……..? | Stating plants and their habitats  Identifying the habitats  Constructing sentences | Discussion  Explanation | Constructing sentences  Reading | Fluency  Self awareness | Sentence strips  Word cards |  |
|  |  |  |  | Maths | Division of money in word problems  Share shs 2400 amongst 3 girls. How much does each get?  800  3 2400shs  0  24  - 24  00  Each girl gets shs 800 | Interpreting word problems  Sharing money equally | Explanation  Discussion | Interpreting  Dividing money correctly | Appreciation  Self awareness | Real money | MK bk3 pg187 |
|  |  |  |  | Lit II | Uses of water  Domestic uses of water and other uses of water | Giving domestic uses of water  Identifying other uses | Explanation  Question and answer | Discussing  Stating uses of water | Responsibility  Self awareness | Water |  |
|  |  |  |  | PE | Walking and running  Walking experiences according to speed | Walking/ running freely in an easy relaxed way  Walking/ running in different ways e.g. short or long steps | Commanding method  Demonstration | Walking  Running | Effective communication  Creating thinking  Interpersonal relationship | Water | PSCU bk3 pg89 |
|  |  |  |  | English | Past simple tense  Forming verbs in past simple tense with irregular verbs  Examples  play – played  take – took  fly – flew  get – got  come – came  write – wrote  choose – chose  eat – ate | Reading and pronouncing words correctly  Spell the given words correctly | Demonstration  Discussion | Reading  Spelling | Effectiveness in communication  Appreciation | BB illustration |  |
|  |  |  |  | Lit II | Time  Definition  Seasons  Activities done in each season | Defining  Stating types of seasons  Identifying activities done in each season | Explanation  Question and answer | Defining  Stating types of seasons  Identifying activities done in each season | Appreciation  Concern  Confidence | A chart showing activities done in the types of seasons |  |
|  | Tue |  |  | English | Forming verbs in past simple tense which add….. “ed”  Examples  kill – killed  dress – dressed  wash – washed  brush – brushed  touch – touched | Using the verbs in simple sentences  Writing the verbs in their respective tenses | Illustration | Completing the table  Reading | Critical thinking  Self awareness | CB illustration |  |
|  |  |  |  | Lit II | Money  Definition  Examples of money (currencies)  Banking  Examples of banks in Uganda | Defining money  Identifying currencies of different countries  Defining banking  Stating examples of banks in Uganda | Explanation  Question and answer | Defining money  Identifying currencies  Defining banking  Stating examples of banks in Uganda | Concern  Self awareness | Real money | MK bk3 |
|  | Wed |  |  | English | Forming verbs in past simple tense by dropping “y” and “ied”  Examples  carry – carried  cry – cried  marry – married  bury – buried  worry – worried | Complete the given tables correctly | Discussion  Explanation | Filling in | Effective communication | Textbooks |  |
|  |  |  |  | Lit II | Uses of banks  Saving  Definition of saving  Ways of saving  Why do we save? | Stating uses of banks  Stating ways of saving  Identifying reasons for saving | Explanation  Question and answer | Stating uses of banks  Stating ways of saving  Identifying reasons for saving | Concern  Self awareness | Real money |  |
|  |  |  |  | PE | Gymnastics  Rope and string | Jumping  Holding  Coordinating | Skipping  Holding | Friendship formation  Cooperation  Toleration | Strings  Ropes | PSCU bk3 pg89 |  |
|  | Thur |  |  | English | Uses of “was” and “were”  was/ were  Singular and Plural  examples  a) I was coming.  b) We were coming  Revision of had/it | Completing the given tables correctly | Illustration | Filling in | Critical thinking  Self awareness | Textbooks | A simple guide in English bk3 pg15-17 |
|  |  |  |  | Lit II | Records  Definition of a record  Examples of records  Uses of records | Defining records  Stating examples of records  Identifying uses of records | Discussion  Question and answer | Defining records  Stating examples of records  Identifying uses of records | Critical thinking  Appreciation | Registers  Mark lists | MK bk3 |
|  |  |  |  | English | Dialogue  Lok: Goodmorning  Akol: …………..  Lok: What are you going………..?  Akol: I am going to plant………….. | Role playing  Loud reading and fluent pronunciation of words | Guided discussion  Group work | Loud reading  Spelling | Awareness  Articulation | Puppets | Teacher’s resource bk for P3 English pg54 |
|  |  |  |  | Lit II | Spending resources  Definition  Things we use and spend money  Ways of spending wisely | Defining spending  Stating things on which we spend money  Identifying ways of spending wisely | Discussion  Question and answer | Defining spending  Stating things on which we spend money  Identifying ways of spending wisely | Concern  Self awareness | Clothes  Mobile phone  Food | MK bk3 |
| 10 | Mon |  |  | English | Poem  Plants Plants  Plants are useful home for birds and animals | Use the dialogue to answer the given questions  Recite the poem fluently | Group work  Guided discussion | Reciting the poem  Sentence construction  Written exercise | Effectiveness | CB illustration | Teachers’ resource bk3 English pg64 |
|  |  |  |  | Lit II | Projects  Definition  Examples of projects | Defining a project  Identifying examples of projects | Discussion  Explanation | Defining a project  Identifying examples of projects | Self awareness  Concern | Our environment | MK bk3 |
|  | Tue |  |  | English | Future simple tense  Use of will and shall  She  He  They will  It  You  I  We shall  a) What will Naiga do…………..?  She will go……….  b) We shall sweep …………..  c) They will………  d) I shall do my…..  e) Shall we sweep the compound tomorrow?  No, we shan’t. | Use the future simple tense appropriately  Respond to the given questions and give appropriate answers | Guided discussion  Group work | Sentence construction  Written exercise | Effectiveness | BB illustration | MK primary English bk3 pg80 |
|  |  |  |  | Lit II | Things needed to start a project  How do manage a project | Stating things needed  Identifying ways of managing a project | Guided discovery  Question and answer | Stating things needed  Identifying ways of managing a project | Concern  Self awareness | Money | MK bk3 |
|  |  |  |  | English | Use of too…to…...  e.g.  1. The lady is big. She cannot sit on the small chair.  The lady is too big to sit on a small chair.  2. The boy is young. He cannot cross the road alone.  The boy is too young to cross the road alone. | Write sentences as instructed in brackets.  Change nouns from singular to plural  Join sentences using given conjunctions | Group work  Discussion  Explanation | Join sentences using given conjunctions | Self awareness  Critical thinking | BB illustration | Simple guide in the study of English bk3/4 pg37 |
|  |  |  |  | Lit II | Peace  Definition  Ways of living in peace  Importance of living in peace | Defining peace  Stating ways of living in peace with one another  Identify the importance of living in peace | Question and answer  Discussion | Defining peace  Stating ways of living in peace with one another | Concern  Critical thinking |  | MK bk3 |
|  |  |  |  | English | Use of as…….as  Examples  1. Peter is tall. Ali is also tall.  Peter is as tall as Ali.  2. Henry is clever. His sister is also clever.  Henry is as clever as his sister. | Changing sentences using as……as  Making correct comparisons | Discussion  Demonstration | Reading loudly  Oral work | Articulation | BB illustration | A simple guide in the study of English bk3 pg37 |
|  |  |  |  | Lit II | Our class rules  Our school rules and regulations  Importance of rules and regulations | Listing class rules, school rules and regulations  Stating importance of rules and regulations | Question and answer  Explanation | Listing class rules, school rules  Stating the importance of rules and regulations | Self awareness | A chart showing class rules and regulations | MK bk3 |
|  | Fri |  |  | English | Use of prefer……..to…….  Examples  1. I like meat more than fish.  I prefer meat to fish.  2. I like eating posho more than rice.  I prefer eating posho to rice. | Identify the adjectives  Use the word prefer to write sentences  Mention tier interests and hobbies | Explanation | Joining of sentences | Fluency  Expression | Real experiences | Simple guide in the study of English bk3/4 pg38-39 |
|  |  |  |  | Lit II | Definition of rights  Children’s rights  Examples of children’s rights | Defining children’s rights  Stating examples of children’s rights | Discussion  Question and answer | Defining  Stating examples of children’s rights | Appreciation  Self awareness | Food | MK bk3 |