**ENGLISH SCHEME OF WORK FOR P.3 – 2024**

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| **wk** | **Theme** | | **Sub-theme** | **L/A** | | **Content** | | | **Competences** | | **Method** | **Activities** | | **Life skills indicators & values** | | | **inst.**  **materials** | | **Ref** | | | **Rem** |
| 2 | Our sub-county | | Positions | ENG | | Along , across , behind , near , infront , door , under  Where is the …….?  Example  Where is the book?  The book is under the desk. | | | A learner;  i) reads the words  ii) spells the words  iii) writes the words | | Look , say and use  Whole word sentences  Discovery  Observation | Reading  Demonstration  Pronouncing | | Fluency  Audibility  Articulation  Confidence | | | Real objects | | Mk Eng pg 50  Monotor pg 36  Ess. Work bk pf 27 | | |  |
|  |  | |  | ENG | | Vocabulary  Against , up , down , along , out , of , itno , hole , lake , road , hill , wall , at  Structure  What is ………………? | | | A learner;  i) reads the words  ii) spells the words  iii) writes the words | | Look, say and use  Whole word  Whole sentences | Reading  Pronouncing  Situational game | | - Fluency  Audibility  -Meaningfulness  -Articulation  -Responding to questions appropriately  -Analyzing statements  -Giving reasons for actions taken. | | | Real objects | | Mk. Pr Eng pg 50  Monitor Eng pg 36  Ess. Work bk grammar | | |  |
|  |  | |  | ENG | | A dialogue  A dialogue about  Riding along the road | | | A learner;  Recites the dialogue  Acts the dialogue.  Answers oral questions. | | Role play  Demonstration  Rote method | Reciting  Acting | | -Fluency  -Confidence  -Audibility  -Logical flow of ideas  -Articulation  -Logical reasoning  -Helping others to understand. | | | A chart | Mk Eng bk 3 pg 55 | | | |  |
|  |  | |  | ENG | | Comprehension  A story.  Mukama the hunter  Monitor Eng bk 3 pg 38 | | | A learner;  i) recites the story  ii) acts the story | | Discussion  Guided discovery | Writing  Reading  Comprehending  Counting | | Fluency  Articulation  Audibility | | | A chart  Photocopied work | | Monitor English bk 3 pg 38. | | |  |
| 1 |  | | 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 | | |  |
| 1 |  | |  | 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 ….. | | |  |
|  |  | |  | 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 | |  | | |  |
| 2 |  | | 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 | | |  |
| 2 |  | | 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 | |  | | |  |
|  |  | |  | 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….. | | |  |
|  |  | |  | 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 | | |  |
|  |  | |  | 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 | | |  |
| 3 |  | | 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 | | |  |
| 3 |  | | Name and location of our sub-county/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 | | |  |
| 3 |  | |  | 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 | | |  |
|  |  | |  | 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 …….. | | |  |
|  |  | |  | 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 | | |  |
| 4 |  | | Physical features in our sub-county/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 | | |  |
|  |  | | Physical features in our sub-county/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 | | |  |
|  |  | | 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 | | |  |
| 4 |  | | 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 | | |  |
|  |  | | 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 | | |  |
|  |  | | 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 | | |  |
|  |  | |  | 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 | | |  |
|  |  | |  | 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 | |  | | |  |
| 5 |  | | 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 | |  | | |  |
| 5 |  | | 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. | | |  |
| 5 |  | | 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 | |  | | |  |
| 6 |  | | 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 | | |  |
|  |  | |  | 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 | |  | | |  |
|  |  | |  | 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 | | |  |
|  |  | |  | 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 | |  | | |  |
| 6 |  | | 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 | |  | | |  |
|  |  | |  | 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 | | |  |
|  |  | |  | 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 | | |  |
| 7 |  | | 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 | | |  |
| 7 |  | | 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 | | |  |
| 7 |  | | 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 | | |  |
|  |  | | 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 | | |  |
|  |  | | 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 | | |  |
| 8 |  | | 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 | | |  |
|  |  | | 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 | | |  |
|  |  | | 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 | | |  |
|  |  | | 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 | | |  |
|  |  | |  | 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 | | |  |
|  |  | | 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 | 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 | | |  |
|  |  | |  | 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 | | |  |
|  |  | |  | 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 | | |  |
|  |  | | 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 | | |  |
|  |  | | 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 | | |  |
|  |  | |  | 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 | | |  |
|  |  | |  | 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 | | |  |
|  |  | |  | 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 | | |  |
|  |  | | 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 | | |  |
|  |  | |  | 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 | | |  |
| 1 | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
| **Wk** | | **Theme** | **Sub-theme** | | **L. areas** | | **Content** | **Competencies** | | **Methods** | | | **Activities** | | **Learning skills** | **Instructional materials** | | | | | **Ref** | | |
|  | |  |  | | 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 | | |
| 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 | | |
| 2 | |  | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
| **Wk** | | **Theme** | **Sub-theme** | | **L. areas** | | **Content** | **Competencies** | | **Methods** | | | **Activities** | | **Learning skills** | **Instructional materials** | | | | | **Ref** | | |
|  | |  | 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 | | |
| 3 | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
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|  | |  |  | | 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 | | |
| 4 | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
| 5 | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | | | |  | | |
|  | |  |  | | 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 | | |
| 6 | |  |  | | 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 | | |
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|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | | | |  | | |
|  | |  |  | | 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 | | |
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|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
| 7 | |  |  | | 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 | | |
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|  | |  |  | | 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 | | |
|  | |  |  | | English | | Capital letters  T  hese 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 | | |
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|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | | | |  | | |
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|  | |  |  | | 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 | | | | |  | | |
|  | |  |  | | 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 | | | | |  | | |
|  | |  |  | | 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 | | |
|  | |  |  | | English | | Dialogue  Lok: Good morning  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 | | |
| 10 | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |
|  | |  |  | | 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 | | |