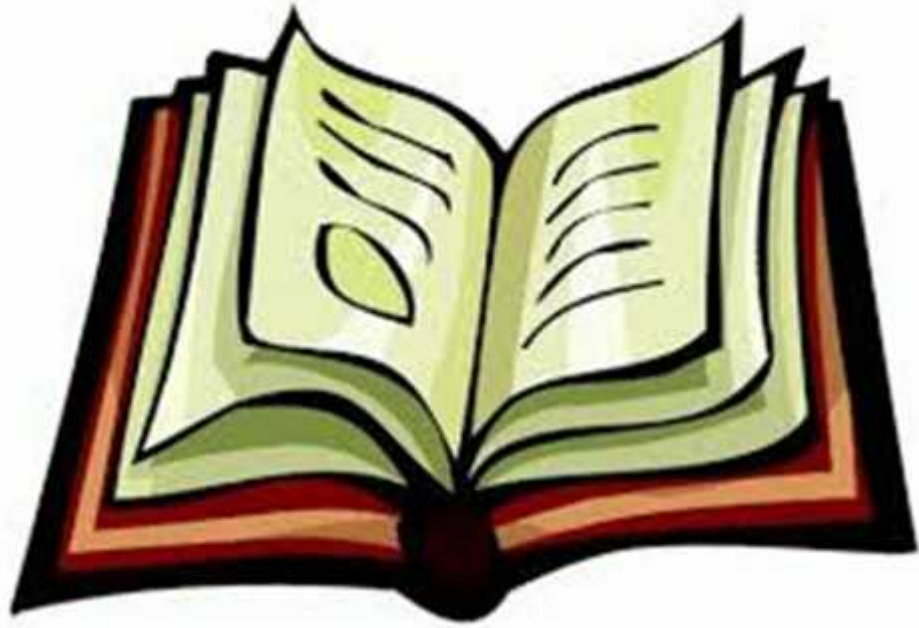


SCHEME OF WORK FOR PRIMARY SIX



TERM ONE, 2023

1. SAFETY ON THE ROAD

2. DEBATING

W K	P D	TOPIC	SKILLS	ASPECT	COMPETENCES	CONTENT	MTD	ACTIVITIES	T/AIDS	L/SKILLS	REF	R E M
1	1	SAFETY ON THE ROAD	Listening Speaking Reading Writing	Vocabula ry Word building Opposite Singular and plural forms	The learner; 1. spells given words correctly 2. pronounces given words correctly 3.looks up meanings of words	SAFETY ON THE ROAD VOCABULARY Zebra crossing, pedestrians, cyclist, motorists, traffic, signal, right, left ,taxi, bus, black spot, seat belts, helmet, roundabout, code highway, first aid, road humps,.....etc	LSU discussion	Spelling Pronouncing words with sound 'r' and 'l'...load, road, late, rate, label, rabel etc Looking up words	Strip cards with vocabul ary words	Fluency Audibility Articulation Confidence	Sure key to success bk6 pg 1-2 Mk primary English bk 6	
1	4	SAFETY ON THE ROAD	Listening Speaking Reading writing	Drawing	The learner; 1. Draws and names road traffic signs. 2. identifies the use of each traffic sign	Road traffic signs 1.railway crossing 2.no parking 3.traffic lights ahead 4.school children crossing.....etc....	LSU Guided discussion Brain storming	Drawing the different traffic road signs Discussing the use of traffic road signs. Discussing the role of the	Cards with traffic road signs	Appreciatio n Respect	Sure key to success bk6 pg 2	

								traffic police.				
1	5	SAFETY ON THE ROAD	Listening Speaking Reading Writing	Reading	<p>The learner;</p> <p>1. constructs sentences using the given structures.</p> <p>2. writes and reads the given sentences.</p>	<p>Structures</p> <ul style="list-style-type: none"> • “as soon as” • “the moment” • “immediately” • “....too.....to...” <p>Examples</p> <p>1. The boy crossed the road as soon as it was clear.</p> <p>As soon as the road was clear, the boy crossed the road.</p> <p>B.</p> <p>.....must...../.....mustn’t..... unless. /should not....., ought, oughtn’t, prefer, enjoy, like</p> <p>1. Drivers must signal at the junction.</p> <p>2. You must not cross the road unless it is clear.</p>	<p>Brain storming</p> <p>LSU</p> <p>Guided discovery</p>	<p>constructing different sentences with the given structures.</p> <p>re-writing sentences with the given structures</p>	<p>Strip cards with different sentences</p>	<p>Critical thinking</p> <p>Confidence</p> <p>Audibility</p>		
2	1	SAFETY ON THE ROAD	Listening Speaking Reading	Pronunciation (poem)	<p>The learner;</p> <p>1. reads the words in the poem carefully.</p>	<p>A POEM</p> <p>ON THE ROAD</p> <p>From dawn to dusk,</p> <p>Roads are full are full of</p>	<p>Dramatization</p> <p>Role play</p>	<p>Acting out the poem</p> <p>Writing short poems</p>		Critical thinking		

			Writing		<p>2. recites the poem with actions.</p> <p>3. writes shorts poems on safety on the road.</p> <p>4. answers questions about the poem.</p>	<p>different road users,</p> <p>Heading to different destinations</p> <p>In the city or village.</p> <p>.....etc.....</p>		<p>Reciting poems</p> <p>Answering questions about the poem</p>				
2	2	--do--	---do--	Comprehension (dialogue)	<p>The learner;</p> <p>1. recites the dialogue</p> <p>2. acts the dialogue</p> <p>3. answers questions on dialogue.</p>	<p>DIALOGUE</p> <p>Joyce; Hello Miriam</p> <p>Miriam; Hello Joyce</p> <p>Joyce; You look sad, what is the matter?</p> <p>.....etc.....</p>	<p>Role play</p> <p>Brain storming</p> <p>Guided discussion</p>	<p>Acting out the dialogue</p> <p>Writing dialogues</p> <p>Answering questions about the dialogue.</p>	puppets	<p>Love</p> <p>Care</p> <p>Effective communication</p>		
2	3	SAFETY ON THE ROAD	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	Comprehension (notice)	<p>The learner;</p> <p>1. reads the notice carefully</p> <p>2. discusses the role of traffic police officers.</p> <p>3. answers questions about the notice.</p> <p>4. defines an</p>	<p>NOTICE</p> <div> <p>UGANDA POLICE</p> <p>TRAFFIC SECTION</p> <p>PROUDLY PRESENTS A PUBLIC SEMINAR ON SAFETY ON THE ROAD EVERY LAST SUNDAY OF THE MONTH</p> <p>GUEST SPEAKER; POLICE SPOKES PERSON</p> </div>	<p>LSU</p> <p>Guided discussion</p> <p>Brain storming</p>	<p>Talking about keeping safe on the road.</p> <p>Reading the notice .</p> <p>Answering questions about the notice.</p>				

		4			adjective. 5. gives examples of adjectives 6.uses the correct form of the word given in brackets as an adjective.	VENUE; CONSTITUTIONAL SQUARE.....etc..... GRAMMAR ADJECTIVES 1. Define adjectives 2. Examples of adjectives 3. Kinds of adjectives 4. Comparison of adjectives using; ...as...as/ ....not as.... 5. Double comparative; The...the..... 6. Ordering adjectives. 7. Opposites of adjectives 8. Re-writing sentences as instructed in brackets.						
3	2	....do....	.....do.....	vocabulary	The learner; 1. pronounces the words correctly. 2. spells the words correctly 3. looks up meanings of	TRAFFIC DANGERS VOCABULARY Crossroad, roundabout, junction, accidents ,traffic lights, side path, first aid, careless, careful, island, highway code,.....etc.....	Guided discussion LSU	Spelling words Pronouncing words Looking up meanings of words	Strip cards with vocabulary words	fluency audibility articulation confidence	Sure key to success bk 6 pg 7	

					words.						
3	3	....do....	....do.....	Sentence construct ion	<p>The learner;</p> <p>1. writes sentences using the given structures.</p> <p>2. reads the sentences with the structures.</p> <p>3.constructs sentences with structures.</p> <p>4. re- writes as instructed</p>	<p>STRUCTURES</p> <p>.....may.....</p> <p>.....should always.....</p> <p>First.....next.....then.....</p> <p>EXAMPLES</p> <p>1.You may get an accident if you don’t use a side path.</p> <p>2.We should always be aware of the Highway Code.</p> <p>3. First look left,next right then left again before you cross the road.</p> <p>USING: when, because,...so., ....so.....that..</p> <p>EXAMPLES</p> <p>1. When Peter rode his bike carefully, he got a prize.</p> <p>2. Peter got a prize because he rode his bike carefully.</p> <p>3. Peter rode his bike carefully so he got a prize.</p> <p>4. Peter rode his bike so</p>	LSU Guided discovery Observation	Constructing sentences Reading sentences Re –writing sentences	Strip cards with sentenc es	Critical thinking Expressing one’s point of view Audibility Confidence	Mk

						carefully that he got a prize.												
3	5	SAFETY ON THE ROAD	Listening Speaking Reading writing	Composit ions	The learner; 1. talks about causes of road accidents 2.writes stories about causes of road accidents.	TRAFFIC DANGERS FREE COMPOSITION WRITING about; 1. Causes of traffic dangers 2. How to keep safe on the road. 3.Roles of traffic police	Guided discussion question and answer	Writing texts related to dangers and safety on the road.	Papers Pens dictiona ry	Critical thinking Appreciatio n Love	Sure key to success bk 6 pg 16							
4	1	SAFETY ON THE ROAD	Listening Speaking Reading Writing	composit ions	The learner; 1.talks about the given pictures 2. interprets the pictures 3. writes sentences about the picture. 4. draws the pictures.	PICTURE COMPOSITION A CAR ACCIDENT Pictures showing; <table><tr><td>1. chn playing ball on the road</td><td>2. a car approachin g them.</td></tr><tr><td>3. a car knocking one of the boys.</td><td>4.one boy giving first aid.</td></tr><tr><td>5.carrying the boy to the ambulance.</td><td>6.doctor attending to the boy in hospital</td></tr></table>	1. chn playing ball on the road	2. a car approachin g them.	3. a car knocking one of the boys.	4.one boy giving first aid.	5.carrying the boy to the ambulance.	6.doctor attending to the boy in hospital	Observation LSU Guided discussion	Talking about te picture Interpreting the picture Drawing the picture Writing sentences		Care Love Responding to questions Expressing one’s views	Mk primary English Bk 6 Sure key to success bk 6 pg 17	
1. chn playing ball on the road	2. a car approachin g them.																	
3. a car knocking one of the boys.	4.one boy giving first aid.																	
5.carrying the boy to the ambulance.	6.doctor attending to the boy in hospital																	
4	2do...do....do...	The learner;	GUIDED COMPOSITION	LSU	Filling in missing		Critical	Sure key to							

					1.reads the given composition 2. fills in the missing words to complete the composition.	A FATAL ACCIDENT Last ----- there was a fatal accident in Mabira forest along Kampala- Jinja Highway. The----- was caused by ----- ..etc.		words Responding to given questions. Writing out the composition.		thinking Expressing likes and dislikes	success bk 6 pg 18	
4	3	SAFETY ON THE ROAD	Listening Speaking Reading writing	comprehension	The learner; 1.pronounces the words in the poem correctly 2. recites the poem. 3. answers questions about the poem.	A POEM SAFETY ON THE ROAD Whether by road or railway transport, Passengers need safety Drivers must avoid speeding.....etc.....	LSU Guided discussion Brain storming	Pronouncing words correctly Reciting the poem Answering questions about the poem		Standing up for one's rights Responding to questions	Monitor English course for Uganda bk 6 pg 15	
4	4	...do...	....do...	Grammar	The learner, 1. defines an adverb 2. gives examples of adverbs. 3.identifies types of adverbs 4 forms adverbs	GRAMMAR ADVERBS <ul style="list-style-type: none"> defining adverb giving types of adverbs forming adverbs identifying adverbs 	LSU	Forming adverbs Categorizing adverbs	A chart with categorical adverbs	Articulation		
4	5	DEBATING	Listening Speaking	Vocabulary	The learner; 1.spells the	DEBATING VOCABULARY	Discussion LSU	Spelling words Pronouncing	Flash card with vocabul	Fluency Articulation	Monitor English course for	

			Reading writing	Word building Opposite s Singular and plural forms	words correctly. 2. pronounces the words correctly 3. looks up meanings of words.	Speakers, motion, proposers, opponents, point of order, point of inquiry, audience, argue, argument, time keeper, roles, opinion, conclude, current, previous...etc....	Brain storming	words Looking up meanings Constructing sentences	ary words		Uganda bk 6 Advance d learner' s dictiona ry.	
5	1	DEBATI NG	....do.....	Sentence construct ion	The learner; 1. constructs sentences with the given structures. 2.reads and interprets sentences. 3.re-writes as instructed in the brackets.	STRUCTURES Although Even though..... although..... even though..... Whereas ..........whereas..... EXAMPLES 1. Although people did not accept his points, he argued them. 2. People did not accept his points although he argued them. 3. Even though people did not accept his points, he	Look, say and use Brain storming Guided discussion	Constructing sentences Reading sentences Interpreting sentences Re-writing sentences as instructed	Strip cards with sample sentenc es	Audibility Fluency Confidence	Mk primary English Bk 6 Sure key to success bk 6 St Bernard English work bk 6	

			Writing		<p>texts.</p> <p>2. fills in missing words in the given composition</p> <p>3. re –arranges sentences to make a good composition.</p>	<p>Debating promotes self-expression ,.....,critical thinking and confidence among learners. ....etc...</p> <p>2. JUMBLED OMPOSITION</p> <p>About; Why some pupils are more and fluent than others.</p>	Guided discussion	Re- arranging the sentences to form good compositions.				
6	1	PARTS OF SPEECH	Listening	vocabulary	The learner;	<p>PARTS OF SPEECH</p> <p>VERBS</p> <ul style="list-style-type: none"> Definition: A verb is an action word. Examples of verbs; clap, drink, am, go...etc. Kinds of verbs e.g., regular verbs, auxiliary verbs, irregular verbs ...etc. <p>FORMS OF VERBS</p> <p>1. REGULAR VERBS</p> <p>They have the same pattern for past simple and past participle tense e.g. dance ,walk, learn.....etc.....</p> <p>-forming different regular</p>	Discussion	<p>Spelling different words as verbs</p> <p>Identifying kinds of verbs</p> <p>Using correct forms of words</p> <p>Forming regular verbs</p>	Strip cards with some verbs to spell	<p>Fluency</p> <p>Audibility</p> <p>Effective communication</p>	Detailed English grammar bk for upper primary pg 32-33	
	2		Speaking		1. identifies the kinds of verbs							
	3		Reading		2.states examples of verbs							
			Writing		3.spells given verbs correctly							

					verbs.							
6	4	PARTS OF SPEECH	....do.....	....do.....	The learner; 1. differentiates the regular from the irregular verbs. 2. forms irregular verbs.	2. IRREGULAR VERBS They have a different pattern for past simple and past participle tense. e.g., see, drink, go, sink...etc. - forming the category of irregular verbs. 3. AUXILIARY VERBS They help the main verb. e.g. is , am, are , has , have , had , will.....etc..... -forming the affirmative, negative and contractions.	Look , say and use Guided discussion Brain storming	Forming regular and irregular verbs. Forming affirmative , negative and contraction of auxiliary verbs		Effective communication Fluency Confidence	Detailed English grammar for upper primary	
7	2	PARTS OF SPEECH	Listening Speaking Reading Writing	Sentence construction	The learner; 1. defines a tense 2. outlines the major tenses 3. outlines the forms of each tense	PARTS OF SPEECH TENSES 1. The present tense 2. The past tense 3.The future tense N.B: Put emphasis on: <ul style="list-style-type: none"> the uses of a particular tense affirmative sentences negative sentences 	Look , say and use Brain storming	Drawing a tense tree Changing sentences from one present tense to another. Re- writing as instructed..		Fluency Confidence Effective communication	Detailed English grammar bk for upper primary	

		5				<ul style="list-style-type: none">• Interrogative sentences• question tags• active and passive voice <p>Each tense has four forms as below:</p> <p>1. The present simple – refers to every day actions.</p> <p>e.g. she cries daily.</p> <p>2.The present continuous</p> <p>e.g. she is crying now.</p> <p>3.The present perfect</p> <p>e.g. she has cried.</p> <p>4. The present perfect continuous</p> <p>e.g. she has been crying.</p>					
8	1	PARTS OF SPEECH.	Listening Speaking Reading Writing	Sentence construction	The learner; 1.identifies tenses 2. changes sentences from one tense to another.	TENSES 2.PAST TENSE Has four forms as; 1. The past simple – shows yesterday, last week, last month, last year events.	Guided discussion Brain storming Look ,say and use	Forming sentences in all forms of past tense. Changing sentences from past to present		Confidence Effective communication Re writing sentences	Junior English revised Detailed English grammar for upper

		2				<p>E.g. she cried last week.</p> <p>2. The past continuous e.g.</p> <p>She was crying last week.</p> <p>3. The past perfect e.g.</p> <p>She had cried a lot by the time her mother returned.</p> <p>4.The past perfect continuous e.g.</p> <p>She had been crying for long.</p>		and vice versa.			primary.	
		3										
		4										
		&										
		5										
9	1	Direct Speech	Listening Speaking Reading Writing	Sentence construction	<p>The learner:</p> <ol style="list-style-type: none"> states the use of direct speech. Punctuates the given sentences. 	<p>DIRECT SPEECH</p> <p>These are the actual words of a speaker used when reporting.</p> <p>Examples</p> <ul style="list-style-type: none"> Mpanga said, “The man is already dead.” “I am not feeling well today,” said Monica. 	<p>Guided Discussion</p> <p>Brain Storming</p>	<p>Constructing sentences</p> <p>Punctuating sentences</p>	Chalkboard illustration	<p>fluency</p> <p>articulation</p> <p>respect</p>	<p>MK English Handbook for P.5-P.7 p75</p> <p>Fountain Core English Grammar p.203</p>	
	2	Indirect	Listening	Changing direct	<p>The learner:</p>	INDIRECT SPEECH	Explanation	Re-writing	Strip	fluency	MK English	

	3	Speech	Speaking Reading Writing	sentence s to indirect	<ol style="list-style-type: none"> states the use of indirect speech re-writes the given sentence s in indirect speech. Identifies the changes that take place when changing from direct to indirect speech. 	<ul style="list-style-type: none"> It is the changing from the actual words of a speaker to the words used when reporting. It is also called reported speech. <p>Examples</p> <ol style="list-style-type: none"> “I study Luganda every evening,” he said. He said that he studied Luganda every evening. “These books are mine,” Stephen said. Stephen said that those books were his. <p>N.B Emphasize on the various changes that occur when changing from direct to indirect</p>	Guided Discovery Brain storming	sentences	cards Chalkboard illustration	accuracy appreciation sharing respect	Handbook P5-P.7 pp.75-86 Fountain Core English Grammar pp.203-207	
10	1	Parts of speech	Listening Speaking Reading	Sentence construction	<p>The learner;</p> <ol style="list-style-type: none"> identifies the 3 key words to refer to 	<p>CONDITIONAL SENTENCES</p> <p>If (1) or conditional clause 1</p> <p>We use the present simple or present continuous tense</p>	Look say and use Guided discussion	Writing sentences in if 1 clause. Using the four		Critical thinking Fluency	Junior English composition and grammar	

	2		Writing		<p>conditionals as; If , unless , and because</p> <p>2. writes sentences in if 1.</p> <p>3. uses unless in sentences</p>	<p>in the if clause and a future simple in the main clause. e.g. 1. If I go to Juba , I will teach all the girls how to debate.</p> <p>2. I will teach all the girls how to debate if I go to Juba. ....etc.....</p> <p>Unless</p> <p>Apply all the four ways of using; unless e.g.</p> <p>1. Unless I go to Juba, I will not teach the girls how to debate.</p> <p>2. I will not teach the girls how to debate unless I go to Juba.</p> <p>3. Unless she calls me, I will leave for Nairobi.</p>	Brain storming	<p>rules of unless</p> <p>Re writing as instructed</p>		<p>Articulation</p> <p>Effective communication</p>	r pg 37-41	
1	1 2 3 4	Parts of speech	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>Sentence construction</p>	<p>The learner;</p> <p>1. explains the difference between if 1 and if 2.</p> <p>2. changes sentences from if 1 to if 2.</p>	<p>If (2) or conditional clause 2</p> <p>We use the past simple and would in the main clause.</p> <p>E.g. 1. If I went to Juba, I would teach all the girls how to debate.</p> <p>2. I would teach all the girls how to debate if I went to</p>	<p>Guided discussion</p> <p>Look, say and use</p> <p>Brain storming</p>	<p>Explaining the difference between if1 and if 2.</p> <p>Changing sentences from one if clause to another.</p> <p>Re writing</p>		<p>Confidence</p> <p>Fluency</p> <p>Effective communication</p> <p>Appreciation</p>	<p>Junior English composition and grammar</p>	

					<p>3. re- writes sentences as instructed.</p>	<p>Juba.etc....</p> <p>If(3) or conditional clause 3</p> <p>We use the past perfect tense (had) in the if clause and a would have/could have/might have in the main clause. e.g.</p> <p>1. If I had gone to Juba, I would have taught the girls how to debate.</p> <p>2. Had I gone to juba, I would have taught the girls how to debate.</p>		<p>sentences as instructed.</p>				
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End