**PRIMARY FIVE COMPOSITION SCHEME OF WORK TERM TWO 2024**

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| WK | PD | TOPIC | SKILLS | ASPECT | COMPETENCES | CONTENT | METHODS | ACTIVITIES | L. AID | LIFE SKILLS | REF. | RMKS |
| 2 | 2 | **LETTER WRITING**  **(personal letter)** | Speaking  Listening  Reading  Writing | -vocabulary  -Oral sentence construction.  -Rearranging addresses in the correct order.  -Guided composition written in a letter form. | The learner:  -identifies the vocabulary related to letter writing  -constructs sentences using the vocabulary given  -rearranges the addresses in the correct order.  -completes the letter by filling in suitable words | **-vocabulary**  invite, letter, envelope, envelop, card, address, affectionately, yours, dear, sender, reply, receiver  -**Oral sentence construction**.  **-Rearranging addresses in the correct order.(Refer notes**)  **-Guided composition written in a letter form**. | Whole class discussion  Explanation  Inquiry  Brain storming | Oral sentence construction  Rearranging addresses  Writing a guided composition. | Envelopes,  Stamps,  Sample letters | Effective communication  Creative thinking  friendliness | Primary five syllabus  Oxford primary Eng bk 5 pg 108-109 |  |
| 3 | 2 | **AN INVITATION LETTER** | Speaking  Listening  Reading  Writing | -vocabulary  -Oral sentence construction  -Jumbled sentences | The learner:  -identifies the vocabulary related to letter writing.  -constructs sentences using the vocabulary given.  -rearranges the jumbled sentences to make a meaningful letter. | **-vocabulary**  addressee, writer, written, writing, salutation, invitation, excited, excitement, invite, reply, address  -**Oral sentence construction**  -**Jumbled sentences**  **-Drawing envelopes** | Whole class discussion  Explanation  Inquiry  Brain storming | Reading and writing both oral and written exercises.  Drawing envelopes. | Envelopes,  Stamps,  Sample letters | Effective communication  Creative thinking  friendliness | Primary five syllabus  Oxford primary Eng bk 5 pg 108-109 |  |
| 4 | 2 | **COMMUNICATION(The Post Office)** | Speaking  Listening  Reading  Writing | -vocabulary  -Oral sentence construction  -jumbled words related to letter writing.  -Tenses used in picture composition writing  -Picture composition writing. | The learner:  -identifies the vocabulary related to communication  -constructs sentences using the vocabulary.  -rearranges words to make meaningful sentences.  -identifies the main tenses used in picture composition writing.  -interprets pictures and writes sentences about each to tell what is happening. | **-vocabulary**  Directory, stamps, envelope, money order, mail, telegram, aerogram, parcel, fax, fax machine, post office, post, letter box, package, box rental, letter slot, registered letter, seal, private box  **-Jumbled words related to letter writing**.  -**Picture composition writing** | Whole class discussion  Explanation  Inquiry  Brain storming | Spelling test.  Oral sentence construction  Formation of sentences.  Studying pictures and writing sentences about each. | Text books,  Printed notes | Effective communication  Creative thinking  friendliness | Primary five syllabus  MK BK 5 PG 184-198 |  |
| 5 | 2 | **THE TELEPHONE.** | Speaking  Listening  Reading  Writing | -Vocabulary  -Oral sentence construction  -Structures  -Phrases used in telecommunication  -some different networks  -A telephone conversation | The learner:  -identifies the vocabulary related to telecommunication  -constructs sentences using the vocabulary and the structures given.  -mentions some phrases used in communication on phone.  -tells some common networks.  -gives suitable responses in the telephone conversation. | -**vocabulary**  Telephone, telephone booth mobile phone, telephone directory, landline handset, mast, network, airtime load, dial ,airtime card, call receiver, subscriber’s identification module(sim) sms teleface, fixed line, ring, communication  -**Structures**  (a) the use of …enough to….  (b) the use of…need to/needn’t….  -**Phrases used** in telecommunication(refer to notes)  -Different networks.(refer to notes)  -**A telephone conversation**  ( filling in suitable responses | Whole class discussion  Explanation  Inquiry  Brain storming | Oral sentence construction  Identifying phrases used in telecommunication  -supplying suitable responses in the conversation | Telephones  Printed notes  Printed notes | Effective communication  Creative thinking  friendliness  appreciation | Primary five syllabus |  |
| 6 | 2 | **THE INTERNET** | Speaking  Listening  Reading  Writing | -vocabulary  -Oral sentence construction  -Structures with words related to internet  -practical exercise based on internet | The learner:  -identifies the vocabulary related to internet.  -constructs sentences using the structures  -tells the steps taken while opening an e-mail.  -writes an e-mail and sends it to the class teacher’s e-mail. | **-vocabulary**  e-mail website delete, save, open scroll folder, surfing, computer internet internet- café service fee virus Google yahoo search page access, sign in sign out log internet explorer search engine  -**Oral sentence construction**  **-sentence completion**  **-Structures**  (a) the use of ….too….to…  (b) the use of …in order….  **-Practical lesson** where children will write and send e-mails | Whole class discussion  Explanation  Inquiry  Brain storming | Reading the new words  Constructing sentences.  Writing and sending e-mails | Computers  Printed notes | Responding to questions appropriately  Accuracy | Primary five syllabus |  |
| 7 | 2 | **SURFING ON THE INTERNET** | Speaking  Listening  Reading  Writing | -vocabulary  -Oral sentence construction  -Structures  -A jumbled story | The learner:  -identifies the vocabulary related to surfing on the internet  -constructs sentences using the structures given.  -rearranges sentences to form a meaningful story. | **-vocabulary**  Search engine, log internet –explorer click yahoo enter Google electronic  Twitter face book  **-Structures**  Use of ….so as……  Use of ….so that..  **A Jumbled story**  (Refer to notes) | Whole class discussion  Explanation  Inquiry  Brain storming | Surfing the internet.  -Oral sentence construction  Reading and writing sentences. | Computers  Printed notes | Responding to questions appropriately  Accuracy | Primary five syllabus |  |
| 8 | 2 | **CULTURE (Nationalities)** | Speaking  Listening  Reading  Writing | -vocabulary  -Oral sentence construction  - Structures  -Descriptive composition | The learner:  -identifies the vocabulary related to the culture of different nationalities  -constructs oral sentences using the vocabulary and the structures given.  -writes a descriptive composition about **MY NATIONALITY**. | **vocabulary**  Ugandan Tanzanian Kenyan Rwandan  Sudanese German French English Scottish American Brazilian Chinese  Indian Japanese Citizen foreigner national.  -**Sentence construction**  -**Structures**  I am from \_\_\_\_\_\_ so I am a \_\_\_\_\_\_.  -**Describing ones’ nationality** | Whole class discussion  Explanation  Inquiry  Brain storming | Oral sentence construction  Reading and writing sentences | Text books | Listening and valuing others  Friendship formation  assertiveness | Primary five syllabus  MK BK 5pg |  |
| 9 | 2 | **LANGUAGES** | Speaking  Listening  Reading  Writing | -vocabulary  -Oral sentence construction  -Structures  -Studying pictures about different nationalities  -An imaginative composition. | The learner:  -identifies the vocabulary related to different languages.  - constructs oral sentences using the vocabulary and structures given.  -interprets pictures and constructs sentences about different nationalities. | **Vocabulary**  Luganda Luo, Lumasaba, Runyakitara Iteso,Kiswahili, French,English Germany,Latin, Chinese, Ibo Lingala Kinyarwanda  - Oral sentence construction  **-Structures**  (a) Using ….because….  (b) The use of If….would….  -Studying pictures about different nationalities (people and their languages)  -An imaginative composition**.( MY TRIP TO CHINA)** | Whole class discussion  Explanation  Inquiry  Brain storming | Oral sentence construction  Reading and writing sentences | Text books  Printed notes | Self awareness  Respires and love  Co-operation | Primary five syllabus |  |