

Kabojja Junior School
P.1 Comprehension Scheme of work – Term I, 2025

Theme: **Our School**


Expected Learning outcome: The child is able to know, communicate with and relate to other people harmoniously, show creativity by producing and manipulating learning and play materials available in his / her immediate environment.

Wk	Theme	Sub-theme	Content	Skills	Competence	Methods	Activities	Life skills and indicators	Values	Instructional Material	Ref	Rem
2	Our School	People in our school.	Vocabulary Good morning teacher, Mr, Mrs, Madam, Sir, girl, boy Structure 1. What is your name? 2. What is his/her name?	Listening Speaking Reading Writing	The learner: -pronounces the new words. -spells the new words. -constructs sentences using the new words learnt. -reads the given structures correctly. -responds to structures.	Discussion Demonstration Look & say	pronouncing the words. -spelling words. constructing sentences using the words. responding to the given structures.	effective communication -accuracy -audibility -fluency	respect co-operation appreciation friendliness	real objects flash cards	National curriculum for Uganda Primary 1 page 14 St. Bernard English Thematic pupils book 1 Page 1	

			<u>Comprehension</u> AT SCHOOL		-reads the story correctly. -answers questions about the story correctly.	discussion questions and answer guided discovery	reading the story. answering questions about the story.	critical thinking -decision making -responding to questions	co-operation appreciating togetherness joy love	Photocopied story	Teacher's composition	
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	Our School People in our school.	<u>Composition</u> : Picture composition <u>Spelling Exercise</u> t__cher, b_y, n_me, sch__l, mo_ning Pre-composition	Listening Speaking Reading Writing	The learner: - reads the words. -spells the words -interprets the pictures -answers questions about the pictures correctly.	Look and say Whole word Guided Discussion	-reading the words. -spelling the words -interpreting the pictures -answering questions about the pictures correctly	effective communication -accuracy -audibility confidence	Respect co-operation appreciation	Photocopied pictures	Uganda a Primary English Bk 1 page 1	
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3	OUR SCHOOL	Things in our school	Vocabulary chair, book, table, desk, bench, window, door, pencil, duster Blackboard Structures -What is this? This is a -Show me a ... (oral)	Reading Speaking Listening Writing	The learner: - pronounces the vocabulary correctly. - spells the vocabulary correctly. - names the pictures correctly. - uses the new words to make sentences. - reads the structures - responds to the structures	discussion demonstration Look & say	- pronouncing the vocabulary - spelling the vocabulary. - using the new words to write sentences. - reading the structures - responding to structures	Interpersonal relationship - forgiving - caring - appreciating	- sharing - responsibility - care	Flash cards Real objects like table, duster, bench	The National curriculum for Uganda a Primary 1 page 14 St Bernard book 1 page 5	
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			Picture comprehension -Answer the following questions about the picture in full sentences.  What is under the table?		The learner: - studies and interprets the pictures correctly. -answers questions about the pictures correctly.	whole class discussion question and answer demonstration	-studying the pictures. -answering questions	Creative thinking - reasoning	Responsibility -sharing -care	Real objects eg table, books, balls	St. Bernard bk 1 Page 1	
			Pre-composition <u>Spelling exercise</u> Listen and write window, door, chair Word guided composition	Listening Speaking Reading Writing	The learner: -pronounces and spells given words correctly. -constructs sentences using the words learnt.	demonstration Observation guided discovery	-Writing sentences about the picture.	creative thinking -logical reasoning -initiating new ideas	-sharing -caring -responsibility	Photocopy of the picture	NCD Ug Eng Course 6	


4	OUR SCHOOL	Activities in our school	<p>Vocabulary sweep, garden, read, write, play, pray, clean, learn</p> <p>Structures -What are you doing? I am ... -What is she/he doing? She/He is</p>	<p>The learner: -pronounces and spells the target vocabulary correctly. -constructs sentences using the target vocabulary. -reads the structures. -responds to the structures. -uses the structures in sentences.</p>	<p>pronouncing the vocabulary -spelling the words constructing sentences using the words - reading the structures -Responding to the structures -using the structures in sentences</p>	<p>effective communication -fluency - accuracy - confidence -audibility</p>	<p>-patience -co-operation -unity</p>	<p>real objects Like brooms, chair, books flash cards</p>	<p>The National curriculum for Uganda Primary 1 page 15 St Bernard Eng pg 9</p>	
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			Comprehension Read the dialogue and answer the questions in full sentences. Activities at school		-reads the dialogue correctly. -answers questions about the dialogue.	Group discussion Demonstration Role play	-reading the dialogue. -answering questions.	Interpersonal relationships Interacting freely with others Reacting appropriately	patience sharing Unity cooperation	Photocopied work	Teacher's composition	
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			Composition <u>Pre-composition Exercise</u> Fill in the missing letters. lea_n, cl_ _n, wr_te Descriptive composition Using pictures 'what I do at school'	Listening Speaking Reading Writing	The learner: - fills in the missing letters. -reads the words. -interprets picture composition correctly	discussion demonstration guided discovery	-studying and interpreting pictures	self-awareness self-evaluation caring for oneself responsibility	patience sharing unity	Photocopied pictures	Uganda Primary English Course page 48 St. Bernard book 1 page 10-11	
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5	OUR HOME	People in our home (Nuclear family)	Vocabulary mother, father, child, brother, baby, woman, sister, man Structures. Show me a This/That is Who is this? This is Point to the/ at..... I am pointing to the I am pointing at....	Listening Writing Speaking Reading	The learner: - pronounces the vocabulary correctly. - spells the new words. - construct sentences using the new words. - reads the structures. - responds to the given structures. - uses the structures to construct sentences.	- whole word - role play - story telling - discussion Whole sentences Whole class discussion	Pronouncing words. - Spelling given words - Constructing sentences - Drawing family members. - Reading the given structures - Constructing sentences using the structures learnt.	self-awareness - self-identification - making choice - caring for oneself interpersonal relationship - interacting freely - working together - respecting	- togetherness - identity - respect - identity - respect - togetherness - loyalty	Flash cards Illustrated pictures of family members	The National curriculum for Uganda Primary book 1 page 16 St. Bern. Bk 1 pp 13-15	
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			Comprehension Read the story and answer the questions. MY HOME		The learner: - reads the story. - answers questions about the story correctly	- whole class discussion - role play	- reading the story - answering questions about the story	Effective communication Audibility Confidence	- identity - loyalty	Copies of the story	St Bernard Bk 1 P 13	
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			<p>Pre-Composition Spellings exercise <u>Write words correctly.</u> - manwo - Idich - therfa</p> <p>Picture composition Use the picture to choose the correct activity.</p> <div data-bbox="367 702 533 997">  </div>	Listening Speaking Reading Writing	<p>The learner: -studies and- interprets the picture correctly.</p>	- observati on -guided discovery - discussio n	-studying and interpreting pictures -discussing given pictures	ce fluency self-esteem -self appreciat ion -talking about self	-unity -care	Photoc opied pictures	St. Bernard Bk 1 p 15-17	
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6	OUR HOME	Roles / Responsibilities of different family members	<p>Vocabulary Cook, wash, dig, milk, sweep, grind, clean, pound, breastfeed</p> <p>Structures. a. What is he or she doing? </p> <p>b. What is the boy doing? </p>	<p>Reading</p> <p>Speaking</p> <p>Listening</p> <p>Writing</p>	<p>The learner: - pronounces the given words correctly. - spells the given words correctly. - uses the vocabulary learnt to make sentences. - reads the given structures. - responds to the given structures.</p>	<p>-look and say</p> <p>demonstration</p> <p>observation</p> <p>-whole class discussion</p>	<p>- Pronouncing words</p> <p>-spelling words</p> <p>-using the words in sentences</p> <p>-reading given structures</p> <p>responding to the structures</p>	<p>- interpersonal relationship</p> <p>Caring for others</p> <p>Working together</p> <p>self esteem</p> <p>Expressing likes and dislikes</p>	<p>- responsibility</p> <p>-love</p> <p>-care</p> <p>-share</p> <p>-respect</p> <p>-unity</p>	<p>illustrated pictures</p> <p>Flash cards</p>	<p>St. Bern. Bk 1 p 17</p> <p>Monitor Bk 1 page 29</p>	
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			<p>Comprehension</p> <p>Dialogue</p> <p>MOTHER TALKS TO MERCY</p>		<p>The learner:</p> <ul style="list-style-type: none">- reads the dialogue.- acts the dialogue.- answers questions about the dialogue.	<p>discussion</p> <p>question and answer</p> <p>role play</p>	<ul style="list-style-type: none">-reading the dialogue-acting the dialogue-answering questions about the dialogue	<p>Effective communication</p> <p>Fluency</p> <p>Audibility</p> <p>Accuracy</p> <p>Friendship formation</p> <p>Working in groups</p> <p>Use of polite language</p>	<ul style="list-style-type: none">- endurance- acceptance-patienceco-operation	<p>photocopies of the dialogue</p>	<p>Teacher's composition</p>	
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			Pre-composition Spelling Exercise <u>Listen and write</u> Sweep, dig, milk <u>Rewrite these sentences correctly.</u> a. has My father cow a. b. sister cleaning is a house Her. c. digging My mother is.	Listening Speaking Reading Writing	The learner: -reads the sentences correctly. -rewrites given sentences correctly.	-look & say -guided discussion -guided discovery	-reading the given sentences -rewriting the sentences correctly	creative thinking -logical reasoning -finding different ways of doing things	-identify - acceptance - organisation	flash cards Photocopied pictures	St Bernard Bk 1 p 16-17	
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7	Our Home	Things found in our home and their uses.	Vocabulary cow, tree, bed, plate, cup, egg, red, blue, mango Structures - Show me a ... (oral) - What is This/That?	Listening Speaking Reading Writing	The learner: -pronounces the given vocabulary correctly. - spells the given vocabulary correctly. -uses the words to form correct sentences. -reads the structures. -uses structures to make correctly sentences.	-whole class discussion -whole word demonstration	- Pronouncing the words -spelling the new words -using the new words to form sentences -reading the structures -using the structures to make sentences	effective communication -fluency -audibility articulation	-identify -loyalty	Flash cards Real objects Like cups, plates	The National curriculum for Uganda Primary book 1 page 17 St. Bernard Bk 1 p 18-24 Mk Bk1 Monitor Bk 1	
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			Picture comprehension What is the boy doing? Who is cooking? 	Speaking Listening Reading Writing	The learner: -studies and interprets given pictures correctly. -interprets the pictures. -answers questions about the pictures.	- demonstration -role play -guided discovery	-studying and interpreting the pictures - interpreting the pictures -answering questions about the given pictures	self-awareness - responsibility -talking about one's potential, feelings and emotions.	Endurance - unity - respect	Photocopied pictures	The National curriculum for Uganda Primary book 1 page 16-17 St. Bernard Bk 1 page	
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			<div><div>Pre-composition Write these words correctly. - owc -deb -geg -gtoa</div><div>Composition Make correct sentences from the table below.</div><table><tr><td>The child</td><td>is</td><td>A duck at home</td></tr><tr><td>we</td><td>have</td><td>Eating an egg</td></tr><tr><td>Mary</td><td>are</td><td>Sweeping the compound</td></tr><tr><td colspan="3"></td></tr></table></div>	The child	is	A duck at home	we	have	Eating an egg	Mary	are	Sweeping the compound				<div>Reading</div> <div>Writing</div> <div>Speaking</div> <div>Listening</div>	<div>The learner:</div> <div>-studies and interprets the given table.</div> <div>-interprets the table</div> <div>- constructs sentences from the substitution table.</div>	<div>-look & Say</div> <div>-guided discovery</div> <div>observation</div>	<div>-studying and interpreting the table</div> <div>- constructing sentences from the table</div>	<div>decision making</div> <div>acceptance</div> <div>-asking questions</div> <div>-giving instructions</div>	<div>-sharing</div> <div>-patience</div> <div>-co-operation</div>	<div>C/board illustration</div>	<div>Teacher's composition</div>	
The child	is	A duck at home																						
we	have	Eating an egg																						
Mary	are	Sweeping the compound																						


8	OUR COMMUNITY	People in our community	Vocabulary boy, girl, man, woman, doctor, nurse, teacher, shop keeper Structures - Show me This/That is a ... Who is he/she? He/She is Point to the I am ...	Listening Speaking Reading Writing	The learner: - pronounces and the given vocabulary correctly. -uses the words to make sentences. -reads the structures -responds to structures correctly. -constructs sentences using the given structures.	discussion look & say demonstration Whole class discussion	- pronouncing the vocabulary -spelling the vocabulary -reading the given structures - using the given structures words to make sentences - responding to structures	problem solving - evaluating facts -finding different things	- acceptance -identify -respect co-operation	-A chart showing people in our community. -text books -flash cards C/board illustration	The National curriculum for Uganda a Primary book 1 page 18 St. Bernard Bk 1 p 26-28	
			Comprehension A story about JUMA'S FAMILY		The learner: - reads the story correctly. -answers questions about the story correctly.	-group discussion -story telling	-reading the story. -answering questions about the story	critical thinking - accuracy confidence - logical flow of ideas.	responsibility co-operation -friendship	Photocopy of the story	Teacher's composition	

			Composition <u>Spelling exercises</u> shop keeper, nurse, doctor, teacher Free composition About a farmer/carpenter	Listening Speaking Reading Writing	The learner: - pronounces and spells words correctly. - writes a free composition about a farmer.	discussion demonstration -guided discovery	- pronouncing and spelling words -writing free composition	<u>Self-awareness</u> self-identification -caring for oneself	-unity -respect -identity	Illustrated pictures	Teacher's composition	
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9		Vocabulary fish, plant, harvest, sell, dry, weed Structures - What are you doing? I am ... We are ... -What is he/she doing? He/She is ...	Listening Speaking Reading Writing	The learner: - pronounces and spells the given vocabulary correctly. - constructs sentences using the given vocabulary. - reads the structures correctly. - responds to the structures correctly. - uses the structures in sentences.	discussion explanation demonstration	- pronouncing and spelling the target vocabulary - constructing sentences using the given vocabulary - reading the structure - responding to the given structures - using structures in sentences	effective communication confidence - audibility - fluency	- cultural identification - unity acceptance	Flash cards text books	The National curriculum for Uganda Primary book 1 page 19 St. Bernard Bk 1 p 29-30	
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			Pre-Composition <u>Write the given words correctly.</u> -tpanl - trtea -dyr - gril Find the picture number.	Listening Speaking Reading	The learner: -studies and interprets given pictures.	Guided discussion Guided discovery Look and say	-studying and interpreting the pictures.	self-awareness -talking about one's culture. -knowing one's position and responsibility	-cultural identification -unity -co-operation	Photocopy of the pictures	St. Bernard Bk 1 Pg 29	
			Comprehension A dialogue BETTY AND DAVID	Writing	The learner: - reads the dialogue correctly. - answers questions about the dialogue.	discussion demonstration role playing	-reading the dialogue. -answering questions about the dialogue	friendship formation -sharing -working in groups -use of polite languages	-co-operation -togetherness -responsibility	Photocopy of the dialogue	Teacher's composition	

10	OUR COMMUNITY	Important places in our community	Vocabulary hospital, church, mosque, bank, police station, post office, market, shop, home. clinic, well Structures a. Show me a This/That is a b. What is that/this? This/That is c. Where does a?	Listening Speaking Reading Writing	The learner: - pronounces and spells the vocabulary correctly. -constructs sentences using the words learnt. -reads the structures -responds to the structures. -constructs sentences using the structure.	discussion role play guided discovery excursion	- pronouncing and spelling the words - constructing sentences using the words learnt -reading the structures - responding to the structures - constructing sentences using the structure learnt	<u>friendship formation</u> -sharing -helping -playing with others	- appreciation -care -loyalty	-flash cards A chart showing important places in the community	The National curriculum for Uganda a Primary book 1 page 18 St. Bernard English Thematic pupils' bk 1 page 30-32	
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			Comprehension Picture comprehension (writing sentences about the picture) 	Listening Speaking Reading	The learner: -studies and interprets the given picture. -writes sentences about the pictures.	Whole class discussion -look & say Guided discovery	-studying and interpreting the given pictures -writing sentences about the given pictures.	critical thinking responding to questions -decision making	-respect - appreciation -patience	photocopied pictures Oxford P/E Bk 1 p 27	
			Composition <u>Pre-composition exercise</u> Dictation exercise mosque, hospital, church, bank, <u>Word Guided composition</u> OUR COMMUNITY	Writing	The learner: -completes the given guided composition correctly.	-whole class discussion -guided discovery	-reading the given words -completing the given story	effective communication -fluency -audibility -accuracy	- endurance -patience -co-operation	Photocopy of the story Teacher's composition	

			<div>Pre-composition Spelling exercise Substitution table</div> <table><tr><td>I</td><td></td><td>ar ms</td><td>se</td></tr><tr><td>w e</td><td>u s e</td><td>he ad</td><td>ho d</td></tr><tr><td>He</td><td></td><td>ey es</td><td>—</td></tr></table>	I		ar ms	se	w e	u s e	he ad	ho d	He		ey es	—	<div>Reading</div> <div>Writing</div>	<div>The learner: -studies and interprets the table.</div> <div>-constructing sentences from the table.</div>	<div>-whole word Discussion</div> <div>Guided discovery</div>	<div>-studying, Interpretin g and discussing the table</div> <div>- constructing sentences from the table</div>	<div>effective communication</div> <div>- accuracy confidence</div>	<div>-care</div> <div>-Privacy</div> <div>- confidence</div>	<div>Photocopy picture of parts of the body</div>	<div>Primary book 1 page 25</div> <div>St. Bernard English Themat ic pupils' bk 1 page 37</div> <div>Teache r's compo sition</div>	
I		ar ms	se																					
w e	u s e	he ad	ho d																					
He		ey es	—																					

12	HUMAN BODY AND HEALTH	Personal Hygiene	Vocabulary soap, water, towel, fingers, comb, basin, Structures - What are you doing? I aming my ... What is he/she doing? He/she is..... -What are they doing? They are ...ing their		The learner: -pronounces the vocabulary. -spells the vocabulary correctly. -constructs sentences using the vocabulary learnt. -reads the given structures correctly. -constructs sentences using the given structure.	-look & say demonstration - discussion -look & say	- pronouncing words -spelling words - constructing sentences -reading the structures - constructing sentences using the structure	self-awareness - identification -self evaluation -effective communication -fluency - accuracy - confidence	-respect -care responsibility	real objects like comb, soap, basin, water The National curriculum for Uganda a Primary book 1 page 26 St. Bernard English Thematic pupils' bk 1 page 42-44	
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			Comprehension Story about Personal Hygiene	Listening Speaking	The learner: -reads and interprets the story. -answers questions about the story.	Discussion Story telling	-reading and interpreting the story -answering questions about the story	self esteem expression appreciation	-privacy - acceptance -care - obedience	Photocopied stories MK Pri. English Pupils' Bk pp99	
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[illegible]

	Common diseases and their causes	Diseases	Vocabulary headache, malaria, cough, mosquitoes, houseflies, pin Structures - Are you well /ill? I am very well, thank you. -No, I am not. Is he/she well/ ill? He/she is ill/sick. -What is this/that? This/That is a ...	Listening Speaking Reading Writing	The learner: -pronounces and spells the given words. -reads the given structures. -responds to the structures. -constructs sentences using the given structures.	Discussion -whole word -look & say - demonstration	- pronouncing and spelling the words given -reading the given structures - responding to the given structures - constructing sentences	Empathy -concern -care -love help - comforting	-honesty -privacy -friendship	flash cards text books showing diseases	The National curriculum for Uganda a Primary book 1 page 27 St. Bernard English Thematic pupils' bk 1 page 47, 52-53	
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			Comprehension A rhyme (Malaria)		The learner: -reads and comprehends the rhyme. - recites the rhyme. -answers questions about the rhyme.	-whole class discussions - guided discovery	-reading the rhyme - reciting the rhyme - answering questions about the rhyme	self-awareness - self identification - caring - making choices	- responsibility - cooperation - care	Photocopy of the rhyme	Teacher's composition	
			Pre-composition Write these words correctly. Ugohu-____ Descriptive composition using pictures		-arranges letters to make words. - studies and interprets the given pictures correctly.	- discussion - story telling	-arranging letters to make words - studying and interpreting the given pictures - writing a composition	creative thinking - logical reasoning - initiating new ideas - innovativeness	-unity -privacy - honesty	A chart showing diseases	St. Bernard English Thematic pupils' bk 1 page 47	