

## P.3 SCHEME OF WORK TERM 1 2024

### ENGLISH

Week	Period	Theme	Sub-theme	Skills	Aspect	CONTENT	COMPETENCES	METHODS	ACTIVITIES	IND. OF L.S.V	INST. MAT.	REF	Remarks
1	1	Our Sub-county / Division	Name and location of our division/ sub-county	Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> table, book, cupboard, door b) <u>Grammar</u> <u>Plurals of nouns</u> <u>Singular</u> <u>Plural</u> table            tables book             books cupboard      cupboards door             doors c) <u>Structure and tense work</u> Tense: Present Simple Using: Where is the.....? Examples 1. Where is the book? The book is on the table.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Forms plurals of the learnt nouns iii) Constructs sentences using the given structure in the present simple tense.	Question and answer  Whole word  Whole sentence  Guided discovery  Listen Say and Use	Spelling words  Reading words  Constructing sentences  Writing words	fluency  articulation  confidence  self-awareness  appreciation	Word cards  Real objects	St. Ben book 3 page 3  P.3 Curriculum page 9	
1	2			Listening Speaking		a) <u>Vocabulary Practice</u> on, in, behind, in front of b) <u>Grammar</u>	The learner; i) Pronounces, spells, reads, writes	Question and answer	Spelling words	effective communication	Word cards	P.3 Curriculum page 9	

					Reading	Grammar	<u>Prepositions</u> c) <u>Structure and tense work</u> Tense: Present Simple Using: Is the.....? Yes, it is. / No, it is not. Examples 1. Is the book on the table? (Yes) Yes, it is.	and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Uses given structure in the present simple tense.	Whole word  Whole sentence  Demonstr ation  Listen Say and Use	Reading words  Construc ting sentenc es  Writing words	articula tion  confide nce  mobility and orientat ion  appreci ation	sente nce cards  word list		
					Writing									
1	3	Our division/Sub-county	Name and location of our division	Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> north, south, east, west b) <u>Grammar</u> <u>Opposites of adjectives</u> North - south East - west c) <u>Structure and tense work</u> Tense: Present Simple Using: Where does the sun...?	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Gives opposites iii) Constructs sentences using the given structure	Question and answer  Whole word Sentence  Demonstr ation  Listen Say and Use	Spelling words Reading words Construc ting sentenc es Writing	effective communi cation self- awaren ess  appreci ation  audibilit y	Word cards  sente nce cards  com pass rose			
2	1					Listening  Speaking		a) <u>Vocabulary Practice</u> north, south, east, west b) <u>Grammar</u>	The learner; i) Pronounces, spells, reads, writes	Question and answer	Spelling words	fluency  articula	Word cards	St. Ben book 3 page 6

					<p>Reading</p> <p>Writing</p>	<p><u>Opposites of adjectives</u></p> <p>North - south</p> <p>East - west</p> <p>c) <u>Structure and tense work</u></p> <p>Tense: Present Simple</p> <p>Using: What direction is the...?</p> <p>The.....is in the.....</p> <p>Examples</p> <p>1. What direction is the church?</p> <p>(east)</p> <p>The church is in the east.</p>	<p>and demonstrates</p> <p>the meaning of</p> <p>words</p> <p>ii) Constructs</p> <p>sentences using</p> <p>the learnt words</p> <p>iii) Forms the</p> <p>opposites of the</p> <p>learnt adjectives</p> <p>iv) Uses the given</p> <p>structure correctly</p>	<p>Demonstration</p> <p>Listen Say and Use</p> <p>Guided discovery</p> <p>Demonstration</p>	<p>Reading words</p> <p>Constructing Sentences</p> <p>Writing words</p>	<p>tion</p> <p>confidence</p>	<p>sentence cards</p> <p>compass rose</p>	<p>P.3 Curriculum page 9</p>	
--	--	--	--	--	-------------------------------	--	---	---	---	-------------------------------	---	------------------------------	--

2	2					Listening  Speaking  Reading  Writing	Grammar	a) <u>Vocabulary Practice</u> valley, hill, river, pond b) <u>Grammar</u> <u>Plurals of nouns</u> <u>Singular</u> <u>Plural</u> valley              valleys hill                  hills river                rivers  pond                  ponds c) <u>Structure and tense work</u> Tense: Present Simple  Using: Where is the.....? The.....is in the..... Examples 1. Where is the pond? (west) The pond is in the west.	The learner;  i) Pronounces, spells, reads, writes and demonstrates the meaning of words  ii) Constructs sentences using the learnt words  iii) Forms plurals of the learnt nouns  iv) Uses the given structure correctly	Question and answer  Demonstr ation  Listen Say and Use  Guided discovery  Demonstr ation	Spelling words  Reading words  Construc ting Sentenc es  Writing words	fluency  articula tion  confide nce	Word cards  sente nce cards  com pass rose	St. Ben book 3 page 10  P.3 Curricu lum page 10	
---	---	--	--	--	--	---	---------	---	---	---	--	---	---	--	--

2	3		Physical features our division/sub-county	Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> along, up the, down the, across b) <u>Grammar</u> <u>Prepositions</u> c) <u>Structure and tense work</u> Tense: Present Simple Using: Is the..... (along, across, up, down) the....? Yes, it is. / No, it is not. Examples 1. Is the hill along the road? (Yes) Yes, it is.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Uses the given structure correctly	Question and answer Demonstration Listen Say and Use Guided discovery Demonstration	Spelling words Reading words Constructing Sentences Writing words	fluency articulation confidence effective communication self-awareness appreciation audibility	Word cards sentence cards Pictures	St. Ben book 3 page 10 P.3 Curriculum page 11	
3	1			Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary practice</u> opposite, near, above, at the side of b) Grammar prepositions c) Structure and tense work Tense: Present simple Using	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words	Question and answer Demonstration Listen Say and Use Guided discovery	Spelling words Reading words Constructing Sentences	fluency articulation confidence effective communication	Word cards sentence cards Pictures	P.3 Curriculum page 11 English practice book 3 page 1	

					Using: The.....is (near, opposite, above, at the side of)..... It is.....the.....	iii) Uses the given structure correctly	Demonstration	es  Writing words	social awareness  appreciation  audibility			
3	2			Listening  Speaking  Reading  Writing	a) <u>Vocabulary Practice</u> valley, well, river, pond b) <u>Grammar</u> <u>Plurals of nouns</u> <u>Singular</u> <u>Plural</u> valley            valleys pond             ponds river             rivers well              wells pond             ponds c) <u>Structure and tense work</u>  Tense: Present Simple  Using: Where do we get.....? The.....is in the..... Examples 1. Where do we get fish? (lake) We get fish from a lake.  2. Where do we get water? (well) We get water from the well.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals of the learnt nouns iv) Uses the given structure correctly	Question and answer  Demonstration  Listen Say and Use  Guided discovery	Spelling words  Reading words  Constructing Sentences  Writing words	fluency  articulation  confidence  effective communication  problem solving  sharing	Word cards  sentence cards  Pictures	St. Ben book 3 page 10  P.3 Curriculum page 11	

3	3	Our division/ sub-county	People in our division/ sub-county	Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> teacher, police, army, secretary b) <u>Grammar</u> <u>Plurals of nouns</u> <u>Singular</u> <u>Plural</u> teacher                  teachers army                          armies police                        police secretary                  secretaries c) <u>Structure and tense work</u> Tense: Present Simple Using: What does a.....? Examples 1. What does a teacher do? A teacher teaches children at school.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals of the learnt nouns iv) Uses the given structure correctly	Question and answer  Demonstr ation  Listen Say and Use  Guided discovery  Whole word Sentence  Explanati on	Spelling words  Reading words  Construc ting Sentenc es  Writing words	Confid ence  Articula tion  Fluency  effective communi cation  proble m solving  sharing	Word cards  sente nce cards	St. Ben book 3 page 11  P.3 Curricu lum page 13	
4	1	Our division/ sub-county	People in our division/ sub-county	Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> chairpersons, parents, children, preacher b) <u>Grammar</u> <u>Plurals of nouns</u> <u>Singular</u> <u>Plural</u> chairperson                  chairpersons parent                          parents child                            children preacher                        preachers	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals of	Question and answer  Listen Say and Use  Guided discovery	Spelling words  Reading words  Construc ting Sentenc es	Fluency  Articula tion  Confid ence  Apprec iation  effective communi cation	Word cards  sente nce cards	St. Ben book 3 page 11  P.3 Curricu lum page 10	

						c) <u>Structure and tense work</u> Tense: Present Simple Using: Where is the.....? Examples 1. Where is the preacher? (church) The preacher is in the church.	the learnt nouns iv) Uses the given structure correctly		Writing words																							
2	Our division/ sub-county	People in our division/ sub-county	Listening Speaking Reading Writing		a) <u>Vocabulary Practice</u> fish, graze, teach, preach b) <u>Grammar</u> <u>Tenses of verbs</u> <table><tr><td>Infinitive</td><td>Present simple</td><td>Present continuous</td><td>Past simple</td></tr><tr><td>fish</td><td>fishes</td><td>fishing</td><td>fished</td></tr><tr><td>teach</td><td>teaches</td><td>teaching</td><td>taught</td></tr><tr><td>graze</td><td>grazes</td><td>grazing</td><td>grazed</td></tr><tr><td>preach</td><td>preaches</td><td>preaching</td><td>preached</td></tr></table> c) <u>Structure and tense work</u> Tense: Present Simple Using: What do you do every day? Examples Preach: I preach every day. Teach: I teach every day.	Infinitive	Present simple	Present continuous	Past simple	fish	fishes	fishing	fished	teach	teaches	teaching	taught	graze	grazes	grazing	grazed	preach	preaches	preaching	preached	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms tenses of the learnt verbs iv) Uses the given structure correctly	Question and answer Listen Say and Use Guided discovery Whole word Sentence Explanation	Spelling words Reading words Constructing Sentences Writing words	Fluency Articulation Confidence Appreciation effective communication	Word cards sentence cards	St. Ben book 3 page 11 P.3 Curriculum page 15	
Infinitive	Present simple	Present continuous	Past simple																													
fish	fishes	fishing	fished																													
teach	teaches	teaching	taught																													
graze	grazes	grazing	grazed																													
preach	preaches	preaching	preached																													



4	3	Our division/ sub-county	People in our division/ sub-county	Listening Speaking Reading Writing	Grammar a) <u>Vocabulary Practice</u> leader, sub-county, division, parish b) <u>Grammar</u> <u>Plurals of nouns</u> <u>Singular</u> <u>Plural</u> leader                  leaders sub-county                  sub-counties division                  divisions parish                  parishes c) <u>Structure and tense work</u> Tense: Present Simple Using: Is the.....in the.....? Yes, he/she is. No, he/she is not. Examples 1. Is the leader in the office? (yes) Yes, he is.  2. Is the chairperson at the sub-county? (No) No, he is not.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals of the learnt nouns iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Explanati on  Listen Say and Use	Spelling words  Reading words  Construc ting Sentenc es  Writing words	Fluency Articula tion  Confid ence  Apprec iation  effective communi cation  self – awaren ess  sharing	Word cards  sente nce cards  word list	St. Ben book 3 page 11  P.3 Curricu lum page 11	
---	---	--------------------------	------------------------------------	---	---	---	--	---	--	--	---	--

5	1	Livelihood in our division/ sub-county	Occupations of people in our division/sub-county	Listening  Speaking  Reading  Writing	Grammar  <table><tr><td>Infinitive</td><td>Present simple</td><td>Present continuous</td><td>Past simple</td></tr><tr><td>fish</td><td>fishes</td><td>fishing</td><td>fished</td></tr><tr><td>dance</td><td>dances</td><td>dancing</td><td>danced</td></tr><tr><td>weave</td><td>weaves</td><td>weaving</td><td>wove</td></tr><tr><td>drum</td><td>drums</td><td>drumming</td><td>drummed</td></tr></table>	Infinitive	Present simple	Present continuous	Past simple	fish	fishes	fishing	fished	dance	dances	dancing	danced	weave	weaves	weaving	wove	drum	drums	drumming	drummed	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms tenses of the learnt verbs iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Explanati on  Listen Say and Use  Discussio n	Spelling words  Reading words  Construc ting Sentenc es  Writing words	Fluency  Articula tion  Confid ence  Apprec iation  effective communi cation  self – awaren ess  sharing	Word cards  sente nce cards  word list	Mac English practic e book 3 page 11  P.3 Curricu lum page 14
Infinitive	Present simple	Present continuous	Past simple																												
fish	fishes	fishing	fished																												
dance	dances	dancing	danced																												
weave	weaves	weaving	wove																												
drum	drums	drumming	drummed																												

5	2	Livelihood in our division/ sub-county	Occupations of people in our division/sub-county	Listening Speaking Reading Writing	Grammar	<p>a) <u>Vocabulary Practice</u> sew, play, sell, slash</p> <p>b) <u>Grammar</u> <u>Tenses of verbs</u></p> <table><tr><td>Infinitive</td><td>Present simple</td><td>Present continuous</td><td>Past simple</td></tr><tr><td>sew</td><td>sews</td><td>sewing</td><td>sewed</td></tr><tr><td>play</td><td>plays</td><td>playing</td><td>played</td></tr><tr><td>sell</td><td>sells</td><td>selling</td><td>sold</td></tr><tr><td>slash</td><td>slashes</td><td>slashing</td><td>slashed</td></tr></table> <p>c) <u>Structure and tense work</u> Tense: Present Simple Using: Who can.....? I/You/We/They can....but cannot..... Examples 1. Who can sew dresses? A tailor can sew dresses.</p>	Infinitive	Present simple	Present continuous	Past simple	sew	sews	sewing	sewed	play	plays	playing	played	sell	sells	selling	sold	slash	slashes	slashing	slashed	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms tenses of the learnt verbs iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Explanation  Listen Say and Use  Discussion	Spelling words  Reading words  Constructing Sentences  Writing words	Fluency Articulation  Confidence  Appreciation  effective communication  self – awareness  sharing	Word cards  sentence cards  word list	P.3 Curriculum page 15
Infinitive	Present simple	Present continuous	Past simple																													
sew	sews	sewing	sewed																													
play	plays	playing	played																													
sell	sells	selling	sold																													
slash	slashes	slashing	slashed																													
	3			Listening Speaking Reading Writing	Grammar	<p>a) <u>Vocabulary Practice</u> carpenter, secretary, teacher, tailor, seamstress</p> <p>b) <u>Grammar</u> <u>Plurals of nouns</u></p> <table><tr><td><u>Singular</u></td><td><u>Plural</u></td></tr><tr><td>carpenter</td><td>carpenters</td></tr><tr><td>secretary</td><td>secretaries</td></tr><tr><td>teacher</td><td>teachers</td></tr></table>	<u>Singular</u>	<u>Plural</u>	carpenter	carpenters	secretary	secretaries	teacher	teachers	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using	Guided discovery  Whole word Sentence  Explanation  Listen Say and Use	Spelling words  Reading words  Constructing	Fluency Articulation  Confidence  Appreciation	Word cards  sentence cards  word list	P.3 Curriculum page 14												
<u>Singular</u>	<u>Plural</u>																															
carpenter	carpenters																															
secretary	secretaries																															
teacher	teachers																															

					tailor                      tailors seamstress                      seamstresses c) <u>Structure and tense work</u>  Tense: Present Simple  Using: Who.....?. Examples 1. Who sews clothes? A seamstress sews clothes. 2. Who makes chairs? A carpenter makes chairs.	the learnt words  iii) Forms plurals of the learnt nouns  iv) Uses the given structure correctly	Discussion	Sentences   Writing words	effective communication  self – awareness  sharing			
6	1	Livelihood in our division/ sub-county	Occupations of people in our division/sub-county	Listening Speaking Reading Writing  Grammar	a) <u>Vocabulary Practice</u> butcher, fishmonger, police, doctor b) <u>Grammar</u> <u>Plurals of nouns</u> <u>Singular</u> <u>Plural</u> butcher                      butchers fishmonger                      fishmongers police                      police doctor                      doctors c) <u>Structure and tense work</u>  Tense: Present Simple  Using: Who.....?. Examples 1. Who sells fish? A fishmonger sells fish. 2. Who treats sick people? A doctor treats sick people.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals of the learnt nouns iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Explanation  Listen Say and Use  Discussion	Spelling words  Reading words  Constructing Sentences  Writing words	Fluency  Articulation  Confidence  Appreciation  effective communication  self – awareness  sharing	Word cards  sentence cards  word list	P.3 Curriculum page 14	

6	2	Livelihood in our division/ sub-county	Social services	Listening Speaking Reading Writing	Grammar  a) <u>Vocabulary Practice</u> aeroplane, train, lorry, taxi b) <u>Grammar</u> <u>Plurals of nouns</u> <u>Singular</u> <u>Plural</u> aeroplane                      aeroplanes train                                trains lorry                                lorries taxi                                 taxis c) <u>Structure and tense work</u> Tense: Present Simple Using: A.....who.....is..... <u>Examples</u> 1. A person who drives a taxi is driver. 2. A person who flies an aeroplane is a pilot.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals of the learnt nouns iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Explanation  Listen Say and Use  Discussion	Spelling words  Reading words  Constructing Sentences  Writing words	Fluency  Articulation  Confidence  Appreciation  effective communication  self – awareness  sharing	Word cards  sentence cards  word list	P.3 Curriculum page 15
---	---	--	-----------------	---	--	---	---	--	---	---	------------------------

6	3	Livelihood in our division/ sub-county	Social services in our division / sub-county	Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> hospital, clinic, police post, accident, bridge b) <u>Grammar</u> <u>Plurals of nouns</u> <u>Singular</u> <u>Plural</u> hospital                      hospitals clinic                      clinics police post                      police posts accident                      accidents bridge                      bridges c) <u>Structure and tense work</u>  Tense: Present Simple  Using: What does your.....do every day? <u>Examples</u> 1. What does your mother do every day? My mother goes to work at the clinic every day.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals of the learnt nouns iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Explanati on  Listen Say and Use  Discussio n	Spelling words  Reading words  Construc ting Sentenc es  Writing words	decisio n making  interde penden ce  sharing  concer n  appreci ation	Word cards  sente nce cards  word list	P.3 Curricu lum page 15
7	1			Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> cook, boil, slash, spray b) <u>Grammar</u> <u>Tenses of verbs</u>	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words	Guided discovery  Whole word Sentence  Explanati on	Spelling words  Reading words	Patience  Respon sibility  Apprec iation	Word cards  sente nce cards	P.3 Curricu lum page 15

						<table><tr><td>Infinitive</td><td>Present simple</td><td>Present continuous</td><td>Past simple</td></tr><tr><td>cook</td><td>cooks</td><td>cooking</td><td>cooked</td></tr><tr><td>boil</td><td>boils</td><td>boiling</td><td>boiled</td></tr><tr><td>spray</td><td>sprays</td><td>spraying</td><td>sprayed</td></tr><tr><td>slash</td><td>slashes</td><td>slashing</td><td>slashed</td></tr></table> <p>c) <u>Structure and tense work</u></p> <p>Tense: Past Simple</p> <p>Using: What did .....yesterday?</p> <p><u>Examples</u></p> <p>1. What did you do yesterday? (cook)</p> <p>I cooked food yesterday.</p>	Infinitive	Present simple	Present continuous	Past simple	cook	cooks	cooking	cooked	boil	boils	boiling	boiled	spray	sprays	spraying	sprayed	slash	slashes	slashing	slashed	ii) Constructs sentences using the learnt words	Listen Say and Use	Constructing Sentences		word list		
Infinitive	Present simple	Present continuous	Past simple																														
cook	cooks	cooking	cooked																														
boil	boils	boiling	boiled																														
spray	sprays	spraying	sprayed																														
slash	slashes	slashing	slashed																														
7	2		Social services in our division / sub-county	Listening Speaking Reading Writing	Grammar  a) <u>Vocabulary Practice</u> mosquito net, storm, mud, water b) <u>Grammar</u> <u>Plurals of nouns</u> <table><tr><td><u>Singular</u></td><td><u>Plural</u></td></tr><tr><td>mosquito net</td><td>mosquito nets</td></tr><tr><td>storm</td><td>storms</td></tr><tr><td>water</td><td>water</td></tr><tr><td>mud</td><td>mud</td></tr></table> c) <u>Structure and tense work</u> Tense: Present Simple Using: ...cannot.....because... <u>Examples</u>	<u>Singular</u>	<u>Plural</u>	mosquito net	mosquito nets	storm	storms	water	water	mud	mud	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals of the learnt nouns iv) Uses the given	Guided discovery  Whole word Sentence  Explanation  Listen Say and Use  Discussion	Spelling words  Reading words  Constructing Sentences  Writing	decision making  problem solving  empathy  cooperation	Word cards  sentence cards  word list	P.3 Curriculum page 16												
<u>Singular</u>	<u>Plural</u>																																
mosquito net	mosquito nets																																
storm	storms																																
water	water																																
mud	mud																																

						1. I cannot go to school. The road is muddy. I cannot go to school because the road is muddy.	structure correctly		words																		
	3	Our environment in our division/sub-county	Listening  Speaking  Reading  Writing	Grammar	a) <u>Vocabulary Practice</u> loam, sand, soil, clay  b) <u>Grammar</u> <u>Plurals of non-count nouns</u>  <table><tr><td><u>Singular</u></td><td></td><td><u>Plural</u></td></tr><tr><td>loam</td><td>-</td><td>loam</td></tr><tr><td>sand</td><td>-</td><td>sand</td></tr><tr><td>soil</td><td>-</td><td>soil</td></tr><tr><td>clay</td><td>-</td><td>clay</td></tr></table> c) <u>Structure and tense work</u>  Tense: Present Simple  Using: What is (loam, sand) used for? We/I/They...use (loam, sand) to... (grow crops, build houses...) <u>Examples</u> 1. What is loam soil used for? I use loam soil to grow crops.  2. What is sand used for? We use sand to build houses.	<u>Singular</u>		<u>Plural</u>	loam	-	loam	sand	-	sand	soil	-	soil	clay	-	clay	The learner;  i) Pronounces, spells, reads, writes and demonstrates the meaning of words  ii) Constructs sentences using the learnt words  iii) Forms plural forms of the learnt non-count nouns  iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Explanation  Listen Say and Use  Discussion	Spelling words  Reading words  Constructing Sentences  Writing words	audibility  fluency  confidence  appreciation  care	Word cards  sentence cards  word list	P.3 Curriculum page 18	
<u>Singular</u>			<u>Plural</u>																								
loam	-	loam																									
sand	-	sand																									
soil	-	soil																									
clay	-	clay																									



8	1	Our environment in our division/sub-county		Listening	Grammar	a) <u>Vocabulary Practice</u> stones, crop, charcoal, stove b) <u>Grammar</u> <u>Plurals of non-count nouns</u> <u>Singular</u> <u>Plural</u> stone                      - stones crop                      - crops charcoal                      - charcoal stove                      - stoves c) <u>Structure and tense work</u>  Tense: Present Simple  There are many.....in our sub-county. <u>Examples</u> 1. There are many stones in our sub- county.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plural forms of the learnt non-count nouns iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Explanati on  Listen Say and Use  Discussio n	Spelling words  Reading words  Construc ting Sentenc es  Writing words	audibilit y  fluency  confide nce  appreci ation  care	Word cards  sente nce cards  word list	P.3 Curricu lum page 18													
				Speaking  Reading  Writing																					
8	2			Listening	Grammar	a) <u>Vocabulary Practice</u> black, grey, brown, white b) <u>Grammar</u> <u>Comparison of adjectives</u> <table border="1"><tr><td>black</td><td>blacker</td><td>blackest</td></tr><tr><td>grey</td><td>greyer</td><td>greyest</td></tr><tr><td>brown</td><td>browner</td><td>brownest</td></tr><tr><td>white</td><td>whiter</td><td>whitest</td></tr></table>	black	blacker	blackest	grey	greyer	greyest	brown	browner	brownest	white	whiter	whitest	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words	Guided discovery  Whole word Sentence  Explanati on  Listen Say and Use  Discussio	Spelling words  Reading words  Construc ting Sentenc	audibilit y  fluency  confide nce  appreci	Word cards  sente nce cards	P.3 Curricu lum page 18	
black	blacker	blackest																							
grey	greyer	greyest																							
brown	browner	brownest																							
white	whiter	whitest																							
		Speaking  Reading  Writing																							

					<p>c) <u>Structure and tense work</u></p> <p><u>Tense: Present simple</u></p> <p>What colour is.....soil?</p> <p>Example</p> <p>1. What colour is clay soil?</p> <p>It is grey.</p> <p>2. What colour is sand soil?</p> <p>It is brown.</p>	<p>iii) Compares the learnt adjectives</p> <p>iv) Uses the given structure correctly</p>	n	es	ation															
8	3	Our environment in our division/sub-county	Listening	Grammar	<p>a) <u>Vocabulary Practice</u></p> <p>wind, rain, flood, hungry</p> <p>b) <u>Grammar</u></p> <p><u>Plurals of non-count nouns</u></p> <table><tr><td><u>Singular</u></td><td></td><td><u>Plural</u></td></tr><tr><td>wind</td><td>-</td><td>wind</td></tr><tr><td>rain</td><td>-</td><td>rain</td></tr><tr><td>flood</td><td>-</td><td>floods</td></tr></table> <p>c) <u>Structure and tense work</u></p> <p><u>Tense: Past Simple</u></p> <p>What did.....do?</p> <p>He/she....in the.....</p> <p><u>Examples</u></p> <p>1. What did he do? (walk in the rain)</p> <p>He walked in the rain.</p> <p>2. What did she do? (played in the floods)</p> <p>She played in the floods.</p>	<u>Singular</u>		<u>Plural</u>	wind	-	wind	rain	-	rain	flood	-	floods	<p>The learner;</p> <p>i) Pronounces, spells, reads, writes and demonstrates the meaning of words</p> <p>ii) Constructs sentences using the learnt words</p> <p>iii) Forms plural forms of the learnt non-count nouns</p> <p>iv) Uses the given structure correctly</p>	<p>Guided discovery</p> <p>Whole word</p> <p>Sentence</p> <p>Explanation</p> <p>Listen Say and Use</p> <p>Discussion</p>	<p>Spelling words</p> <p>Reading words</p> <p>Constructing Sentences</p> <p>Writing words</p>	<p>audibility</p> <p>fluency</p> <p>confidence</p> <p>appreciation</p> <p>care</p>	<p>Word cards</p> <p>sentence cards</p> <p>word list</p>	<p>P.3 Curriculum page 19</p>	
<u>Singular</u>			<u>Plural</u>																					
wind	-	wind																						
rain	-	rain																						
flood	-	floods																						

9	1	Our environment in our division/sub-county		Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> hot, dry, sunny, inside b) <u>Grammar</u> <u>Opposites of adjectives</u> hot - cold dry - wet sunny - rainy inside - outside c) <u>Structure and tense work</u> Tense: Past Simple When did.....? .....in.....season <u>Examples</u> 1. When did he plant? (wet season) He planted in the wet season. 2. When did she harvest? (dry season) She harvested in the dry season.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms opposites of the learnt adjectives iv) Uses the given structure correctly	Guided discovery Whole word Sentence Explanation Listen Say and Use Discussion	Spelling words Reading words Constructing Sentences Writing words	audibility fluency confidence appreciation care	Word cards sentence cards word list	P.3 Curriculum page 19	
9	2			Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> farm, bush, brick, rubbish pit b) <u>Grammar</u> <u>Plurals of non-count nouns</u> <u>Singular</u> <u>Plural</u> farm                          farms bush                          bushes brick                          bricks	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using	Guided discovery Whole word Sentence Explanation Listen Say and Use	Spelling words Reading words Constructing	audibility fluency confidence	Word cards sentence cards word list	P.3 Curriculum page 19	

						<p>rubbish pit      rubbish pits</p> <p>c) <u>Structure and tense work</u></p> <p>Tense: Future Simple</p> <p>What will.....do on.....</p> <p>.....will.....on.....</p> <p><u>Examples</u></p> <p>1. What will she do on Monday?</p> <p>(burn rubbish)</p> <p>She will burn rubbish on Monday.</p>	<p>the learnt words</p> <p>iii) Forms opposites of the learnt adjectives</p> <p>iv) Uses the given structure correctly</p>	<p>Discussion</p>	<p>Sentences</p> <p>Writing words</p>	<p>appreciation</p> <p>care</p>																						
9	3			<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>Grammar</p> <p>a) <u>Vocabulary Practice</u></p> <p>graze, make, build, cover</p> <p>b) <u>Grammar</u></p> <p><u>Tenses of verbs</u></p> <table><tr><td>Infinitive</td><td>Present simple</td><td>Present continuous</td><td>Past simple</td></tr><tr><td>graze</td><td>grazes</td><td>grazing</td><td>grazed</td></tr><tr><td>make</td><td>makes</td><td>making</td><td>made</td></tr><tr><td>build</td><td>builds</td><td>building</td><td>built</td></tr><tr><td>cover</td><td>covers</td><td>covering</td><td>covered</td></tr></table> <p>c) <u>Structure and tense work</u></p> <p>Tense: Future Simple</p> <p>What will you do when you go home?</p> <p>When I go home, I shall.....</p> <p><u>Examples</u></p> <p>1. What will you do when you</p>	Infinitive	Present simple	Present continuous	Past simple	graze	grazes	grazing	grazed	make	makes	making	made	build	builds	building	built	cover	covers	covering	covered	<p>The learner;</p> <p>i) Pronounces, spells, reads, writes and demonstrates the meaning of words</p> <p>ii) Constructs sentences using the learnt words</p> <p>iii) Forms tenses of the learnt verbs</p> <p>iv) Uses the given structure correctly</p>	<p>Guided discovery</p> <p>Whole word</p> <p>Sentence</p> <p>Explanation</p> <p>Listen Say and Use</p> <p>Discussion</p>	<p>Spelling words</p> <p>Reading words</p> <p>Constructing Sentences</p> <p>Writing words</p>	<p>audibility</p> <p>fluency</p> <p>confidence</p> <p>appreciation</p> <p>care</p>	<p>Word cards</p> <p>sentence cards</p> <p>word list</p>	<p>P.3 Curriculum page 20</p>	
Infinitive	Present simple	Present continuous	Past simple																													
graze	grazes	grazing	grazed																													
make	makes	making	made																													
build	builds	building	built																													
cover	covers	covering	covered																													

10	1					go home? (graze goats) When I go home, I shall graze goats.																						
			Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> plant, throw, cut, plastic b) <u>Grammar</u> <u>Tenses of verbs</u> <table><tr><td>Infinitive</td><td>Present simple</td><td>Present continuous</td><td>Past simple</td></tr><tr><td>plant</td><td>plants</td><td>planting</td><td>planted</td></tr><tr><td>throw</td><td>throws</td><td>throwing</td><td>threw</td></tr><tr><td>cut</td><td>cuts</td><td>cutting</td><td>cut</td></tr></table> c) <u>Structure and tense work</u> Tense: Present Simple Example Don't .....in the..... Example Don't throw plastics in the river. Don't cut trees. Don't build houses in swamps. Don't throw plastics in river	Infinitive	Present simple	Present continuous	Past simple	plant	plants	planting	planted	throw	throws	throwing	threw	cut	cuts	cutting	cut	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms tenses of the learnt verbs iv) Uses the given structure correctly	Guided discovery Whole word Sentence Explanation Listen Say and Use Discussion	Spelling words Reading words Constructing Sentences Writing words	audibility fluency confidence appreciation care	Word cards sentence cards word list	P.3 Curriculum page 20	
Infinitive	Present simple	Present continuous	Past simple																									
plant	plants	planting	planted																									
throw	throws	throwing	threw																									
cut	cuts	cutting	cut																									

2	Environment and weather in our division/ sub-county	Air and the sun	Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> wash, clean, dry, plant b) <u>Grammar</u> <u>Tenses of verbs</u> <table><tr><th>Infinitive</th><th>Cont.</th><th>Past</th></tr><tr><td>wash</td><td>washing</td><td>washed</td></tr><tr><td>clean</td><td>cleaning</td><td>cleaned</td></tr><tr><td>dry</td><td>drying</td><td>dried</td></tr><tr><td>plant</td><td>planting</td><td>planted</td></tr></table> c) <u>Structure and tense work</u> Tense: Present Simple Using: What does .....do every day? <u>Examples</u>  1. What does Joshua do every day? (wash his clothes) Joshua washes his clothes every day.	Infinitive	Cont.	Past	wash	washing	washed	clean	cleaning	cleaned	dry	drying	dried	plant	planting	planted	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms tenses of the learnt verbs iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Explanation  Listen Say and Use  Discussion	Spelling words  Reading words  Constructing Sentences  Writing words	audibility  fluency  confidence  appreciation  care	Word cards  sentence cards  word list	P.3 Curriculum page 22  St. Benard English book 3 page 48  English practice book 3 page 32	
Infinitive	Cont.	Past																									
wash	washing	washed																									
clean	cleaning	cleaned																									
dry	drying	dried																									
plant	planting	planted																									
			22				//2024																				

	3	Environment and weather in our division/sub-county	Air and the sun	Listening Speaking Reading Writing	Grammar	<p>a) <u>Vocabulary Practice</u> rise, set, blow, fall</p> <p>b) <u>Grammar</u> <u>Tenses of verbs</u></p> <table><tr><th>Infinitive</th><th>Cont.</th><th>Past</th></tr><tr><td>rise</td><td>rising</td><td>rose</td></tr><tr><td>set</td><td>setting</td><td>set</td></tr><tr><td>blow</td><td>blowing</td><td>blew</td></tr><tr><td>fall</td><td>falling</td><td>fell</td></tr></table> <p>c) <u>Structure and tense work</u> Tense: Present Simple Using: Every day, the ..... <u>Examples</u> Every day, the wind blows the leaves. (Begin: What .....) What does the wind do?</p>	Infinitive	Cont.	Past	rise	rising	rose	set	setting	set	blow	blowing	blew	fall	falling	fell	<p>The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words</p> <p>ii) Constructs sentences using the learnt words</p> <p>iii) Forms tenses of the learnt verbs</p> <p>iv) Uses the given structure correctly</p>	<p>Guided discovery</p> <p>Whole word Sentence</p> <p>Explanation</p> <p>Listen Say and Use</p> <p>Discussion</p>	<p>Spelling words</p> <p>Reading words</p> <p>Constructing Sentences</p> <p>Writing words</p>	<p>audibility</p> <p>fluency</p> <p>confidence</p> <p>appreciation</p> <p>care</p>	<p>Word cards</p> <p>sentence cards</p> <p>word list</p>	<p>P.3 Curriculum page 22</p> <p>English practice book 3 page 33</p>	
Infinitive	Cont.	Past																										
rise	rising	rose																										
set	setting	set																										
blow	blowing	blew																										
fall	falling	fell																										

11	1		Water	Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> food, water, grass, soil b) <u>Grammar</u> <u>Plurals of non-count nouns</u> <table><tr><td><u>Singular</u></td><td><u>Plural</u></td></tr><tr><td>water</td><td>water</td></tr><tr><td>food</td><td>food</td></tr><tr><td>grass</td><td>grass</td></tr><tr><td>soil</td><td>soil</td></tr></table> c) <u>Structure and tense work</u> Using: ....need...to... <u>Examples</u> 1. Animals need grass to grow. 2. Babies want breast milk to grow. (Rewrite using: ...need...to.....) <b>Babies need breast milk to grow.</b>	<u>Singular</u>	<u>Plural</u>	water	water	food	food	grass	grass	soil	soil	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals of non-count nouns iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Explanation  Listen Say and Use  Discussion	Spelling words  Reading words  Constructing Sentences  Writing words	audibility  fluency  confidence  appreciation  care	Word cards  sentence cards  word list	P.3 Curriculum page 19  St. Benard English book 3 page 52
	<u>Singular</u>	<u>Plural</u>																				
water	water																					
food	food																					
grass	grass																					
soil	soil																					
2		Water	Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> sweater, hat, cold, hot b) <u>Grammar</u> <u>Plurals of non-count nouns</u> <table><tr><td><u>Singular</u></td><td><u>Plural</u></td></tr><tr><td>sweater</td><td>sweaters</td></tr><tr><td>hat</td><td>hats</td></tr></table> <u>Comparison of adjectives</u>	<u>Singular</u>	<u>Plural</u>	sweater	sweaters	hat	hats	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using	Guided discovery  Whole word Sentence  Role play  Listen Say and Use	Spelling words  Reading words  Constructing	audibility  fluency  confidence	Word cards  sentence cards  word list	P.3 Curriculum page 19  St. Benard English book 3 page 53					
<u>Singular</u>	<u>Plural</u>																					
sweater	sweaters																					
hat	hats																					



						<table><tr><td>Positive</td><td>Comp.</td><td>Super.</td></tr><tr><td>hot</td><td>hotter</td><td>hottest</td></tr><tr><td>cold</td><td>colder</td><td>coldest</td></tr></table> <p>c) <u>Structure and tense work</u></p> <p>Tense: Future Simple</p> <p>Using: Why is.....wearing a...?</p> <p><u>Examples</u></p> <p>1. Why is Angella wearing a sweater?</p> <p>Angella is wearing a sweater because it is cold.</p>	Positive	Comp.	Super.	hot	hotter	hottest	cold	colder	coldest	the learnt words iii) Forms opposites of the learnt adjectives iv) Compares adjectives correctly v) Uses the given structure correctly	Word phonetic  Demonstration	Sentences  Writing words	appreciation  care								
Positive	Comp.	Super.																									
hot	hotter	hottest																									
cold	colder	coldest																									
	3	Environment and weather in our division/sub-county	Water	Listening  Speaking  Reading  Writing	Grammar  a) <u>Vocabulary Practice</u> house, grow, rain, dark b) <u>Grammar</u> <u>Plurals of non-count nouns</u> <table><tr><td><u>Singular</u></td><td><u>Plural</u></td></tr><tr><td>rain</td><td>rain</td></tr><tr><td>house</td><td>houses</td></tr></table> <u>Tenses of verbs</u> <table><tr><td><b>Infinitive</b></td><td><b>Cont.</b></td><td><b>Past</b></td></tr><tr><td>rain</td><td>raining</td><td>rained</td></tr><tr><td>grow</td><td>growing</td><td>grew</td></tr></table> c) <u>Structure and tense work</u>  Tense: <u>Present continuous</u>  Using: Why is..... ...?	<u>Singular</u>	<u>Plural</u>	rain	rain	house	houses	<b>Infinitive</b>	<b>Cont.</b>	<b>Past</b>	rain	raining	rained	grow	growing	grew	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals and tenses of the learnt words	Guided discovery  Whole word Sentence  Role play  Listen Say and Use  Word phonetic  Demonstration	Spelling words  Reading words  Constructing Sentences  Writing words	effective communication  articulation  problem solving  sharing  love	Word cards  sentence cards  word list	P.3 Curriculum page 19  St. Benard English book 3 page 53  English practice book 3 page 35	
<u>Singular</u>	<u>Plural</u>																										
rain	rain																										
house	houses																										
<b>Infinitive</b>	<b>Cont.</b>	<b>Past</b>																									
rain	raining	rained																									
grow	growing	grew																									

						<u>Examples</u> 1. Why is Monica using a torch? Monica is using a torch because it is dark.	iv) Uses the given structure correctly			care			
--	--	--	--	--	--	---	--	--	--	------	--	--	--

12	1			Listening  Speaking  Reading  Writing	Grammar  Environment and weather in our division/sub-county	a) <u>Vocabulary Practice</u> tap, river, spring, lake b) <u>Grammar</u> <u>Plurals of non-count nouns</u> <u>Singular</u> <u>Plural</u> tap                                      taps river                                      rivers spring                                      springs lake                                      lakes c) <u>Structure and tense work</u> Tense: <u>Past Simple</u> Using: When did.....? <u>Examples</u> 1. When did Mary go to the lake? Mary went to the lake on Sunday. 2. When did Rose fetch water from the river? (Tuesday) Rose fetched water from the river on Tuesday.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms plurals of the learnt words iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Role play  Listen Say and Use  Word phonetic  Demonstration  Explanation	Spelling words  Reading words  Constructing Sentences  Writing words	effective communication  articulation  problem solving  sharing  love  care	Word cards  sentence cards  word list	P.3 Curriculum page 19  St. Benard English book 3 page 56  English practice book 3 page 37
----	---	--	--	---	---	--	---	---	--	---	---	--

	2																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	3	Environment and weather in our division/sub-county	Air and the sun	Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> air, wind, sun, cloud b) <u>Grammar</u> <u>Forming adjectives from nouns</u> <u>Noun</u> <u>Adjective</u> air                    airy wind                windy sun                  sunny cloud                cloudy c) <u>Structure and tense work</u> Tense: <u>Present Simple</u> Using: The.....every day. Examples 1. What blows the leaves every day? The wind blows leaves every day.	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using the learnt words iii) Forms adjectives from the learnt nouns iv) Uses the given structure correctly	Guided discovery  Whole word Sentence  Role play  Listen Say and Use  Word phonetic  Demonstration  Explanation	Spelling words  Reading words  Constructing Sentences  Writing words	effective communication  articulation  problem solving  sharing  love  care	Word cards  sentence cards  word list	P.3 Curriculum page 19  St. Benard English book 3 page 48  English practice book 3 page 32	
	1			Listening Speaking Reading Writing	Grammar	a) <u>Vocabulary Practice</u> drum, brush, slasher, roof b) <u>Grammar</u> <u>Plurals of non-count nouns</u> <u>Singular</u> <u>Plural</u> Drum                    drums Brush                   brushes slasher                 slashers	The learner; i) Pronounces, spells, reads, writes and demonstrates the meaning of words ii) Constructs sentences using	Guided discovery  Whole word Sentence  Explanation  Listen Say and Use	Spelling words  Reading words  Constructing	Fluency  Articulation  Confidence  Appreciation	Word cards  sentence cards  word list	P.3 Curriculum page 24  St. Benard English book 3 page 56	

					roof                      roofs c) <u>Structure and tense work</u> Tense: <u>Past Simple</u> Using: Who.....? <u>Examples</u> 1. Who broke the slasher? (Peter) Peter broke the slasher.	the learnt words iii) Forms plurals of the learnt nouns iv) Uses the given structure correctly	Discussion	Sentences  Writing words  Fluency  togetherness	effective communication  self – awareness  sharing			
--	--	--	--	--	---	--	------------	---	--	--	--	--