

PRIMARY THREE *THEMATIC* CURRICULUM

ENGLISH SCHEME OF WORK

TERM III

##2023



OSEB Educational consult Kampala

Tel: 0775787978/0742845900

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WEEK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	INST MATERIALS	REF	R E M
1	1	Culture and gender in our sub county.	Peoples culture	-Passage people's culture. <u>Vocabulary</u> Marriage, circumcise, Burial, dressing, etc Reading the passage and answering the questions.	The learner: - Pronounces the words in the vocabulary. -constructs sentences. - read and answer oral and written questions.	Story telling Group discussion Explanation Discover	Discussing Answering oral questions Reading Spelling Writing Drawing	Care Concern Responsi bility appreciat ion	Pictures Text books Charts Real objects		
	2 and 3		FOOD	<u>Vocabulary.</u> <u>Scrumptions</u> Harvest, utensils delicious, tasty, yucky, balanced deity. Etc Sentence construction Substitution table Passage Answering oral and written questions	The learner : -identifies the sources of food. -tells why we need food. -defines food security and food insecurity. -tells the causes of food insecurity. -tells how to improve on food supply.	Group discussion Explanation Question and answer Excursion	Discussing Question & answer Reading spelling writing	Responsi bility Care Concern Apprecia tion Love	Charts Pictures Text books Foodstuffs		

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	4 and 5		Use of some and any.	<p>-some is used in positive sentences There is some water in the cup.</p> <p>Any is used in negative and questions</p> <p>There isn't any sugar in my tea. - Is there any sugar in my tea?</p>	<p>The learner: -explains how some and any are used in sentences</p> <p>construct sentences using some and any.</p> <p>- change sentences from negative to positive.</p>	Group discussion Explanation Question and answer Dramatization	Discussing Question & answer Reading spelling writing Dramatizing	Responsibility Care Concern Appreciation Love	Charts Pictures Text books		
2	1		GENDER	<p>-<u>Vocabulary</u> gender, female, masculine, feminine, different.</p> <p><u>Sentence construction</u></p> <ul style="list-style-type: none"> - sentence completion. - Structures - Reading the dialogue and answering questions. 	<p>Te learner :</p> <ul style="list-style-type: none"> -Pronounces the vocabulary. -Construct sentences using the vocabulary <p>Use structures in sentences</p> <p>-Act the dialogue and answer questions in full sentences.</p>	Story telling Explanation Group discussion	Discussing Question & answer Reading spelling writing Drawing and colouring	Appreciation Responsibility Care Concern Interpersonal relations hip respect	Text books Pictures Charts c/board illustration s School env't		

	3 & 4		PUNCTUATION	<p>-PUNCTUATION</p> <p>- Usage of : capital letters apostrophe exclamation mark.</p> <p>Meaning and punctuating sentences</p>	<p>The learner :</p> <p>-Mentions the meaning of punctuation. - Give examples of punctuation marks.</p> <p>Punctuate the given sentences.</p>	Story telling Group discussion Explanation	Discussing Question & answer Reading spelling writing Drawing	Apprecia tion Responsi bility Care Concern Interpers onal relations hip respect	Text books Pictures Charts c/board illustration s School env't		
	5		MANY MUCH AND A lot of	<p>Use of many, much and a lot of</p> <p>Construction of sentences.</p> <p>Changing sentences from negative to positive using the words above.</p>	<p>The learner :</p> <p>- pronounces the words and constructs sentences. - Changes sentences from negative to positive .</p>	Story telling Group discussion Explanation	Answering oral questions Spelling Discussing Reading Writing	Care Responsi bility Concern Respect Apprecia tion Critical thinking	Text books Pictures Charts c/board illustration s Clothes		
3	1		WAYS OF PROMOTING AND PRESERVING CULTURE	<p>Vocabulary</p> <p>-drama, dance, tablets responsibilities, needles.</p> <p>Structures never , always, <u>Passage</u> - <u>Changing customs</u> reading and answering qtns.</p>	<p>The learner:</p> <p>- Pronounces the vocabulary. - use the vocabulary and structures in sentences. -read the story and answer the questions in full sentences.</p>	Question and answer Group discussion Discovery Explanation	Discussing Answering questions Reading spelling Writing	Responsi bility Interpers onal relations hip Effective commun ication patience	Text books Foodstuffs Clothes phones		

	2	whose....	<p>It can be used on both people and other things. This is the man whose child was stolen.</p> <p>The calf whose calf was knocked is here.</p>	<p>The learner : -Constructs sentences using whose.</p> <p>Joins sentences using --- whose....</p>	<p>Story telling Discussion Question and answer</p>	<p>Discussing Answering questions Reading spelling Writing</p>	<p>Responsibility Interpersonal relations hip Effective communication patience</p>	<p>Text books Water Foodstuffs Clothes phones</p>		
	3	which.....	<p>-Used on other things other than people.</p> <p>This is the car which had an accident.</p> <p>I know the dog which bit him.</p>	<p>The learner : Constructs sentences using which.</p> <p>Joins sentences using which.</p>	<p>Question and answer Discussion Story telling</p>	<p>Discussing Answering questions Reading spelling Writing</p>	<p>Responsibility Interpersonal relations hip Effective communication patience</p>	<p>Charts Flash cards</p>		
	4	LIVE LIHO OD IN OUR SUB-COUNTY	Although.....although.....	<p>-What social services are</p> <p>-Examples of social services</p> <p>- Education as a social service</p> <p>-Types of education</p> <p>-People who provide education service</p> <p>-Importance of education</p>	<p>The learner : -defines social services -identifies the types of education and the people who provide it -tells where people go for education and why.</p>	<p>Story telling Discussion Question and answer</p>	<p>Discussing Answering questions Reading spelling Writing</p>	<p>Care Responsibility Patience Accuracy Effective communication</p>	<p>The school env't Books</p>	<p>MK SST. Bk. 3 pg 73-74 Comprehensive SST. Bk.3 Pg 44-45</p>	

4	5 & 1		EDUCATION	Types of schools -nursery , primary , secondary , universities , special schools -Types of primary schools (government and private schools) -Examples of private and government schools	The learner : -name the types of schools. -identifies the types of primary schools. -names examples of private and government schools.	Explanation Group discussion Question and answer Brain storming	Discussing Answering questions Reading spelling Writing	Care Responsibility Patience Accuracy Effective communication	Text books Pictures Charts c/board illustrations School env't		
	2			Organization / Leadership in education. -The MOES -The minister, Hon..... -The state minister for primary education, Hon... -Problems faced by UPE/ USE schools.	The learner : -tells the ministry under which all schools in Uganda are. -names the minister of education -tells UPE/ USE in full. -tells the problems faced by UPE/ USE schools	Research Explanation Story telling Class discussion	Discussing Answering questions Reading spelling Writing	Appreciation Care Responsibility Concern Accuracy Fluency	Text books Pictures Charts c/board illustrations School env't	MK SST. Bk. 3 pg 73-74	

	3		WATER SUPPLY	<p>People who supply water service – plumbers.</p> <p>-Types of water sources</p> <p>1) natural</p> <p>11) man-made</p> <p>-Problems people face in getting water</p> <p>a) Contamination of water sources</p> <p>b) Pipes burst, etc.</p> <p>-Problems facing NWSCS</p> <p>(Refer to the notes)</p>	<p>The learner :</p> <p>-describes plumbers</p> <p>-tells the water sources</p> <p>-identifies problems faced in getting water.</p> <p>-problems faced by NWSC</p>	<p>Research</p> <p>Explanation</p> <p>Story telling</p> <p>Class discussion</p>	<p>Answering questions</p> <p>Reading</p> <p>spelling</p> <p>Writing</p>	<p>Appreciation</p> <p>Care</p> <p>Responsibility</p> <p>Concern</p>	<p>Text books</p> <p>Pictures</p> <p>Charts</p> <p>c/board illustration</p> <p>School env't</p>	<p>MK SST.</p> <p>Bk. 3 pg 75</p>	
	4 & 5		SECURITY SERVICE	<p>What security refers to :</p> <p>-People who provide security in our sub-county</p> <p>-How security is kept by the different organs e.g.</p> <p>The police keep law and order, etc.</p> <p>-Examples of police departments</p> <p>(Refer to the notes)</p>	<p>The learner:</p> <p>-defines security.</p> <p>-identifies people who provide security in our sub-county.</p> <p>-states how security is kept by different organs</p> <p>-lists examples of police departments and their duties</p>	<p>Story telling</p> <p>Explanation</p> <p>Question and answer</p>	<p>Answering questions</p> <p>Reading</p> <p>spelling</p> <p>Writing</p>	<p>Respect</p> <p>Concern</p> <p>Responsibility</p> <p>Negotiation</p>	<p>Text books</p> <p>Pictures</p> <p>Charts</p> <p>c/board illustration</p> <p>School env't</p>	<p>MK SST.</p> <p>Bk. 3 pg 76</p> <p>Monitor 45-46</p>	

5	1&2		TRANSPORT & COMMUNICATION	<ul style="list-style-type: none"> -What transport is. -Types of transport -Means used in road transport -Advantages of road transport -Disadvantages of road transport -Drawing, naming and colouring two means. 	The learner : -defines transport. -names the types of transport. -mentions means used in road transport. -tells the merits and demerits of road transport. -draws, name and colour two means used in road transport.	Group discussion Dramatization Explanation	Answering questions Reading spelling Writing Drawing	Appreciation Patience Respect concern Responsibility	Text books Pictures Charts c/board illustration Models School env't	MK SST. Bk. 2 pg 94 MK SST. Bk. 3 pg 77-80 Comprehensive SST. Bk.3 Pg 44-45	
	3&4			<ul style="list-style-type: none"> -Railway transport -means -advantages -disadvantages -Water transport -means -advantages -disadvantages -draw, name and colour any two means of water transport. 	The learner: -gives the means , - advantages , -disadvantages and -draws, names and colours any two means.	Group discussion Dramatization Explanation	Answering questions Reading spelling Writing Drawing	Appreciation Patience Respect concern Responsibility	Text books Pictures Charts c/board illustration Models		
	5			<ul style="list-style-type: none"> -Air transport -means -advantages -disadvantages -Importance of transport 	The learner: -tells the means , - advantages -disadvantages -mentions the importance of transport	Group discussion Dramatization Explanation	Answering questions Reading spelling Writing	Appreciation Patience Respect concern Responsibility	Text books Pictures Charts c/board illustration Models		

6	1 & 2	COMMUNICATION	-What communication is. -Means of communication a) traditional b) modern -Examples of traditional means -Examples of modern means e.g. newspapers (examples of newspapers sold – The Daily Monitor , etc (Refer to the notes)	The learner : -defines the term communication. -identifies the two types of communication. -states the means of communication for each type. -draws, names and colours any two means of communication.	Brain storming Class discussion Explanation Observation	Answering questions Reading spelling Writing	Apprecia tion Patience Respect concern Responsi bility	Text books Pictures Charts c/board illustration s News papers Horns	MK SST. Bk. 3 pg 80-82 Comprehe nsive SST. Bk.3 Pg 57-59 Own collection	
	3 & 4		-Other means of communication: -1) Radios -Examples of radio stations -Importance of a radio in a home -11) Televisions -Examples of television stations -111) Telephones -Examples of telephone companies -Advantages of modern communication - Disadvantages of modern communication	The learner : -tells other means of modern communication and examples of stations -tells the importance of a radio -outlines the advantages and disadvantages of modern communication	Brain storming Class discussion Explanation Observation	Answering questions Reading spelling Writing	Effective commun ication Interpers onal relations hip Decision making Toleranc e patience	Text books Pictures Charts c/board illustration s Real objects		

	5		HEALTH / MEDICAL SERVICE	<ul style="list-style-type: none"> -Places where we get medical service -People who provide medical service -Use of an ambulance 	The learner : -mentions the places we go to for medical service -names the people who provide medical service -states the importance of an ambulance	Brain storming Class discussion Explanation Observation	Answering questions Reading spelling Writing	Care responsibility Effective communication Patience Problem solving appreciation	Text books Pictures Charts c/board illustration	MK SST. Bk. 3 pg Monitor Bk3 pg 42-43	
7	1		BANKING SERVICES	<ul style="list-style-type: none"> -People who provide banking services -Examples of banks in our sub-county -Importance of banks 	The learners; -mentions people who provide banking services -gives examples of banks in our division and their importance	Explanation Question and answer Discussion	Answering questions Reading spelling Writing	Decision making Critical thinking Effective responsibility	Pictures Charts c/board illustration	MK SST. Bk. 3 pg45	
	2		CHALLENGES	<ul style="list-style-type: none"> -Problems in providing social services -solutions to the problems 	The learner : -identifies the problems involved in providing social services -suggests the solutions to the above problems	Explanation Question and answer Discussion	Answering questions Reading spelling Writing	Decision making Critical thinking Effective responsibility	Text books Pictures Illustrations School env't	MK SST. Bk. 3 pg 82-84	

	3	LIVING THINGS IN OUR SUB-COUNTRY	PLANTS	1) Plants 11) Animals -Food crops and cash crops -Examples of each type of crops	The learner : -identifies and describes the two types of crops -states the examples of each type of crops -draws , names and colours any four food crops	Story telling Question and answer Observation Explanation	Answering questions Reading spelling Writing drawing	Care Love Self awarene ss Concern Responsi bility Apprecia tion Critical thinking	Text books Pictures Charts c/board illustration School env't	MK SST. Bk. 3 pg 17-18 Monitor Bk 3 pg10	
	4		USES OF CASH CROPS	a) Cotton -for making cloth, etc (Refer to the notes.) b) Coffee c) Tobacco d) Sisal e) Vanilla f) Sugarcanes g) Cocoa (Refer to the notes.)	The learner : -names the cash crops -lists the use of each cash crop	Story telling Question and answer Observation explanation	Answering questions Reading spelling Writing	Care Love Self awarene ss Concern Responsi bility Apprecia tion Critical thinking	Text books Pictures Charts c/board illustration School env't	MK SST. Bk. 3 pg 18 Monitor Bk 3 pg 10-11	

	5		ANIMALS	-Groups of animals 1) Domestic animals 11) Wild animals -Examples of domestic animals -Uses of domestic animals	The learner: -names the two groups of animals -mentions examples of domestic animals -gives the uses of each domestic animal -draws , names and colours two examples of domestic animals	Question and answer Story telling Explanation discovery	Answering questions Reading spelling Writing Drawing	Care Love Self awarene ss Concern Responsi bility Apprecia tion Critical thinking	Text books Pictures Charts c/board illustration s School env't	MK SST. Bk. 3 pg 23 Monitor Bk 3 pg11-12	
8	1			-Dangers of domestic animals -Ways of caring for domestic animals (Refer to the notes.)	The learner : -identifies the dangers of domestic animals -tells the ways of caring for the domestic animals	Question and answer Story telling Explanation discovery	Answering questions Reading spelling Writing	Responsi bility Apprecia tion Critical thinking	Text books Pictures Charts c/board illustration s		
	2			-Wild animals -Examples of wild animals -Where wild animals are kept / found -Examples of game parks - Poaching	The learner: -describes wild animals -tells examples of wild animals -mentions where they are found -gives examples of game parks -defines the word poaching	Question and answer Story telling Explanation discovery	Answering questions Reading spelling	Responsi bility Apprecia tion Critical thinking	Text books Pictures Charts c/board illustration s	MK SST. Bk. 3 pg23 Monitor Bk 3 pg12-13	

	3			-Uses of wild animals 1) They attract tourists who bring in foreign exchange 11) Some are tamed / domesticated e.g. monkeys, etc. 3) Things are made out of their skins and hides e.g. bags, belts, etc. (Refer to the notes.) -Dangers of wild animals	The learner : -mentions the uses of wild animals -describes tourists and foreign exchange -names the things made out of the hides and skins -draws, names and colours some of the items made from animal skins and hides. -mentions the dangers of wild animals	Question and answer Story telling Explanation discovery	Answering questions Reading spelling	Appreciation Love Care Concern Responsibility Interpersonal relationship Effective communication Creative thinking	Drums Clothes bags Pictures Charts c/board illustrations	MK SST. Bk. 3 pg23 Monitor Bk 3 pg12-	
	4		BIRDS	-Examples of ; a) Domestic birds b) wild birds c) domesticated birds -Uses and dangers of birds	The learner ; -identifies the domestic, wild and domesticated birds -states the uses and dangers of birds.			Interpersonal relationship Effective communication Creative thinking	Text books Pictures Charts models illustrations School env't	MK SST. Bk. 3 pg 27 Monitor Bk 3 pg15	

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