**TERM ONE – 2023 PRIMARY TWO ENGLISH SCHEME OF WORK**

**ENGLISH GRAMMAR SCHEME OF WORK FOR PRIMARY TWO TERM 1 2023**

**TERM I**

The learning outcomes

**THEME I** **LEARNING OUTCOMES**

The child appreciates and relates to others in the school, neighbourhood and understands that every member has a role to play in the community.

**THEME II**

The child understands and appreciates the cultural practices, values and norms in the community.

**THEME III**

The child understands and appreciates the value of taking care of his/ her body and the surroundings.

**THEME IV**

The child identifies sources, appreciates different types and knows the importance and ways of keeping food safe.

**– SHEME OF WORK FOR PRIMARY TWOTERM ONE 2023**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| WK | DP | THEME | SUB-THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | indicators of life skills | Instrumental material | REF | REM | |
|  | 1 | Our school and neighbourhood | Location  Symbols and Benefits of the school | **Nouns**  Anoun is a naming word.  A noun is a name of something.  **Examples**   * Names of people e.g. John * Names of places like Kitete * Names of objects/ things like cups, plates   **Things like people**   |  |  | | --- | --- | | books, pens  charts , flags  brooms, signpost | Betty, Joy  Mark, Teacher  Child, Mr. Muyoga |   **Places**  Nabuti, Kitete, Kampala, Uganda, Kenya, Jinja Town | A learner; Defines a noun  Gives examples of nouns  Reads words and sentences correctly.  Pronounces words correctly.  Writing words and sentences correctly | Guided class discovery.  Electic  Whole word | Defining a noun  Giving examples of nouns  Reading words and sentences correctly. Writing words and sentences | Creative thinking  Problem solving  Appreciation | Word cards and real objects | T.C page 14 Monitor Eng. Course page 5 – 15  UG English course page 4  Thematic English Bk page 1 |  | |
| 2 |  |  | **Types of nouns**  **Proper nouns**  These are names of important things like   1. **Names of places**   Mukono, Kampala, Uganda, Kitete   1. **Names of people**   Keren, Ritah, Ntambi   1. **Days of the week**   Sunday – Sun  Tuesday – Tue  Wednesday – Wed  January – Jan  February – Feb  March - Mar | Identifies the types of nouns.  Defines proper nouns.  Gives the examples of proper nouns.  Reads words and sentences correctly.  Writes words and sentences correctly. |  | Defining proper nouns  Reading words and sentences  Giving examples of proper nouns.  Writing words and sentences | -DO- | A chart showing proper nouns | Ug primary Eng Course page 1 - 3 |  | |
| 3 | -DO- | -DO- | **Common Nouns**  These are names of common things e.g uniform, cup, chair, book, pen, ruler, signpost, table, desks, tomatoes,etc plants, animals, insects etc  **How to form plurals of nouns**  **Singular plurals**  book books  ruler rulers  uniform uniforms  plate plates | Defines a common noun  Gives the examples of common nouns  Forms plurals of common nouns.  Reads words and sentences correctly.  Writes words and sentences correctly | Guided class discovery  Whole word and sentence presentation  Situational games | Defining common noun. Giving examples of common noun  Forming plurals of common noun.  Reading and writing words and sentences. | Effective communication  Creative thinking  Self awareness  Interpersonal relationship | Real objects and word cards | -DO- |  | |
|  | 1 |  | Benefits to the school from neighbours | Nouns that take “**es”** to form plurals  Nouns that end with a hissing sound e.g. x, s, we add “**es”** to their plurals  **Examples**   |  |  | | --- | --- | | **Singular** | **plural** | | box  glass  dress  class  mango  buffalo  watch  tomato  watch | boxes  glasses  dresses  classes  mangoes  buffaloes  watches  tomatoes  watches |   Other words which add “**es”** but do not have a hissing sound. | A learner; Reads words and sentences.  Identifies words (nouns) with a hissing sound.  Identifies nouns that take “**es”** to form plurals.  Reads a write words and sentences correctly. | Guided class discovery.  Guided class discussion | Identifying nouns that end with a hissing sound.  Reading words and sentences  Writing words and sentences | -do- | Real objects  -do-  and word cards |  |  | |
| 2 |  |  | **Forming plural of nouns that end with Y before Y.**  There is a consonant letter  We drop **Y** and add **“ies”**  **Examples**  **singular plural**  puppy puppies  baby babies  lorry lorries  body bodies  fly flies  city cities  community communities  family families  lady ladies  **Other words which end with Y but do not “ies’ add “s”**  boy – boys valley – valleys  monkey – monkeys  key – keys  toy – toys  donkey – donkeys | A learner; reads words  Identifies nouns that end with Y  Forms plurals of nouns that end with Y   * Forms sentences, reading words and sentences correctly. * Writes words and sentences correctly. * Changes the words in bracket in plural. | Guided class discussion.  Guided class discovery  Phonic method  Electic method | Reading words  Identifying nouns that end with Y  Forming their plural  Reading the formed words and sentences  Writing words and sentences  **Exercise** | Effective communication  Problem solving  Self awareness | A chart showing plurals nouns that end with Y | Essential English work pupils Bk 3 page 12 |  | |
| 3 |  |  | **Nouns that end with “f” or fe**  **Change to “ves” in their plural form.**  **Singular Plural**  leaf leaves  life lives  knife knives  half halves  wolf wolves  leaf loaves  wife wives  calf calves | A learner; Identifies nouns that end with “**f” or “ fe”**   * Reads words * Form plurals of these words * Makes sentences * Reads and writes sentences correctly |  | Reading words  Identifying nouns that end with **fe/ f**  Forming plurals  Reading and writingsentences |  | A chart showing nouns that end with **fe/f** | Essential English work pupils Bk 3 page 11 |  | |
|  | 1 |  | Causes of problems between the school neighbour hood | Nouns that change “**oo”** to “**ee”** to form plural form  **Examples**  **singular plural**  foot feet  tooth teeth  goose geese  Nouns that change the vowels completely  **singular plural**  mouse mice  louse lice  man men  child children  ox oxen  woman women  policeman policemen  Nouns that don’t change to form plural  (they are called uncountable nouns)  **Examples**  **singular plural**  sheep sheep  salt salt  wood wood  furniture furniture  milk milk  laggage laggage  sugar sugar | * Reading words * Identifies nouns that change “oo” to “ee” to form plurals and form plurals correctly * Identifies nouns that change the vowels completely. * Forms plurals * Identifies nouns that don’t change in their plural form * Reads words and sentences correctly * Writes words and sentences correctly | Brain storming  Guided class discovery  Whole word and sentence presentation | * Reading words * Identifying the nouns * Changing singular nouns to plural nouns * Reading the formed words and sentences * Writing words and sentences | * Effective communication * Problem solving * Appreciation * Self awareness | A chart showing nouns | Essential English work pupils Bk 3 page 17 |  | |
|  | 2 |  |  | **Collective nouns**  These are nouns which stand for a group of things  **Examples**   1. A group of thieves – gang 2. A group of sheep – flock 3. A group of oxen – team 4. A group of flowers – bouquet 5. A collection of trees – forest 6. A group of sticks – bundle 7. A group of monkeys - troop | A learner defines collective nouns   * Gives examples of collective nouns * Reads words and sentences * Identifies collective nouns in the sentences correctly. * Answers both oral and written questions correctly. | Guided class discovery  Brain storming  Guided class discussion  Whole word | * Defining collective nouns giving examples of collective noun * Identifying collective nouns * Reading words and sentences * Answering oral and written questions | * Effective communication * Problem solving * Appreciation | Real objects  Word cards |  |  | |
| 3 |  |  | **Opposites of nouns**  An opposite is a word which is different from the other.  **Nouns and their opposites**  man woman  mummy Daady  young old  old new  boy girl  visitor host  lady gentleman  village town  grand father grandmother | A learner defines the word noun and opposite correctly.   * Identifies opposites of objects and then other words * Reads words and sentences correctly. * Answering both oral and written questions | Brain storming  Guided class discovery  Electic | * Defining the word opposite * Identifying objects and words which are opposite. * Reading words and sentences correctly. * Answering both oral and written questions | * Creative thinking * Interpersonal relationships | Word cards or Charts and real objects | Essential English work pupils Bk 3 page 22 |  | |
|  | 1 | Our home and community | Roles of different people in the community | **Punctuation**  **A capital letter**  A capital letter is used when beginning a sentence.  **Examples**  This is my book  A capital letter is used when writing proper nouns even if it is the middle of the sentences e.g. Names of people, names of places, days of the week, months of the year.  **Examples**   1. Keren is a teacher. 2. Today is Tuesday. 3. Doctor Mugambwa treated my sister | * Observes punctuation using capital letter. * Identifies where to use a capital letter. * Forms words and sentences * Reads and punctuates sentences correctly. * Answering oral and written sentences | Demonstration  Brain storming  Guided class discovery and discussion | * Identifying where to use a capital letter. * Forming words and sentences * Reading words and sentences * Punctuating words and sentences * Answering oral and written questions | * Creative thinking * Critical thinking * Problem solving * Self awareness | A chart | Essential English work pupils Bk 3 page 3 |  | |
| 2 |  |  | **A question mark?**  A question mark is used when ending a sentence in a question form.  Questioning words used when asking a question  These words include  What, where, why, How, Have, Are, Does, Did, Do, is ,was, will, shall. | * Writes a question mark correctly. * Identifies where we use (?) * Identifies questioning words * Reads words and sentences * Fills in the correct questioning words. |  | * Writing a question mark using a question mark correctly. * Using questioning words * Reading words and sentences * Fill in the correct word | * Observation * Creative thinking * Problem solving | Sentences and word chart | Essential English work pupils Bk 3 page 3 |  | |
| 3 |  |  | **A full stop ( .)**  A full stop is a mark used at the end of positive / negative sentences.  **Examples**  The teacher is teaching.  Andrew is going to church.  I am going to school. | * A learner listens to the explanation * Makes sentences * Punctuates sentences using full stops. * Reads and writes words correctly * Writes words and sentences correctly. | Brain storming  Guided class discovery  Demonstration | * Listening * Constructing sentences * Reading and punctuating sentences * Writing words and sentences | * Creative thinking * Effective communication * Tolerance * Self awareness. | sentence card |  |  | |
|  | 1 |  | Cultural practices and values in the community | **An apostrophe (’)**  It is used to show the ownership.  **Examples**  John’s book.  Titus’ shirt.  Mother’s belt  The baby’s story | * Listen to the explanation writes an apostrophe correctly. * Uses an apostrophe in the sentences correctly. * Reads words and sentences correctly. * Writes words and sentences correctly. | Guided class discussion  Demonstration  Brain storming | * Listening * Speaking * Reading words and sentences * Writing words and sentences |  | Sentence cards | Essential English work pupils Bk 3 page  monitor English work pupils Bk 2 page 48 |  | |
| 2 |  |  | **An apostrophe (’)**  It is used in short form. It is put where letters have been left out  **Examples**  She is she’s  He is he’s  Will not won’t | * Listen and identifies where an apostrophe is put. * Makes oral sentences using an apostrophe * Reads words and sentences * Writes words and sentences | * Listening * Identifying * Construction oral sentences * Reading words and sentences |  | A chart Showing words short form words |  | |
| 3 |  |  | **A Comma (,)**  This is used when listing, separating many things in a sentences.  **Examples**  My aunt, uncle and grand father have come.  Lule, Tom , Musa and Ali are related.  Daddy bought me books, pens, pencil, rulers, and rubbers | * Writes a comma * Separates things practically * Makes sentences from the demonstration. * Punctuates the sentences correctly. * Reads words and sentences * Writes words and sentences correctly | * Defining a comma. * Writing a comma * Making sentences from the demonstration and punctuate them | * Problem solving * Creative thinking * Effective communication * Self awareness | Sentence cards |  | |
|  | 1 | Human body and health | Parts of the body and their functions | **Conjunctions.** Those are words used to join sentences e.g. but, because, and etc  The use of …..**because**  **Example**  Akello can’t see. She is blind.  Akello can’t see because she is blind .  Rose did not go to school. She was not feeling well.  Rose did not go to school because she was not feeling well. | * Defines conjunctions * Gives the examples of conjunctions. * Reads words & sentences correctly. * Joins sentences using because orally and in written. * Writes words and sentences. |  | * Defining conjunctions * Identifying the examples of conjunction * Reading words and sentences * Joining sentences. * Writing |  | Sentence cards | monitor English work pupils Bk 2 page 48 |  | |
| 2 |  | **Use of ……and…….**  **Examples**  I bought a pencil. I bought a pen  I bought a pen and a pencil  We have a pen. We have a tin  We have a pen and a tin | * Reads the sentences * Joins the sentences * Writes the sentences | Guided class discovery | * Listening and observing * Reading words and sentences * Joining sentences * Writing words and sentences | * Problem solving * Effective communication | Word cards |  |  | |
| 3 |  | Begin ….**Both …..and …**  **Examples**  Jackie is smart  Keren is smart  Both Jackie and Keren are smart.  Okoth is tall. Akello is tall.  Both Okoth and Akello are tall. | * Listening * Makes sentences * Reads words and sentences correctly. * Joins words to make sentence correctly. * Writes words and sentences correctly. |  | * Listening * Constructing sentences * Readings words and sentences * Joining sentences using **Both…**   **and ……** |  | Sentences cards | The winners English Bk 4 page 127 |  | |
|  | 1 |  | **Sanitation** | **Use of Conjunction**  **But**  **Examples**  Aine was sick. She went to school.  Aine was sick but she went to school.  Musa came to school late. He was not punished  Musa came late but he was not punished | * Listens to the explanation. * Constructs oral questions * Read words and sentences correctly. * Joins sentences correctly. * Writes words and sentences | Demonstration  Guided class discovery | * Constructing oral sentences. * Reading words and sentences * Writing words and sentences | * Creative thinking * Self awareness | Sentence  Cards | The winners English Bk 4 page 127 |  | |
| 2 |  |  | **Using questioning words in the sentences**  How, What, Who  **Examples**  I am seven years old. (Begin How?.....)  **How old are you?**  My name is Abel. (Begin What…)  What is your name?  Ketra swept the compound.(Begin: Who….)  **Who swept the compound?** | * Identifies questioning words correctly. * Uses questioning words to make sentences correctly. * Reads words and sentences. * Writes words and sentences correctly | Guided class discovery  .  Brain storming  Electic | * Identifying questioning words. * Using questioning words to in the sentences. * Reading words and sentences * Writing words and sentences | * Creative thinking * Problem solving * Appreciation | Sentences | Monitor English work pupils Bk 2 page 40 |  | |
| 3 |  |  | **Prepositions:** Those are words used to show the position  **on, in, under, over, behind, near, between, from, inside, outside, infront.**  **Examples**  The cat is under the table.  The pencil is in the tin.  The flower is on the chair | * The learner; pronounces and reads words correctly. * Reads the sentences correctly. * Fills in the correct preposition correctly | Electic | * Reading words correctly. * Use the prepositions correctly * Writing words and sentences |  | Real objects  word cards |  | |
|  | 1 | Food and Nutrition | Types of food | **Other prepositions**  **Examples**  between, inside, outside, down, opposite, against, infront of,   1. Musa is standing\_\_\_\_\_\_ Sarah and Scoolah. 2. The water is \_\_\_\_\_\_\_ the bucket. | * A learner pronounces, spells and reads the words correctly. * Reads sentences correctly * Fills in the correct prepositions | Guided class discovery  Brain storming | * Pronouncing spellings and reading words and sentences. * Filling in the correct preposition | * Effective communication * Problem solving | Real  objects and word cards | Essential English work pupils Bk 3 page20 – 21 |  | |
| 2 |  |  | **Verbs**  A verb is a doing word.  **Types of verbs**   1. Regular verbs 2. Irregular verbs   **Regular verbs**  These are verbs which have their past tenses changed by adding “**ed” and “t”**  **e.g**   |  |  |  |  | | --- | --- | --- | --- | | **verb** | **Continuous** | **past** | **perfect** | | walk  look  finish  brush  learn  dream  kill  spoil | walking  looking  finishing  brushing  learning  dreaming  killing  spoiling | walked  looked  finished  brushed  learned  dreamtkilled  spoilt | walked  looked  finished  brushed  learned  dreamt  killed  spoilt | | * A learner defines a verb. * Identifies the types of verbs * Defines a regular verb. * Changes verbs to past continuous and perfect tense * Reads words and sentences correctly. * Changes / writes the correct form of the verb given in brackets * Writes words and sentences | Electic  Guided class discussion | * Defining verbs * Identifying types of verbs * Changing verbs continuous past and perfect tense * Filling in the correct word | * Self esteem | A chart |  | |
| 3 |  | **Classes of foods** | **Irregular verbs**  These are verbs that change differently in past and perfect tense.   |  |  |  |  | | --- | --- | --- | --- | | **verb** | **Continuous** | **past** | **perfect** | | write  go  do  sing  take  drive  tear | writing  going  doing  singing  talking  driving  tearing | wrote  went  did  sang  took  drove  tore | written  gone  done  sung  taken  driven  torn | | * A learner defines a irregular verb * Identifies the examples of irregular verbs * Change, reads words and sentences correctly. * Writes, changes verbs in their correct form correctly. * Writes words and sentences correctly | Phonic  Whole word  Brain storming | * Defining irregular verbs * Identifying the examples of irregular verbs * Reading words and sentences | * Effective communication * Problem solving * appreciations | A chart showing irregular verbs |  | |
|  | 1 |  | **Common foods** | **Tenses**  Is the changing of the verb according to time of action.  Present simple tenses (Every day tense)  This tense tells us activities done every day, time, week, month etc.(Use always)  She  He s, es, ies,  It added to the verb  We  I the verb remain  You  They | * Defines a tenses * Defines a present simple tense * Reads words and sentences * Changes verbs in a present simple tense correctly. * Writes words and sentences correctly * Fills in the correct form of the verb given in brackets. | Demonstration  Whole word | * Defining a tense * Defining present simple tense * Changing verbs in present simple tense * Read, writing words and sentences | * Critical thinking * Creative thinking | A cahrt |  |  | |
|  | 2 | Food and Nutrition |  | **Present continuous tense**  **(now tense)**  This tense tell us about activities talking place/ activities going on  **Is, am, and, are, the**  Helping verbs for this tense  **Examples**  She is cooking food.  I am eating food now.  They are boiling water. | * A learner defines present continuous tense. * Gives the examples of verbs in present continuous tense. * Makes sentences in present continuous tense. * Changes verbs in brackets in present continuous tense | Guided class discovery    Brain storming  Whole word | * Defining present continuous tense. * Identifying verbs in the present continuous tense. * Filling in the correct form of the verb | * Creative thinking * Effective communication * Tolerance | A chart | Monitor for English course 4 Uganda pupils 2 page 7 |  | |
| 3 |  |  | **Past tense (Yesterday tense)**  This tense tell us activities that happened some times back.  **Examples**  **verb past tense**  teach taught  go went  open opened  steal stole  eat ate  happened happened  drive drove | * Defines a past tense. * Identifies the examples of verbs in a past tense * Reads words and sentences correctly. * Writes words and sentences | * Defining a past tense. * Identifying verbs in a past tense. * Writing words and sentences |  | The winner’s English bk 4 page 130 – 131 |  | |
|  | 1 |  |  | Use of **has** and **have**  **Has**  is used with singular pronouns  **Have** is used with plural pronouns  **Examples**  I have ten fingers  A goat has four legs.  A dog has four legs | * Pronounces, spells and reads words correctly. * Reads sentences correctly. * Uses **has** and **have** in the sentences correctly. * Constructs sentences using **has** and **have correctly**. * Writes words and sentences | Demonstration  Brain storming  Guided class discovery | * Pronouncing spellings and reading words correctly. * Reading the sentences * Constructing sentences * Using **has** and **have** in the sentences * Writing words and sentences | * Spelling and reading words * Reading sentences * Constructing sentences using **have** and **has** * Writing words and sentences | word cards  sentence cards | Monitor for English BK 2 pupils 2 page 55 |  | |
| **COMPOSITION SCHEME OF WORK FOR PRIMARY TWO 2018** | | | | | | | | | | | | |
| WK | DP | THEME | SUB-THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | indicators of life skills | Instrumental material | REF | | REM |
|  | 1 | Our school and neighbourhood | Location of our school | **Vocabulary**  child, broom, badge, flag, school, signpost, motto, medicine, water, food, neighbourhood, benefit, money  **Exercise**   1. Fill in the missing letters   b \_\_dge un \_\_\_form  sig\_\_psot mo\_\_ \_\_o  fl \_\_\_g m\_\_dicine   1. Construct sentences using these words   uniform \_\_\_\_\_\_\_\_\_\_  signpost \_\_\_\_\_\_\_\_\_\_\_  broom \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Reads the vocabulary correctly. * Uses the vocabulary in sentences construction * Spells the vocabulary correctly | Guided discovery | * Fill in the missing letters * Reading and spelling the vocabulary * Constructing sentences using vocabulary | * Self - awareness | Flash cards  Real objects |  | |  |
|  | 2 |  |  | **Structure**  What is this / that?  What is this?  This is a flag  What is that?  That is a broom  **Exercise**  What is this/ that?    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **Cornerstone**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Makes sentences using the given picture | Guided discussion |  | * Love care respect | Real objects  Sentence cards | Mk Thematic English Bk 2 page 1 | |  |
|  | 1 |  | Location symbols and benefits of our school | **Picture composition**   |  |  |  | | --- | --- | --- | | F:\Graphic2.jpg | **Cornerstone** |  | | C:\Users\AA\Desktop\Drawings\impact\illustrations\dress-t19352.jpg |  |  |   **Examples**   1. I can see a sign post.   **Exercise**   1. Construct sentences using the given pictures | * Make the pictures * Make sentences from the pictures | Guided discovery | * Making correct sentences from the pictures | * Self awareness * Respect      * Love | Picture cards | Mk Thematic English bk 2 page 7 | |  |
|  | 2 |  | **Benefits of the neighborhood from the school** | **Vocabulary**  ball, hall, library, desk , chalkboard, play ground, table, chair, teacher , ruler, cupboard, compound  **Exercise**   1. Write these words correctly   libarry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  dske \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  tbale \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Reads the vocabulary * Makes sentences using the vocabulary * Uses the vocabulary with the structure | Guided discovery | * Reading the vocabulary * Making sentences using the vocabulary | * Love | Flash cards  Real objects |  |
|  | 1 |  | **Causes of problems between school and the neighbourhood** | **Vocabulary**  gun, army, policeman, thief, land, fight, steal, gateman, prefect, watchman, sharing, friends, uniform, bow and arrow | * Reads the words * Spells the words correctly * Makes sentences using the given words | Guided discussion | * Reading the words * Spelling the words correctly | * Sharing * Love | flash cards  Real objects | Mk Thematic English page 9 | |  |
|  | 2 |  | **Causes of problems between school and the neighbourhood** | **Structure**  What do you like? I like …..  What don’t you like? I don’t like……  **Examples**   1. Do you like praying?   I like praying   1. Do you like fighting?   I don’t like fighting  **Exercise**  **What do you like/ What don’t you like?**   1. Do you like learning? 2. Do you like eating? 3. Do you like sharing? 4. Do you like shouting? | * Makes correct sentences using the given structure | Guided discussion | * Making correct sentences using the given structure | * Appreciate | Sentence cards |  | |  |
|  | 1 |  |  | **Structure**  What are they doing?  **Examples**  They are playing with a ball    They are running    They are dancing | * Do - | * Do- | * Do - | * Do - | -DO- | MK Thematic English page 10 - 11 | |  |
|  | 2 |  |  | **Use of ….. because …..**   1. He is carrying a gun. He is a soldier   He is carrying a gun because is a soldier.   1. Masaba is standing near the gate. He is a gateman.   Masaba is standing near the gate because he is a gateman | * Reads the sentences correctly. * Join the sentences correctly. | Guided discussion | * Joining the sentences correctly | * Love * Respect | Sentence cards |  | |  |
|  |  |  |  | **A substitution table**  Make correct sentences from the table below     |  |  |  | | --- | --- | --- | | He  She  They  Mary  It | is  are | climbing the school fence.  standing near the ditch  eating Mr. Kintu’s oranges.  barking at our teacher  quarrelling with the chairman |   **Examples**  He is climbing school fence. | * Reads the words in the box * Joins the words to make sentences * Writes correct sentences | Guided discussion | * Reading the words correctly | * Love * Sharing | -DO- |  | |  |
|  | 1 |  | **Causes of problems between school and the neighbourhood** | **A jumbled composition**   1. Jackson got a stone and threw at it. 2. The dog barked and chased him. 3. He met a neighbour’s dog 4. He was taken to the hospital for treatment 5. He shouted loudly but the dog bit him. | * Reads the jumbled sentences. * Re – arranges the sentences * Writes the sentences in order. | Guided discovery | * Arranging the sentences in order | * Respect      * Sharing |  | Mk Thematic English bk 2 page 13 | |  |
|  | 2 | **Our home and community** | **Relationship between family members** | **Vocabulary**  Father, mother, brother, sister, aunt, uncle, son, daughter, niece, step sister, nephew, in – law, friend, grandmother, step brother  **Exercise**   1. **Make sentences using these words**   father  mother  sister  brother   1. **Fill in the missing letters**   a\_\_nt un\_\_le | * Reads the words correctly. * Spells the words * Makes sentences using the given words | Guided discussion | * Reading the words * Spelling the words | * Respect | Flash cards |  | |  |
|  | 1 | **Our home and community** | **Relationship between family members** | **Vocabulary**  doctor, nurse, teacher, policeman, woman, carpenter, patient, barber, hunter, lawyer, plumber, pilot, fishermonger, fisherman, farmer, banker  **Fill in the missing letters** | * Reads the words correctly. * Spells the words * Fill in the missing letters | Guided discussion | * Reading the words correctly * Spelling the words | * Respect * Love * Care | Flash cards |  | |  |
|  | 2 |  | **Roles of different people in our community** | **Structures**  **What does a …..do?**  **A …………………..**  **Examples**   1. What does a doctor do?   A doctor treats patients   1. What does a builder do? 2. What does a teacher do? 3. What dose a carpenter do? | * Makes sentences * Reads the sentences made | Guided discussion | * Making correct sentences * Reading the sentences correctly | * Do - | -DO - | Mk Thematic English page 17 - 19 | |  |
|  | 1 | Our home and community | **Roles of different people in our community** | **A picture composition**   |  |  | | --- | --- | |  |  | |  |  | | * Observes the pictures * Identifies the pictures * Makes sentences about the pictures | Guided discussion | * Making sentences about the pictures | * Respect * Self awareness |  |  | |  |
|  | 2 |  |  | **Vocabulary**  school, forest, workshop, form, airport, shop, hospital, lake, salon, garden, market, river, court, police station  **Structures**  **Where does a ……..work?**  Where does a teacher work?  A teacher works at school.  Where does a carpenter work?  A carpenter works at the police station. | * Reads the words correctly. * Makes sentences with the words * Fills in the missing letters | -Do- | * Reading the words * Making correct sentences * Filling in the missing letters | * Do - |  |  | |  |
|  | 1 |  | **Cultural practices and values in our community** | **Vocabulary**  walk, read, write, brush, dance, cook, sweep, lay, clean, pray, run, present, eat, sing, comb, wash  **Structure**  **What do you / does ….. everyday**  What do you do everyday?(wash)  I wash everyday.  What does he do every day?  (play)  He plays everyday. | * Reads the words correctly. * Spells the words correctly. * Fills in the missing letters | Guided discussion | * Reading the words * Spelling the words * Filling in the missing letters | * Self awareness * Appreciate | Flash cards |  | |  |
|  | 2 | The Human Body and Health | **Parts of the body and their functions** | **Vocabulary**  head, hands, nose, eyes, ears, fingers, mouth, arm, tongue, hair, chin, chest, back, forehead, breast  **Structure**  What is this/ that …..?  This is / that is …..?  What are these/ those  These/ Those are……  **Examples**  What is this?  This is a nose!  C:\Users\AA\Desktop\Drawings\impact\Illustration art\ear.gifC:\Users\AA\Desktop\Drawings\impact\Illustration art\ear.gif What are those?  Those are ears | * Reads the names of the parts of the body. * Names the parts of the body * Spells correctly | Guided discussion | * Reading correctly. * Naming the parts of the body | * Respect * Self awareness | Real objects | Mk Thematic English page 25 | |  |
|  | 1 |  |  | **Structure**  What do you use for ….?  I use ….. for …..  **Examples**  What do you use for seeing  I use eyes for seeing  What do you use for smelling  I use a nose for smelling  **Guided composition**  **My Head**  I have one h \_\_\_\_\_\_\_. On it  I have the h \_\_\_\_\_ which is black in colour. I have the eyes for s \_\_\_\_\_. The e \_\_\_\_ for hearing. There is also the nose I used for sm \_\_\_\_\_\_.  I have mouth for t \_\_\_\_ and eating. The t \_\_\_ for testing.  the t \_\_\_ for bitting and chewing food. | * Uses the structure correctly. * Names the body senses. * Makes sentences with the words. * Filling in the correct word. | Guided discussion | * Using she structure correctly. * Naming the body senses * Making correct sentences | * Self awareness * Appreciate |  |  | |  |
|  | 2 | Food and Nutrition | Classification of food | **Vocabulary**  food cassava rice peas eggs  fish potato yam milk orange  pawpaw | * Reads the vocabulary. * Spells the words * Makes sentences using the words | Guided discussion | * Reading vocabulary * Spelling the words | * Care * Love * Appreciate | Flash cards  Real objects |  | |  |
|  | 1 |  | Good feeding | **Vocabulary**  eat drink bananas potatoes meat fish beans vegetables eggs millet | * Read the words * Spell the words * Fill in the missing letters | Guided discussion | * Reading the words * Spelling the words * Filling in the missing letters | * Sharing | Real objects |  | |  |
|  | 2 |  | Effects of poor feeding | **Vocabulary**  fat thin happy weak sad well sick pain strong dull | * Read the words * Spell the words * Use the words to make sentences | Guided discussion | Reading the words   * Spelling the words | * Sharing | Flash cards |  | |  |
| **COMPREHENSION SCHEME OF WORK FOR PRIMARY TWO 2018** | | | | | | | | | | | | |
| WK | DP | THEME | SUB-THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | indicators of life skills | Instrumental material | REF | | REM |
|  | 1 | Our school and neighbourhood | **Location of our school** | **A dialogue**  **Nakato and Nakaddu**  **Nakato:** Hullo Nakaddu  **Nakaddu :** Hullo Nakato  **Nakato:** You are looking smart in your uniform.  **Nakaddu:** Thank you Nakato  **Nakato:** Your school uniform is good and it has a beautiful badge.  **Nakaddu:** Are you sure! Come and join us then.  **Nakato:** What is the name of your school?  **Nakaddu:** It is Cornerstone Junior School.  **Nakato:** Where is it located?  **Nakaddu:** It is located in kitete village in Mukono district.  **Nakato:** I will ask my mother to bring me to Cornerstone Junior school. | * Reads the dialogue      * Answers questions correctly * Pronounces the words in the dialogue correctly | 1,2,3 techniques | * Reading the dialogue * Answering questions * Pronouncing words in the dialogue correctly | Effective communication  Love  Self esteem | Printed papers |  | |  |
|  | 1 |  | **Benefits of the neighbourhood from the school** | **A poem**  **My School**  Oh! Oh!  It’s really a treasure  people from near and far  Admire my school.  Oh! My school  Discover the hidden treasure is our school motto.  We wear different uniforms  These are white, grey,  Oh! My school  with caring and hand working teachers  What a nice school Cornerstone Junior is! | * Reads the poem with fluency * Pronounces the words in the poem correctly. * Answers all the questions about the poem | 1,2,3 technique  Brain storming  Guided discussion  Guided discovery | * Read the poem * Pronouncing the words in the poem correctly. * Answering questions | * Effective communication * Respect * Love * Self awareness | Printed papers |  | |  |
|  | 1 |  | **Causes of problems between the school and the neighbourhood** | **A story**  **Ddungu and his wife**  Once upon a time, in the village of Kitete, there lived a man called Ddungu. He stayed with his wife Nabadda.  Ddungu was not a good man. He used to steal people’s things in that village. He used to steal hens, goats, fruits and other things.  Nabadda told Ddungu to stop stealing. One day Ddungu stole money from a neighbour’s shop.  His wife quarreled badly and later they started to fight. Our teachers heard the noise and ran to separate them. The police came and arrested Ddungu. | * Reads the story carefully. * Pronounces the words in the story correctly. * Describes Ddungu and his wife. * Answers questions about the story. | Group work  Guided discovery  Guided discussion  1,2,3, techniques | * Reading the story * Pronouncing words story * Describing Ddungu and his wife. * Answering questions about the story | * Problem solving * Creative thinking * Effective communication * Patience * Responsibility | Printed papers |  | |  |
|  |  |  |  | **A puzzle**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **s** | **t** | **e** | **a** | **l** | **l** | **f** | | **c** | **r** | **g** | **o** | **o** | **d** | **i** | | **h** | **e** | **u** | **f** | **u** | **n** | **g** | | **o** | **s** | **n** | **e** | **t** | **n** | **h** | | **o** | **t** | **z** | **b** | **e** | **a** | **t** | | **l** | **u** | **b** | **a** | **d** | **t** | **t** | | **q** | **u** | **a** | **r** | **r** | **e** | **i** |   Find the words below  Down words, school, rest, gun  hat, fight, bar  A cross  steal  bad  good  fun  net  beat  quarrel | * Identifies the words in the puzzle      * Reads the words identifies in the puzzle * Spell the words that have been identifies      * Colour the words | Group work  Guided discovery    Guided discussion  Brain storming  Explanation | * Identifying words in the puzzle * Reading the words identified in the puzzle. * Spelling words * Colouring words | * Critical thinking * Creative thinking * Effective communication * Self esteem | Printed papers |  | |  |
|  | 1 | **Our home and community** | **Relationship among family members** | **Riddles**   1. I am your father’s brother who am I? 2. Your father is my father. I am John. Who am I? 3. Stella is my mother’s sister. I am your mother’s sister. Who am I? 4. She is my uncle’s daughter. Who is she to me? 5. Joan is my sister. What is she to my father? | * Reads the riddles * Explains the riddles      * Finds the answers to the riddles. * Answers the riddles | Guided discovery  Explaining riddles  finding answers to the riddles  answering riddles | * Effective communication * Problem solving * Finding answers to the riddles * Answering riddles | * Effective communication * Problem solving * Respect * Love * Care appreciation | Printed papers |  | |  |
|  | 1 | **Our Home and community** | **Roles of people in our community** | **A passage**  **Masiko the hunter**  Masiko is a hunter. He is a hard working man. He goes hunting every morning. He catches animals for his family to get food.  Masiko carries a spear, an arrow and a panga. He goes with his dog called police.  Masiko always catches antelopes and kobs. His family eats meat every day.  Masiko’s family is healthy and happy. | * Reads the passage carefully. * Pronounces the words in the passage correctly. * Answers the question | Group work  Guided discovery  Question and answer | * Reading the passage * Pronouncing words * Answering the questions | * Effective communication * Decision making. * Self esteem * Respect |  |  | |  |
|  | 1 | **Human body and health** | **Sanitation** | **A notice**  **Attention**  **Sanitation**  Keeping our school clean. Next Saturday will be a sanitation day.  We shall pick the litter, burn rubbish, remove cob weds and mop our classes. Finally we shall smoke the pit latrines.  By the head teacher  Mrs. Musiitwa Immaculate | * Reads the notice * Answers questions about the notice | 1, 2, 3 technique | * Reading the notice * Answering questions | * Responsibility * Love * Appreciate |  |  | |  |
|  | 1 | **Food and Nutrition Human Body and Health** | **Classification of food personal hygiene** | **A passage**  **Dirty Isiimah**  Isiimah was the biggest boy in our class, he was the tallest too. He sat alone at the behind bench. Pupils in our class hated sharing with him. He did not brush his teeth. His mouth smelt badly. Isiimah did not bathe. His body had a lot of dirty. Isiimah was an untidy boy. | * Reads the passage. * Pronounces the words correctly. * Answers the questions about the passage. | Group work  Guided discovery    Guided discussion | * Reading the passage * Pronouncing the word * Answering questions | * Respect * Love * Creative thinking * Critical thinking |  |  | |  |
|  |  |  | **Classification of food** | **A conservation**  **Pupil:** Good morning Mr. Oketch  **Teacher:** Good morning Golomba  **Pupil:** What is good feeding  **Teacher:** Oh! It’s eating all kinds of food  **Pupil:** Teacher, which kinds of food  **Teacher:** I mean proteins, vitamins, carbohydrates and minerals  **Pupil:** Oh! Yes, I know them. I remember you taught us  **Teacher:** You see, I knew you had forgotten  **Pupil:** Thank you Mr. Oketch  **Teacher:** You are welcome Golomb. | * Reads the conversation * Pronounces the words in the conversation * Takes parts in reading the conservation * Answers the questions correctly | Role play  1,2,3 technique  question and answer | * Reading the conversation * Answering the questions | * Effective communication * Self awareness * Friendship formation |  |  | |  |