**SCHEME OF WORK FOR ENGLISH TOP CLASS TERM III 2023**

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| **WK** | **Day** | **Learning outcome** | **Competence** | **Suggested developmental activities** | | | | **METHODS** | **ACTIVITIES** | **INSTRUCTIONAL MATERIALS** | **REF** | **RM** |
| **1** | **1 TO 5** | Knowing how to keep and care for my environment | I can use my language confidently. | Revision of on, under and in in sentences  e.g.  the pencil is in the tin.    The cup is on the table  Writing sentences for pictures  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teaching the new prepositions  near, over , under , between, behind, infront of  Using new words in sentences | | | | * Explanation * Demonstrate * Application * Look and say * Guided discovery | * Pronounce new words * Construct sentences * Writing sentences * Drawing pictures * Reading * Substitutional table * Using words in sentences orally * Answer correctly * Make sentences for the pictures * Use the words in the sentences | Real objects   * Models * Exercise books * Blackboard * Charts | Teacher’s collection |  |
| **2** | **1 to 5** |  | I can make use of the important places and things responsibly | New words  Introducing the use of want and wants  mosque, horse, station, nurse, police, church, stop, street, shop, farm, doctor etc  I want ……………..  We want ………………  They want …………….  He wants ………………  She wants ……………..  Jane wants …………..  Peter wants …………..  Introducing the substitution table | | | | * Explanation * Demonstrate * Application * Guided discovery * Question and answer * Explanation * illustration * guided discussion | * Pronounce new words * Make new words in sentences * Forming sentences from a substitution table * Finding missing letters * Using words in sentences orally * Completing the sentences * Read and draw | * Flash cards * Chairs * Pencil * Stencil work | Teacher’s collection |  |
| I  We  They | | want | to play  eat food  drink juice |
|  | | | |
| He  She  Jane  John | wants | | to play football skip the rope fly a kite  eat food |
|  | | | |
| **3** | **1 to 5** | Communicating effectively, confidently and meaningfully | I can use my languge appropriately | Plurals ending with s  e.g.  book – books  tree – trees  use of ‘is’ and ‘are’  Plurals ending with “es”  Plurals ending with “ves” | | | | Explanation  Illustration  Writing the words correctly | To write the plurals correctly.  Using plurals in sentences  Use ‘is’ and ‘are’ appropriately | Flash cards  Charts  Blackboard  Work cards  Reading cards Exercise books and pencils |  |  |
| **4** | **1 to 5** | Exploring and knowing my immediate environment | I can respond to instructions and commands | Verbs (action words)  Introducing doing words e.g.  stand draw  jump cry  eat walk  fly sleep  verb ending with ‘ing’  verbs ending with double letters  verbs ending with e crossed  Reciting a rhyme about verbs | | | | * Explanation * Illustration * Look and say * Demonstrate * Role playing * Filling in the missing letters * Writing the words correctly | * Pronounce the words correctly * Perform actions * Read words * Read sentences * Draw pictures * Write sentences * Singing * Role play | * Charts * Flash cards * Exercise books and pencils | Teacher’s collection |  |
| **5** | **1 to 5** | Writing different kinds of letter formation | I can write letters and words | Revision of new words  horse  station  police  stop  street  farm etc  Introducing capital and small letters  Writing in small letters  Writing in capital letters  Letter before e.g. c  Letter after e.g. f  Arranging letters in order | | | | * Guided discussion * Explanation * Look and say   Activities   * Changing words into small letters and capital letters. * Changing small letter sounds into capital * Changing capital letter sounds into small. | * Pronounce the words * Use words in sentences * Read sentences * Complete sentences * Writing the words correctly * Fill in the missing letters * Circle, underline, ring, tick the correct word * Arranging letters in order | * Lady bird book * Pencils * Flash cards | Teacher’s collection |  |
| **6** | **1 to 5** | Writing different kinds of factual and imaginative tasks depicting creativity | I can use my hands and eyes to perform different activities as instructed.  I can use my language confidently | Introducing colours  Naming colours e.g blue,. Green, orange, brown, pink, white, black, purple, grey  Singing a song about colours  Getting a small word from a big word e.g. teacher – tea – her  Flower-girl – girl - flow – flower  Policeman – man – police – ice – an etc | | | | * Guided discussion * Look and say * Question and answer * Illustration | * Naming different colours * Pronounce colours * Spell words * Shade the shapes * Fill in the missing letters * Sing the song | * Crayons * Pieces of paper * Chalk of different colours * Exercise books * Pencils | Teacher’s collection |  |
| **7** |  | Communicating confidently, effectively and meaningfully | I can use my language confidently | New words  About some  Out off please etc  Obeying commands  Examples  Stand up  Say the word come  Go and sit  Acknowledging commands  Examples  Go to the table and bring the book.  Animal young ones  e.g. cow – calf  hen – chick etc  read and write animal young ones  matching  Animals kept at home. (Domestic animals) | | | | * Discussion * Explanation * Demonstrate * Application of knowledge * Look and say * Guided discovery * Phonic methods | * Writing sentences for the given words * Writing words correctly * Filling in the missing letters * Completing the sentences * Obeying commands * Drawing animals with their young ones * Completing the table for animal young ones | * Real objects * cards * Flash cards * Paper work * Exercise books and pencil | Teachers’ collection |  |
| **8** | **1 to 5** | Communicating confidently, effectively, and meaningfully | I can use my language confidently | Following pictures sequences  Discussion of events  Tense to be used  Writing sentences | | | | * Guided discussion * Explanation * Observation * Role play * Question and answer | * Talking about the pictures * Reading sentences to form a story * Using the structural pattern correctly * Writing sentences for pictures * Imaginative drawing * Complete sentences | * Pictures * Flannel board * Masks * Illustration * Flash cards * Exercise books and pencils | Teachers’ collection |  |
| **9** | **1 to 5** |  |  | Teach children to discover the word for the picture given e.g.  Nakato is a \_\_\_\_\_\_\_\_  She has a \_\_\_\_\_\_ and a  \_\_\_\_\_\_\_\_\_.  She sits on a \_\_\_\_\_\_\_in the  \_\_\_\_\_\_\_\_\_\_.  Reading lady bird book 5 and 6  a ) individually  b) groups  c) loud reading | | | | * Explanation * Guided discover * Look and say * Demonstrate * Illustration * Individual participation * Group participation | * Completing the story with correct words * Draw the pictures * Naming the pictures * Reading with correct punctuation * Reading intonation * Writing sentences * Use pronouns correctly | * Real objects * Illustration * Charts | Teachers’ collection |  |
| **10** | **1 to 5** |  |  | Reading the story e.g  Peter and Jane are at home. They have a dog and a hen. The dog keeps the home and the hen gives them eggs.  Question  I) Who are in the story?  2) They have a ……. and ….at home.  3) What do we get from a hen?  4) Draw Peter and Jane at home. | | | | * Discussion * Explanation * Guided discovery * Illustration * Question and answer | * Reading the story * Answering questions orally and written * Drawing pictures to interpret the story | * Story book/cards * Flash cards * BB illustration * Exercise books and pencils | Teacher’s collection |  |
| **11** |  |  |  | Revision exercises in the following areas:-  -Prepositions  -Finding what is missing  -constructing sentences using the words given  -Completing sentences  -Puzzles  Substitutional tables using the structural patterns learnt | | | | * Explanation * Discussion * Questions and answer * Application of knowledge | * Using prepositions * Finding missing letters and words * Writing sentences * Completing sentences * Filling in the puzzle boxes * Making sentences from the tables | * Paper work * Cards * Charts * Reading cards | Teacher’s collection |  |