Kabojja Junior School

Pre – TOP General Knowledge Scheme of work 5 – 6 years

Term III 2023

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **prd** | **Theme** | Learning out come | **Competence** | **Content** | **Activities** | Life skills | Methods | T/Aid | Ref | Rem |
| 1 |  | Holiday work | | | | | | | | |  |
| 2 | 1  &  4 | Taking care of myself for proper growth and development | Using the sense of smell and caring for nose | I can describe bad, good and dangerous things according to their smells.  Use of nose  Materials for cleaning the nose | I can differentiate between bad and good smell | Playing guessing games  Telling news.  Telling stories of effects of good and bad smell drawing, singing writing | appreciation, critical  thinking self awareness, d | Discussion  dramatisation | Real  Objects  pictures | Learning frame work pg 29,34  Early childhood Dev 3 – 6yrs |  |
|  |  | Using the sense of taste and caring for mouth | I can care for and protect my mouth  Use of mouth  Things that make a mouth e.g lips, teeth, tongue | I can appreciate the different tastes of foodstuffs. | Comparing different tastes. Talking about the importance of the mouth.  Drawing food we eat. Naming them | Appreciation  Critical thinking  Self awareness | Discussion  Demonstration | Real object | Learning frame work pg. 35, 37 |  |
| 3 | 1  &  2 | Taking care of my self for proper growth and development | Identifying and naming different parts of the body and their uses. | I can confidently describe activities performed by different parts of the body. | Talking about things done by: Legs – walking  Hands - writing  Mouths – eating  Eyes – seeing  Nose - smelling | Associating parts of the body and their functions,  Matching  Writing  drawing | Appreciation  Logical reasoning  Self awareness | Discussion  Demonstration  Observation | Drawing  Real objects | Learning frame work pg. 35, 37 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **prd** | **Theme** | Learning out come | **Competence** | **Content** | **Activities** | Life skills | Methods | T/Aid | Ref | Rem |
| 4 | 1  &  2 | Taking care of my self for proper growth and development | Identifying and naming different parts of the body and their uses. | I can name my body parts. | Talking about how many parts of the body I have e.g two legs, two eyes | Associating parts of the body and their functions,  Matching  Writing  drawing | Appreciation  Logical reasoning  Self awareness | Discussion  Demonstration  Observation | Wall chart | Learning frame work pg. 35, 37 |  |
| 5 | 1  &  2 | Interacting exploring knowing and using my environment | Having self concept, confidence & self - esteem | I can tell my name, my age& my birth day. I can express myself. | Naming things/ objects in my surrounding  e.g buildings, things found on my to school/ home | Drawing & naming things found on the way.  Trees, cars, animals, people | Respect  Critical thinking  appreciation | Discussion  observation | Real object | Learning frame work pg. 38 |  |
| 6 | 1  &  2 | Relating with others in an acceptable way. | Sharing with and taking care of other people. | I can actively participate in group activities  Naming different levels | Talking about things we do at school/ home e.g reading, writing, drawing, cooking, sweeping, sleeping | Role playing games in real life situations.  Cleaning places around me.  Sharing with others willingly.  Matching, writing, drawing | Respect  Self awareness | Demonstration  Drawmatization  Role play  Discovery  Discussing  Observation | Real object | Learning frame work pg. 17 |  |
| 7 |  | Interacting exploring knowing and using my environment | Exploring and knowing my immediate environment | Talking about the needs of a family e.g food, money, shelter and water, medicine | Mentioning needs of a family importance those needs. | Dramatizing role – playing  Singing  Drawing  Naming  Writing  Matching | Respect  Appreciation  Decision making | Demonstration  Drawmatization  Role play  Discovery  Discussing  Observation | Real objects | Learning frame work pg. 35, 17 |  |
| 8 |  |  |  | I can experiment with things in the environment | Types of weather  Talking about different types of weather.  Naming types of weather e.g Rainy, sunny | Matching  Drawing  Naming  Reciting rhymes  Singing songs | weather | discussion |  | Learning frame work pg. 21 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **prd** | **Theme** | Learning out come | **Competence** | **Content** | **Activities** | Life skills | Methods | T/Aid | Ref | Rem |
| 9 | 1  &  2 | Taking care of my self for proper growth and development | Identifying and naming different parts of the body and their uses. | I can experiment with things in the environment | Naming things that fly in the air e.g birds, kites, insects & aeroplanes | Singing  Reciting  Modeling  drawing | Appreciation  Logical reasoning  Decision making | Discussion  Demonstration  Observation | Wall chart | Learning frame work pg. 35, 37 |  |
| 10 |  |  | Experimenting and understanding the concept of movement. | I can compare and contrast different kinds of transport | Types of transport e.g Air transport  Road transport  Rail transport  Water transport | Naming people who operate them.  Importance of transport | Self awareness  Logical reasoning | Discussion  Demonstration  Observation | Wall charts |  |  |
| 11 |  | Taking care of myself for proper growth and development | Keeping healthy and practicing good health habits. | I can tell the importance of a balanced diet | Talking about sources of food e.g garden, store, supermarkets & shop etc… |  |  |  |  |  |  |
|  |  |  | Knowing and relating with God | I can identify observe and appreciate God’s creation  I can show love & a care for God’s creation e.g birds, plants, people etc… | Naming things made by God. Sun, moon, stars, plants and animals.  Things that give us light | Nature walk around the school. Telling stories about God’s creation.  Drawing  Naming  writing | Appreciation  Decision making | Discussion  Demonstration  Observation | Real objects  pictures |  |  |
| 12 |  | Taking care of myself for proper growth and development | Keeping safe and avoiding accidents | I can respond to safety rules  - I am sensitive practicing to dangerous things e.g snake, bites | Talking about zebra crossing Dramatising road safety rules  Talking about traffic lights | Dramatising  Drawing colouring & naming traffic lights | Self awareness  Decision making | Discussion  Demonstration  Observation | Wall charts |  |  |

Kabojja Junior School

Pre – TOP English Scheme of work 5 – 6 years

Term III 2023.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | prd | Learning area | | Learning out come | | competence | | | Content | | Learning activities | | Methods | Life skills | T/ Aids | | Ref. | Rem |
| 1 | 5 | Holiday work + Revision | | | | | | | | | | | | | | | | |
| 2 | 1  &  3 | Developing and using my language appropriately | Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | | I can use my language confidently | | Doing words(verbs)  look – looking  sleep – sleeping  read – reading  drive - driving  draw – drawing  sweep – sweeping  wash – washing  swim – swimming | | | Matching pictures.  Reading  Drawing  Singing  Reciting  Dramatising  Colouring  Constructing sentences  Pict. N. table | | Explanation  Discussion  Look and say  Question and answer  Role play.  Dramatisation  Demonstration | | appreciation, critical thinking logic reasoning  self-awareness | | Real objects  Pictures  Blackboard  illustration | Leaning frame work for early children hood pg. 56 - 57 |  |
|  | 3  &  5 | Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | | I can use my language confidently | | Alphabetic letter a – z  Revision | | | Arranging letters and words  After  Ordering before, between | |  | | Reasoning  Decision making  Speaking  Listening | | A chart showing alphabet |  |  |
| 3 |  | Replacing a noun with a pronoun  Jane has a book  She has a book  Peter is here.  He is here.  The cat is fat.  It is fat. | | | He / she, it, they  Replacing nouns of pronouns  Riddles | | Explanation  Discussion  Look and say  Question and answer  Role play.  Dramatisation  Demonstration | | Writing  Reading  Self-expression  fluency | |  |  |  |
| 4 |  | Prepositions on,  near, behind, between  The car is near the house.  The boy is behind the tree.  The ball is between the pot and the cupboard. | | | Revision of on, in, over, near  Make sentences  Read & draw  Fill the gaps correctly  Name the picture  Choose the correct words | | Explanation  Discussion  Look and say  Question and answer  Role play.  Dramatisation | | Confidence  audibility | |  | Child development programme  Kindergarten 2 English |  |
| 5 | 1  &  5 | Developing and using my language appropriately. | | Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations | | I can express myself well | | Parts of the body.  ear, eye, head, leg, hand, knee, ear, mouth, nose, fingers, toes, | | | Matching pictures.  Reading  Drawing  Singing  Reciting  Dramatising  Colouring  Constructing sentences.  Naming parts of the body.  Counting. | | Explanation  Discussion  Look and say  Question and answer  Role play.  Dramatisation  Demonstration  Appreciation | -self expression, critical thinking logic reasoning | -real objects  - B/board illustration.  - pictures. | | Lady birds Bk 2 A.  Caregivers guide to the learning frame work |  |
| 6 |  | Reading to enjoy acquire knowledge and understanding comprehension | | I can read simple words and sentences. | | Give the opposites  big – small  boy – girl  woman – man  sit – stand  wet – dry  good – bad  black – white  come – go  dirty – clean  short - long / tall | | | Matching pictures.  Reading  Drawing  Singing  Dramatising  Colouring  Constructing sentences.  Word games  Writing  Dictation | | Reasoning  Descision making  Speaking  Listening |  | | Learning frame work |  |
| 7 |  | Reading to enjoy acquire knowledge and understanding comprehension | | I can read simple words and sentences. | | Finding a small word in a big one.  housefly – fly  bat – at  bedroom –bed  train – in  sixteen – in  football – ball  shop- hop  football – all | | | Explanation  Discussion  Look and say  Question and answer  Role play.  Dramatisation  Demonstration  Appreciation | appreciation, critical thinking logic reasoning  self awareness | A chart showing parts of the body  Real objects.  C/b illustration.  B/board illustrations | |  |  |
| 8 |  |  | | ommunicating confidently and meaningfully in spoken sign language in a wide range of situation | | I can have fun with spoken language | | Write these words correctly.  Oby – boy  Act – cat  Oty – toy can I run  Rtee – tree I can run  Ifsh – fish like Peter I Oob- book I like Peter | | | Write correctly  Read  Comprehension  Circle the correct  Underline the correct word. | |  | Confidence  audibility |  | |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8 | 4  &  5 | Developing and using my language appropriately. | communicating confidently and meaningfully in spoken sign language in a wide range of situation | I can have fun with spoken language | Understanding meaning of sentences by using Yes or No  A hen wears a dress =Yes  I have two eyes = True  We eat stones. Untrue  He has a bag. True | Read  Circle the correct word  Match to the correct word  Circle , tick  underline |  | Confidence  audibility |  |  |  |
| 9 |  | Reading to acquire knowledge and under standing | I can read simple words & sentences | Comprehension stories Questioning words  Who, where, How  Who has a book?  Where is the box?  How many children are their?  Who has two cups? | Playing games  Answering questions  Counting  Finding the picture numbers  Making sentences for the picture numbers | Demonstration  Explanation  Dramatisation | appreciation, critical thinking logic reasoning  self awareness | Real objects  C/ B illustrations | Learning frame work |  |
| 10 |  | Developing and using my language appropriately. | Knowing and appreciating important places | I can make use of the important places and things responsibly | Comprehension  School  Myself  Jane & Peter  Stories  Poems  Riddles  dialogues | Reading the story & answering the questions  Filling the gaps.  Construct sentence  Recite  Role play  Riddles  dictation | Explanation  Discussion  Look and say  Question and answer  Role play.  Dramatisation Demonstration  Appreciation |  |  | arning frame work pg 56 – 57  Ladybird 3 A |  |
| 11  &  12 |  | Reading enjoy, acquire knowledge and understanding comprehension | I can read simple words and sentences | Riddles  About etc  - sun  - animals e.g I have four legs.  - my young one is puppy  who am I?  You are a dog. | Reading  Simple rhymes/ poem  stories | Explanation  Discussion  Look and say  Question and answer  Role play.  Dramatisation | -self expression, critical thinking logic reasoning | Real objects  C/B illustration | arning frame work pg 56 – 57  Ladybird 3 A |  |

Kabojja Junior School

Pre- Top Number Scheme of Work Term III 2023

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WK |  | THEME | LEARNING OUT C0ME | COMPETENCES | Content | LEARNING ACTIVITIES | METHODS | LEARNING AIDS | REF. |
| 1 |  |  | Revision term 2 |  |  |  |  |  |  |
| 2  &  3 | 1&5 | Developing and using mathematical concepts in my day today experience | Number recognition and as labels for counting.  -Recognising, describing and using numbers.  -Presenting and interpreting information in pictorial form | I can classify things. |  | Revision of sets  forming sets of things  Drawing sets  Naming sets  Compare sets  Shade the set with more member | Demonstration  Discussion  Observation | Real objects e.g cups, plates Illustration | Learning framework for ECD pg.41- 42 |
| 4 | 1&2 |  | I can order things in places |  | Using ordinal number terms1st -10th  Arranging numbers in order 1st , 2nd, 3rd,  4th, 5th, 6th, 7th, 8th, 9th 10th  Fill in the missing ordinal number |  |  |
| 4 | 3&5 |  | I can recognize numerals 1-100 |  | Rote counting numbers up to 100  Which number comes before, between and after using 1-50  Counting and telling objects up to 50  Drawing for the given number 1-50 |  |  |
| 5 | 1&5 | Recognizing, describing representing numbers and their relationships and solving mathematical problems with competence and confidence. | I can add things up to 20 |  | Revision of number words 1-20  reciting numbers rhymes.  singing numbers songs.  Reading and writing number symbols 1 - 100  e.g 1  2 +2 +1 =  1+0+5 =  3+1+2 =  e.g 2  1 0 5  2 4 1  +2 +1 +1 | Chalk board  illustration | Learning framework for ECD pg.43- 45 |
| 6 | 1&5 | - Developing and using mathematical concepts in my day today experience | Identifying, describing representing numbers and their relationships and solving mathematical problems with competence and confidence. | I can add things, word problems of addition (2 digits) using “altogether” |  | - Recite rhymes numbers  - Counting numerals.  - Reading sentences  - Adding numeral  Sam has 2 toys  Tim has 1 toy  How many toys do they have altogether?  \_\_\_\_ + \_\_\_\_ = toys | Demonstration  Discussion | Chalk board  illustration | Learning frame work for EDCpg.45 |
| I can add things word problems of addition (3 digits) using “altogether” |  | - Reciting numbers  - counting numerals sentence.  - Adding numeral  kato has 4 books  Musa has 2 books  How many books do they have altogether?  \_\_\_ + \_\_\_ = books | Demonstration  Discussion  Observation  Demonstration  Discussion  Observation | Real objects  Chalk board  Illustrations |
| 7 | 1&5 | I can perform activities involving take away. |  | Revision of subtracting numbers  4-3=\_\_\_ 6-2= \_\_  7 9  - 3 - 7  \_\_\_ \_\_\_\_  counting forward and backwards.  singing or reciting rhymes involving take away e.g ten green bottles.  finding the differences after take away.  Opus had 8 cows 6 cows died. How many remained? | Chalk board  Illustrations |
| 8 | 1&5 | - Developing and using mathematical concepts in my day today experience | Identifying, describing, representing numbers and their relationships and solving mathematical problems with competence and confidence. | I can name more and less quantities. |  | - Enumerating objects.  - Counting by rote (1 –100)  - Comparing numbers and amount e.g more / less.  Debby has 6 cows.  Dan has 4 cows.  Who has more?  \_\_\_\_ has more.  Peter has 7 pencils  Rita has 5 pencils  Who has less?  \_\_\_\_ has less. | Demonstration  Discussion  Observation | Chalk board  illustration | Learning frame work for EDCpg.45 |
| 9 | 1&5 |  | Recognising and creating number patterns | I can recognize and make number patterns by making generalisations to solve mathematical problems |  | Number families 1-5  \_\_+\_\_\_\_=1  \_\_\_+\_\_\_\_=2  \_\_\_+\_\_\_\_=3  \_\_\_+ \_\_\_\_=4  \_\_\_ + \_\_\_\_=5 |  |  |  |
| 10 | 1&5 |  | Recognizing, describing and using money | I can recognize money according to different. denominations  I can identify types of money and their features.  I can tell value of money. |  | Tell the use of money  Recognition of different money denominations and value  Use correct vocabulary for buying and selling (change, balance, how much)  Playing shopping |  |  |  |
| 11  &12 | 1&5 |  | Representing and interpreting information in pictorial form. | I can record collected data. |  | -Collects and sorts different objects according to category  Classifies objects into given categories up to 10 and record numbers  Answering oral question based on data.  Draw and represent information in pictorial form  Reads and interprets pictorial graphics  - Counting objects given.  Ann Jim Liz Bob  Ann has \_\_\_ balls  Jim & Liz have \_\_\_ balls  Who has 1 ball? \_\_\_\_ |  | A drawn number graph chart  Chalkboard  Illustration | Learning frame work for EDCpg.49 |

**Kabojja Junior School**

**Pre – Primary Reading Scheme of work 5 – 6 years Term III 2022.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | prd | | Learning area | | Learning out come | Content | Competence | | Learning activities | Methods | skills | Inst. materials | Ref. | Rem |
| 1 |  | | **Revision** | | | | | | | | | | | |
| 2 | 1  &  5 | | Developing & using my language appropriately | | Listening with acuity for information & enjoyment responding in a wide range of situations. | tricky words (they, are, here  Initial consonant blends  bl, sl, br, pl, pr, gr, sn, tr  Luganda decoding  Short vowel /a/  ba ca fa ga ha ra pa ma na ja za | | I can associate sounds with letters.  I can read sounds, the intial blends, sight words and sound words.  I can Write words, phrases and sentence | Copying the sound words & sentences.  - reading  - writing  Filling in exercise.  Read and draw for the blends  Sound the blends | Model reading whole class discussion  Phonic awareness  Look & say | Decoding  Encoding  vocabulary  Fluency  Comprehension | Flash cards wall chart | Jolly phonics hands bk by sue Lloyd  Read to learn pg. 21 |  |
| 3 | 1  &  5 | | Developing & using my language appropriately | | Listening with acuity for information & enjoyment responding in a wide range of situations. | Final blends  /ch/ nd/th/sh/ng  Sight words (go, come, said)  Luganda decoding  Short vowel /a/  ba ca fa ga ha ra pa ma na ja za | | I can associate sounds with letters.  - reading sounds, the final blends sight words and sound words.  - Writing words, phrases and sentence | Copying the sound words & -- sentences.  - reading  - writing  Filling in exercise. | Phonic awareness  Look & say | Decoding  Encoding  Vocabulary  Fluency  Comprehension  . | Flash cards wall chart | Jolly phonics Handbook by Sue.  Sound and read bk 1 pg 57-58 |  |
| 4 | 1  &  2 | |  | tricky words (they, are, here  Sound /ai/  aid, aim, bait, fail, laid, maid, mail, main pail, pain, rain, sail, tail, train,  Luganda decoding  Short vowel /a/  ba ca fa ga ha ra pa ma na ja za | | Reading sound /ai/  Reading both sight words and sound words.  Writing words, phrases & sentences. | Writing sound, words & forming words & sentences  Dictation  Filling in exercise. | Phonic awareness  Look & say | Decoding  Encoding  vocabulary  Fluency  Comprehension  Fluency  Audibility  pronunciation | Flash cards  Wall charts | Jolly phonics Handbook by Sue.  Sound and read bk 1 pg 27 |  |
| 5 | 3  &  5 | | Developing & using my language appropriately | | Listening with acuity for information & enjoyment responding in a wide range of situations. | tricky words has, your, you, he, she  Sound /ee/ as in bee, fee, feet, been, seen, meet  fee seen see, fees etc  Luganda decoding  Short vowel /e/  be ce fe ge he re pe me ne je ze | | I can differentiate between sounds made.  Reading sounds and sound words.  Forming words  Writing sounds & words.  Taking dictation phrases & sentences | Sight reading Pre writing  Speaking  Drawing  Copying words & sentences.  Filling in exercise.  Dictation | Phonic awareness  Look & say  illustrations | Decoding  Encoding  vocabulary  Fluency  Comprehension  Fluency  Audibility  pronunciation | flash cards wall charts wall real objects. | Jolly phonics hands bk by sue Lloyd  Read to learn pg. 21 |  |
| 6 | 1  &  4 | | tricky words was, are, the, me  sound / ie/  tie, die, lie, like, time, kite  Luganda decoding  Short vowel /e/  be ce fe ge he re pe me ne je ze | | - I can read simple words and sentences  - Reading both sight words and sound words.  - Writing words phrases sentences.  - Listen & write | - Reading  - forming words  - writing filling in  Sight reading Pre writing  Speaking  Drawing  Copying words & sentences.  Filling in exercise.  Dictation | Phonic awareness  Look & say | Decoding  Encoding  vocabulary  Fluency  Comprehension  Fluency  Audibility  pronunciation |  |
|  | 5 | | Lady bird Revision  Bk 2b& 3a  New words says some, jump, into, sweets, home | | Picture discussion  - reading  - writing  - Answering | - reading  - writing | - model reading  - whole class discussions  - whole word | Fluency pronunciation  Articulation | Illustrated text books | Lady bird series. |  |
| 7 | 1  &  2 | | tricky words to, do, by  Sound /oa/  oak, oats, coal, coat, goal, goat, loaf, road, soap, toad  Luganda decoding  Short vowel /e/  be ce fe ge he re pe me ne je ze | | I can differentiate between sounds made.  Reading sounds and sound words  Writing listen& write  Reading sight words  Phrases & sentences | Tricky reading copying words & sentences.  Sight reading Pre writing  Speaking  Drawing  Copying words & sentences.  Filling in exercise.  Dictation | Phonic awareness  Look & say | Decoding  Encoding  vocabulary  Fluency  Comprehension  Fluency  Audibility  pronunciation | Flash cards, wall charts | Jolly phonics Handbook by Sue.  Sound and read bk 1 pg 57-58. |  |
| 8 | 1&5 | | Developing & using my language appropriately | | Listening with acuity for information & enjoyment responding in a wide range of situations. | tricky words but, for diagraph /ea/  as in sea, bean, mean, neat, peas, seat, team, weak etc  Luganda decoding  Short vowel /e/  be ce fe ge he re pe me ne je ze | | I can associate sounds with letters.  - reading sound ea  - reading both sight words and sound words.  - writing words phrases & sentences. | - coping the  - sound  - words  - sentences  - writing  Filling in exercise.  Filling in the puzle | Model reading  - whole class discussion | Decoding  Encoding  vocabulary  Fluency  Comprehension  Fluency  Audibility  pronunciation. | Flash cards wall chart | Jolly phonics Handbook by Sue.  Sound and read bk 1 pg 57-58 |  |
|  | 5 | | Lady bird Bk. 3a  Supplementary  readers | | Picture discussion  - reading  - writing  - Answering | - reading  - writing  Question and answer | Model reading  - whole class discussion | Illustrated  Text books | Lady bird series |  |
| 9 | 1  &  2 | | tricky words but, for diagraph ‘ue’ as in blue, sue, clue, glue, true rescue, issue etc  Luganda decoding  Short vowel /i/  bi ci fi gi hi ri pi mi ni ji zi | | I can associate sounds with letters.  - reading sound /ue/  - reading both sight words and sound words.  - writing words phrases & sentences. | - coping the  - sound  - words  - sentences  - writing  Filling in exercise. | Model reading  - whole class discussion | Decoding  Encoding  vocabulary  Fluency  Comprehension  Fluency  Audibility  pronunciation |  | Sound and read bk 1 pg 52 - 53 |  |
| Jolly phonics Handbook by Sue. |
|  | 5 | | Reading to enjoy, acquire knowledge & be able to comprehend | Ladybird Bk. 2b  Supplementary  readers | | Picture discussion  - Reading  - writing  - Answering | - reading  - Writing | Model  Reading  Whole class discussion & group |  | Ladybird series. |  |
| 10 | 1  &  5 | | Developing & using my language appropriately | | tricky words have, so, no now  letter sound /ou/  house, out, cloud, shout, mouth, ouch, round, sound, mouse, blouse, found, | | I can associate sounds with letters  Reading both sight words and sound words.  Writing words, phrases & sentences.  Filling in exercise.  Lady bird 3b | Coping the sound  - words  - sentences  - reading  - writing | Phonic look & say  Reading | Articulation  Fluency  Audibility  Decoding  Encoding  vocabulary  Fluency  Comprehension  Fluency  Audibility  Articulation  Fluency  Audibility  Decoding  Encoding  vocabulary  Fluency  Comprehension  Fluency  Audibility  pronunciation | Flash cards  Wall charts | Jolly phonics Handbook by Sue.  Sound and read bk 1 pg 27 |  |
| 11 | 1  &  5 | | tricky words here, there sound /oo/ as in book, look, food, broom, moon, stool, cool, soon  Luganda decoding  Short vowel /0/  bo co fo go ho ro po mo no jo zo | | Reading both sight words and sound words.  - writing words  - sound words  - phrases & sentences | Writing the sound  Words sentences  Reading  Writing  Reading  writing  Fill the gaps make words  Drawing  Reading  writing | Flash cards  Wall charts  pictures | Jolly phonics handbook by sue.  Reading scheme Tr’s guild p.34 |  |
| 12 | 1  &  4 | | tricky t words two, four, one.  Sound /oi/  coil, oil, join, foil, point, soil, boil, soil, avoid, noise, hoist, toilet, voice  Luganda decoding  Short vowel /u/  bu cu fu gu hu ru pu mu, nu, ju, zu | |  | Articulation  Fluency  Audibility  Decoding  Encoding  vocabulary  Fluency  Comprehension  Fluency  Audibility |  |
|  | 5 | | Introduction 4a  New words water, fun, they, are, you | | Picture discussion  - reading  - writing  - answering questions | Model  Reading  Whole class discussion  Model reading  - whole class discussion |  | Ladybird series |  |
| 13 | | 1  &  5 | |  |  | tricky words here, there sound oo as in book, look, food, broom, moon, stool, cool, soon | | Picture discussion  - reading  - writing  - answering questions | Illustrated text books |  |  |