

ENGLISH SCHEME OF WORK GRADE 2 TERM ONE

WEEK	LESSON	STRAND THEME	SUB STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNER EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	1-2	SCHOOL	Language structure and function The verb "to be"	By the end of the sub strand the learner should be able to use past forms of The verb "to be" correctly to construct simple sentences about things in the past.	As you were coming to school how many did you see?	Learners to be describe their own and other constructed action using was and were	Flash cards Realia	Written exercises	
	3	SCHOOL	Language structure and function	By the end of the sub strand the learner should be able to use past forms of The verb "to be" in the sentences.	What are they doing?	In small groups learners describe how people using the past form of the verb "to be"	Models of verb using "was" and "were"	Written exercises Oral questions	
2	1-3	SCHOOL	Language structure The verb "to be"	By the end of the sub strand the learner should be able to use past forms of The verb "to be" in their daily to day conversations.	What are other things did you see?	Learners take part in role play and language games that allow them to take part in various actions	Dialogue	Written exercises Oral questions	
3	1-3	Activities at home subject verb agreement "was" and "were"	Language structure The verb "to be"	By the end of the sub strand the learner should be able to correct use of subject in agreement sentences	What is Sarah holding? What are the girls holding	Learners to construct correct sentences based on pictures showing singular and plural subjects	Pictures	Oral questions	
4	1-2	Activities at home subject verb agreement "was" and "were"	Language structure and function	The learner should be able to construct simple sentences about activities at home	What was she doing?	In small groups/ pairs learners to construct on demonstrated actions by one or more learners. Construct sentences using displayed realia representing singular and plural	Realia	Written exercises	
4	3	Activities	Language	The learner should	What were	The learner	Pictures	Oral	

		at home subject verb agreement t “was” and “were”	structure and function	be able to construct correct sentences in conversation for effective communication	they holding?	should be able to construct correct sentences with subject verb agreement in conversation for effective communication	Dialogue on subject verb agreement	questions	
5	1-2	Transport	Objective him, her, them and you, us, me	The learner should be able to use objective pronoun correctly to construct simple sentences about transport	What do you use to come to school?	Learners to work in pairs to construct sentences using objective pronouns	Pictures Dialogue	Oral questions	
	3	Transport	Objective him, her, them and you, us, me	The learner should be able to pick out objective pronoun to improve oral communication	What does your mother use to go to the market?	Learners to construct sentences on the means of transport using locally available and the objective pronounce. This car belongs to Amina. This car belongs to her.	Realia Pictures	Oral questions Written exercise	
6	1-3	Transport	Objective him, her, them and you, us, me	The learner should be able to use objective pronoun for effective communication in a story, poem or conversation	What use to visit your aunt and uncle?	Learners to listen to a story, poem or conversation on communication	Story books Pictures	Oral questions	
7	1-3	Time and months of the year	The verb <u>to have</u> Have Has Had	The learner should be able to use various forms of the verb <u>to have</u> A main verb to talk about months of the year, o'clock, am and pm for effective objective pronoun for effective communication	How many months does a year have?	Learners to work in pairs to construct sentences using singular and plural subjects on different forms of the verb to have	chart	Oral questions	
8	1-3	Time and months of the year	The verb <u>to have</u> Have Has Had	The learner should be able to recognize correct use of the verb in different contexts	How many fingers do you have?	Learners construct sentences on their body parts	Body parts	Oral questions	
9	1-3	Time and months of the year	The verb <u>to have</u> Have Has Had	The learner should be use the verb <u>to have</u> for effective communication	Can you name some of the things you see at home?	Learners to construct sentences on the things they have at home and at school	Realia	Oral questions Written exercises	
	1-2	Shopping	Plurals of	The learner should	How do we	Learners in	Realia	Oral	

		Things w buy	irregular nouns (- ies, -ves)	be able to distinguish between singular and plural nouns including irregular nouns for clear communications	change irregular nouns to plural?	groups to construct sentences about the market, shop, supermarket and shopping list using plural of irregular nouns		questions Written exercises	
10	3	Shopping Things w buy	Plurals of irregular nouns (- ies, -ves)	The learner should be able to construct sentences based on pictures of nouns that take plural of irregular nouns (ies, -ves)	What can you see in the picture?	Learners in groups to construct sentences about based on pictures of nouns that take thethaught form	Pictures	Oral questions Written exercises	
11	1-2	The garden	Present continuou s tense	The learner should be able to use Present continuous tense to talk about food we eat/ health and nutrition for effective communications	What are you doing?	Learners construct sentences from ongoing demonstrations . Construct sentences based on pictures	Pictures	Oral questions Written exercises	
	3-	The garden	Present continuou s tense	The learner should be able to use Present continuous tense a given context	What is the teacher doing?	Learners compete in groups in changing verbs from Present continuous tense	Pictures	Oral questions Written exercises	
12	1-3	The garden	Present continuou s tense	The learner should be able to demonstrate by asking and answering questions using Present continuous tense	What are you doing?	Learners to take part in demonstrations , ask and answer questions using Present continuous tense	Pictures	Oral questions	
13	1-2	Accidents	Past continuou s tense	The learner should be able to describe actions using past continuous tense for effective communications	What was your parent doing when you got home?	Learners to construct sentences using past continuous tense	Pictures	Oral questions	
	3	Accidents	Past continuou s tense	The learner should be able to change verbs from present simple continuous to enhance communication	What were you doing yesterday when it rained?	lin groups Learners to take part in changing verbs from simple present to past continuous tense	Flash cards	Oral questions Written exercises	
14	1-3	Accidents	Past continuou s tense	The learner should be able to respond to questions using	What was she doing?	Learners to respond to simple	Workbook	Oral questions Written	

				past continuous tense about hygiene, simple injuries and first aid		questions using past continuous tense		exercises	
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