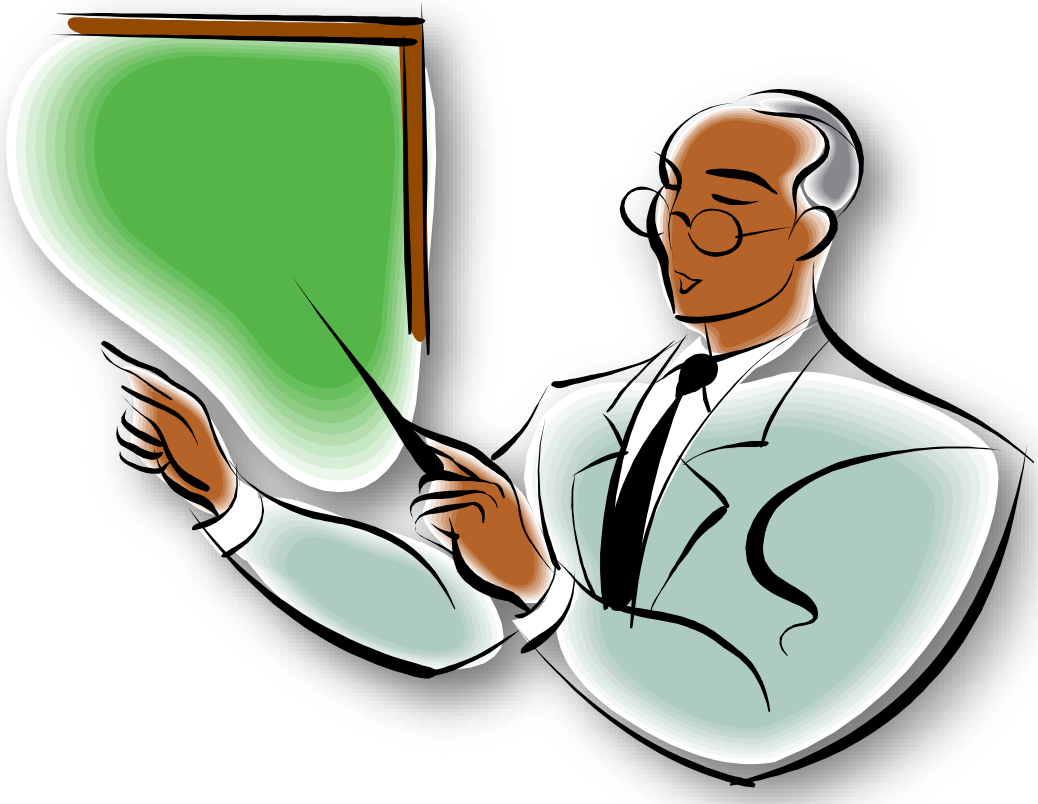
P.1 ENGLISH SCHEME OF WORK - TERM TWO 2026



REFERENCE

1. MK Primary English pupils book one
2. Sipro Learner's work book 1
3. Simplified English book 1
4. Oxford Advanced Learner's Dictionary

P.1 ENGLISH SCHEME OF WORK - TERM TWO 2026

WK	P.D	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVTY	L/SKILLS	L/AID	REF
1	1	**Weather**	**Element and types of weather**	Listening Speaking Reading Writing	**Vocabulary**	**<u>New words.</u>** Sun Rain clouds wind cold hot water	The learner; -Reads the word correctly. -Pronounces the words correctly. -Spells the words correctly.	LSU Explanation Imitation	-Reading -Spelling -Pronouncing	Effective communication Critical thinking Decision-making	Flash cards	Sipro learner`s book 1 Simplified English bk1
	2					**<u>New words.</u>** sunny rainy cover windy cloudy sunny blow shine rainfall sunshine	-Makes correct sentences using the new words.					
	3				**Structures**	Is it raining? Yes, it is. Is it windy? No, it is not.	The learner; -Answers the questions correctly.	Question and answer. Illustration Guided discovery	-Answering question. -Reading		Chalkboard illustration	
	4				**Grammar**	**<u>Punctuations</u>** Names of People Names of people are written beginning with a capital letter. **<u>Examples</u>** tom -Tom jane - Jane sarah - Sarah	The learner; -Punctuates the names of people.	Explanation Guided discovery Illustration	-Spelling -Writing			

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			THEME									
1	5	Weather	Element and types of weather	Listening Speaking Reading Writing	**Grammar**	**<u>Names of places.</u>** **Example** nyendo ____ Nyendo masaka ____ Maska kampala _____ Kampala	-Punctuates the names of places.	Explanation Guided discovery Discussion	Reading Spelling Writing	Effective communication Critical thinking Decision making Self-awareness	Chalkboard illustration	Sipro learner`s book
2	1					**<u>Days of the week.</u>** tuesday -Tuesday monday - Monday wednesday - Wednesday	-Punctuates the days of the week.					
	2					**<u>Months of the year.</u>** Months of the year begin with capital letters. april - April may - May july - July	The learner; -Punctuates the months of the year correctly.					
	3					**<u>Capital letters.</u>** A sentence begins with a capital letter. **<u>Example</u>** -They are smart. -She is jumping. -It is a cat.	-Punctuates the sentences correctly.					
	4					Punctuation marks **Full stops (.)** We put a full stop at the end of the sentence which is not asking. **Examples** - She is jumping - We are clean						Sipro learner`s book
	5					**Question mark (?)** We put a question mark at the end of the sentence which is asking. **Examples.** - What is this? - Where do you live? - Is this a book?						

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3	1	Weather	Element and types of weather	Listening Speaking Reading Writing	**Grammar**	**Comma (,)** We put comma when mentioning things. Examples Suzan has a bag, pencil, and ruler. - Dad bought mangoes, oranges and apples.			Reading pronouncing Writing Spelling	Effective communication Critical thinking Self-awareness	**Chalkboard illustration**	
	2				Comprehension	Read the story and answer the questions. Mr. Kato is a farmer. In the wet season, he grows crops like beans, maize and cassava. And in the dry season, he harvests the crops and takes them for selling.	-Answers the questions for the story correctly.	Question and answer. Guided discovery.	Reading Answering questions Writing			
	3		**Difficult activities for different seasons**		Composition	A composition about the importance of the sun.	Writes a composition correctly.		Writing Reading			
	4				Vocabulary	**<u>News words</u>** axe spade knife basket rake wheelbarrow slasher hoe	The learner; - Reads the word correctly. - Spells the words correctly - Pronounces the words correctly	LSU Explanation Whole word. Whole sentence. Guided discovery	Reading Writing Pronouncing Spelling	Fluency Effective Communication	Realias	Simplified English primary One pg 87
	5				**Structure**	What do we use …… for? We use a …for….. What is this/that? This/That is …….						

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4	1 & 2	WEATHER	Activities from different seasons	Listening Speaking Reading Writing	structures	**Use of 'and '** It is used to join two sentences. **Examples** I have a spade. I have a hoe. **I have a hoe and a spade.** 2. Sarah has a rake. Sarah has a panga. - **Sarah has a rake and a panga.** 3. Jane is digging. Tom is digging. -**Jane and Tom are digging.**	**The learner**; i) reads sentences correctly. ii) joins sentences correctly.	Guided discovery Explanation Demonstration	-Reading -Writing -Joining sentences	-Fluency -Effective Communication -Self awareness	Some realia	
	3					Is she / he..? No, he / she is not. Yes, he / she is.	-Answers question correctly.	Question and answer Guided discovery	Reading Writing Answering questions	do		
	4 & 5				**Vocabulary**	**New words.** jacket gumboots rain dress glass peel blanket hat slash sweater socks rain coat vest water carry shed skirt shorts	-Reads the words correctly. -Spells the words correctly.	LSU Whole word Explanation	-Reading -Writing -Spelling -Making sentences -Drawing	do	Realias	Simplified English bk 1 pages 92-93

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			THEME									
5	1 & 2	**Weather**		Listening Speaking Reading Writing	**Structure**	**<u>What is this?</u>** This is a …. That is a …. It is a …… **<u>What are these?</u>** There are …… **<u>What are those?</u>** Those are…….. Are these……..? Yes, they are. No, they are not.	-Answers the questions correctly.	Question and answer Illustration Guided discovery	Reading Answering questions	-Effective communication -Fluency -Critical thinking	Realia	
	3				**Grammar**	**<u>Gender</u>** **<u>He words</u>** **<u>She words</u>** boy girl man woman father mother husband wife	Reads the words correctly.	Explanation Guided discovery	Reading Spelling Writing	-Effective Communication -Fluency -Self awareness		
	4				Comprehension	Complete the story filling in the correct words. On the sunny day we use. a _____ a pair of ___ and a _____	The learner; Filling in the correct word.	Guided discovery Illustration	-Reading -Filling in missing words.	Fluency Effective communication		
	5 & 1	**ACCIDENT AND SAFETY**			**Vocabulary**	**<u>New words</u>** razorblade poison safety pin knife fire needle broken glass stone pin nails hurt thorn	The learner; Reads the words correctly. Spells the words correctly.	LSU Guided discovery Explanation	Reading Writing Spelling Drawing	-Fluency -Critical thinking -Effective communication	Some realia	
6	2				**Structure**	Don`t play with…… Show me a... This is a ….. That is a … Are you …. hurt, burnt. Yes I am. No I am not.	Answers the questions correctly.	Illustration Question and answer	Reading Writing Answering questions	Effective communication	Realia	

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6	3	ACCIDENTS AND SAFETY	ACCIDENTS AND SAFETY AT HOME			Use of "because" Tom fell down. He was running. Tom fell down because he was running.	Uses because correctly.	Explanation Guided discovery	Reading Writing Joining sentences	Fluency Effective communication		
	4			Listening Speaking Reading Writing	**Grammar**	**<u>Everyday tense.</u>** The action happens every day, every week, every month and every year. Verbs that adds -s- to change to every day tense. **<u>Verb tense</u>** **<u>Every day</u>** sit sits eat eats mop mops sleep sleeps	The learner; - Spells the words correctly. Reads the words correctly.	Guided discovery Discussion Explanation	Reading Writing Spelling	Effective communication Critical thinking Self-awareness	Chalkboard Illustration	
	5					Verbs that end in ch, sh, s, o add – es - to change to everyday tense. **<u>Examples</u>** **<u>Verb tense</u>** **<u>every day</u>** do does brush brushes	Write correctly the words.					

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7	**1**	**ACCIDENTS AND SAFETY**	**Accident & Safety at home**			Verbs that end in y but before y there is consonant letter add **"ies"** to change to everyday tense. fly _____ flies bury _____ buries cry ____ cries	The Learner; -Writes the words in plural correctly.	Guided discovery Explanation	Reading Writing	Effective communication Critical thinking	Chalkboard Illustration	**Simplified English**
	2					Verbs that end in y but before y there is a vowel letter adds – s - to change to everyday tense. **<u>Verb</u>** **<u>every day tense</u>** buy buys say says pray prays		Discussion	Spelling	Self-awareness.		
	3			Listening Speaking Reading Writing	**Composition**	**<u>A friendly letter.</u>** Points of emphasis. -Address -Date -Salutation -Body -Conclusion -Closure -Name						

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7	4		The family	Listening Speaking Reading Writing	**Vocabulary**	**<u>New words</u>** burn knock bite sharp fall cut drown hurt play prick	The learner; -Reads the words correctly. -Spells the words correctly.	Explanation	Reading	Critical thinking	Chalkboard Illustration	
	5	LIVING TOGETHER			**Composition**	A composition about dangers of accidents.	-Write the composition correctly	Guided discovery	Spelling	Self-awareness		
8	1				**Jumbled story**	Re-arrange the sentences and make a good story. 1. He fell down. 2. And broke his leg. 3. Peter saw a mango on a tree. 4. He climbed the tree.	Arranges the sentences correctly	Question and answer.	Writing	Effective communication		
	2				**Vocabulary**	**<u>New words</u>** grandmother grandfather uncle mother aunt sister father brother baby nephew niece grand mum grand dad	The learner; -Reads the words correctly. -Pronounces the words correctly.	Discussion				
	3				**Structures**	This is my …….. This is her …….. What is …. doing? Father is …….. Mother is …….	-Spelling the correctly. -					

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	4			Listening Speaking Reading Writing	Vocabulary	**New words** talk share play read cook sleep sweep care learn work	-Answers the questions correctly.	Guided Discovery Discussion Explanation Whole word	- Reading - Writing _ spelling	Effective communication Critical thinking Self- awareness	Chalkboard illustration	
	5				**Structures**	What are you doing? I / We …… What do you do every day?						
9	1	**Living together**	**Family**		**Grammar**	**<u>Animal young ones.</u>** cow ___ calf dog ____ puppy cat _____ kitten	The learners; - Read the words correctly - Spells the words correctly					
	2					**Animal homes** cow _____ byre dog _____ kennel cat _____ basket						
	3					**<u>Animal sounds</u>** cow ____ moos dog ____ barks cat ____ mews	The learner; i) reads the dialogue correctly. ii) answers questions about the dialogue.	-Guided discovery -Question and answer -Explanation	Reading Writing Answering questions			
	4 & 5					**<u>Read the dialogue and the questions.</u>** Alex : Good morning, Bob. Bob : Good morning, Alex. Alex : Where are you going? Bob : I am going to visit my sisters. Alex : How many sisters do you have? Bob : I have six sisters. Alex : Don`t you have any brother? Bob : I have some. Alex : How many are they? Bob : I have two brothers. Alex : Okay, safe journey. Bob : Thank you.						

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10	1 & 2	**Food and nutrition**	**Names and sources of food.**	Listening Speaking Reading Writing	**Vocabulary**	**<u>New words</u>** potatoes water market millet fish simsim shop beans ground nuts eggs banana peas	Pronounces the words correctly Reads the words correctly -Spells the words correctly.	L S U Explanation Guided discovery	Reading -Writing -Spelling	Effective communication Critical thinking Self-awareness	Chalkboard illustration Flash cards	
	3				**Structure**	**Where do we get…. from?** Are these, those …..? Yes, they are. No, they are not. **Do you like …. (matooke)** Yes, I do. No, I don`t. **What are they?** They are ….?	-Answers the questions correctly.	Explanation Question and answer			Some realia	
	4				**Vocabulary**	**<u>New words</u>** clean cover cook salt sundry wash	The learner; -reads the words correctly. -pronounces and spells the words correctly -uses the words correctly.	L S U -Whole word -Explanation	Reading Spelling Pronouncing Making sentences.			

WK	P.D	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVTY	L/SKILLS	L/AID	REF
10	5	FOOD AND NUTRITION	**FOODS**	Listening Speaking Reading Writing	Composition	**<u>Letter writing</u>** A friendly letter. - Address - Body - Date - Conclusion - Salutation - closure - Name	The learner; Writes the letter correctly.	Guided discovery	-Writing -Reading	Effective communication Self-awareness	Chalkboard Illustration	
11	1					Nouns that end in **y** but before **y** there is a consonant sound adds **"ies"** to change to plural. Singular plural fly flies puppy puppies berry berries	Reads the words correctly.	Discussion Explanation		Fluency		
	2					Nouns that end in **f** or **fe** normally form their plural With **ves.** Singular plural leaf leaves wife wives thief thieves	Reads the words correctly					

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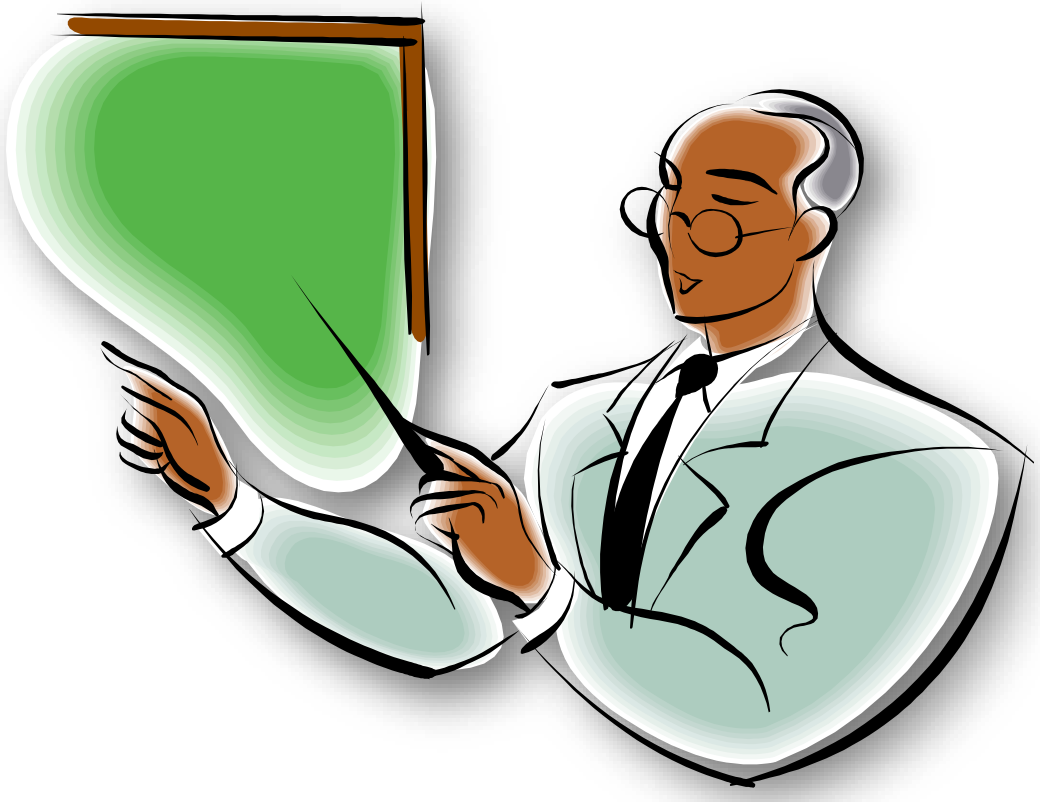
11	3	FOOD AND NUTRITION	**FOODS**	Listening Speaking Reading Writing	**Grammar**	Nouns that change the given vowels into **e** or **ee.** **Singular** **Plural** man men woman women foot feet **Nouns that don`t change**. deer ____ deer sheep ___ sheep fish ____ fish	The learner; -Reads the words correctly.	Guided discovery Discussion Explanation	-Reading -Spelling Writing	Effective communication Self-awareness	Chalkboard Illustration	
	4					**Uncountable nouns** These nouns are not countable. **Example** water sand blood salt paraffin sugar						
	5					A composition about reasons why We eat food	Writes the composition.					

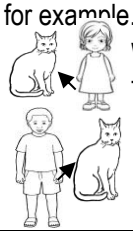
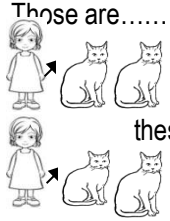
END

P.2 ENGLISH SCHEME OF WORK - TERM TWO 2026



SCHEME OF WORK FOR ENGLISH PRIMARY TWO CLASS – TERM TWO 2026

WK	P.D	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	L/ACTIVITIES	LIFE SKILLS & VALUES	METHOD	L/AIDS	REF

WK	P.D	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF
	1 & 2	OUR ENVIRONMENT	**COMMON ANIMALS**	listening speaking reading writing	**VOCABULARY**	Vocabulary cow goat duck sheep pig cat rabbit dog hen chicken elephant dove lion hyena zebra monkey weaver bird hawk parrot eagle	The learner; -reads, spells and pronounces words correctly. - Gives the meaning of the given words	L,S,U Guided discovery Look and say Explanation question and answer	-writing words correctly. -Filling in the missing letters. -matching pictures to words.	creative thinking Critical thinking. - care - appreciation	a chart showing different animals	
	3				**Structure**	Structure What is this/ that? This is ….or That is ….. for example.  What is this? This is a cat. That is a cat.	The learner; -reads the structure. -Responds to the structure. -punctuates correctly.					
	4					What are these/ those? These are……. Those are……  What are these? These are cats. What are those? Those are cats.						
	5				Comprehension	A story about animals	Reads the story correctly -Answers questions about it.					

2	1	OUR ENVIRONMENT	COMMON ANIMALS	Listening Speaking Reading writing	**Grammar**	**<u>Animal young ones.</u>** cow ___calf sheep ___ lamb goat ___ kid cat ___ kitten lion ___ cub	The learner; - reads, spells and pronounces words correctly. - Give the animal young ones homes and sounds.	-Giving animal young ones, homes and sounds. -Matching correctly.	- Effective communication - problem solving. Appreciation -care - love	Explanation Guided discovery Group discussion Question and answer.	A chart showing animals young ones, homes and sounds.	curriculum book 2 page 26 dictionary Sipro page 9 and 10
	2					**<u>Animal sounds</u>** a cow ____moos a sheep ___ bleats a duck ___ quacks a cat ___ purrs / mews a lion ___ roars. a pig ___grunts						
	3					Structure using **…which….** **Examples** 1. That is the lion. It roared last night. - **That is the lion which roared last night.**	-Reads the structure correctly. -Uses the structure.					
	4					**<u>Animals' homes.</u>** monkey ____tree/ forest pig ___ sty duck ___ coop horse ___ stable etc.					chalkboard use	
	5				**Composition**	**<u>Letter writing</u>** **Parts of a friendly letter**. 1. address 2. date 3. salutation 4. greetings 5. body 6. conclusion 7. closure etc...	The learner; -reads the parts of a letter. - Writes a letter correctly.	-writing the letter.				

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3	1				**Structure**	**<u>Using …..and ….</u>** **<u>for example</u>** 1. I saw a cow. I saw a dog. **<u>I saw a cow and a dog.</u>**	The learner: -reads the structure correctly. -Uses the structure correctly.	-Using the structure correctly. - Punctuating				
	2	**OUR ENVIRONMENT**	**COMMON INSECTS**	Listening Speaking Reading Writing	Vocabulary	**<u>Vocabulary</u>** bee fly ant grasshopper wasp mosquito spider cockroach butterfly	The learner; -reads, spells and pronounces words correctly.	L,S,U Look and say Guided discussion Question and answer Guided discovery Observation	-Naming common insects. -Naming useful and harmful insects. Giving the plural forms of different nouns.	Critical thinking Creative thinking Effective communication	A chart showing different insects.	curriculum book 2 page 26 dictionary Sipro 14
	3				Grammar	**<u>Plurals</u>** Nouns Where we add **'es'** moqiuto __ mosquitoes cockroach __ cockroaches church __churches mango ___ mangoes ect...	The learner; -reads the words correctly. -Gives the plural forms of the given nouns.					
	4					Nouns where we drop **f** or **fe** and add **'ves'** knife __ knives wife ___ wives leaf ___ leaves loaf __ loaves shelf __ shelves						
	5					Nouns that drop **y** and add **'ies'** fly ___ flies family __ families butterfly __ butterflies lady __ ladies baby ___ babies						

WK	P.D	THEME	SUB-	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS &	L/AIDS	RE

			THEME							VALUES		F
4	1				Structure	**<u>Using…because….</u>** for example 1. She is crying. A bee has stung her. - She is crying because a bee has stung her.	The learner; -read the structure correctly. -Joins the sentences using the structure.		-Joining sentences correctly.	-Problem soling -Critical thinking -Decision making. -Effective communication		
	2	**OUR ENVIRONMENT**	**COMMON PLANTS**	listening Speaking reading writing	**Vocabulary**	**<u>Vocabulary</u>** maize leaves beans blue flowers red weed seeds millet pink grey yellow purple orange brown black	The learner; -reads the structure correctly. -Joins the sentences using the structure.	L,S,U Guided discovery Question and answer Guided discussion Explanation	-Filling in the missing letters. -Reading drawing - Writing correctly.	Problem soling Critical thinking Decision making. Effective communication		Curriculum book 2 page 26 Dictionary Mk pupil's book 2 Sipro page 19
	3				**Structure**	Are these / those…? Yes, they are. No, they are not. for example 1. Are these flowers. Yes, they are. 2 Are these beans? No, they are not.	The learner; -reads, spells and pronounces the words correctly. -Makes correct sentences.		Reading Answering correctly. -Punctuating correctly. -Writing a composition correctly.	Critical thinking Decision making Responsibility Appreciation concern		
	4				**Composition**	Write any three importance's of cows to man.	The learner; -reads the structure correctly. -Answer the questions correctly.					

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	5	OUR ENVIRONMENT	COMMON PLANTS		Comprehension	**Jumbled story.** 1. Ann and Agie are sisters. 2. They have a small flower garden. 3. They care for them by watering. 4. They always cut flowers and put in flower pots every Sunday.	The learner; -reads the sentences correctly. - Arranges the sentences correctly. Punctuates correctly.	L,S,U Guided discussion Explanation Question and answer Group word. Guided discovery	-reading - Arranging sentences in the order.	Creative thinking Critical thinking effective communication problem solving love care	chalkboard usage	Sipro page 23 Dictionary Sipro learner's guide book 2 page 20 – 24
5	1				Structure	**Using….whose…. for example.** 1. Thai is the man, His beans were stolen. **- That is the man whose beans were stolen.**	The learner; -reads the structure correctly. Joins the two sentences using whose.		Joining sentences correctly. -Punctuating correctly.			
	2				Comprehension	**A poem** Colours Oh colours are beautiful.	The learner; -reads the poem correctly. - Answers the questions about it correctly.					Sipro page 24
	3				Grammar	**Adjectives** Are words that explain more about the noun or pronouns. like, good, beautiful, soft, hard , long, tall						

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5	4	OUR ENVIRONMENT	COMMON PLANTS	listening speaking reading writing	Grammar	**Opposites adjectives** good ___ bad tall ___ short beautiful __ugly rough ___ smooth ect.	The learner; - reads, spells and pronounces words correctly. -Gives the opposites of adjectives. -Changes the adjectives into the three degrees of adjectives. -Make correct sentences.	L,S,U Question and answer Guided discovery Guided discussion Look and say Group work.	-Giving the opposites of adjectives -changing words into the three degrees of adjectives. -Making correct sentences.	Critical thinking creative thinking Effective communication Appreciation Responsibility Care love	A chart showing opposites of a adjectives and the degrees of adjective	Teachers collection
	5					**Degrees of adjectives** positive / comparative / superlative tall / taller / tallest smart / smarter / smartest short / shorter / shortest big / bigger / biggest clever / cleverer / cleverest good / better / best bad / worse / worst shabby / shabbier / shabbiest beautiful / more beautiful / most beautiful						
6	1											
	2				Structure	**Using….as….as…..** for example. 1. Tim is fat. Tom is also fat. - **Tim is as fat as Tom.**	The learner; -reads the structure correctly. Joins the using the given structure.		-Reading the structure correctly. -Joining the sentences correctly using the given structure.			
	3					**Using …….than…….** 1. I am thin. She is thinner. - **She is thinner than I am.**						

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6	4 & 5	THINGS WE MAKE	Materials used and their sources.	listening speaking reading writing	Vocabulary	**Vocabulary** doll stove ball rope mat pot saucepan bed basket ladle mortar cushion pestle stool chair.	The learner; -reads, spells and pronounces them correctly. - Makes correct sentences.	L,S,U Guided discussion Look and say.	-Filling in the missing letters. -Reading drawing -Writing correctly.	creative thinking Decision making	real objects	Sipro book 2 page 25
7	1				Structure	Where is the? The …..is on / in the…….. for example. 1. Where is the ball? The ball is under the chair. 2 Where is the pestle? The pestle is in the mortar.	The learner; -reads the given structures. -responds to the given structures	Question and answer.	-Answering questions.	effective communication sharing		Sipro book 2 page 28
	2				Comprehension	Make correct sentences from the table. The doll / mat / cushion / sauce pan / pestle / basket — is on / is in — the bed / the mortar / the stove / the table / the chair.	The learner; -studies the table correctly. -Constructs sentences from the table.	Guided discovery.				Sipro book 2 page 29

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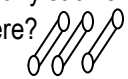
7	3 to 4	THINGS WE MAKE	Materials used and their sources.	listening speaking reading writing	Vocabulary	**Vocabulary** Sisal, forest, clay banana fibres, grass, thread, straws, shop, needle, swamp, papyrus, palm leaf, garden, stick, raffia	The learner; -reads, spells and pronounces. -Makes sentences using the given words.	Look and say L,S,U Guided discussion Guide discovery Group work Demonstration	Matching the words to pictures. -Filling in missing letters.	creative thinking effective communication	real objects	Sipro book 2 page 32
	5				Structure	**Using ……but….** **for example** 1. The girls are crying. The boys are laughing. - **The girls are crying but the boys are laughing.**	The learner; -reads the given sentences. -Joins the sentences using **but.**		Joining sentences using **but**.			Trs collection
8	1				Comprehension	A dialogue Solomon: Hullo Jelly, how are you? Jelly: I am fine etc…	The learner; -recites the dialogue. -answers the questions about it.		Answering oral and writing questions.			Sipro page 36
	2				Structure	How many …..are there? There are……. **Examples** How many straws are there?  **-There are three straws.**	The learner: -reads the similes. -complete them				A chart showing different similes.	

WK	P.D	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF
8	3 to 4	THINGS WE MAKE	Means and uses of transport in our community.	listening speaking reading writing	Vocabulary	**Vocabulary** black, grey, green road, blue, boat driver, fly, drive cyclist, pilot, air yellow, bus, food transport, lake, water motorcycle, bicycle train, aeroplane, cement, people, animals, donkey	The learner; -reads, spells and pronounce the words correctly. - Makes sentences using the given words.	Guided discovery -Look and say Explanation Guided discussion Demonstration	-Matching words with the word. -Writing them correctly. Filling in the missing letters.	Creative thinking Effective communication Critical thinking	Real objects	Sipro book 2 page 43
	5					**Structure** What do you use to make...? I / We use …to make… **Examples** What do you use to make pots? **-I use clay to makes pots**. **-We use clay to make pots**.			-Matching people with their work. -Arranging the letters correctly to form a word.		A chart showing people and their work	Sipro book 2 page 50
9	1				Structure	Where is the……? **Examples** Where is the bus? **-The bus is on the road.**	.		Writing the letter correctly.			Tr's collection
	2				Structure	Who is …..? **Examples** Who is driving? (Musa) Musa is driving.	- Use the structure correctly.					
	3				Vocabulary	**Vocabulary** road, left, bicycle, walk, car, motorcycle, path, cross, right, ride, drive, look, carry, stop, run, signpost						

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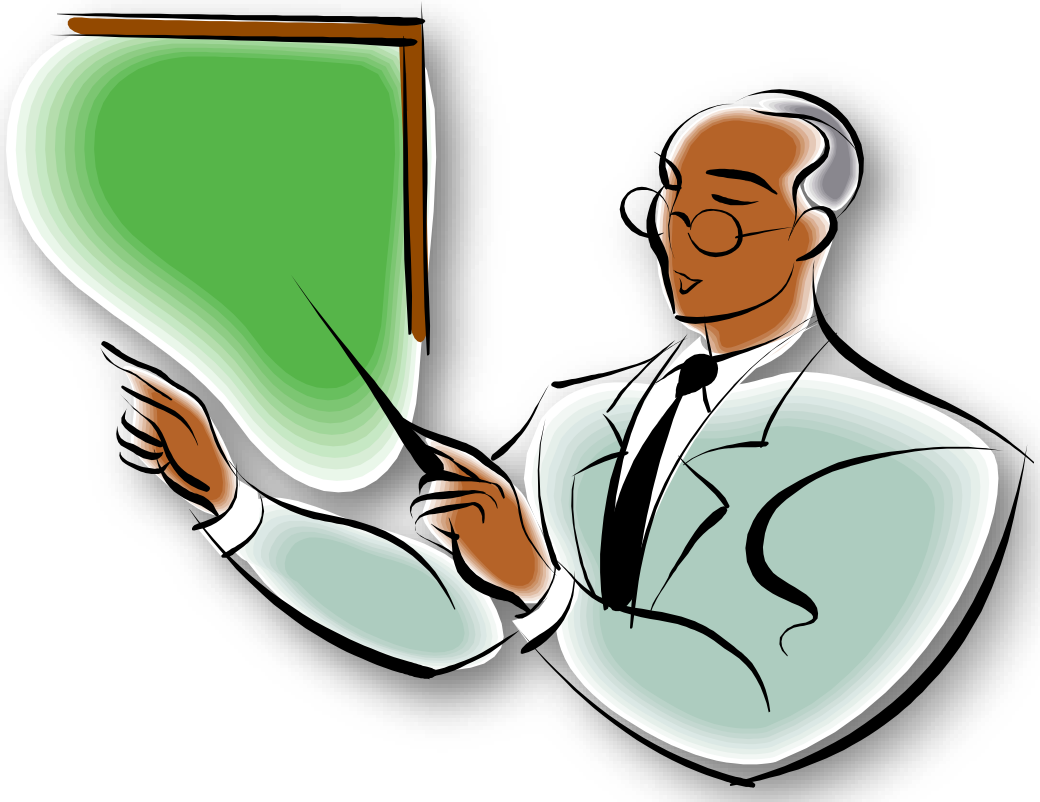
9	4	THINGS WE MAKE		listening speaking reading writing	Comprehension	**A story** Joan and Joseph are well relatives. They stay at Kawempe etc..	The learner; -reads the story. -Answers the questions about it.	Look and say Explanation Guided discovery Demonstration Question and answer	Answering questions about the story.	creative thinking Critical thinking effective communication	Chalkboard usage	Sipro book 2 page 53
	5		Dangerous things on the road.		Vocabulary	**Vocabulary** danger, rock , pot hole , broken bottle, electric wires, landmines, rubbish, nails, stone, throw, wardens, lollipop, police man/woman	The learner; -reads, spells. -pronounces the words. -Makes sentences using these words.		Filling in the missing letters			Sipro book 2 page 54
10	1				Structure	What is wrong? There is /there are …..on the road. **Examples** What is wrong? (car accident) **There is a car accident on the road.**	The learner; -reads the given sentences. -joins sentences.		Joining sentences using both.			Tr's collection
10	2				Structure	What colour is the ……? The …..is …../It is …… What colour is the car? The car is red./It is red	The learner; -reads the given structures. -responds to the given structures.		Answering questions			Sipro book 2 page 56

WK	P.D	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF
	3	THINGS WE MAKE	Causes of common accidents in our community	listening speaking reading writing	Structure	Be careful of …./Do not play with…./ Avoid play with …. **<u>Examples</u>** -Be careful of land mines -Do not play with land mines.	.	Explanation L,S,U Look and say Group work	Drawing pictures	creative thinking	Chalkboard usage	Sipro book 2 page 58
10	4 & 5				Vocabulary	fire poison medicine water insect hoe electricity animal blood needle pin razorblade knife spear axe hurt panga bleed cut vehicle . .	The learner; -reads, spells and pronounces -Write them well. -Makes sentences using the given words.		Making sentences .	Critical thinking	A chart showing different pictures .	

WK	P.D	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACTIVITIES	LIFE SKILLS & VALUES	L/AIDS	REF
11	1	THINGS WE MAKE	Management of accidents	listening speaking reading writing	Structure	Who helps you to cross the road? The____helps me to cross the road. **Examples** Who helps you to cross the road? (policeman) **The police man helps me to cross the road.**	The learner; -Makes sentences..	Explanation LSU Guided discussion Look and say Demonstration Guided discovery.	Making sentences	creative thinking Critical thinking effective communication	Chalkboard usage	Tr's collection
	2 & 3				Vocabulary	**Vocabulary** hospital clinic medicine doctor clean ambulance tablets call treat injection report care dispensary alarm bandage nurse cry carry telephone shout	The learner; -reads the words, spells and pronounces them well. -Makes sentences using the given words.		Filling in the missing letters. -Making sentences using the words.		Real objects	Sipro book 2 page 62
12	1				Passage	**Passage** COMMON INSECTS There are many insects in our environment……						
	2				Story	**THE POTTERY** Mr. is a pottery. He lives in a small hut…						
	3				Structure	**Using When……** for example 1. I was going to the hospital. I met a nurse. -**When I was going to the hospital, I met a nurse. etc.**	The learner; -reads the given sentences. - Joins the sentences using When…		Joining sentences using When…		chalkboard usage	Tr's collection

END

P.3 ENGLISH SCHEME OF WORK - TERM TWO 2026



P.3 ENGLISH SCHEME OF WORK - TERM TWO 2026

WK	PD	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACT	LIFE SKILL AND VALUE	L/AIDS	REF	REM
1	1	Living things in our sub-county.	Living things (Animals)	Listening Speaking Reading Writing	**Vocabulary**	**<u>New words</u>** elephant zebra giraffe monkey lion crocodile leopard chimpanzee	During this lessons, a learner; -reads the words. -spells the words. -pronounces the words -constructs sentences.	Whole word Look and say Guided discovery L S U Guided discussion LSU Demonstration	Spelling the words Reading the words Fill in the missing letters Joining the sentences	Critical thinking Effective communication Self-awareness Love Care Concern	Written chart about animals Chalk board illustration	st. Bernard book 3 page 59 Curriculum bk 3 MK Eng Books page 65-66 - Sipro Book 3 Page 12 Kota Simplified bk 3 pg 70	
	2					**<u>Vocabulary</u>** goat dog sheep rabbit donkey horse cat cow							
	3				**Structures**	The use of… than… <u>Which animal is bigger?</u> A buffalo and a lion. A buffalo is bigger than a lion. **Which animal is faster?** A goat and a dog. **<u>A dog is faster than a goat.</u>**	-During this lesson, a learner; reads the sentences -Join the sentences.						
	4				**Comprehension**	Poem about animals	-During this lesson a leaner recites the poem. answers questions						
	5				**Comprehension**	**<u>Jumbled story</u>** a. There are domestic animals and wild animals. b. There are two major groups of animals. c. Domestic animals are animals kept in people's home. d. Both groups of animals are important to us. e. While wild animals live in the bush.	During this lesson, a learner leads the sentences, arranges the sentences correctly.						

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2	1	**Living things in our sub-county.**	**Living things (Animals)**	Listening Speaking Reading Writing	Comprehension	**Dialogue** **<u>A VISIT TO THE ZOO</u>** Agaba: Birabwa, did you visit the zoo, last Friday. Birabwa: Yes, I did.	During this lessons a learner, -reads the dialogue. -acts the dialogue. -answers questions.	Explanation Question and answer.	Answering questions Spellings the words Constructing sentences . Arranging the words Writing a compositi on.	Love Concern Care Empathy Self-awareness Effective communication	**chalkboard illustration**	Kobta Simplified book 3 page 70	
	2				Vocabulary	**<u>Vocabulary</u>** eagle hen bee parrot owl bat turkey crow duck kite crested cane	During this lesson a learner, -reads the words. -spells the words. -writes the words correctly.	Guided discovery				Curriculum ur 3 pg 26-27	
	3				structure	The use of… too…..to… The boy is very tiny. He cannot wash his clothes. -**The boy is too tiny to wash his clothes.**	During this lessons a learner, -joins the sentences.	Whole word Think pair share				Precise English Grammar Page 119	
	4				composition	Write a composition about animals. **Importance of animals**	During this lesson a learner, writes a composition about the importance of animals.	Group work					
	5				Comprehension	<u>Passage</u> A long time ago, all birds lived in the bush. One day the king fell sick and was feeling lonely. He wanted to listen to music.	During this lesson a learner, Reads the passage. Answers questions about the passage.						

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3	1	Living things in our division.	Living things (Animals)	Listening Speaking Reading Writing	Structure	**<u>Conjunction</u>** **Use of Although** 1. Jane was late. She was not punished. - **Although Jane was late, she was not punished.**	During this lessons, a learner - reads the sentences.	Guided discovery Question and answer	Joining sentences. Explanation	Tolerance Love Punctuality	chalkboard illustration	Essential bk 3	
	2				Grammar	**Negative sentences**. The use of ….not……. 1. Mary is eating porridge **-Mary is not eating porridge.** 2. Alnord has come late. - **Alnord has not come late.**	During this lesson a learner; -reads the sentences. -uses the word "not" in the sentence.	Guided discussion Think pair share look and say LSU	Reading the sentence Answering question	Co-operation Self-awareness Confidence		Tr`s Collection	
	3				Verb forms	**The present simple tense** Verb Present simple eat - eats come - comes play - plays carry - carries push - pushes	During this lesson, a learner; -reads the words. -spells the words.		Pronouncing words			Standard English bk 3	
	4				composition	Letter writing Friendly letter	During this lesson, a learner; writes a letter as instructed.						
	5					Study the table below showing the number of pencil the head teacher gave out.			Answering questions about the table.				

WK	PD	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACT	LIFE SKILL AND VALUE	L/AIDS	REF	REM
4	1	Living things in our division	CARE FOR INSECTS, BIRDS AND ANIMALS	Listening Speaking Reading Writing	**Comprehe nsion**	**JUMBLED STORY** **The animals** **a)** Mr. Hyena and Mr. Hare decided to guard their maize in turns. **b)** When their maize had grown well. **c)** They planned to plant maize in their garden. **d)** Mr. Hyena and Mr. Hare were great friends. **e)** The monkeys and birds started stealing it.	During this lesson; a learner -reads the sentences. -arranges the sentences to make a good story.	Look and say LSU	Spelling words. Reading words. Arranging the sentences to form a story. Joining sentences correctly	Effective communication Self-awareness Self esteem Confidence Tolerance Love Care	Pupils text books	Sipro learners book 3	
	2				**Structure**	**<u>The use of When…….</u>** 1. I was coming to school I saw a butterfly. - **When I was coming to school, I saw a butterfly**. 2. James went to the zoo. He found an ostrich. **When James went to the zoo, he found an ostrich.**	During this lesson, a learner -reads the sentences. -joins the sentences.	Whole word Guided discovery				MK English Precise	
	3	PLANTS IN OUR DIVISON	PLANTS AND THEIR HABITAT			**<u>Vocabulary</u>** maize garden yam water sisal tins swamp vase dry flower plant cactus habitat rock	During this lesson, a learner -reads the words. -spells the words. -Pronounces words. -constructs sentences.	Explanation Group work				Kobta Simplified bk 3 page71-75	
	4				**Grammar**	Vocabulary Root leaf Stem flower Fuel money Medicine seed Decorate food decoration		Think Pair Share					

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		Living things in our division PLANTS IN OUR DIVISION	**Living things (Animals)**	Listening Speaking Reading Writing	**Structure**	**<u>The use of …..prefer…to..</u>** 1. I like eating yams more than eating cassava. -**I prefer eating yams to eating cassava.** 2. Musa likes weaving more than modeling. **-Musa prefers weaving to modeling.**	During this lesson a learner; -reads the words. -joins the words.	Guided discovery Group work Explanation Look and say LSU Guided discussion	Spelling words Pronouncin g words Writing words	Critical thinking Effective communication Problem solving Concern Self-awareness Appreciation	Chalk board illustration Announcin g words	Essential bk 3	
5	1				**Grammar**	**<u>Pronouns</u>** Possessive pronouns mine theirs ours his hers yours	During this lesson, a learner -reads the words. -spells the words. -pronounces the words. -constructs sentences.					Essential bk 3	
	2				**Vocabulary**	**<u>Vocabulary</u>** tools mulch panga store slasher axe weed dig plough watering can						Kobta Simplified book 3 pg 81	
	3				**Comprehension**	**<u>PASSAGE</u>** **<u>GOOD FOOD</u>** People need good food to become healthy…..	During this lesson, a learner; -reads sentences. Joins sentences correctly.						
	4		PARTS OF A FLOWERIN G PLANTS AND THEIR USES		**Structure**	**<u>The use of ….so….</u>** 1. It was cold. We lit the fire. -**It was cold, so we lit the fire.** 2. Tinah is not educated. She cannot read. -**Tina is not educated, so she cannot read.**	During this lesson a learner; -reads sentences. -joins sentences correctly.				Joins the sentences correctly.	Essential bk 3	

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5		PLANTS IN OUR SUB-COUNTY	CROPS GROWING PRACTICES	Listening Speaking Reading Writing	**Structure**	**The use of…more than….** 1. Maria likes meat. She likes fish more. -**Maria likes fish more than meat.** 2. Boys like cooking. The like fetching water more. -**Boys like fetching water more than cooking.**	During this lesson, a learner; - reads sentences. -joins sentences correctly.	Guided discovery LSU Guided discovery	Pronouncing words	Self esteem Confidence	Chalkboard illustration	Essential bk 3	
6	1				**Comprehension**	**<u>NOTICE</u>** **<u>TO ALL PARENTS</u>** You are informed that there will be a display of items made from natural materials. **Date** : Saturday 22nd April 2022 **Time** : 1:00 -4:00p.m **Fee** : Adults **4000/=** Children **1000/=** 12th April 2022 **Adams Brean**	During this lesson, a learner; -studies the notice -reads the notice -answers questions	Guided discussion Demonstration	Filling in the gaps. Joining sentences	Responsibility Cooperation		Rs Thematic everyday practise bk 3	
	2					**<u>JUMBLED STORY</u>** 1. As she was digging, she saw a snake. 2. She went to the garden. 3. Yesterday, Robinah woke up very early in the morning. 4. She hit it on the head with a hoe. 5. She got her hoe.	During this lesson, a learner; -reads sentences -arranges the sentences to make a good story.		Arranging words and sentences	Problem solving		Kobta Simplified bk3 page 85	

WK	PD	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACT	LIFE SKILL AND VALUE	L/AIDS	REF	REM
6	3	MANAGING RESOURCES IN OUR DIVISION	SAVING RESORCES	Listening Speaking Reading Writing	**Comprehension**	<table><tr><th>Name</th><th>CLASS</th><th>SEX</th><th>Age</th></tr><tr><td>Peter</td><td>P.3</td><td>M</td><td>8</td></tr><tr><td>Mary</td><td>P.3</td><td>F</td><td>10</td></tr><tr><td>Ritah</td><td>P.3</td><td>F</td><td>8</td></tr><tr><td>Owen</td><td>P.3</td><td>M</td><td>9</td></tr><tr><td>Leticia</td><td>P.3</td><td>F</td><td>11</td></tr><tr><td>Fatuma</td><td>P.3</td><td>F</td><td>7</td></tr><tr><td>William</td><td>P.3</td><td>M</td><td>12</td></tr><tr><td>Tina</td><td>P.3</td><td>F</td><td>13</td></tr></table>	During this lesson, a learner; studies the register. answers the questions.		Writing composition	Creative thinking Negative	Chalkboard illustration	Mk English book 3	
	4				**Vocabulary**	**<u>Vocabulary</u>** time need box keep firewood money plant bank bundle bag save waste charcoal wallet	During this lesson, a learner; -reads the words -spells the words . -pronounces the words.	Explanation Guided discovery Guided discussion	Spelling words	Decision making Endurance		Kobta Simplified bk3 page 84	
	5 3				**Structure**	**<u>Use of ….while….</u>** 1. Ali was going to the bank. He saw a snake. **-While Ali was going to the bank, he saw a snake.** 2. Cate was collecting firewood. Mother was planting beans. **-While Cate was collecting firewood, mother was planting beans.** .	During this lesson, a learner; -reads sentences. -joins sentences.	Whole word Look and say LSU	Pronouncing words Joining the words	Acceptance Self-reliance		Sipro learners book 3	

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7	1	**MANAGING RESOURCES IN OUR DIVISION**	**SPENDING RESOURCES**	Listening Speaking Reading Writing	**Composition**	**<u>Impotence of plants</u>**	During this lesson, a learner -reads sentences. -changes sentences	Guided discovery Explanation	Joining sentences Filling the gaps	Leadership Effective communication	Chalkboard use	English aid book 3	
	2					**<u>DIALOGUE</u>** **Agaba**: Do you have any books please? **Shopkeeper**: Yes, I have. How many would you like to buy?	During this lesson, a learner -reads the words. -spells the words -pronounces words -fills the gaps.	Demonstration	Spelling words	Problem solving		Kobta Simplified bk3 page 97	
	3				**Vocabulary**	sugar buy pancakes sell much salt many cost sweets some soap any money biscuits shillings	During this lesson, a learner -reads the words -spells the words Constructs sentences.	Look and say LSU	Pronouncing words	Decision marking Responsibility		Curriculum bk 3 page 36 Sipro learner book 3 Page 56	
	4				Grammar	**Use of some and any** **Some** -little, few, less, but not much or many. -Used in positive sentences. **Any** –used with negative sentences and questions.	During this lesson, a learner; -reads and spells words. -constructs sentences. -changes sentences from some to any.	Choral practice Question and answer	studying the table			Kobta Simplified bk3 page 89-91	

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	5	MANAGING RESOURCES IN OUR DIVISION	PROJECTS	Listening Speaking Reading Writing	**Grammar**	Changing sentences from some to any. a) There is some firewood in the kitchen. **-There isn't any firewood in the kitchen.**	. During this lesson, a learner; -reads and spells words. -constructs sentences. -changes sentences from some to any.	Guided discovery Think pair share Group work Guided discussion LSU Question and answer	Acting the dialogue. Spelling words Forming adverbs from adjective Constructing sentences.	Assertiveness Self-awareness Copying with emotions Peer resistance Problem solving Decision making Love care leadership Friendship formation	Chalkboard use		
8	1				**Comprehension**	**SHOPPING LIST** Study the shopping list that Anna used last week. **ITEM** / **PRICE** A cake / Shs. 500 An egg / Shs.300 A ruler / Shs.1000 A bag / Shs.3500 A sweet / Shs.200	During this lesson, a learner studies the table and answers questions correctly.					Kobta Simplified book 3 Curriculum bk 3	
	2				**grammar**	**<u>Use of much and many</u>** **Much** –used for uncountable Nouns-e.g soap, money, salt, charcoal **Many** – used for countable nouns e.g pancakes, sweets, eggs, boxes	During this lesson, a learner; - states the uncountable nouns. -constructs sentences. -Fills in the words.					Sipro learners book 3	

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	3	KEEPING PEACE IN OUR DIVISIONS	CHILDS RIGHTS, NEEDS AND IMPORTANCE	Listening Speaking Reading Writing	**Vocabulary**	**<u>Vocabulary</u>** bee tree keep chicken grow rabbit fruit vegetables honey make brick	During this lesson, a learner -reads the words. -spells the words. -pronounces the words. -constructs sentences.	Look and say LSU Reciting the poem. Answering questions about the poem. Guided discussion Group work	Writing the words correctly Filling in the missing letter. -Spelling words	Self esteem Assertiveness Empathy Critical thinking Honesty Leadership Forgiveness	Chalkboard use	St Benard book 3	
	4				Comprehension	**<u>POEM</u>** **MY FIRST TIME AT THE BUTCHER'S**	During this lesson, a learner; -recites the poem. -answers questions.					Kobta Simplified book 3 page 98	
	5				**Grammar**	**Pronouns** **Reflexives Pronouns** **Examples** myself ourselves herself themselves himself	During this lesson, a learner; -reads and spells words. Constructs sentences. .					RS thematic practice book 3 page 123 Mk Englisg book 3 pg 85	
9	1				**Vocabulary**	**Vocabulary** rules abuse excuse give dance sing play slap fight sorry visit beat work steal greet share friend	During this lesson, a learner; -reads and spells words. Constructs sentences.					Curriculum bk3 pg 38 Sipro learners bk 2	

WK	PD	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACT	LIFE SKILL AND VALUE	L/AIDS	REF	REM
	2	KEEPING PEACE IN OUR DIVISION	CHILD RESPONSIBILITY	Listening Speaking Reading Writing	**Grammar**	**SUBSTITUTION TABLE** I / playing We / fighting others They / like / working Pupils / likes / singing He / doesn't like / abusing others Musa / stealing Mary / quarreling	During this lesson a learner; -reads words from the table. -form sentences from the table.	Look and say LSU Group work Guided discovery Guided discussion	Joining sentences Forming sentences from the table. Forming adverbs from adjectives.	Think pair share Effective communication Written chart	Chalkboard use	Kobta simplified book 3	
	3					**ADVERBS** slow slowly quick quickly bad badly soft softly simple simply	During this lesson, a learner; -reads words given. -forms adverbs.					Mk English Precise bk	
	4				**Comprehension**	**PASSAGE** **HOLIDAYS** Babirye and Nakato are pupils in primary three at Nkodo Primary school……..	During this lesson, a learner; -reads the story. -answer questions correctly.						

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	5	KEEPING PEACE IN OUR DIVISION	CHILD RIGHTS, NEEDS AND THEIR IMPORTANCES	Listening Speaking Reading Writing	**Vocabulary**	**<u>Vocabulary</u>** home school play clothes eat food water medicine pen books clean pencil drink hospital needs name father church	During this lesson, a learner -reads the words. -spells the words. -pronounces the words.	Look and say LSU Group work Guided discovery Guided discussion Brain storming	Reading written sentences constructing sentences. joining sentences correctly. Answering oral and written question	Think pair share Effective communication Written chart	Chalkboard use	Sipro learner bk 3 Kobta Simplified bk 3	
10	1				**Structure**	**The use of …not as…** 1. Job is clean. Sheilah is very clean. -**Job is not as clean as Sheilah.** 2. Mother is kind. Father is very kind. **-Mother is not as kind as father.**	During this lesson, a learner; -reads sentences. -joins the sentences.					Curriculum 3 Sipro learners book 3	
	2				**Comprehension**	**<u>POEM</u>** **RESPECT CHILDREN'S RIGHT**	During this lesson, a learner; -read the poem - recite the poem. -answer questions.						
	3				**Structure**	**The use of Either…or….** **a**) John will attend the party. Peter will attend the party. **- Either John or Peter will attend the party.** 2. Winnie passed the test. Easter passed the test. **- Either Winnie or Easter passed the test.**	During this lesson, a learner; -reads sentences. -joins the sentences.					Mk English precise book	

WK	PD	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACT	LIFE SKILL AND VALUE	L/AIDS	REF	REM
	4	KEEPING PEACE IN OUR DIVISION	CHILD RESPONSIBILITY	Listening Speaking Reading Writing	**Structure**	**The use of ..so….that….** a) Musa is very clever. He passed all the numbers. **-Musa is so clever that he passed all the numbers.** b) The class is very noisy. No pupil will here you. **- The class is so noisy that no pupil will here you.**	During this lesson, a learner - reads sentences. -joins the sentences.	Look and say LSU Group work Guided discovery Guided discussion Brain storming	Joining sentences Joining the sentences Spelling, reading, pronouncing and constructing sentences. Forming sentences from the table.	Think pair share Effective communication Written chart	Chalkboard use	Mk English precise	
	5				**Vocabulary**	**Vocabulary** wash school cook work peel the bathe wear a eat milk an mop sweep slash share read obey	During this lesson, a learner -reads the words. -spells the words. -pronounces the words.					Sipro learners bk 3 Kobta book 3 pg 105-108	
11	1				**Structure**	**The use of Never……** **Never –**is used to worn someone against doing something bad. Never: tell / mistreat / dirty / disobey / dodge — the clothes. / your parents. / your homework / lies to elders / your friend.	During this lesson, a learner; -studies the table. -reads words from the table. Forms sentences from the table.						

WK	PD	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACT	LIFE SKILL AND VALUE	L/AIDS	REF	REM
11	2	KEEPING PEACE IN OUR DIVISION	CHILD RESPONSIBILITY	Listening Speaking Reading Writing	**Structure**	**The use of …always……** Always- used with sentences in the present simple tense	During this lesson, a learner -reads the words. -spells the words. -pronounces the words.	Look and say LSU Group work Guided discovery Guided discussion Brain storming	Reading written sentences constructing sentences. joining sentences correctly. Answering oral and written question	Think pair share Effective communication Written chart		Sipro learner bk 3 Kobta Simplified book 3 pg 109 Kobta Simplified book 3 pg 109	
	3				**Grammar**	**Article a, an, the** **A –** used on words that begin with a consonant sound that is in singular form.	During this lesson, a learner; -reads sentences. -joins the sentences.						

WK	PD	THEME	SUB-THEME	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	L/ACT	LIFE SKILL AND VALUE	L/AIDS	REF	REM
11	4	KEEPING PEACE IN OUR DIVISION	CHILD RESPONSIBILITY	Listening Speaking Reading Writing	**comprehension**	**SANDRA'S TIME TABLE** **Day / Morning / Evening** **Mon.** fetching water / washing plates **Tue.** colleting firewood / helping mother **Wed.** cooking / doing home work **Thur.** washing plates / ironing clothes **Fri.** cooking / doing homework **Sat.** peeling matoke / reading stories **Sun.** going to church / reading stories	. During this lesson, a learner; -studies the table. -answers questions correctly.	Look and say LSU Group work	Reading written sentences .	**Chalkboard use**		Kobta Simplified bk3 pg 111	
	5					**CLASS RULES FOR PRIMARY THREE TERM TWO 2021** - Always ask for permission before leaving the classroom	During this lesson, a learner; -studies the rules -reads the class rules	Guided discovery Guided discussion Brain storming	Answering oral and written question			Kobta Simplified bk3 pg 113	

END

P.4 ENGLISH SCHEME OF WORK - TERM TWO 2026

P.4 ENGLISH SCHEME OF WORK - TERM TWO 2026

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
1	1 & 2	BEHAVIOUR (GOOD BEHAVIOUR)	Vocabulary	Listening Speaking Reading Writing	The learner; -pronounces the new words correctly. -reads and spells the given words correctly. -Uses the given words to form correct sentences.	Vocabulary -sorry -polite -please -lend -borrow - request - excuse -good -forgive - well -appreciate - obey -thankful - behaviour -politely - obedient appreciative - true -forgiveness - truth -honest - respect - grateful –disciplined -calm - dodge - greet - courtesy	Guided discovery Explanation Brain storming	Chalkboard Illustration -real objects	-Interpersonal relationship. -effective communication -friendship Information. -use of polite language.	Pronouncing new words correctly. -reading and spelling the given words. constructing meaningful sentences	St. Bernard book4 page 84
	3				The learner; -reads the passage - reads the questions about the passage. -answers the questions correctly.	**A passage** ZAKAYO, A DISCIPLINED BOY			**Values** -forgiving others. -patience and cooperation	Reading the passage. Answering the questions about the passage.	St. Bernard Book 4 page 96

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
	4	BEHAVIOUR (GOOD BEHAVIOUR)	LANGUAGE STRUCTURE	Listening Speaking Reading Writing	The learner; -Reads the given words correctly. -Uses them in a polite way to form correct sentences. -Gives correct responses to the given questions and request.	**Use of polite language** **e.g. please, may, can, will, etc…** **e.g.** May I come in, please? **Yes, you may.** **No, I am sorry**.		Chalkboard usage Real objects.	- decision making - negotiation - effective communication - friendship formation **Values** cooperation tolerance sharing togetherness	-Making requests. -Giving correct responses.	St. Bernard book 4 pg 90
	5		DIALOGUE		The learner reads the given dialogue critically. -Role plays and acts the given dialogue. -Answers questions as instructed.	**ADIALOGUE** Diana and Racheal are in the same school but in different classes. Racheal is in P.4 while Diana is in P.5 class. Read their conversation	The learner; -reads the dialogue correctly. -answers questions about the dialogue .			Reading the given dialogue. Role playing the dialogue. -Answering questions.	A master Guided in an integrated English course bk 4 page 60.
	6		PASSAGE		-Reads the given poem. -Answers questions related to the poem in full sentences.	**APOEM**	-question and answer. Story telling.			Reading the given poem. -Answering questions about the poem in full sentences.	A master Guided in an integrated English course bk 4 page 62
	7		structure		The learner; -reads and writes the structure -constructs and answers questions related to the structure.	**Using: Do you……..?** 1. Do you have any ripe mangoes, please? Yes, I have some. No, I don't have any.	Explanation Braining storming Inquiry Discussion			Reading and writing the structure. -Constructing and answering questions.	P.4 English syllabus and page 12.

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
	6	BEHAVIOUR (GOOD BEHAVIOUR)	GRAMMAR	Listening Speaking Reading Writing	The learner; -talks about the present simple tense. -changes verbs and sentences to present tense. -Complete and writes sentences in present simple tense.	**THE PRESENT SIMPLE TENSE.** This tense expresses conditions and actions which happen regularly. Examples. 1. The pupils greet their teachers daily. 2. I borrow textbooks from the librarian weekly.	Guided discovery -question and answer.	Chalkboard usage Real objects	decision making -negotiation -effective communication **Values** -cooperation -tolerance -sharing	-Talking about the present simple tense. -Changing and writing verbs in present tense. -Completing and writing sentences in present simple tense.	Mk Precise English Grammar pg 73-74
2	1	GOOD BEHAVIOUR.			The learner; -reads the notice. - reads and answers the questions about it correctly.	**A NOTICE** The information was pinned on the noticeboard of ABC Junior School. Read it with care and answer the questions that follow.	explanation Guided discovery Braining storming.	Chalkboard illustration	-Interpersonal relationship -Friendship information -Problem solving -Sharing -Appreciation -Empathy	-Reading the notice. -Answering the questions about the notice	- Teachers collection
	2		GUIDED DIALOGUE		The learner; -reads the dialogue. -completes the dialogue by filling in the correct responses	**A GUIDED DIALOGUE** The dialogue below took place between Annet and the doctor. - Complete by filling in with what you think Annet said.	Guided discovery Discussion explanation	Chalkboard	Effective communication Decision making Values Empathy - honesty	Reading and writing the dialogue. -Complete the dialogue by filling in with correct responses.	Teachers collection

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
	2	GOOD BEHAVIOUR.	**COMPOSITION WRITING**	Listening Speaking Reading Writing	-Identifies the major features of a composition. -Writes a composition	**<u>COMPOSITION WRITING</u>** -Main features of a good composition. • Title • Introduction • Main body • Conclusion -Write a composition about an obedient pupil. Tell us their name, where they live and what shows that he/she is obedient.	Discovery Discussion explanation	Chalkboard illustration	-Interpersonal relationship. -Friendship information. -Problem solving. -Sharing. -Appreciation. -Empathy	-Identifying the main features f a composition. -Writing a composition about an obedient pupil.	Tr's collection
	3		**LANGUAGE STRUCTURE**		The learner; - writes the letter correctly.	**<u>LETTER WRITING</u>** Write a letter to your mother and inform her about the stubborn boy who bullies you. Mention the name of the boy and how he bullies you.				Writing a letter .	Teachers collection
	4				The learner -reads the given sentences. - writes the responses missing to complete the dialogue.	**<u>AGUIDED DIALOGUE</u>** The dialogue was between the Librarian and Nembabazi who had gone to the library to borrow a textbook. Study it and give the correct response to Nembabazi.	-Guided discovery -Discussion -Brain storming	Chalkboard usage Real objects	Effective communication -self awareness -Interpersonal relationship	Filling in the blanks to complete the dialogue .	Teachers collection

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
2	5	**GOOD BEHAVIOUR.**	**COMPREHENSION**	Listening Speaking Reading Writing	The learners; -reads and comprehends the class rules and regulation of their class. -Follows the teachers' explanation critically. -Uses class rules to answer questions as instructed.	**<u>CLASS RULES AND REGULATIONS</u>** 1) Do not steal. 2) Come early to class. 3) Good handwriting is a must. 4) Respect elders. 5) Keep the classroom clean etc...		Chalkboard usage Real objects	Values Tolerance Respect.	. Reading and comprehending class rules and regulations. -Answering questions correctly. .	Oxford advanced learners dictionary.

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	-ACTIVITIES	REF
2	6		**Vocabulary**	Listening Speaking Reading Writing	The learner listens to the teacher -Pronounces of the words. -Reads, writes and spells words correctly. -Constructs correct sentences using the given words.	dodge, steal , abuse abusive , lie , hit damage, disobey, burn fight, rude, unkind disorganised. steal, careless, quarrel, cheat	LSU Explanation Syllabic	Chalkboard illustration		Reading, speaking and writing words. -Forming correct sentences.	St. Bernard book 4 page 99
	7	**BAD BEHAVIUOR**	**LANGUAGE STRUCTURE**		-Reads and writes the structure correctly. -Constructs and writes the structure correctly.	**<u>Using: It is ……..</u>** **<u>To……is……..</u>** **Examples.** 1. Fighting is bad. -It is bad to fight. -To fight is bad 2. It is very bad to lie to your elders. -Lying to your elders is bad. -To lie to your elders is bad.	Guided discovery Explanation LSU		-Effective communication -Non-violent conflict resolution -Assertiveness -Tolerance -forgiving -Trust -Friendliness	Reading and writing the given structures. Constructing, reading and writing the sentences using the structures.	St. Bernard book 4 page 104 - 105
3	1				The learner; - reads the given sentences correctly. - uses the structures correctly in the given sentences.	Using:…must….. ….should….. **<u>Examples</u>** 1. You must attend all lessons. 2. Martha should go to school early. 3. Students must pay attention in class.	Explanation Question and answer	Chalkboard illustration	Effective communication	Reading the given sentences Constructing sentences using the structures	

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
3	2	BAD BEHAVIUOR		Listening Speaking Reading Writing	-Reads and writes the structure correctly. -Constructs and writes the structure correctly.	**<u>Using: mustn't / shouldn't…</u>** **<u>Examples</u>** 1. Disobeying your teachers is bad. -**You mustn't / shouldn't disobey your teachers.** 2. Fighting at school is a bad thing. -**You mustn't / shouldn't fight at school.**		Chalkboard illustration	Effective communication -Non-violent conflict resolution -Assertiveness -Tolerance -forgiving -Trust -Friendliness	Rewriting the given sentences using the structures.	St. Bernard Book 4
	3		**COMPREHENSION**		-reads, interprets, and writes the given sentences. -Rearranging sentences to from a meaningful story.	**<u>JUMBLED STORY</u>** The sentences below are in wrong order. Rearrange them to make a good story. 1. They climbed the mango tree when they reached the garden 2. They decided not to steal again.	Story telling Guided discovery Explanation.			-Reading, interpreting the given sentences. -Rearranging the sentences to form a good story.	TR's collection

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
3	4	BAD BEHAVIOUR	**COMPREHENSION** (POEM)	Listening Speaking Reading Writing	The learner; -reads the given poem carefully. -Recites the given poem with care.	**A POEM** She is a thief Sipi, the bad girl. Stealing whatever she finds in the kitchen, bedroom and at school. And making everyone sad.	Brain storming Recitation Guided discovery	Chalkboard usage -written poem	-Effective communication -confidence	Reading a poem Answering questions correctly.	Teacher's collection
	5				The learner; -studies the given puzzle critically. -Listens to the teacher's explanation well. -Fills in the given puzzle correctly.	**A PUZZLE** 1. A word used to show that you accept your mistakes. 5 2. To pardon someone. 7 3. A word used to make a polite request. 6				Reading the given instructions well. -Completing the puzzle correctly.	St. Bernard page 98

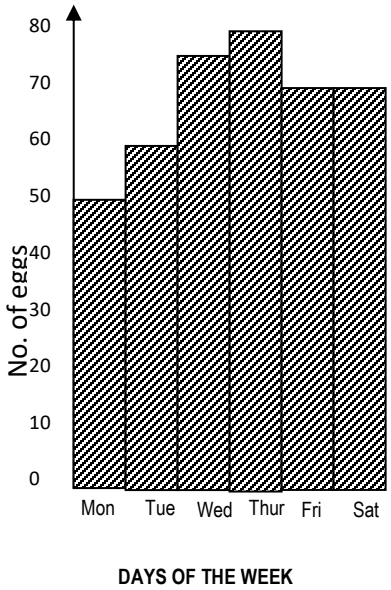
WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
3	6	BAD BEHAVIOUR	**PASSAGE**	Listening Speaking Reading Writing	The learner; Reads the given passage critically. -Listens to the teacher's guidelines on how to answer questions. -Answers the questions correctly.	**MUSEGE, A BAD BOY** Long time ago, there lived a giant and his wife called Ding Ding in a thick forest.	-Story telling -Guided discovery.	Chalkboard usage	-Critical thinking -Decision making. **Values** Respect Love Obedience	Reading the passage correctly. Answering questions.	St. Bernard page 109.
4	1		**GRAMMAR**		The learner; -Reads the information on the duty report. -Follows the given instruction critically. -Answers questions as instructed.	**A DUTY REPORT** The duty report below shows the behavior of children in their first week at school. Fighting 5 Insulting 10 Carelessness 20	Brain storm			Reading the given report. -Answering questions correctly.	
	2		**LETTER WRITING**		Identifies the main parts of a friendly letter. -Writes a good apology letter.	**LETTER WRITING** Mani features. - date -address - salutation -greeting - body -conclusion - closure -name -Write a letter apologizing to the teacher for late coming. Inform him/her why you come late and promise never to come to school late.	Explanation -Guided discovery -discussion	Chalkboard illustration	-Effective communication Decision making. -Assertiveness Patience Forgiveness Respect.	-Recognisng the main features of a letter. -Writing a letter apologizing to the teacher for late coming.	Tr's collection

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
4	3	BAD BEHAVIOUR	**Composition writing**	Listening Speaking Reading Writing	- Identifies the main parts of the composition. -Writes a composition about the undisciplined boy .	**COMPOSITION WRITING** Main features -Title -Introduction -Body -conclusion Write a composition about an undisciplined child you know. Talk about his/ her name, where he/she lives and what shows that he/she is undisciplined.	LSU Guided discovery role play	Chalkboard illustration	-	Writing a composition about the undisciplined boy.	Tr's collection Tr's collection
	4 & 5		SHOPPING		. Listens attentively to the pronunciation of words. -Reads, spells and writes words correctly. -Constructs and writes meaningful sentences using the new words.	**SHOPPING** Vocabulary buy some any purchase cheap sell litre few many price costly kilogram metre expensive bargain foot, feet, a bar, packet, cost, item				Listening to the pronunciation of words. -Reading, spelling and writing words. -Constructing and writing meaningful sentences using the vocabulary.	St Bernard page 113 P.4 English syllabus page 4

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
4	6		GRAMMAR	Listening Speaking Reading Writing	The learner; -reads the given poem. -answers questions related to the poem in full sentences.	**A POEM**	Brain storming Discovery discussion	Chalkboard	Friendship formation. Negotiation Effective communication. Kind Love Trust Honesty appreciation	-Reading the poem -Answering the questions about the poem	Special Approaches to comprehension and composition bk 4 page 96
	7		LANGUAGE STRUCTURE		The learner; -reads the given sentences correctly. - rewrites the given sentences using the structures. .	**<u>The use of …..sell to…./ ……buy from…….</u>** **<u>Examples</u>** 1. Kanyike sold two hens to Kasaato. -**Kasaato bought two hens from Kanyike.** 2. Richard is buying two eggs from the shopkeeper. **-The shopkeeper is selling two eggs to Richard.**				Reading and writing the given structures correctly. Constructing, Joining and writing meaningful sentences using the structures in correct tense.	St. Bernard page 116 and 119
5	1				The learner; -reads the given sentences correctly. - rewrites the given sentences using the structures.	**<u>The use of…borrow from…. …..lend to……</u>** **<u>Examples</u>** 1. Phiona lent her textbook to Phoebe. **<u>Pheobe borrowed the text book from Phiona</u>** 2. Adrapi borrowed two hundred shillings from Agella. **<u>Angella lent two hundred shillings to Adrapi</u>**					

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
5	2		**COMPREHESION**	Listening Speaking Reading Writing	-Reads the given dialogue. Acts the dialogue. -Completes the dialogue with the correct responses.	**Guided dialogue** The dialogue below took place between Rose and the shopkeeper. Complete it by filling in what you think Rose said. **Shopkeeper**: Good afternoon, Rose. **Rose**: _____ **Shopkeeper**: A kilogram of salt is five hundred shillings.	Role play Guided discovery Brain storming	Chalkboard illustration	Negation Problem solving Effective communication	Reading and acting the given dialogue. Completing the dialogue with h the correct responses.	Tr's collection
	3		**COMPREHENSION**		A learner -uses the shopping list to make polite requests. -answers questions related to the shopping list.	**A shopping list** The shopping list below belongs to Tracy. She made it on 1st May, 2018 when she went to Acarcia Mall for shopping. -1 kg of Omo ----4000/= -7 litres of cooking oil __2500/=@ - 3 metres of cloth – 1750/= a metre			Appreciation. Trust Honesty cooperation	-Studying the given shopping list. -Answering questions related to the shopping list in full sentences.	Tr's collection
	4		**GRAMMAR**			**<u>The use of …much/many…</u>** **<u>Many:</u>** It is used with countable nouns 1. I sold many apples today 2. Mary has many books.					

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
	5	SHOPPING	**Grammar**		-reads the given conjunctions. -Constructs and writes sentences using the given words. -Writes examples of countable and uncountable nouns.	**Much:** It is used with uncountable nouns. 1. Ritah put much salt in the sauce. 2. Hamza has much time to do that work.	Guided discovery T.P.S Method.	Chalkboard illustration	Non- violent conflict resolution Assertiveness Decision making. Sharing Trust Cooperation Respect.	Reading writing sentences using much and many. Giving examples of uncountable nouns and countable nouns	St. Bernard page 117
5	6				-Reads the given conjunctions -Constructs negative and positive sentences using the conjunctions. -Changes sentences from negative to positive form and vice verse.	**The use of …many / few….** **Many:** It is used with countable nouns in negative and positive form and few is its opposite. **Examples.** 1. Ritah sold few eggs last week. **Ritah did not sell many eggs last week.** 2. The maid did not prepare many dishes today. **The maid prepared few dishes today.**				-Reading the given conjunctions. -Constructing and writing negative and positive statements using many and few.	St. Bernard Publisher Book 4 page 116

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
	7	SHOPPING	COMPREHENSION	Listening Speaking Reading writing	Draws the given graph. -Interprets the graph. -Answers questions about the graph in full sentences.	**A GRAPH** The graph below shows the number of eggs collected by Omondi on his farm.  	Observation Guided discovery Discussion Think pair Share.	A chart showing the graph	Effective Communication Logical thinking Assertiveness Patience Love Endurance Respect.	-drawing the graph -Interpreting the graph. -Answering questions about the graph in full sentences.	Tr's collection
6	1				Reads the advertisement. -Interprets the advertisement -Answers questions about the advertisement in full sentences	**<u>AN ADVERTISEMENT</u>** All our well-wishers and customers are informed that at Dubai Grocer's food items are sold at a discount of 10%. These include milk, butter, eggs, peas, bread, fresh meat etc… The grocer's is open daily from 7:00a.m to 9:00 p.m. and 9:00a.m to 4:00p.m on weekends. 17th May, 2018 Management				-Reading the advertisement -Interpreting the advertisement. -Answering questions about the advertisement.	

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
6	2	SHOPPING	Grammar	Listening Speaking Reading writing	-reads the given conjunctions -Constructs meaningful sentences using some and any.	**Some**: is used in positive sentences. 1. We bought some sugar yesterday. 2. There are some ripe mangoes on the tree. **Any:** Is used in negative sentences and questions. 1. Is there any paraffin in the lamp? 2. There aren't any people in the room.	Explanation Brain storming Guided discovery.	Chalkboard illustration	Effective communication Decision making Friendship formation Patience Appreciation Sharing Co-operation	Reading the given conjunction. -Constructing meaningful sentences. Changing sentences from positive to negative form.	St. Bernard Publisher pg 117
	3				Reads and writes the given words. -Writes the given words correctly. -Punctuates the short forms and full form correctly.	**ABBREVIATIONS** kg _ kilogramme l ____ litre cm __centimetre m __ metre shs __shillings/shilling g ___ gramme mm ___ millimeter ft___foot/feet				-Writing the words in short form. -Punctuating the words correctly.	MK Precise Grammar pg 215
	4		**COMPOSITION WRITING**		-A learners , - Identifies the main features of a personal letter. -Writes a personal letter.	**LETTER WRITING** Write a letter to your guardian asking him/her to send you some money to buy things to use at school. Tell him/her when you need that money and promise him/her to use it sparingly. Use your school address.				-Identifying the uses of money. -Writing a composition about uses of money.	Tr's collection

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
6	5	SHOPPING	**Grammar**	Listening Speaking Reading writing	The learner; -reads the given sentences. -uses the structures correctly.	USING: …..is /are …….shillings. **EXAMPLES** 1. A bar of soap is two thousand shillings. 2. Books are twenty-three thousand shillings.	Guided Discovery Discussion Explanation	A chart showing forms of adjectives	Effective communication Assertiveness -negotiation -creative Thinking Appreciation Responsibility Honesty Co-oparetion	-Reading the given sentences. -Using the structures to construct sentences. -Constructing sentences in the three degrees of adjectives	St. Bernard English bk 4 Page 118
	6				The learner; -reads the notice correctly. - answers the questions correctly.	**A NOTICE**				-Reading the notice Answering the questions about the notice.	Teachers collection
	7	**SHOPPING**	**COMPREHENSION**		The learner; -reads and writes the given sentences. -rearranging sentences to make a good story.	**JUMBLED STORY** 1. She gave him ten thousand…. 2. Last Friday, Mother… 3. Mother was very….. 4. She called…… 5. She also gave him…. 6. Because he is ….. 7. He took the milk…. 8. He put the …… 9. At the shop, he was... 10. He crossed the road....	Guided discovery Storey telling explanation	Chalkboard illustration	-Effective communication -Logical thinking -Assertiveness -Co-operation -Respect -Honesty -Friendship formation	Reading, interpreting and writing the sentences. -Rearranging the given sentences to form a good story.	Sipro learners workbook pg 59

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
7	1				Identifies the main features of a friendly letter. Writes a letter informing her parents about the school sports day	**LETTER WRITING** Letter writing Write a letter informing your parent about your school sports day. Inform them the time, date and the activities you will compete in. Use your school address.		Chalkboard illustration	- effective communication	Writing a friendly letter informing your parents about your school sports day.	Tr's collection
	2	**TIME**	**Vocabulary**		-listens to the pronunciation of words. -reads, spells and writes words correctly. -uses the words to construct meaningful sentences.	**Vocabulary** morning, break time, late, early, yesterday, before, afternoon, spent, early midday, after, lunchtime , evening, night, midnight. dawn, dusk, noon, before noon			-Logical thinking -Decision making	Listening to the pronunciation of words. Reading, spelling and writing words correctly. -Using the words to construct sentences.	St. Bernard pg 128
	3	TIME	GRAMMAR	Listening Speaking Reading writing	-reads the given sentences correctly and carefully. -Uses the structures correctly.	Using:…..do ……before/after……. **<u>Example</u>** What did you do before lunch?	Brain storming Guided discussion explanation		-Effective communication -critical thinking	-Constructing sentences using the structures -Joining sentences using the structures.	St. Benard bk 4 Page 134
	4			The learner; -reads the given sentences. -uses the structures correctly.	The learner; -reads the given conjunctions. -constructs sentences using the conjunctions. Joins and writes sentences using the conjunctions	Using….because….. **<u>Examples</u>** 1. Akello revised her books. She wanted to pass her exams. -**Akello revised her books because she wanted to pass her exams.** 2. Nakate carried a dictionary. She wanted to look up the meanings of words. -**Nakate carried a dictionary because she wanted to look up the meanings of words.**			- logical thinking - effective communication	Reading the conjunction. -Constructing, writing sentences using after and before.	St. Bernard page 135.

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
7	5	**TIME**	**COMPREHENSION**	Listening Speaking Reading writing	The learner; -Studies the given timetable critically. -Listens to the teacher's explanation carefully. -Follows the given instruction and answers questions correctly.	**<u>TIME TABLE</u>** The timetable below was used by primary four at Glittons Junior School in 2016. Use it to answer the questions that follow in full sentences. 8:30 – 9:30A.M: MON ENG, TUE CRE, WED SCIE, THUR SCIE, FRI MTC, SAT READING 9 : 30 – 10:30A.M: MON SST, TUE MTC, WED MUSIC, THUR ENG, FRI IRE, SAT SST 10:30 – 11:00A.M: MON, TUE, WED, THUR, FRI, SAT 11:00 – 12:30p.m: MON ART, TUE ENG, WED SST, THUR MTC, FRI DEBATE, SAT MTC	Discussion Guided discovery Explanation.	**Chalkboard usage**	-Effective communication -Critical thinking -Decision making **<u>Values</u>** Love respect appreciation	Reading and interpreting the timetable. -Answering questions about the timetable. Studying the time table.	Tr's collection

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
7	6	TIME (PAST SIMPLE TENSE)	**LANGUAGE** **STRUCTURE**	Listening Speaking Reading writing	The learner; - studies the calendar critically. -answers the questions correctly.	**A calendar** Study the calendar for the month of December in 2020 and answer the questions that follow in full sentences.	Discussion Guided discovery Explanation. Brain storming	**Chalkboard usage**	Effective communication -Critical thinking -Decision making **<u>Values</u>** Love respect appreciation	-Studying the calendar. Answering the questions about it	Special Aproaches to comprehension and composition bk 4 page 121
	7				The learner; -reads the poem with care. - answers the questions correctly.	**A POEM** -read the poem below carefully and answer the questions that follow in full sentences.				Reading the poem. Answering the questions about the poem	Special Approaches to comprehension and composition bk 4 page 120

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
8	1	TIME **TIME (PAST CONTINOUS TENSE)**	**COMPREHENSION**	Listening Speaking Reading writing	The learner; -Reads the given dialogue critically -Identifies the missing words. -Completes the dialogue correctly.	**<u>A GUIDED DIALOGUE</u>** The dialogue below took place between Sarah and the teacher. Complete it by filling in with what you think Sarah said. **Sarah:** _____ **Teacher:** Good morning, young girl. **Sarah:** _____ **Teacher:** Oh! You have come late! What was the matter? **Sarah:** _____ **Teacher:** You woke up late! Why? **Sarah:** _____ Teacher:	Brain storming Role play Guided discovery.	**Chalkboard usage**	Critical thinking Effective communication Self-awareness Sympathy Empathy Tolerance Respect.	Reading and acting the dialogue Completing the dialogue.	**Teacher's collection** St. Bernard publisher book 4 page 144
	2				The learner; - reads sentences correctly. - rearranges the sentences in the correct order.	**A JUMBLED STORY** The sentences below are in wrong order. Rearrange them to form a good story. a) It started raining b) But as I was running to get shelter, I fell down. c) I started crying because I hurt my leg.					
	3		**GRAMMAR**		The learner; - listens to the pronunciation of words. -reads, spells and writes words correctly. -uses the words to construct meaningful sentences.	**<u>Vocabulary</u>** continue, while, hold, eat, swing, hide, read, bite, off				-Reading and writing sentences. -Changing sentences to the past continuous tense.	St. Bernard book 4 page 139.

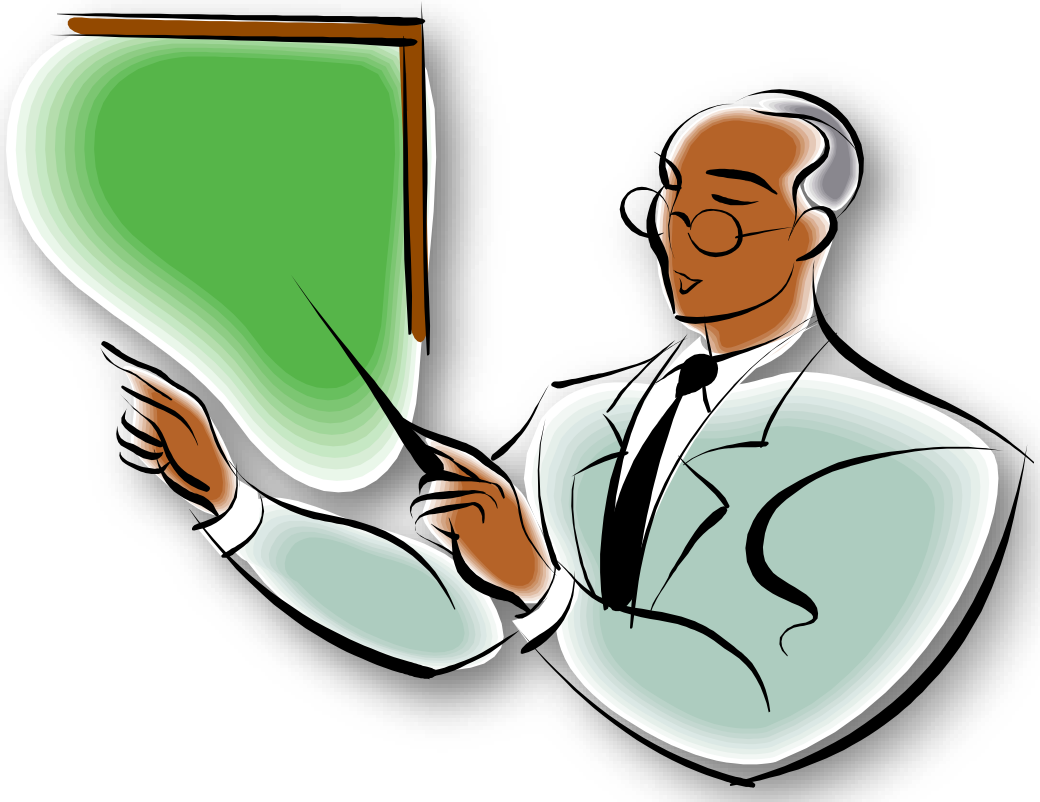
WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
	4	**TIME**	**Conjunctions**	Listening Speaking Reading writing	Reads the given conjunction. -Constructs sentences using the conjunction. -Joins and writes sentences using he conjunction.	**<u>Using: While / As / When...</u>** **<u>Examples</u>** 1. I met a lion. I was going to the bush. - While I was going to the bush, I met a lion. - As I was going to the bush, I met a lion. - When I was going to the bush, I met a lion.	Explanation Discussion Guided discovery.	**Chalkboard illustration.**	-Effective communication -Critical thinking -Logical reasoning -Appreciation. Respect Punctuality	-Reading and writing the given conjunction. -Constructing, joining and writing sentences using the conjunction.	St. Bernard Publisher page 142
	5					**<u>Using:</u>** **<u>...while/as/when...</u>** **<u>Examples</u>** 1. Nalya fell down. She was running. **- Nalya fell down when she was running.** **- Nalya fell down while she was running.**					
	6		**COMPREHENSION**		The learner; -reads the story correctly. -reads and answers the questions correctly.	**<u>A STORY</u>** Read the story and answer the questions about it in full sentences. THE DAY NAMPALA CAME LATE TO SCHOOL	Recitation Question and answer.			-Reading the story Answering the questions about it	St. Benard pupils bk 4 page 137

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
9	1	**TIME**	**GRAMMAR STRUCTURES**	Listening Speaking Reading writing	The learner; -studies and reads the dialogue. - answers the questions.	**<u>A dialogue</u>** Study the dialogue and answer questions in full sentences. (**Judith and Sam**)		**Chalkboard illustration**	Decision Making Effective communication Creative thinking Honesty Trust appreciation	-Studying the dialogue Answering the questions about it in full sentences.	Master Guide in integrated English course bk 4
	2 & 3				The learner; -reads the instructions carefully. -writes the composition.	**<u>Composition Writing</u>** Write a composition about the day you went to school late**.** Mention the name of the school. The day and the date. At what time did you reach there? What did your teacher do to you?				Writing a composition	
	4				The learner; -reads the instructions carefully. -writes the letter.	**<u>Letter writing</u>** Write a letter to your friend and tell them about your best Sunday at school**.** Talk about what happened on the day that made it the best one.				Writing a letter.	

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	L/AID	L/SKILLS	ACTIVITIES	REF
9	5	TIME	**COMPREHENSION**	Listening Speaking Reading writing	-Studies the information in the register. -Uses the information n the register to answer questions.	**P.4 REGISTER AT JUMA P/S** Name / Age / Sex / Nationality Yawe Amos / 8 / M / U Alinda John / 7 / M / U Kerry Wits / 8 / F / K Amuza Chris / 9 / M / U Lucky Peter / 9 / M / U Namata Jane / 10 / F / U	Observation Question and answer.	**Chalkboard illustration**	Critical thinking Assertiveness Effective communication Responsibility	-Studying the information in the register. -Using the information in the register to answer questions in full sentences.	**Tr's collection**
	6		**GRAMMAR**		-reads the words given. -gives the missing response correctly.	**GUIDED COMPOSITION**			Appreciation Care Love	-Reading sentences with exclamation marks. -Constructing and writing exclamation sentences using what…!	Master Guide in integrated English Course bk 4 page 94
	7		**REVISION**		-reads and writes questions. -Interprets instructions given. -completes the dialogue.	**GUIDED DIALOGUE** The dialogue below was between Jelengesa and Janir who are two pupils at St. Cecilia Primary School Buyamba. The words of Janir are given. Fill in the blanks with what you think were the words of Jelengesa.				-Reading the dialogue. Filling in the blanks	Special Approaches to comprehension and composition

END

P.5 ENGLISH SCHEME OF WORK - TERM TWO 2026



P.5 ENGLISH SCHEME OF WORK - TERM TWO 2026

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
1	1 & 2	LETTER WRITING	**VOCABULARY**		The learner; -listens to the teacher's pronunciation of the new words. -Pronounces, spells and reads the new words correctly. -constructs sentences using the new words.	**Vocabulary** letter, message, text card, information, invite, party, reply, guest, visitors, friend, host, hostess, yours, sender, receiver, writer, address, addressee, date, salutation, subject, reason, body, conclusion, ceremony, dear, sincerely, affectionately, envelope, occasion, envelop, friend, truly, faithfully	-Direct method. -Guided discovery **Techniques** -Look and say -Explanations -Questions and answers.	-Listening to the teacher's Pronunciation of the new words. -pronouncing spelling and reading the new words. - constructing sentences using the new words.	Effective communication -creative thinking Critical thinking **Values** Love Appreciation Friendliness.	Flash cards .	-St. Bernard English Pupils bk 5 pg 70 -New Fountain Primary English book 5 page 69

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
1	3 & 4		**GRAMMAR**	Listening Speaking Reading writing	The learner; -defines punctuation. -identifies different punctuation marks. -Use the punctuation marks correctly.	**PUNCTUATIONS** This is the use of special marks in writing which divides sentences and phrases. Question mark (?) Full stop (.) comma (,) hyphen (-) Exclamation mark (!) Colon (:) Capital letters (ABC) etc…	Guided discovery -Discussion **Techniques** -Explanations -Questions and answers.	-defining punctuation marks -identifying different punctuation marks. -Using punctuation marks correctly.	-Effective communication -Creative thinking -Critical thinking **Values** -Love -Appreciation -Friendliness	Flash cards	St. Bernard English Pupils book 5 page 74 Mk Precise English Grammar for Upper Primary pages 142- 143
	5		**GRAMMAR**		The learner; -reads the given sentences correctly. -Punctuates the exclaimed statements correctly. -constructs interjection statements correctly.	**INTERJECTIONS.** These are words used to express sudden, strong feelings or emotions of joy, surprise, anger, disappointment or sadness. **e.g. oh! Wow! eeh!** etc. **Examples** a) What an interesting letter this is! b) How clever this writer is! c) How beautifully Mary sings! (she) d) How slowly a snail moves!		*Reading a given statement correctly. *Punctuating the exclamatory statements. *Constructing interjection statements correctly			St. Bernard English Pupil's book 5 pages 73- 74. P.5 curriculum page 6

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
2	1	LETTER WRITING	Comprehension	Listening Speaking Reading writing	-reads the letter. -Answers oral and written questions about the letter.	Written letter Reading the letter carefully and answering questions that follow as required.	-Guided discovery -Inquiry -Discussion **Techniques** -Explanation -Questions and answers.	-Studying the given letter carefully. -answering the questions about the letter in full sentences.	Effective communication -Creative thinking -Critical thinking **Values** -Love -Appreciation -Friendliness	Chalkboard illustration	Teacher's collection
	2		LANGUAGE STRUCTURE		The learner; -reads the given sentences correctly. -re-writes the sentences using….would…	**Using…..would/could…..** **Examples** 1) If Lonah knows your new address, she will write to you. **-If Lonah knew your new address, she could write to you.** **-Lonah would write to you if she knew your new address.** 2) Would you write to me if I gave you my address?		-Reading the given sentences correctly. -re-writing the sentences using..Would….			St. Bernard English Pupil's book 5 pages 78 - 79
	3		COMPOSITION		The learner; -Identifies the type of the letter. -States the parts of a friendly/informal letter. -Writes a letter to a friend correctly.	**LETTER WRITING** a) Using your school address, write a letter to your friend inviting him/her to your sister's wedding ceremony. Tell him/her the following. -Date and time of the ceremony. -Place and the most interesting things that will be at the ceremony. b) Using your home address, write a letter to your aunt informing her that you will have your holiday time at her place. Inform her of the month and you will be doing with your cousins. c) Also using your home address.		-Writing a friendly letter correctly. -			St. Bernard English Pupil's book 5 pages73

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
2	4	LETTER WRITNG	GRAMMAR	Listening Speaking Reading writing	.The learner; - reads the given passage carefully. -answers the questions correctly.	**Passage**	-Inquiry -Direct Story telling -guided discovery **Techniques** -Explanation Brain storming	-reading the given passage. -Answering questions about the passage.	Effective	Chalkboard illustration	Special Approaches book 5 page 81
	5		Comprehension								
	6		GRAMMAR		The learner; - defines personal pronouns. -Identifies subjective and objective pronouns. -Uses the pronouns in correct sentences.	**PERSONAL PRONOUNS** These are words used to replace nouns that talk about persons or things. **Subjective Pronouns**: I, You, he, she, we, they, it **Objective Pronouns.**: our, you, him/her, us, them, your, its -**We** are going to visit **our** friend -Sharon is carrying **her** bag.	-Guided discovery -Discussion **Techniques** -Explanation -Questions and answers.	-defining personal pronouns -Identifying subjective and objective pronouns -Using the pronouns in correct sentences			St. Bernard English pupil's bk 5 pg 76

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
3	1		**Comprehension**	Listening Speaking Reading writing	The learner; -reads the poem carefully. -answers the questions about the poem in full correct sentences.	**POEM**	Guided discovery -Discussion Recitation **Techniques** -Direct Explanation -Questions and answers	-Reading the poem. -Answering the questions about the poem in full correct sentences.		**Chalkboard illustration.**	The sure key to success page 70
	2		**JUMBLED STORY**		.The learner; -reads the sentences. -rearranges the sentences correctly to form a good story.	**JUMBLED STORY**	-Guided discovery -Inquiry	-reading the sentences. -rearranging the sentences correctly.			Teacher's collection
	3		**Composition writing**		The learner; -writes a good composition on his /her own an instructed by the teacher.	**COMPOSITION WRITING** **-**Write a composition about the wedding ceremony you attended last year. -Tell the place where the wedding took place. Tell the time the ceremony started and ended. Mention at least three interesting things at the ceremony. -How did the ceremony end? **Parts of composition**. -Title - Introduction - body - conclusion	Guided discovery **Techniques** Explanation	- Writing a good composition			

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
3	4	LETTER WRITNG	Comprehension	Listening Speaking Reading writing	The learner; -reads the given graph correctly. -Answers the questions in full sentences.	**A GRAPH** Read the graph below carefully and then in full sentences answer the questions about it.	-Studying the given graph. -Answering the questions about the graph in full sentences.		Effective communication Critical thinking -creative thinking **Values** -Appreciation -Love	Chalkboard illustration.	Teacher's collecti
	5		Grammar		The learner; -reads the given words correctly. -givens the opposites of the given words correctly.	**OPPOSITES** **Word opposite** host hostess send receive delete save sender receiver friend enemy addressee addressor	Discussion -Inquiry **Techniques** Explanation Questions and answers	Reading the given words. -giving the opposites of the given words.			MK Precise English Grammar for Upper Primary pg 25 - Oxford dictionary
4	1		Comprehension		The learner; -writes an official letter following the teacher's instructions. -reads and interprets the questions correctly -answers questions correctly.	Read the letter and use it to answer the questions that follow.	Guided discovery Discussion **Techniques** explanation	Read as the letter following the teacher's instructions. Answering questions about the letter in full sentences.			Teacher's collection
	2		**PICTURE COMPOSITION**		The learner; -studying the given pictures carefully. -describes the pictures correctly. -answers relevant questions.	**PICTURE COMPOSITION** -Refer to Special Approaches Book 5 page 79	-Demonstration -Inquiry **Techniques.** -Explanations	-Describing the pictures correctly. -Answering relevant questions.			Special Approaches Book 5 page 79- 80

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
4	3	LETTER WRITNG	**Comprehension**	Listening Speaking Reading writing	The learner; -reads the invitation card carefully. -answers the questions about the invitation card correctly.	**<u>INVITATION CARD</u>** Read the invitation card below carefully and then in full sentences answer the questions about it. -Refer to New Fountain English Book 5 page 75	Guided discovery -Discussion **<u>Techniques</u>** Explanation Questions and answers.	Reading the given invitation card. -Answering the questions about the invitation card correctly.	Effective communication Creative thinking -Critical thinking Values Love -Appreciation	**Chalkboard illustration**	New Fountain St. Bernard English Pupil's
	4		**Comprehension (dialogue)**		The learner; -reads the given dialogue. -Role plays the dialogue correctly. -Answers the questions about the dialogue correctly.	**<u>GUIDED DIALOGUE</u>** **<u>John and Mary</u>** John: Good morning, Mary. Mary: Good morning, John. John: Mary: Yes, I have ever written a letter. John: Mary: I wrote my first letter in P.4 John:		-reading the dialogue. -Role playing the dialogue. Completing the dialogue. -Answering the questions about the dialogue.			Teacher's collection

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
4	5 & 1	COMMUNICATION (The Post Office)	Vocabulary (Post office)	Listening Speaking Reading writing	The learner; -listens to the teacher's pronunciation of the new words. -Pronounces, spells and reads the new words correctly. -Constructs correct sentences using the new words.	**Vocabulary** Post, stamp, letter box, directory, package, money, order, private box, parcel, telegram, mail, e-mail, post office, box rental, letter slot, registered letter, post office box, counter, mailman, postmaster, clerk, postal order, aerogram.	Direct method -Inquiry -whole word -LSU **Techniques** -Explanation -Brain storming. -Question & answers	Listening to the teacher's pronunciation of the new words. -Pronouncing, spelling and reading of the new words. -Constructing sentences using the new words.	Effective communication -Critical thinking **Values** -Accuracy -care -co-operation	Chalkboard illustration	P.5 curriculum page 8 - St Bernard English Pupil's book5 page 87 New Fountain English Book 5 page 87
5	2		GRAMMAR		-The learner; -defines future tense. -constructs correct sentences in future tense.	**FUTURE TENSE.** We use future tense to mean the time to come. We express the future by using …**will** or **shall.** **Examples** a) .My friend will accompany me to town tomorrow. b) We shall post out letters in the evening.	Guided discovery -Inquiry -Discussion **Techniques** Explanation Questions and answers.	-defining future tense. -constructing correct sentences in future tense.	Effective communication -Critical thinking Values -cooperation -care -friendliness.		St. Bernard English Pupil's Book

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
5	3	COMMUNICATION (The Post Office)	**Comprehension**	Listening Speaking Reading writing	The learner; -studies the information on the money order. -answers the questions about the money order in full sentences.	**MONEY ORDER** -Study the information on this money order and then answer the questions about it in full sentences. -Refer to St. Bernard English Book 5 pages 95 – 96	-Inquiry Guided discovery -Discussion **Techniques** Explanation Questions and answers.	-studying the information on the money order. -answering the questions about the money order in full sentences.	Effective communication -Critical thinking **Values** -cooperation -care -friendliness.	**Chalkboard illustration**	St. Bernard English Pupil's Book 5 pages 95 - 96
	4		**Language structures**		The learner, -reads the given sentences correctly. -re-writes the sentences using either…or…..correctly.	**Using ….either…...** **…….or……** **Examples** 1. Alison will write a letter. Jasmine will write a letter. **-Either Alison or Jasmine will write a letter.**		Reading, writing, constructing and joining sentences using the language structure			New Fountain English Book 5 page 890 P.5 curriculum page 8

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
5	5 & 1	**COMMUNICATION (The Post Office)**	Comprehension	Listening Speaking Reading writing	The learner; -reads the poem carefully -Recites the poem correctly. -Answers the questions about the poem in full correct sentences.	**A POEM** Read the poem below carefully and then in full sentences answer the questions about it in full correct sentences. -Refer to Special Approaches English Pupil's Book 5 page 148-149	Discussion -Guided discovery. **Techniques** -Questions and answers -Explanation	reading the poem carefully -Reciting the poem. -Answers the questions about the poem in full sentences.	Effective communication -Critical thinking **Values** -cooperation -care -friendliness.	**Chalkboard illustration**	St. Bernard publishers page 102-103
6	2		Conjunctions		The learner; -reads the given sentences correctly. -Joins the sentences using **might** correctly.	**Using…..might…..** **Examples.** 1. We are likely to go to the post office today. -**We might go to the post office today.**	- .	-Reading, writing, constructing and rewriting sentences using the structures.			MK Precise English Grammar book for
	3		Composition		The learner; -writes a good composition as instructed and gridded by the teacher.	**COMPOSITION WRITING** -Write a composition My first day at the post office. Talk about when you went there, the reason why you went there, the person who received you, any two new things you saw there.	Guided discovery -Inquiry -Discussion **Techniques** Explanation Questions and answers.	-Writing a composition.			Teacher's collection

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
6	4	**COMMUNICATION (The Post Office)**	**Language structures**	Listening Speaking Reading writing	The learners; -reads the given sentences correctly. -Joins the sentences using…unless... correctly.	**Using: Unless…../ ……unless…** **Examples** 1) You cannot own a private box. You must be registered. - **Unless you are registered, you cannot own a private box.** 2. Your letter will not be posted. You must fix a postage stamp. -**Your letter will not be posted unless you fix a postage stamp.**	Discussion -Inquiry -Questions and answers **Techniques** -Explanation -Question & answers	-reading the given sentences -Joining the sentences using…unless...	Effective communication -Critical thinking **Values** -cooperation -care -friendliness.	**Chalkboard illustration**	New Fountain English book 5 page 92. St. Bernard Pupil's book 5 page 93
	5		**Comprehension**		The learner; -studies the information in the directory -Answers the questions about it in full sentences.	**DIRECTORY** Study the information in the directory below carefully and then in full sentences answer the questions about it. -Refer to Special Approaches Book 5 pages 135 – 136.	Guided discovery -Discussion **Techniques** Explanation Questions and answers	-studying the information in the directory -Answering the questions about it in full sentences. .			Special Approaches Book 5 page 135-136
	6		**Conjunction**								

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
7	1 & 2	**COMMUNICATION (THE TELEPHONE)**	**Vocabulary**	Listening Speaking Reading writing	The learner; -listens to the teacher's pronunciation of the new words. -Pronounces, spells and reads the new words. -Constructs sentences using the new words.	**VOCABULARY** telegram, mobile telephone, teleface, airtime, landline, fixed line, receiver, handset, network most, toxins, telephone directory, dial, airtime card, call, subscriber's, identification number (SIM) telephone, load, personal, identification number (PIN)	Discussion -Inquiry **Techniques** Explanation -Qn & ans -Direct -Whole word -LSU	- listening to the teacher's pronunciation of the new words. -Pronouncing, spelling and reading the new words. -Constructing sentences using the new words.	Effective communication -Critical thinking **Values** -cooperation -care -friendliness.	**Chalkboard illustration**	P.5 curriculum page 9 -St. Bernard English Pupil's bk 5 page 95. New Fountain Primary English book 5 page 95
	3		**GRAMMAR**		The learner; -defines past simple tense. -Changes the verbs in past simple tense. -Constructs sentences in past simple tense.	**PAST SIMPLE TENSE** **Examples** a) We **learnt** about telephones on Monday. (learn) b) Peter **sold** all the airtime cards yesterday. (sell) c) Rose **lost** her sim card yesterday. (lose)	Guided discovery -Inquiry **Techniques** Explanation Questions and answers	-defining past simple tense. -Changing the verbs in past simple tense. -Constructing sentences in past simple tense.			P.5 curriculum page 9 -St. Bernard English Pupil's bk 5 page 108.
	4		**Comprehension**		The learner; -reads the given dialogue correctly. -Role plays the dialogue correctly. -Answers questions about the dialogue in full sentences.	**DIALOGUE** -Charles and Kenneth. Read the dialogue below carefully and then in full sentences answer the questions about it. -Refer to St. Bernard English Book 5 page 107	Discussion Guided discovery -Inquiry **Techniques** -Explanation -Questions and answers.	-reading the given dialogue. -Role playing the dialogue -Answering questions about the dialogue in full sentences.	Sharing		New Fountain Primary English pupils' book 5 page 92.

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
7	5	COMMUNICATION (The telephone)	**Grammar**	Listening Speaking Reading writing	The learner; -defines present simple tense. -changes the verbs to present simple with singular subjects correctly. -Constructs correct sentences in present simple tense.	**PRESENT SIMPLE TENSE** **Examples** i) He buys airtime cards every day. ii) My parents use mobile phones daily. iii) Hellen always carries her telephone directory. iv) You sometimes make phone calls late. (make)	Guided discovery -Inquiry **Techniques** Explanation Question and answers.	-defining present simple tense. -changing verbs. -Constructing correct sentences in present simple tense.	Critical thinking -Effective communication **values** -cooperation -sharing -love	**Chalkboard illustration**	Oxford Dictionary New Fountain Primary English Book 5 page 100
	6		**Language structures**		The learner; -reads the given sentences correctly. -Joins the sentences using ….enough….to... correctly. -	**Using….enough….to…** **Examples** a) The postman had many boxes. They fitted all the letters. -**The postman had enough boxes to fit all the letters.**	Discussion -Inquiry **Techniques** Explanation -Questions and answers.	-reading the given sentences correctly. -Joining sentences using ….enough….to..			St. Bernard English book 5 pages 109 – 110. - New Fountain book 5 page 102
	7										

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
8	1	**COMMUNICATION (The telephone)**	**Language structures**	Listening Speaking Reading writing	The learner; -reads the given sentences correctly. -rewrites the sentences using …need to…. correctly.	**<u>Using……need to …</u>** **Examples** i) We shall make some phone calls. - **<u>We need to make some phone call.</u>** ii) Parents must buy mobile phones. -**<u>Parents need to buy mobile phones.</u>**	Discussion -Guided discovery **<u>Techniques</u>** -Explanation -questions and answers.	-reading the given sentences correctly. -rewriting the sentences using …need to…. Correctly.	Effective communication -Critical thinking **<u>values</u>** -cooperation -Appreciation -care	**Chalkboard illustration**	P.5 curriculum page 9 St. Bernard English Pupil's book 5 page 111.
	2		**Composition**		The learner; -reads the given statements correctly. -rearranges the sentences to make a good story.	**<u>JUMBLED STORY</u>** -Rearrange the sentences below to make a good story. Special Approaches Book 5 pages 165	-Inquiry - Discussion -Guided discovery **<u>Techniques</u>** -Explanation -questions and answers.	-reading the given statements -rearranging the sentences to make a good story.			Special Approaches Book 5 page 165
	3		**Grammar**		The learner; reads the given dialogue and completes with the correct responses.	**<u>GUIDED DIALOGUE</u>**..	Discussion -Inquiry Guided discovery **<u>Techniques</u>** -Explanation -questions and answers.	-Reading the dialogue. -Completing the dialogue by filling in with the correct responses.			Teacher's collection

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
8	4	**COMMUNICATION (Telephone)**	Language structures	Listening Speaking Reading writing	The learner; -reads the given sentences correctly. -rewrites the sentences using….needn't… correctly.	**Using….needn't….** **Examples** a) It is not necessary for Joel to own two phones. - Joel needn't own two phones. b) You mustn't keep your mobile phone in the wallet.	Inquiry -Discussion **Techniques** -Explanation -questions and answers Direct.	reading the given sentences -rewriting the sentences using….needn't… correctly.	Effective communication -Critical thinking **values** -cooperation -Appreciation -care	**Chalkboard illustration**	St. Bernard English Pupil's Bok 5 page 112
	5		Comprehension		-Studying the pictures -Answering questions about the pictures	**Picture composition**	Guided discovery -Discussion -Inquiry **Techniques** -Explanation	-Studying ad interpreting the pictures. -Answering questions about the picture. .	Effective communication -Critical thinking **values** -cooperation -Appreciation -Friendliness		Special Approaches book 5 Page 167
	6		Composition writing		The learner; - Writes a good composition as instructed by the teacher.	**COMPOSITION WRITING** -Writes story which involves the following a mobile phone, a boy who had taken his father's phone to school, a policeman, a thief.	Guided discovery Discussion **Techniques** -Explanation	Writing a composition			-New Fountain Primary English Pupil's book 5 page 104. -Also, special Approaches Book 5 page 116

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
9	1 & 2	**COMMUNICATION (THE INTERNET)**	**VOCABULARY**	Listening Speaking Reading writing	The learner; -listens to the teacher's pronunciation of the new words. -Pronounces, spells and reads the new words correctly. -Uses the new words to construct correct sentences	**Vocabulary** e-mail, scroll, website, delete, save, open, folder, surfing, computer, internet café, virus, data, google, service fee, yahoo, search, page, access, sign in, sign out, login, internet explorer, search engine, .	Inquiry -Direct -Whole word. -whole sentence **Techniques** -LSU Demonstration -1 2 3 explanation	-listening to the teacher's pronunciation of the new words. -Pronouncing, spelling and reading the new words s -Using the new words to construct sentences	-Critical thinking -Effective communication **Values** -Cooperation -love Appreciation	**Chalkboard illustration**	P.5 curriculum page 10 St. Bernard English Pupil's book 5 page 121. New Fountain English Pupil's book 5 page 110
	3		**GRAMMAR**		The learner; -defines interrogative pronouns -forms correct questions using the interrogative pronouns.	**INTERROGATIVE PRONOUNS.** **Examples** -who, which, what, whose, whom a) Munira gave me your e-mail address. Who gave you my e-mail address? .	Discussion Inquiry **Techniques** Explanation -Questions and answers.	-defining interrogative pronouns. -forming correct questions using the interrogative pronouns. .			St. Bernard English Book 5 page 124

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
9	4	COMMUNICATION (The Internet)	**Comprehension**	Listening Speaking Reading writing	The learner; -reads the passage carefully -answer the questions about the passage in full correct sentences.	**A PASSAGE** -Read the passage below carefully and then in full sentences answer the questions that follow. Refer to New Fountain English Pupil's book 5 pages 120 – 121.	Inquiry -Discussion -Guided discovery **Techniques** Explanation Questions and answers.	-reading the passage. -answering the questions about the passage in full sentences	Effective communication -Critical thinking **Values** Appreciation Cooperation friendliness	Flash cards Mobile cards	New Fountain English Pupil's book 5 pages 120 – 121.
	5					**POEM**	-Inquiry - guided discovery **Techniques** Explanation Whole word.				Teacher's collection
10	1					**Written dialogue**					
	2		**Comprehension**		The learner; -reads the advertisement correctly. -answers the questions about the advertisement in full sentences.	**GRACE INTERNET CAFÉ.** -Read the advertisement below and answer the questions about it in full sentences. -Refer to St. Bernard English Pulp's Book 5 pages 128 – 129.	Inquiry -Discussion -Guided discovery **Techniques** -Explanation -questions and answers Direct.	-reading the advertisement. -answering the questions about the advertisement in full sentences.			St. Bernard English Pupil's book 5 pages 128 - 129
	3		**Composition**		A learner -reads and interprets the instructions. -writes an e-mail	Write an e-mail to your friend informing him/her about how you're going to spend your holiday.	Discovery Creative thinking	-reading the question. -writing an e-mail related to the question.			Teacher's collection

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
10	4	**COMMUNICATION (Nationalities)**		Listening Speaking Reading writing	The learner; -listens to the teacher's pronunciation of the new words. -pronounces, spells, and reads the new words correctly. -Constructs sentences using the new words.	**<u>Vocabulary</u>** Ugandan, Kenyan, French American, Rwandan, foreigner, national, culture, nationality, citizen, German, English, Sudanese, Chinese, Indian, Scottish, Tanzania Sentences. 1) Sudanese nationals were told to leave Uganda. 2. Nagawa is a Ugandan.	Direct Whole word -whole sentences Demonstration **<u>Techniques</u>** -LSU -123 -Explanation -Questions & answers	Listening -Pronouncing, spelling and reading the new words. -constructing sentences using the new words.	-Self-awareness -friendship formation -Assertiveness **<u>values</u>** Respect -love -cooperation	Chalkboard illustration. Flash cards. Mobile cards.	St. Bernard English Pupil's book 5 pages 128 - 129
			Vocabulary								P.5 curriculum page 12. St. Bernard English Pupil's Book 5 page 134.
	5		**PICTURE COMPOSITION**		- Studies given the pictures. -describing each picture. -answers relevant questions.	**<u>PICTURE COMPOSITION</u>** -Refer to St. Bernard English Book 5 page 102 - Also, Special Approaches book 5 Page 196	-demonstration -Discussion Techniques -Explanations -Questions and answers.	-Studying the pictures -describing each picture. -answering relevant questions.			St. Bernard English book 5 page 102 -Special Approaches Book 5 page 196

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
11	1	**CULTURE (Nationalities)**	**Grammar**	Listening Speaking Reading writing	The learner; -defines adjectives. -forms proper adjectives from proper nouns. -compares regular and irregular adjectives. -forms adjective from nouns	ADJECTIVES An adjective is a word that tells us about a noun or a pronouns. Proper adjectives These are formed from proper Uganda ___ Ugandan Kenya _____ Kenyan Cong _____Congolese Spain _____Spanish Regular adjectives. tall ____ taller __tallest fat ___ fatter __ fattest short __shorter _ shortest ugly ____ uglier ugliest	Discussion Inquiry **Techniques** Explanation -Question And answers.	-Defining adjectives. -Forming proper adjectives. - Comparing regular and irregular adjective. -Forming adjectives from nouns.	Self-awareness -friendship formation -Assertiveness **values** Respect -love -cooperation	Chalkboard illustration. Flash cards. Mobile cards	St. Bernard English book 5 page 135
	2		**Comprehension**		The learner; - studies the given information carefully. -answers the questions about the information in full sentences.	**A TABLE** Study the information below carefully and answer the questions that follow in full sentences. -Refer to St. Bernard English book 5 page 140.	Discussion Guided discovery -Inquiry **Techniques** Explanation -question and answers.	- studying the given information carefully. -answering the questions about the information in full sentences.		Chalkboard illustration	St. Bernard English book 5 page 161-162

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
11	3	**CULTURE**	**GRAMMAR (Language Structure)**	Listening Speaking Reading writing	The learner; -reads the given sentences correctly. -Joins the sentences using …not a...but...	**Using…..not a …..but …** **Examples** a) He is a Uganda. He is not a Kenyan. -**He is not a Kenyan but a Ugandan.** b) Musa is a Libyan. He is not a Sudanese. -**Musa is not a Sudanese but a Libyan.**	Guided discovery Discussion -Inquiry **<u>Techniques</u>** Explanation -Question and answers	-reading the given sentences correctly. -Joining the sentences using …not a..but..	Self-awareness -friendship formation -Assertiveness **<u>values</u>** Respect -love -cooperation	**Chalkboard illustration**	New Fountain Primary English Pupil's Book 5 page 135
	4		**Language structure**		the learner; -reads the given phase correctly. -Complete the phase correctly.	**Using…. Come from….** **Examples** a) Chinese come from China. b) Tanzanians come from Tanzania. c) Libyans come from Libya. d) Nigerian come from Nigeria.	Guided discovery Discussion Inquiry **<u>Techniques</u>** Explanation Question and answers.	-reading the given phase correctly. -Completing the phase correctly.			Teacher's collection St. Bernard English Pupil's Book 5 page 139.

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
11	4	**CULTURE (LANGUAGE)**	**Vocabulary**	Listening Speaking Reading writing	The learner' -listens to the teacher's pronunciation of the new words. -Pronounces, spells and reads the new words. -Constructs sentences using the new words.	**Vocabulary** **Languages** Luganda Kiswahili English Ateso French Lingala Luo German Runyakitara Ibo Chinese, Latin, Spanish, Lumasaba, Italiano	Inquiry Discussion Guided discovery **Techniques** Explanation -Questions and answers.	-listening to the teacher's pronunciation of the new words. -Pronouncing, spelling and reading the new words. -Constructing sentences using the new words	Self-awareness -friendship formation -Assertiveness **values** Respect -love -cooperation	**Chalkboard illustration**	P. 5 Curriculum page 13 -St Bernard English Pupil's Book 5 page 145. -Oxford Dictionary.
	5		**Comprehension**		The learner; -Studies the given timetable carefully. -answers the questions about the timetable in full sentences.	**TIMETABLE** -Studying this timetable for Arlington Junior School and answer the questions about it in full sentences. -Refer to St. Bernard English Pupil's Book 5 page 154	Guided discovery Discussion Inquiry **Techniques** Explanation Question and answers.	-Studying the given timetable carefully. -answering the questions about the timetable in full sentences.	Friendship formation Assertiveness -Self-awareness **Values** Respect Love cooperation		New Fountain Primary English Pupil's Book 5 page 140. -St Bernard English Pupil's Book 5 page 154

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
12	1	**CULTURE (LANGUAGE)**	**Grammar (Conditional clause)**	Listening Speaking Reading writing	The learner; -describes the conditional clause (If2) -Forms If2 from different sentences correctly.	**<u>CONDITIONAL (IF2)</u>** **Examples** a) I am from France. I do not speak French. -**If I were from France, I would speak French.** b) I am not an Arab. I do not wear a veil on my head. -**If I were an Arab, I would wear a veil on my head.**	Inquiry Discussion -Guided discovery **<u>Techniques</u>** -Explanation -questions and answers	-Describing the conditional clause (If2) -Forming If2 from different sentences correctly.	Friendship formation Assertiveness -Self-awareness **<u>Values</u>** Respect Love cooperation	**Chalkboard illustration**	Mk Precise English Grammar for Upper Primary page 127
	2		**Language structures**		The learner; -reads the sentences correctly. -Joins the sentences using …because... correctly.	**<u>Using….because…</u>** **<u>Examples</u>** a) Ali speaks Arabic. He comes from Arabia. -**Ali speaks Arabic because he comes from Arabia.** b) Masaba speaks Lumasaba. He comes from Bugisu. -**Masaba speaks Lumasaba because he comes from Bugisu.**	Inquiry -Discussion **<u>Techniques</u>** -Explanation -question and answers.	-reading the sentences correctly. -Joining the sentences using …because... correctly.			St Bernard English Pupil's Book 5 page 148 - 149
	3		**Comprehension**		The learner; -reads the poem -answers questions about the poem in full sentences.	**A POEM** **THE PEOPLE AROUND ME** Read the poem below carefully and then in full sentences answer the question about it in full sentences. Special Approaches book 5, page 204-205	Discussion Inquiry **<u>Techniques</u>** Explanation -Questions and answers	-Reading the poem -answering questions about the poem in full sentences	Assertiveness Friendship formation Self-awareness Values Cooperation -love Appreciation		Special Appraches book 5, page 204-205

WK	PD	TOPIC	ASPECT	SKIILS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	L/SKILLS	IMS	REF
12	4	CULTURE	**GRAMMAR**	Listening Speaking Reading writing	The learner; -reads the given sentences correctly. -Changes the sentences from active to passive voices.	**ACTIVE VOICE AND PASSIVE VOICE** **Examples** **1)** The people in Kenya speak Kiswahili. -**Kiswahili is spoken in Kenya.** 2) The Basonga speak Lusoga. -**Lusoga is spoken by the Basoga.**	Guided discovery -Inquiry **Techniques** -Explanation -questions and answers.	-reading sentences. -Changes the sentences from active to passive voices.	Assertiveness Friendship formation -self -awareness **Values** Cooperation Love Appreciation	**Chalkboard illustration**	St Bernard English Pupil's Book 5 page 149
			Composition writing								
	5				The learner; -reads the given sentences. -Joins sentences using ….as…. -answers relevant question.	**Using…….as…..** Examples 1. Bomba speaks Lugisu. He comes from Mbale. - Bomba speaks Lugisu as he comes from Mbale. 2. Chinese is for Chinese as Lingala is for Congolese.	guided discovery -Discussion **Techniques** -Explanations -Think -pair and share	reading the given sentences correctly. -Joining the sentences correctly.			
	6		**Language structure**		The learner; -writes a good composition as instructed by the teacher.	**COMPOSTION WRITING** Write a composition about your culture. -Remember to talk about your cultural dress, language, customs, traditional ceremonies and local dishes.	Inquiry Guided discovery Discussion **Techniques** Explanation	-Writing a good composition. .	Self- awareness Assertiveness Friendship formation Values Appreciation Love cooperation		Teacher's collection

END

P.6 ENGLISH SCHEME OF WORK- TERM TWO 2026

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
1	1 ↓ 3	**FAMILY** **RELATIONSHIPS**	**vocabulary**	Listening Speaking Reading writing	family tree, nuclear family, extended family, relatives, niece, nephew, cousin, uncle, aunt, family, young, old brother-in-law sister- in-law, stepsister grandfather , stepbrother grandmother , stepmother mother-in-law, sibling father-in-law, elopement in – laws , eloping, look after half – sister , elder, eldest Half-brother, elope, incest, twins triplets, quadruplets, marry, give birth to grand parent, scarcely populated, densely populated, rape, tribe	The learner, -pronounces, reads and spells the commonly used words in the topic. -Uses the words to construct meaningful sentences correctly.	Explanation -LSU -Demonstration -Exhibition	Flash cards Dictionary Textbooks Chalkboard illustration	Responding to questions. -Logical thinking Fluency empathy	-Pronouncing - spelling -reading -writing. -Constructing sentences using the common words.	The sure Key to Success Primary English Course book6 pages 33 – 34. -Primary six curriculum page 22. -MK English bk 6.
	4		**Language structure**		**Using…..would rather..... e.g.** a) I would rather have twins than triplets. b) I would rather stay at home than go to the cinema.	-Uses the structure to connect/ join sentences correctly. -Constructs meaningful sentences using the structure.	Guided discovery			Using the word and the structure to construct sentences correctly.	The sure Key to Success Primary English Course book6 pages 38-39
	5 ↓ 7				Mr. Kintu is old. Nambi is young. - Mr. Kintu is old but Nambi is young.	-				.	The sure key to success English book six page 44-45
					A POEM						Special Approaches to comprehension and composition page 62-63

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
2	1	**FAMILY RELATIONSHIPS**	**Language structure**	Listening Speaking Reading writing	**Using ……just…..** **Examples** a) My sister has **just** given birth. b) Our cousin has **just** got married. c) Their mother has **just** prepared lunch.	The learner; -Uses the structure to join sentences. -Constructs sentences using the structures correctly.	Demonstration -Explanation Guided Discussion.		Fluency Audibility Logical reasoning Empathy	-Using the structures to construct sentences correctly. -Joining sentences using the structure.	Mk English bk6, A self-study in English Grammar upper
	2		**Comprehension**		A family Tree					-Constructing the family tree and using it to answer questions	Special Approaches comprehension & composition Pg 71 Bk 6
	3		**Language structure**		**Using …already….** **Examples** A) Mr. Kabugo's wife has already gone away. B) Your niece has already eaten lunch. C) The plane has already left	-Joins sentences using the structure. -Uses the structures to construct own sentences correctly.				-Joining sentences using the structure. -Using the structure to construct sentences correctly.	MK English bk6. The Sure to Success in English Course bk6 pages 40 -41
	4		**Comprehension (PASSAGES)**		**A PASSAGE**	The learner; Reads passage - Answer question carefully.					Special Approaches to comprehension and composition pages 62-63

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
2	5	**FAMILY RELATIONSHIPS**	**Comprehension (completing a dialogue)**	Listening Speaking	**<u>Dialogue</u>** A dialogue between Shikor and Kamau	- The learners; - Reads the dialogue. - Complete the dialogue.	Guided Discussion		Logical thinking Responding to questions	-Giving opposites of common nouns in family relationships.	Special Approaches to comprehension and composition pages 73 bk 6
	6 & 7		**Language structure**	Reading writing	**<u>Using: By the time….</u>** **<u>Examples</u>** a) By the time they come, sister will have prepared lunch. b) By the time the doctor returns, my mother will have delivered. c) By the time we ate food, we had prayed. d) By 11:00a.m, we had attended our English lesson.	-Joining sentences using the structure correctly. -Constructing own sentences using the structure meaningfully.	Group work Explanation Reading		Fluency	-Joining sentences using the structure. -Constricting sentences using the learnt structure.	A self-study in English Grammar for Upper Primary pages 122 – 123.
3	1		**Comprehension**		**<u>Composition Writing</u>** - Write a composition of about four advantages of having nuclear family. (100 words)	The learner; Creatively write the composition basing on the given topic and limit of words.			Empathy	-Creatively writing the composition basing on the topic.	Special Approaches pages 83
	1				**<u>Jumbled story</u>** Rearrange the jumbled sentences so as to form a good composition about **'Visiting Relatives'**	-Reads and rearranges the jumbled sentences correctly to form a good composition.				-reading -rearranging jumbled sentences.	The sure Key to Success in English Course book 6 page 44.

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
3	2	**FAMILY RELATIONSHIPS**	**Language structure**	Listening Speaking	**Using: …..such…..that…** **Examples** a) My cousin was **such** a beautiful girl **that** many men wanted to marry her. b) Our stepmother is **such** a cruel lady **that** she mistreats us.	-Uses the structure in sentences correctly and meaningfully. -Constructs own sentences using the structure.	Reading Group work	Chalkboard illustration Dictionary	Responding the question Empathy	-Using the structure in sentences correctly - Constructing meaningful sentences.	The sure key to success English Book six, page 44
	3		**Comprehension**	Reading writing	**TABLE** The Table shows relatives who contributed cash. Study it carefully and answer the questions that follow in full sentences.	-Interprets and answers questions about it in full sentences.	Explanation Guided Discussion	charts	Audibility	-reading. -Answering questions.	Special Approaches to comprehension and composition Page 46
	4		**Grammar**		Using……. hardly / scarcely / barely…….	The learner; - -Constructs meaningful sentences - Joins sentences correctly.	Guided discovery.			- Writing sentences correctly. - Answering oral questions	Understanding and passing English
	5				Assuming you performed very well in your end of term one exams, write a letter to your aunt thanking her for paying school fees. Promise her that you will get a first grade with aggregate four in PLE next year.				love		

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
5	1	**FAMILY RELATIONSHIPS**	**Comprehension**	Listening Speaking	- In not more than 200 words, write a composition about the family tour you had. Mention when and where it took place. The interesting things which you saw while on tour.		Explanation Guided discussion	Charts	Responding to question Fluency	-Writing composition	Pages 83
	2			Reading	**<u>PICTURE COMPOSITION</u>** Study pictures and describe what happens in each one of them.	-Studies the pictures carefully and describes what happens in each using the right tenses required.	Guided discovery	Textbooks	Audibility	-Studying pictures carefully. -Describing pictures.	Special Approaches to comprehension and composition Pg 78-79
	3			writing	Imagine you have a carpentry workshop, write an advertisement for it. In the advertisement, mention the name of the carpentry workshop, where it is located, the furniture items you make and their prices, the writer of the advertisement and when it was written.	.	Demonstration question and answers	Chalkboard illustration			Teacher's collection
			Comprehension		**<u>PASSAGE</u>** A graph showing population of different countries.						Teacher's collection

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHODS	L /AIDS	L/SKILLS	ACTIVITTIES	REF
6	1	FAMILY RELATIONSHIPS	Comprehension	Listening Speaking Reading writing	**GUIDED COMPOSITION** Fill in the blank space in the story using the words given below. **(marriage, own, elders, successful, nuclear, relatives, biological, heads, values, foster)**	Fills in the blank spaces in the guided composition after reading using the given guided words.	Explanation Demonstration Guided Discussion -Demonstration -Explanation	Textbooks Pupil's in class Pupils in the classroom	Fluency Audibility Logical thinking Logical reasoning Audibility Fluency	-Filling the blank space in guided composition	- Special Approaches pages 81
	2				A table about Mr. Mpiangu's family	-creatively writes the composition basing on the topic given and the word limit.				-Creatively writing the composition basing on the topic	Special Approaches to comprehension and composition, page 67
	3		TEST ITEM		**DIALOGUE** Between Mimwa and Lulimi	The learner; -reads, acts and answers question about the dialogue.				-Doing the test given	Special Approaches to comprehension and composition, page 64-65
	4				**END OF TOPIC TEST** Should cater for all aspects and parts of speech based on the teacher's creativity.	-Does the test and hands in the book for marking	Question and answer	Chalkboard illustration	Responding to questions		Teacher's collection

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHODS	L /AIDS	L/SKILLS	ACTIVITTIES	REF
6	4 ↓ 5	OCCUPATION (A) carpentry	Vocabulary	Listening Speaking Reading	carpentry, carpenter, wood, wooden, drill, furniture, hammer, plane, besides, polish, fix, varnish, sandpaper, glue, tool, saw, nail. wood glue, plank, screw driver, timber, bench, sawdust screwdriver, saw dust, mallet, clamp, smooth	The learner; -Pronounces, spells and reads the commonly used words in the topic correctly. -Constructs sentences using them.	Demonstration Reading Group work	Flash cards Dictionary Textbooks Chalkboard illustration	Responding the questions Logical thinking Empathy Fluency love	-pronouncing -spelling -reading -writing Constructing sentences using the common words.	-Mk English book 6 -The Sure Key to Success in English Course book 6 pages 49-50
	6		Language structure	writing	**Using….used for….** **Examples** a) A saw is **used for** cutting wood. b) A hammer is **used for** hitting nails into wood. c) A plane is **used for** making wood smooth.	-Uses the structure to construct own sentences correctly. -Uses it to join sentences correctly. -Reads the sentences well.				-Using the structure to construct sentences correctly.	-Mk English book 6 -The Sure Key to Success in English Course book 6 pg 51
	7		Comprehension		Dialogue Read the dialogue about a visit to a carpentry workshop and then answer the questions that follow in full sentences. **MR. OBIBI,** **THE CARPENTER**	-reads the dialogue. -Acts the dialogue in pairs. -Answers the questions about the dialogue correctly. And in full sentences.				-reading the dialogue. -Acting the dialogue -Answering questions about it.	-Special Approaches pages 90-91
					Advertisement Read the advertisement below and answer the questions that follow in full sentences. **SIPAPA AND SONS**						Special Approaches pages 92-93

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHODS	L /AIDS	L/SKILLS	ACTIVITTIES	REF
7	1	OCCUPATION (A) carpentry	Language structure	Listening Speaking Reading writing	Describing what a carpenter does Using: **First…..next…then…** Examples a) First he planes the wood, next he cuts it in to pieces, and then he fixes the pieces together using wood glue.	The learner; -joins the sentences using the structure correctly. -Constructs own sentences using the structure.	Demonstration Explanation Guided discovery	Textbook Dictionary Chalkboard illustration	Fluency Audibility Logical thinking Empathy	-Joining sentences using the structure -Constructing Sentences using the structure	The Sure Key to Success in English Course book 6 pg 6 page 52, -Mk English book 6.
	2				**Using:…….besides**……. **Examples** a) The carpenter made a chair **besides** a table. b) Joanes bought a sideboard **besides** a bed. c) The carpenter has a hammer **besides** a drill.	-do-				-do-	-MK English bk6, -The Sure Key to Success in English Course book 6 pg 53
	3				**Using: Though, Even though, Much as, Although** **Example** a) Though the carpenter did not have enough nails, he made a nice chair	-do-				-do	-do- page 53 - 54.

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
7	4	**OCCUPATION (A) carpentry**	**Grammar**	Listening Speaking Reading writing	**<u>Active and Passive</u>** voice in –present simple, continuous and perfect tense **<u>Examples</u>** a) **<u>Active:</u>** Amos makes good chairs. **<u>Passive:</u>** Good chairs are made by Amos. b) Active: A carpenter is smoothing timber. **<u>Passive</u>**: Timber is being smoothed by a carpenter c**<u>) Active</u>**: Michael has varnished the furniture. Passive: The furniture has been varnished by Michael.	The learner; -Changes active voice to passive voice basing on the tenses of statement given.	Guided discovery Explanation Reading Direct method Group discussion	Textbook Chalkboard illustration	- Logical reasoning Empathy Love Audibility	- Changing Active to Passive voice	MK Precise for English Grammar Upper, The Sure Key to Success book6
	5		**Comprehension (PICTURE COMPOSITION)**		**JOD CARPENTRY WORKSHOP**	-Interprets the pictures				-Writing sentences logically	Special Approaches pages 109-110
	6		**Grammar**		**A JUMBLED STORY**					-	Teacher's collection
			Composition		**<u>LETTER WRITING</u>** Your teacher of English taught you about 'Carpentry' and he promised to take you on a tour to **MUTEBI'S CARPENTRY WORKSHOP.** Write a letter to your parent requesting him/her to pay the required fee of fifty thousand shillings. Promise him / her that you will learn a lot from the tour.						

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
7	7		**Comprehension**	Listening Speaking	The notice about **Layisi Furniture Workshop Ltd**, Study it carefully and answer questions about it (page 58 of the sure Key book 6) **POLICE NOTICE**	The learner; - Read and studies the notice carefully and answers questions about it correctly.	Reading Explanation	Chalkboard illustration Textbook	Selecting and evaluating information Logical reasoning	-reading and studying the notice. -Answering questions.	The Sure Key to Success in English Course book 6 - Special Approaches pages 94-95
8	1 ↓ 3	**OCCUPATION (B) TAILORING**	**Vocabulary**	Reading writing	tailoring, tailor, seamstress, sewing machine, garment, stitch, tape measure, sew, weave, hemming, patch, thimble, cloth, bobbin, scissors, texture, seam, button, material, knitting, mend, design, designer, zip, article, needle, thread, buttonhole	-Pronounces, reads and spells the commonly words used in the topic correctly. -Uses words to construct own sentences correctly and meaningfully.	LSU Direct method Guided Discussion	Flash cards Real objects.	Empathy love	-Pronouncing -spelling -reading and writing -Constructing sentences using common words.	-The Oxford Advanced learners dictionary 9th Edition, -Mk Eng, book 6, -P.6 curriculum. -The Sure Key to success bk6 pg 59
	4		**Language structure**		Using: ….Be careful when….. **<u>Examples</u>** -Be careful when stitching your cloth because you may hurt your finger.	-Joins the sentences using the structure correctly. -Constructs own sentences using the structure.	Group work			-Joining sentences using the structure -Constructing sentences.	-do- page 62

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
8	5	**OCCUPATION (B) TAILORING**	**Comprehension**	Listening Speaking Reading	**PASSAGE** -Read the passage and answer the questions in full sentences. TAILORING	The learner; -reads the passage carefully and answer the questions about it correctly.	Reading Explanation	Chalkboard Illustration textbook	-selecting and evaluating information -Logical thinking	Reading and answering questions about the passage.	-The Sure Key to success in English Course bk6 pg 59 - Special Approaches pages 111-112
	6		**Language structure**	writing	**<u>Using…Immediately….</u>** **<u>Examples</u>** a) Juma patched her pair of shorts immediately it got torn. b) Immediately I took my piece of cloth to the seamstress, she started measuring it.	-Uses the structure in joining sentences correctly. -Constructs sentences using the structure correctly.	Guided discovery Direct method		Empathy	-Joining sentences using the structure. -Constructing sentences using the structure.	Detailed Grammar fro Upper, Fountain core English for upper
	7		**Grammar**		**Using ……but…..** He had a thimble in his thumb but he hurt his finger. **Using:….and…….** Sarah and Peter made good designs.	-Explains the present perfect tense correctly. -Constructs sentences correctly in the present perfect tense. -Reads sentences correctly.	Group work		love	-Explaining the tense. -Constructing sentences in the present perfect tense. -reading	-Mk Precise English Grammar Upper, -Fountain Core English Grammar for Upper primary.
			Comprehension (POEM)		**<u>POEM</u>** Read this poem and answer the questions in full sentences. **(TAILORING)**						- Special Approaches pages 113-114

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
9	1	**OCCUPATION (B) TAILORING**	**Comprehension**	Listening Speaking	Picture Composition About Apollo's First Pair of Trousers. Study them carefully and write sentences to describe what is happening in each picture.	The learner; -studies the pictures given carefully and describes what happens in each using a single sentences based on the required tense.	Exhibition Explanation Guided discovery	Textbooks Chalkboard Illustration Flash cards	Logical thinking Selecting and evaluating information Logical reasoning	-studying the pictures carefully. -Describing pictures	The Sure Key to success in English Course bk6 pages 68 – 69 - Special Approaches pages 129 - 131
	2			Reading writing	**<u>JUMBLED COPMOSITION</u>** About Aloysius and the Youth. -Rearrange the sentences to form a correct order to make a good composition.	-Reads the jumbled composition carefully. -Logically rearranges the sentences to form a good composition.				-Reading -Logical rearranging	- Special Approaches pages 124
	3				bake, baker, cutter, bakery, turn off, yeast, knead, pinch of sugar, flour, sieve, icing sugar, grater, recipes, dough, oven, ingredient, baking, tin, flavour, cookie, food colour, slice, bun, mix, sprinkle, wedding cake, margarine, loaf, bread, taste, pinch, biscuit, baking flour, roll out,	The learner; -Pronounces, spells and reads the common words used in the topic. -Uses them in constructing own sentences correctly.				Pronouncing. -Spelling -reading Writing. - Constructing sentences using words learnt.	- MK English book 6 -The Oxford Advanced Learner's Dictionary 9th Edition

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITIES	REF
9	4		**Vocabulary Language structure**	Listening Speaking Reading	**<u>Using….neither….nor…</u>** **Examples** a) Amos eats neither meat nor mutton. b) Neither Suzan nor Brenda bakes cakes.	-Uses the structure to join sentences correctly. -Constructs sentences using the structure meaningfully.	Exhibition Explanation	Chalkboard illustration Textbook	Audibility Environmental awareness Fluency Responding questions	- -Using the structure to construct sentences correctly.	-Detailed English Grammar Upper
	5		**Comprehension**	writing	**<u>A PASSAGE</u>** Study the passage below and answer the question about it in full sentences.		Question and answer Direct method	Dictionary textbooks	Love Logical thinking		Special Approaches pages 135
	6	BAKING			**<u>COMPOSITION WRITING</u>** Writing a composition about baking in your community importance of keeping animals at (Your composition should be between 100 to 150 words).	The learner;- creatively writes the composition basing on the topic given and the word limit.				Creatively writing the composition	Special Approaches pages 156

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITIES	REF
10	1	**OCCUPATION (D) BAKING**	**comprehension**	Listening Speaking Reading writing	**<u>A POEM</u>** Read the following poem and answer the questions that follow in full sentences. Page 78 of The Sure Key to Success in English Course book 6 **THE HARD- WORKING BAKER**	Reads the poem carefully and answers the questions that follow in full sentences.	Explanation Guided discovery Reading Questions and answer	Chalkboard illustration Textbooks Pupil's in class Chalkboard illustration	Fluency Audibility Logical thinking and reasoning Love Empathy Friendship formation	-Reading the poem -Answering questions about the poem.	-The sure Key to Success in English Course. Special Approaches to comprehension and composition, pg 165-166
	2				**<u>ADVERTISIMENT</u>** Special Approaches Page 139	-Studies the advert carefully and answers the questions about it correctly.				-studying the table -reading -Answering the questions about it.	Special Approaches page 139-140
	3		**PICTURE COMPOSITION**		**PICTURE COMPOSITION** Pages 158	The learner; -writes and reads the questions of the test item given. -Answering the questions of the test item given	Reading Questions and answer	textbooks	Logical thinking and reasoning. -Empathy -respect	-Writing and reading the questions of the test items given. -Answering the questions of the test items given	Special Approaches to comprehension and composition, pg 160-161
	4				**<u>A TABLE</u>** Special Approaches pages 143 **Using: Don't forget to / remember to….** -Don't forget to switch on the oven. -Remember to switch on the oven. **Using…….used to……** -I used to bake cakes when I was still young.	The learner; -Interprets the table.	Demonstration Explanation	Pupils in class			Special Approaches pages 143

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
	5		**Vocabulary**	Listening Speaking Reading Writing	dock, pet, tether, stray, slaughter, abattoir, torture, husbandry, welfare, dip, herdsman, cruel, veterinary, vaccinate, sorrow, quarantine, sick, heifer, mistreat, anxious, an ox, bullock, slaughterhouse, butcher, butcher's, misery, veterinarian, animal sounds, comfort, discomfort, anxiety, body signs, veterinary doctor, mistreat	-pronounces, reads and spell the commonly words in the topic. -Uses the words to construct meaningful sentences.	Flash cards Explanation Guided discovery LSU	Text books Flash cards	Logical Thinking Love Empathy		
	6				Animal and their young ones **Animal** **Young ones** cow calf pig piglet dog puppy snake snake let fish fry sheep lamb fox cub horse foal						

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITIES	REF
11	1	OCCUPATION (C) KEEPING ANIMALS	**Grammar**	Listening Speaking Reading writing	**Male and Female** **Animals** **M** **F** boar (pig) sow bull cow cock hen ram ewe tiger tigress dog bitch fox vixen etc.…	The learner; -identifies different animals basing on gender. -Pronounces, spells and reads the words correctly.	Explanation Exhibition Direct method Question and answer	Chalkboard illustration Textbook Pupils in class	Fluency Audibility Selecting evaluating information Logical thinking love	-Identifying animals basing on gender. Pronouncing -spelling -writing -reading	Fountain Core English grammar. Mk precise English Upper
	2				**Animals and their homes** **Animals** **Home** parrot cage cows byre dog kennel sheep fold/pen rabbit hutch birds nest etc…	The learner; Identifies animals and their homes. -pronounces, spells and reads words correctly..				-Identifying different animals and their homes. -Pronouncing. -spelling -Writing words.	-do-
	3				**Animals and their Sounds** **Animal** **Sound** cows moo dogs barks bulls bellow sheep beat goats bleat lambs bleat pigs grunt cat purr monkeys chatter	Identifies different animals and their sounds. -Pronounces, spells, and reads words correctly.				-Identifying different animals and their sounds, -Pronouncing -spelling -reading and writing words.	-do-
			Comprehension (PASSAGE)		**PASSAGE** **BAGENYI, THE RICHEST FARMER**						Special Approaches pages 162

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITIES	REF
11	4	**OCCUPATION (C) KEEPING ANIMALS**	**Language structure**	Listening Speaking Reading writing	**<u>Using …….needn't……</u>** **<u>Example</u>** a) It is not necessary for you to mistreat animals. **<u>-You needn't mistreat animals</u>**. b) You called the veterinary doctor but it was not necessary. -**<u>You needn't have called the veterinary doctor.</u>**	The learner; -Joins sentences using the structure correctly. -Constructs own sentences using the structure correctly.	Explanation Guided Discussion Direct method Group work	Chalkboard illustration Textbook Text books	Logical thinking Audibility Logical reasoning Love empathy	Joining sentences using the structure correctly. -Constructing sentences using the structure.	Fountain Core English Grammar for Upper -Detailed Grammar English -MK English book 6
	5		**GRAMMAR**		**<u>If (2) Conditional</u>** (If + past simple) + (would + infinitive verb) Examples A) If animals were people, they would complain about being tortured.	-Constructs own sentences in If 2 meaningfully. -Reads sentence correctly.				-Constructing sentences using If 2 -Reading sentences.	MK precise English Grammar Upper.
	6		**Language structure**		**<u>Using: Not only…but also…..</u>** **<u>Examples</u>** a) **<u>Not only</u>** should he treat animals **<u>but also</u>** feed them.	-Joins the sentences using the structure correctly.				Joining sentences using the structure.	-do-

END

P.7 ENGLISH SCHEME OF WORK - TERM TWO 2026

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
1	1 & 2	ELECTRONIC MEDIA RADIO / TELEVISION	listening speaking reading writing	Vocabulary	The learner; -reads the words correctly. -pronounces the words correctly -uses the words to construct oral and written sentences. -uses the words in other forms.	**Vocabulary** -Programme -music -announcement -knob - radio -volume - newsman -channel - newsreader -guide - favourite -presenter - journalist -speaker - editor -news - studio -pop - television -talk show - broadcast -line-up -entertainment -forecast -tune -station.	-reading the words. -Pronounces the words correctly. -spells the words. -uses the words to construct sentences. - Using a dictionary	LSU -Demonstration -Explanation - Observation	Creative thinking -Effective communication -sharing - Appreciation -care - Articulation	-Real objects e.g. a radio a TV	P.7 curriculum page 25 St. Bernard page 83 - Dictionary
	3			**IF CLAUSE**	The learner; -identifies the tenses used in If Clause. -Changes from If I to II to III	**If I** If + present simple + shall / will + infinitive. e.g. If I get money, I shall buy a radio. -If I am your father, I shall buy you a TV.	Changing from If I to II to III	Guided discussion Question and answer -Explanation	Creative thinking Appreciation		P.7 curriculum page 25 St. Bernard page 83

W	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
1	4	ELECTRONIC MEDIA	listening speaking reading writing	**Grammar**	The learner; -changes from If I to II to III	**If II** a) If I got money, I would buy a radio. b) If I were your father, I would buy you a radio.	Changing If I to II to II to III	Explanation Question and answer -Discussion - Observation	Critical thinking Effective communication.		P.7 curriculum page 26
					The learner; -Changes given sentences into If 3 form correctly.	**If III** If I had got money, I would have bought you a radio. -Had I got money, I would have bought you a radio. -I would have bought you a radio if I had been your father. -If I had been your father, I would have bought you a radio.	Rewriting given sentences in If 3 form				

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
1	5	ELECTRONIC MEDIA		Comprehension	The learner; -studies the programme.line- up -Answer oral and written questions about the programme line-up correctly.	AT.V programme Line -up Special Approaches page 94 (Bk 7)	-reading the information -Answering oral and written questions about the programme line-up.	Explanation -Guided discussion.	Critical thinking Love care		P.7 curriculum page 26 - Special Approaches Bk 7 page 94
					The learner; -Interprets the pictures. -Answers oral and written questions about the pictures.	**Picture Composition** Still picture **Spelling** Special Approaches Bk 7 page 100	-Reading the information in the programme -Answering oral and written questions about the dialogue.				- Special Approaches Bk 7 page 100
	6				The learner; -reads the passage -Answers oral and written question about the passage.	A PASSAGE Special Approaches Bk 7 page 84	-reading the passage. -Answers oral and written question about the passage.	Guided discovery Question and answer	Effective communication Love		P.7 curriculum page 26

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
2	1	**ELECTRONIC MEDIA**	Listening Speaking Reading writing		The leaner; -reads the structure correctly. -Uses the structure to construct and join sentences correctly.	**<u>Structures</u>** **……and so…..** 1. Cartoons are interesting. Films are interesting. -**Cartoons are interesting and so are films.** 2) David is a radio presenter. Edith is also a radio presenter. -**David is a radio presenter and so is Edith.** 3. Capital FM broadcasts authentic news. Capital FM broadcasts authentic announcements. -**Capital FM broadcasts authentic news and so does it broadcast authentic announcements.** 4. Bbaale Francis was a good news reader. He was also a good newsman. **Bbaale Francis was a good newsreader and so was he a good newsman.**	Reading the structures. -Constructing sentences using the structures with one subject and with two different subjects.	-Guided discussion Explanation.	Creative thinking Appreciation		P.7 curricul page 26
	2			**Structures**	The learner; -reads the structures correctly. -Uses the structure to construct and join sentences correctly.	**<u>I like…….</u>** -**I like watching cartoons. I like watching English news.** **<u>I don't like……</u>** 1) I don't like watching cartoons. I don't like watching English news.	-Reading the structure -Using the structure to construct and join sentences.	Questions and answers -Explanation.	Critical thinking Sharing love		
	3			**Comprehension**	The leaner; -reads the dialogue -Answers oral and written questions about the dialogue. Acts the dialogue	**<u>A DIALOGUE</u>** - Special Approaches Bk 7 page 85-86	Reading the dialogue. -Acting the dialogue -Answering oral and written questions about the dialogue.	-Demonstration -Role play -Question and answer.	Problem solving -critical thinking -care		- Speci Approa es Bk 7 pg 85-86

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
2	4	ELECTRONIC MEDIA	Listening Speaking Reading writing	Comprehension	The learner; -reads the advertisement. -Answers oral and written questions about the advertisement.	-An advert on page 73, - Special Approaches Bk 7 pg 90	-reading the advertisement. -Answering oral and written questions about the advertisement.	Guided discussion -question and answer Explanation	Critical thinking Sharing Effective communication		P.7 curriculum page 26 - Special Approaches Bk 7 pg 90
	5			Composition		**ADVERTISMENT** Imagine you own an electronics shop, write an advert for it. In the advert, mention the name of the shop, location, any five items you sell in it and their prices, your contacts, the writer of the advert and the date on which it was written.		Guided discussion - explanation	Sharing Effective communication Problem solving.		P.7 curriculum page 26
	6			Composition		**COMPOSITION** Write a composition not less than 200 words about your fovourite television channel.	Mentioning the major parts of a good composition. -Writing a good composition.	-Guided discussion -Question and answer - Explanation	Critical thinking Love Appreciation		P.7 curriculum page 28 - Special Approaches Bk 7 pg 99-No.2

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
3	1 & 2	**ELECTRONIC MEDIA**	Listening Speaking Reading writing	**Vocabulary**	The learner; -reads the words correctly. -Spells the words correct. -Pronounces the words correctly. -Uses the words to construct correct sentences.	**Vocabulary** eject , press, tape, extension cable, recorder, DVD player, CD-ROM, record, play, video, disc, connect, entertainment, studio, aerial, volume, off, on, internet, button, CD, DVD, player	-Reading the words correctly. -Pronouncing the words correctly. -Constructing sentences using the words correctly. -Using a dictionary	LSU Demonstration Question and answer.	Effective communication Appreciation Love		P.7 curriculum page 28 dictionary
	3			**Grammar**	The learner; Identifies the tense. Changes. from If I to If II	If + past simple + could + infinitive e.g. If you push that aerial, it can break. If you pushed that aerial, it could break.etc…	-Reading the structure correctly. -Joining and constructing sentences using the structure.	Guided discussion Question and answer -Explanation	Effective communication -Problem solving -Critical thinking -care		P.7 curriculum page 26 -St. Bernard book 7 page 99
	4 & 5			**Structures**	The learner; -reads the structure correctly. -joins and constructs sentences using the structure.	**Structures** **…needn't….** a) It **<u>is not</u>** necessary for the DJ to play the Same song. -The DJ **<u>needn't</u>** play the same song. b) It **<u>was not</u>** necessary for the DJ to play the same song. -The DJ **<u>needn't have</u>** played the same song.	-Reading the structure correctly. -Joining and constructing sentences using the structure.				-St. Bernard book 7 page 100

WKK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
3	6	ELECTRONIC MEDIA	Listening Speaking -reading writing	Comprehension	The learner; -reads the poem correctly -answers oral and written questions about the poem. .	**Poem** - Special Approaches Bk 7 page 96	-Reading the poem. -Answering the question about the poem.	Guided discussion Question and answer. -Explanation	Critical thinking Problem solving -care -sharing		P.7 curriculum page 27 - Special Approaches Bk 7 pg 96.
4	1				The learner; -Studies the table well. -Answers the questions about the table.	**TABLE** Special Approaches Bk 7 page 88	-Studying the table. -Answering questions about the table.				- Special Approaches Bk 7 page 88
	2 & 3			**Grammar**	The learner changes sentences from Direct to Indirect speech. Correctly The learner; -changes sentences also from Indirect speech to direct speech.	**Reported speech e.g**. 1. Zakia said, "I want to see my brother." **Zakia said that she wanted to see her brother.** 2) Kiiza said, "I can fix the aerial myself." **Kiiza said that he could fix the aerial himself.** 3) Mary asked, "When are **you** giving **me my** CD? **-Mary wanted to know when I/he/she/they was/were giving her her CD. etc…** **-Mary asked when he/she/I/they was/were giving her her CD.**	Changing sentences from Direct Indirect Speech. -Changing sentences from indirect speech to direct speech.	Guided discussion Question and answer Explanation	Critical thinking Problem solving Care Appreciation.		P.7 curriculum page 27

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
4	4		Listening Speaking Reading writing	**Comprehension**	The learner; Reads the dialogue. -Answers oral and written questions about the dialogue. -Acts the dialogue.	**A DIALOGUE** - Special Approaches Bk 7 pg 97-98	-Reading the dialogue. -Answering oral and written questions about the dialogue -Acting the	Question And answer Explanation	Critical thinking -Creative thinking Care Appreciation. Logical thinking		P.7 curriculum page 28 -Special Approaches Bk 7 pp 97-98
	5			**COMPOSITION**	The Learner; -rearranges the jumbled story correctly.	**A jumbled story** Special Approaches Bk. 7 page 98	Arranging the jumbled story	Guided discovery	Decision making Effective communication		Special Approaches Bk. 7 page 98
	6			**Composition**	The learner; Writes an advert	Writing an advert	-Writing an advert	-Guided discussion Explanation.			Special Approaches Bk. 7 page 99 No. 3

W	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
5	1	ELECTRONIC MEDIA	Listening Speaking Reading writing	**Letter writing**	The learner; Mention all the major parts of a good letter. Writes a good letter.	Letter Writing Using your address, write a letter to your friend telling him/her the TV programmes you enjoy most. Let him/her also write back and tell you the ones he/she enjoys also.	-Mentioning major parts of a good letter. -Writing a letter.	Guided discussion -Question and answer -explanation	-Critical thinking -Problem solving -Love -care -Effective communication -Logical thinking		P.7 curriculum page 28
	2			**Comprehension**	The learner; Reads the guided composition. -Fills the blank spaces with the correct word.	**<u>GUIDED COMPOSITION</u>** Special (Approaches Bk. 7 page 97)	-Reading guided composition. -Completing the guided composition.				P.7 curriculum page 28 -special Approach bk 7 page 97
	3 & 6	RIGHTS, RESPONSIBILITIES AND FREEDOM A CHILDREN'S RIGHTS AND RESPONSIBILITIES		**Vocabulary**	The learner; Reads the correctly. -Pronounces the words correctly. -Spells the words correctly. -Uses the words in other forms.	**<u>Vocabulary</u>** forced, freedom, rights, food, shelter, education, care, clothing, medication, life, work, protection, attend, homework, obedient, respect, report, peace, abuse,, convict, abuse, chores, sugar daddy, sugar mummy, early marriage, imprison, refuse, properly, innocent, guilty, abortion, bad touches, dropout, grow, mistreatment, clean, tidy, labour, responsible	-Reading the words. Spelling the words. -pronouncing the words. -Using the words to construct correct sentences. -Using the words in other forms. -Using a dictionary.	-LSU - Demonstration -Question and answer -Explanation -Guided discovery -Brain storming -Discussion	Effective communication Patience Empathy Explanation Self-esteem Articulation Tolerance Appreciation		P.7 curriculum page 32. Special Approaches Bk. 7 page 97

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
6	1	CHILDREN'S RIGHTS AND RESPONSIBILITIES.	Listening Speaking Reading Writing	**Structures**	The Learner; -Reads the structure. -Constructs and joins sentences using the structures correctly.	**<u>Structures</u>** **…..more interested in ….than in….** 1) Children prefer listening to songs to watching movies. -**Children are more interested in listening to songs than in watching movies.** 2) We like staying with our parents more than staying with other relatives. **We are more interested in staying with our parents than in staying with other relatives.** 3) I would rather play football than swim. **I am more interested in playing football than in swimming.**	Reading the structure. -Constructing and joining sentences using the structure.	Demonstration Question and answer.	-Effective communication -Patience -sympathy -care -love		P.7 curriculum page 32.
	2			**Structures**	The learner; -reads the structure. -Uses the structure to construct and join sentences correctly.	**structures** **…..in order to…/…so as to…** 1) He works hard at school. He wants to get a bright future. -**He works hard at school in order to get a bright future**. - He works hard at school so as to get a bright future.	Reading the structures. -Uses the structure to construct and join sentences correctly.	Demonstration Explanation Guided discussion.	-Problem solving -Self esteem -Decision making.		P.7 curriculum page 32 and St. Bernard book 7 page 109.

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
6	3	**CHILDREN'S RIGHTS AND RESPONSIBILITIES.**	Listening Speaking Reading Writing			**<u>Structures.</u>** **…….either… or…..** You either provide food to your children or you risk going to prison.	-Joining sentences using the structure given. -Constructing sentences using the structure given.	-Guided discussion - Explantaion			
	4			**Structures**	The learner; -reads the structure correctly. -Uses the structures to join sentences correctly.	**<u>Structures</u>** **….ought to ….** **……must …..** **….should……** **…….have to …..** -All children must go to school. -All children ought to go to school. -All children should go to school to school.	-Reading the structure. -Constructing and joining sentences using the structure.	Guided discussion Explanation question and answer	-Problem solving -Critical thinking. Self-esteem -Sharing.		P.7 curriculum page 32 and St. Bernard book 7 page 109.
	5			**Comprehension**	The learner, Reads the jumbled story. -Rearranges the jumbled sentences to form a good story.	**<u>JUMBLED STORY</u>** (Special Approaches) Bk. 7 page 119	Reading the jumbled sentences. -Rearranging the jumbled sentences to make a good a story.	Guided discussion Question and answer.	-Problem solving. -Sharing - Assertiveness -love -Care.		P.7 curriculum page 32 Special Approaches Bk. 7 page 119

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
6	6	CHILDREN'S RIGHTS AND RESPONSIBILITIES.	Listening Speaking Reading Writing	**Comprehension**	The learner; Reads the poem. -Answers question about the poem.	**A POEM** Special Approaches Bk. 7 page 104	-Reading the poem. -Answering questions about the poem.	-Explanation -Guided -Discussion -Question and answer	-Problem solving. -Critical thinking -sharing		P.7 curriculum page 32. Special Approaches Bk. 7 page 104
7	1			**Composition**	The learner; -mentions all the parts of a good composition. -Writes a good composition.	**COMPOSITION WRITING.** In 100-150 words, write a composition about the cruellest mother in your neighbourhood. Tell us her name, where she lives, giving us at least two ways she mistreats her children as -well as the feeling you have about her.	-Mentioning all the parts of a good composition. -Writing a good composition.				
	2			**Composition**	The learner -Writes a letter.	Letter Writing. -write a letter to the Head teacher of your school complaining about the corporal punishment in your class. Tell him/her when it began and how you want to be helped.	-writing a letter.	Guided discussion Explanation Question and answer	Critical thinking Problem solving -Appreciation Care		P.7 curriculum page 32.

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
7	3	CHILDREN'S RIGHTS AND RESPONSIBILITIES.	Listening Speaking Reading Writing	Comprehension	The learner; Reads the passage correctly. -Answers oral and written questions about the passage.	A PASSAGE Special Approaches Bk. 7 page 102-103	Reading the passage. -Answering oral and written questions about passage.		Effective communication. Decision making.		P.7 curriculum page 32 Special Approaches Bk. 7 page 102-103
	4			Grammar	The learner; -Constructs sentences and joins them using the relative pronouns correctly.	**<u>Relative Pronouns.</u>** **…..whose…..** 1. That is the parent. His child was tortured. **……which…** **-That is the parent whose child was tortured.** 2. I have got the keys. I lost them last week. **- I have got the keys which I lost last week** 3. We live in a house. It leaks whenever it rains. -**The house in which we live leaks whenever it rains.**	Joining given sentences using the given relative pronoun.	Demonstration Observation LSU			

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
	5	**CHILDREN'S RIGHTS AND RESPONSIBILITIES.**	Listening Speaking Reading Writing			**<u>…whom….</u>** 1) I got those shoes from a boy. The boy is my friend. _____ 2) I went with a man to the police station. The man is my uncle. _____ 3) Mr. Akio has been arrested. I talked to him last week. etc.. _____ **<u>…..that….</u>** 1. I gave you a shirt. The shirt was not mine. -**The shirt that I gave you was not mine.**	-Constructing and joining sentences using the relative pronouns.	Guided discussion Explanation Question and answer.	Effective communication Sharing Self-esteem		P.7 curriculum page 32

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
7	6	**CHILDREN'S RIGHTS AND RESPONSIBILITIES.**	Listening Speaking Reading Writing	**COMPREHENSION**	The Learner; -Reads the notice. -Answers oral and written questions about the notice. .	**A NOTICE** Special Approaches book 7 page 109	Reading the poem. -Answering oral and written questions about the notice.	-Guided discussion -Question and answer. -Explanation Dramatisation	Critical thinking -Problem solving Self-esteem Sharing. -		P.7 curriculum page 33 Special Approaches bk 7 page 109
8	1			Comprehension	-Studies the graph carefully. -Answers the questions about the graph.	**<u>A GRAPH</u>** (Special Approaches) Bk 7 page 110	-Studying the graph -Answering the questions about the graph. .	Explanation Role-play Dramatisation	-confidence building -Articulation	chalkboard	Special Approaches bk 7 page 110
	2			Composition	The learner; -interprets the picture story correctly. -Constructs correct sentences about the picture story. -Answering questions about the pictures story.	-A picture story on page 120 of Special Approaches book 7.	-Interpreting the picture story. -Constructing sentences about the pictures.	Guided discovery Question and answer.	-do-	Text books	Primary seven Curriculum Special Approaches bk 7 page 120

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
8	3 & 4	**ANIMAL NEEDS AND FREEDOM**	Listening Speaking Reading Writing	**Vocabulary**	The learner; -Reads the words correctly. -Pronounces the words correctly. -Spells the words correctly. -Uses the words to construct correct sentences. -Uses the words in other forms.	**<u>Vocabulary</u>** capture, poach, protect, freedom, needs, reproduction, insemination, discomfort, injury, secure, hunger, hindrance, distress, frighten, poacher, game park, natural, thirst, captivity, responsibilities, sanctuary, vet	Reading the words correctly. -Pronouncing the words correctly. -Spelling the words correctly. -Using the words to construct sentences. -Using a dictionary	Guided discussion LSU Question and answer Explanation	Critical thinking Problem solving Self-esteem -Sharing -Appreciation -love		P.7 curriculum page 34 Dictionary
	5 & 6			**Structures**	The learner; -reads the structures. -Constructs and joins sentences using the structures correctly.	**<u>Structures.</u>** • -Much as…. • -Although….. • Despite the …. • fact that…… • In spite of the fact that…… • Though…… **e.g.** 1) Much as the police arrived in time, they did not arrest the poachers.	-reading the structures. -Constructing and joining sentences using the structures.				St. Bernard book 7 page 124

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUES	L/AIDS	REF
9	1	**ANIMAL RIGHTS AND FREEDOM**	Listening Speaking Reading Writing		The learner; -Uses the structure to construct sentences and join the sentences given.	**<u>Whereas…..</u>** 1. Some animals are good. Others are bad. - **Whereas some animals are good, others are bad.** 2. Some people are kind. Others are not. - **Whereas some people are kind to animals, others are not.**	Joining and constructing sentences using the structure given.	Guided discussion Explanation Question and answer	Effective communication Logical thinking.		Primary 7 curriculum page 34
9	2			**COMPREHENSION**	The learner; -reads the passage -Answers oral and written questions about the passage.	**<u>PASSAGE</u>** (From special Approaches Bk 7 page 124)	-Reading the passage and answering the questions about it.				

W	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
9	3	**ANIMAL NEEDS AND FREEDOM**	Listening Speaking Reading Writing	**LETTER WRITING**	The learner; Writes a letter.	Write a letter to your friend telling him/her about the pet animal you love most. Tell him/her why you love it. (use your address)	Writing a letter.	Guided discussion Explanation Question and answer.	Problem solving Creative thinking Appreciation Sympathy.		P.7 curriculum page 35

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
	4 & 5	**ANIMAL NEEDS AND FREEDOM**	Listening Speaking Reading Writing	**Grammar**	The learner; - forms nouns. -Uses the nouns to construct sentences.	**<u>FORMATION OF NOUNS FROM VERBS.</u>** Nouns formed by adding: ___ **<u>ion</u>** e.g. protection __ Protection elect _ election etc… ___ **<u>ment</u>** Develop __ development Improve __ Improvement ect… ___. **<u>sion</u>** decide --- decision extend ___ extension _____ **<u>ance</u>** attend ___ attendance accept __ acceptance etc… ___ **<u>er</u>** e.g. hunt ___ hunter poach ____ poacher ect.. **<u>age</u>** **e.g.** block blockage marry __ marriage short ___ shortage etc…	Forming nouns Constructing sentences using the nouns.	Guided Discussion Question and answer explanation	Critical thinking Effective communication Problem solving		P.7 curriculum page 34

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
10	1	**ANIMAL NEEDS AND FREEDOM**	Listening Speaking Reading Writing	**Grammar**	The learner; -writes the abbreviations and acronyms in full.	**<u>ABBREVIATIONS AND ACRONMYS CONNECTED TO ANIMAL WELFARE</u>** e.g. WSPA USPA UWEC UWA WCU ADI AVAR ABS ASAB CAPS .	Writing the abbreviations and acronyms in full.	Guided discovery Question and answer Explanation.	-Problem solving -Care -love.		P.7 curriculum page 35 St. Bernard book 7 page 129

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
	2	ANIMAL NEEDS AND FREEDOM	Listening Speaking Reading Writing	**Comprehension**	The learner; -reads the poem correctly. -Answers oral and written questions about the poem.	**POEM** Special Approaches bk 7 page 127	-reading the poem correctly. -Answering oral and written questions about the poem.	-Guided discussion -Question and answer -explanation	Assertiveness care Responsibility		P.7 curriculum page 34 Special Approaches Book 7 page 127
11	3			**PICTURE COMPOSITION**	The learner; -interprets the pictures. -Writes short notes about the pictures.	**PICTURE COMPOSITION** Special Approaches bk 7 page 135	-Interpreting the pictures. -Writing short notes about the pictures.		Effective communication Assertiveness Sharing Love care		P.7 curriculum page 35 Special Approaches bk 7 page 135
	4			**COMPREHENSION**	The learner; -Studies the table carefully. -Answers oral and written questions about the table.	**TABLE** Special Approaches bk 7 page 130-131	-Studying the table and answering questions about it.				Special Approaches Bk 7 page 130 -131

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
11	5	**ANIMAL NEEDS AND FREEDOM**	Listening Speaking Reading Writing	Comprehension **COMPOSITION**	The learner; Mentions all the parts of a good composition. -Writes a good composition.	**Composition Writing** (From Special Approaches bk 7 page 134	Mentioning all the parts of a good composition. -Writing a good composition.				P.7 curriculum page 35 Special Approaches Book 7 page 134

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
11	6	ANIMAL NEEDS AND FREEDOM	Listening Speaking Reading Writing	composition	The learner; -mentions all the parts of an official letter. -Writes an official letter.	-Write a letter to the executive Director of UWA PO BOX 140, Kampala. About poaching going on in a forest near your home. Tell him/ her when it began and how he/she should help.	Mentioning the major parts of the letter. (official and friendly)	Guided discussion Question and answer Explanation	Effective communication Self-esteem Assertiveness -Appreciation -Care -love	Chalkboard illustration	P.7 curriculum page 35
12	1				The learner; -completes the given guided dialogue.	A guided dialogue (From Special Approaches Book 7 page 133)	Completing the given dialogue.	-Guided discovery - LSU	-Critical thinking -Effective communication -Articulation		Primary 7 Curriculum Page 35

END

P.6 ENGLISH SCHEME OF WORK- TERM TWO 2026

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
1	1 ↓ 3	**FAMILY** **RELATIONSHIPS**	**vocabulary**	Listening Speaking Reading writing	family tree, nuclear family, extended family, relatives, niece, nephew, cousin, uncle, aunt, family, young, old brother-in-law sister- in-law, stepsister grandfather , stepbrother grandmother , stepmother mother-in-law, sibling father-in-law, elopement in – laws , eloping, look after half – sister , elder, eldest Half-brother, elope, incest, twins triplets, quadruplets, marry, give birth to grand parent, scarcely populated, densely populated, rape, tribe	The learner, -pronounces, reads and spells the commonly used words in the topic. -Uses the words to construct meaningful sentences correctly.	Explanation -LSU -Demonstration -Exhibition Guided discovery	Flash cards Dictionary Textbooks Chalkboard illustration	Responding to questions. -Logical thinking Fluency empathy	-Pronouncing - spelling -reading -writing. -Constructing sentences using the common words.	The sure Key to Success Primary English Course book6 pages 33 – 34. -Primary six curriculum page 22. -MK English bk 6.
	4		**Language structure**		**Using…..would rather.....** **e.g.** a) I would rather have twins than triplets. b) I would rather stay at home than go to the cinema.	-Uses the structure to connect/ join sentences correctly. -Constructs meaningful sentences using the structure.				Using the word and the structure to construct sentences correctly.	The sure Key to Success Primary English Course book6 pages 38-39
	5 ↓ 7				Mr. Kintu is old. Nambi is young. - Mr. Kintu is old but Nambi is young.	-				.	The sure key to success English book six page 44-45
					A POEM						Special Approaches to comprehension and composition page 62-63

W	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF

K											
2	1	**FAMILY RELATIONSHIPS**	**Language structure**	Listening Speaking Reading writing	**Using ……just…..** **Examples** a) My sister has **just** given birth. b) Our cousin has **just** got married. c) Their mother has **just** prepared lunch.	The learner; -Uses the structure to join sentences. -Constructs sentences using the structures correctly.	Demonstration -Explanation Guided Discussion.		Fluency Audibility Logical reasoning Empathy	-Using the structures to construct sentences correctly. -Joining sentences using the structure.	Mk English bk6, A self-study in English Grammar upper
	2		**Comprehension**		A family Tree					-Constructing the family tree and using it to answer questions	Special Approaches comprehension & composition Pg 71 Bk 6
	3		**Language structure**		**Using …already….** **Examples** A) Mr. Kabugo's wife has already gone away. B) Your niece has already eaten lunch. C) The plane has already left	-Joins sentences using the structure. -Uses the structures to construct own sentences correctly.				-Joining sentences using the structure. -Using the structure to construct sentences correctly.	MK English bk6. The Sure to Success in English Course bk6 pages 40 -41
	4		**Comprehension (PASSAGES)**		**A PASSAGE**	The learner; Reads passage - Answer question carefully.					Special Approaches to comprehension and composition pages 62-63

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF

2	5	**FAMILY RELATIONSHIPS**	**Comprehension (completing a dialogue)**	Listening Speaking	**Dialogue** A dialogue between Shikor and Kamau	- The learners; - Reads the dialogue. - Complete the dialogue.	Guided Discussion		Logical thinking Responding to	-Giving opposites of common nouns in family relationships.	Special Approaches to comprehension and composition pages 73 bk 6
	6 & 7		**Language structure**	Reading writing	**Using: By the time….** **Examples** a) By the time they come, sister will have prepared lunch. b) By the time the doctor returns, my mother will have delivered. c) By the time we ate food, we had prayed. d) By 11:00a.m, we had attended our English lesson.	-Joining sentences using the structure correctly. -Constructing own sentences using the structure meaningfully.	Group work Explanation Reading		questions Fluency	-Joining sentences using the structure. -Constricting sentences using the learnt structure.	A self-study in English Grammar for Upper Primary pages 122 – 123.
3	1		**Comprehension**		**Composition Writing** - Write a composition of about four advantages of having nuclear family. (100 words)	The learner; Creatively write the composition basing on the given topic and limit of words.			Empathy	-Creatively writing the composition basing on the topic.	Special Approaches pages 83
	1				**Jumbled story** Rearrange the jumbled sentences so as to form a good composition about **'Visiting Relatives'**	-Reads and rearranges the jumbled sentences correctly to form a good composition.				-reading -rearranging jumbled sentences.	The sure Key to Success in English Course book 6 page 44.

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
3	2	**FAMILY RELATIONSHIPS**	**Language structure**	Listening Speaking	**Using: …..such…..that…** **Examples** a) My cousin was **such** a beautiful girl **that** many men wanted to marry her. b) Our stepmother is **such** a cruel lady **that** she mistreats us.	-Uses the structure in sentences correctly and meaningfully. -Constructs own sentences using the structure.	Reading Group work	Chalkboard illustration Dictionary	Responding the question Empathy	-Using the structure in sentences correctly - Constructing meaningful sentences.	The sure key to success English Book six, page 44
	3		**Comprehension**	Reading writing	**TABLE** The Table shows relatives who contributed cash. Study it carefully and answer the questions that follow in full sentences.	-Interprets and answers questions about it in full sentences.	Explanation Guided Discussion	charts	Audibility	-reading. -Answering questions.	Special Approaches to comprehension and composition Page 46
	4		**Grammar**		Using……. hardly / scarcely / barely…….	The learner; - -Constructs meaningful sentences - Joins sentences correctly.	Guided discovery.			- Writing sentences correctly. - Answering oral questions	Understanding and passing English
	5				Assuming you performed very well in your end of term one exams, write a letter to your aunt thanking her for paying school fees. Promise her that you will get a first grade with aggregate four in PLE next year.				love		

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
5	1	**FAMILY RELATIONSHIPS**	**Comprehension**	Listening Speaking	- In not more than 200 words, write a composition about the family tour you had. Mention when and where it took place. The interesting things which you saw while on tour.		Explanation Guided discussion	Charts	Responding to question Fluency	-Writing composition	Pages 83
	2			Reading	**<u>PICTURE COMPOSITION</u>** Study pictures and describe what happens in each one of them.	-Studies the pictures carefully and describes what happens in each using the right tenses required.	Guided discovery	Textbooks	Audibility	-Studying pictures carefully. -Describing pictures.	Special Approaches to comprehension and composition Pg 78-79
	3			writing	Imagine you have a carpentry workshop, write an advertisement for it. In the advertisement, mention the name of the carpentry workshop, where it is located, the furniture items you make and their prices, the writer of the advertisement and when it was written.	.	Demonstration question and answers	Chalkboard illustration			Teacher's collection
			Comprehension		**<u>PASSAGE</u>** A graph showing population of different countries.						Teacher's collection

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHODS	L /AIDS	L/SKILLS	ACTIVITTIES	REF
6	1	FAMILY RELATIONSHIPS	Comprehension	Listening Speaking Reading writing	**GUIDED COMPOSITION** Fill in the blank space in the story using the words given below. **(marriage, own, elders, successful, nuclear, relatives, biological, heads, values, foster)**	Fills in the blank spaces in the guided composition after reading using the given guided words.	Explanation Demonstration Guided Discussion -Demonstration -Explanation	Textbooks Pupil's in class Pupils in the classroom	Fluency Audibility Logical thinking Logical reasoning Audibility Fluency	-Filling the blank space in guided composition	- Special Approaches pages 81
	2				A table about Mr. Mpiangu's family	-creatively writes the composition basing on the topic given and the word limit.				-Creatively writing the composition basing on the topic	Special Approaches to comprehension and composition, page 67
	3		TEST ITEM		**DIALOGUE** Between Mimwa and Lulimi	The learner; -reads, acts and answers question about the dialogue.				-Doing the test given	Special Approaches to comprehension and composition, page 64-65
	4				**END OF TOPIC TEST** Should cater for all aspects and parts of speech based on the teacher's creativity.	-Does the test and hands in the book for marking	Question and answer	Chalkboard illustration	Responding to questions		Teacher's collection

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHODS	L /AIDS	L/SKILLS	ACTIVITTIES	REF
6	4 ↓ 5	OCCUPATION (A) carpentry	Vocabulary	Listening Speaking Reading	carpentry, carpenter, wood, wooden, drill, furniture, hammer, plane, besides, polish, fix, varnish, sandpaper, glue, tool, saw, nail. wood glue, plank, screw driver, timber, bench, sawdust screwdriver, saw dust, mallet, clamp, smooth	The learner; -Pronounces, spells and reads the commonly used words in the topic correctly. -Constructs sentences using them.	Demonstration Reading Group work	Flash cards Dictionary Textbooks Chalkboard illustration	Responding the questions Logical thinking Empathy Fluency love	-pronouncing -spelling -reading -writing Constructing sentences using the common words.	-Mk English book 6 -The Sure Key to Success in English Course book 6 pages 49-50
	6		Language structure	writing	**Using….used for….** **Examples** a) A saw is **used for** cutting wood. b) A hammer is **used for** hitting nails into wood. c) A plane is **used for** making wood smooth.	-Uses the structure to construct own sentences correctly. -Uses it to join sentences correctly. -Reads the sentences well.				-Using the structure to construct sentences correctly.	-Mk English book 6 -The Sure Key to Success in English Course book 6 pg 51
	7		Comprehension		Dialogue Read the dialogue about a visit to a carpentry workshop and then answer the questions that follow in full sentences. **MR. OBIBI, THE CARPENTER**	-reads the dialogue. -Acts the dialogue in pairs. -Answers the questions about the dialogue correctly. And in full sentences.				-reading the dialogue. -Acting the dialogue -Answering questions about it.	-Special Approaches pages 90-91
					Advertisement Read the advertisement below and answer the questions that follow in full sentences. **SIPAPA AND SONS**						Special Approaches pages 92-93

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHODS	L /AIDS	L/SKILLS	ACTIVITTIES	REF
7	1	OCCUPATION (A) carpentry	Language structure	Listening Speaking Reading writing	Describing what a carpenter does Using: **First…..next…then…** Examples a) First he planes the wood, next he cuts it in to pieces, and then he fixes the pieces together using wood glue.	The learner; -joins the sentences using the structure correctly. -Constructs own sentences using the structure.	Demonstration Explanation Guided discovery	Textbook Dictionary Chalkboard illustration	Fluency Audibility Logical thinking Empathy	-Joining sentences using the structure -Constructing Sentences using the structure	The Sure Key to Success in English Course book 6 pg 6 page 52, -Mk English book 6.
	2				**Using:…….besides**……. **Examples** a) The carpenter made a chair **besides** a table. b) Joanes bought a sideboard **besides** a bed. c) The carpenter has a hammer **besides** a drill.	-do-				-do-	-MK English bk6, -The Sure Key to Success in English Course book 6 pg 53
	3				**Using: Though, Even though, Much as, Although** **Example** a) Though the carpenter did not have enough nails, he made a nice chair	-do-				-do	-do- page 53 - 54.

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
7	4	**OCCUPATION (A) carpentry**	**Grammar**	Listening Speaking Reading writing	**<u>Active and Passive</u>** voice in –present simple, continuous and perfect tense **<u>Examples</u>** a) **<u>Active:</u>** Amos makes good chairs. **<u>Passive:</u>** Good chairs are made by Amos. b) Active: A carpenter is smoothing timber. **<u>Passive</u>**: Timber is being smoothed by a carpenter c**) <u>Active</u>**: Michael has varnished the furniture. Passive: The furniture has been varnished by Michael.	The learner; -Changes active voice to passive voice basing on the tenses of statement given.	Guided discovery Explanation Reading Direct method Group discussion	Textbook Chalkboard illustration	- Logical reasoning Empathy Love Audibility	- Changing Active to Passive voice	MK Precise for English Grammar Upper, The Sure Key to Success book6
	5		**Comprehension (PICTURE COMPOSITION)**		**JOD CARPENTRY WORKSHOP**	-Interprets the pictures				-Writing sentences logically	Special Approaches pages 109-110
	6		**Grammar**		**A JUMBLED STORY**					-	Teacher's collection
			Composition		**<u>LETTER WRITING</u>** Your teacher of English taught you about 'Carpentry' and he promised to take you on a tour to **MUTEBI'S CARPENTRY WORKSHOP.** Write a letter to your parent requesting him/her to pay the required fee of fifty thousand shillings. Promise him / her that you will learn a lot from the tour.						

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
7	7		**Comprehension**	Listening Speaking	The notice about **Layisi Furniture Workshop Ltd**, Study it carefully and answer questions about it (page 58 of the sure Key book 6) **POLICE NOTICE**	The learner; - Read and studies the notice carefully and answers questions about it correctly.	Reading Explanation	Chalkboard illustration Textbook	Selecting and evaluating information Logical reasoning	-reading and studying the notice. -Answering questions.	The Sure Key to Success in English Course book 6 - Special Approaches pages 94-95
8	1 ↓ 3	**OCCUPATION (B) TAILORING**	**Vocabulary**	Reading writing	tailoring, tailor, seamstress, sewing machine, garment, stitch, tape measure, sew, weave, hemming, patch, thimble, cloth, bobbin, scissors, texture, seam, button, material, knitting, mend, design, designer, zip, article, needle, thread, buttonhole	-Pronounces, reads and spells the commonly words used in the topic correctly. -Uses words to construct own sentences correctly and meaningfully.	LSU Direct method Guided Discussion	Flash cards Real objects.	Empathy love	-Pronouncing -spelling -reading and writing -Constructing sentences using common words.	-The Oxford Advanced learners dictionary 9th Edition, -Mk Eng, book 6, -P.6 curriculum. -The Sure Key to success bk6 pg 59
	4		**Language structure**		Using: ….Be careful when….. **<u>Examples</u>** -Be careful when stitching your cloth because you may hurt your finger.	-Joins the sentences using the structure correctly. -Constructs own sentences using the structure.	Group work			-Joining sentences using the structure -Constructing sentences.	-do- page 62

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
8	5	**OCCUPATION (B) TAILORING**	**Comprehension**	Listening Speaking Reading	**PASSAGE** -Read the passage and answer the questions in full sentences. TAILORING	The learner; -reads the passage carefully and answer the questions about it correctly.	Reading Explanation	Chalkboard Illustration textbook	-selecting and evaluating information -Logical thinking	Reading and answering questions about the passage.	-The Sure Key to success in English Course bk6 pg 59 - Special Approaches pages 111-112
	6		**Language structure**	writing	**<u>Using…Immediately….</u>** **<u>Examples</u>** a) Juma patched her pair of shorts immediately it got torn. b) Immediately I took my piece of cloth to the seamstress, she started measuring it.	-Uses the structure in joining sentences correctly. -Constructs sentences using the structure correctly.	Guided discovery Direct method		Empathy	-Joining sentences using the structure. -Constructing sentences using the structure.	Detailed Grammar fro Upper, Fountain core English for upper
	7		**Grammar**		**Using ……but…..** He had a thimble in his thumb but he hurt his finger. **Using:….and…….** Sarah and Peter made good designs.	-Explains the present perfect tense correctly. -Constructs sentences correctly in the present perfect tense. -Reads sentences correctly.	Group work		love	-Explaining the tense. -Constructing sentences in the present perfect tense. -reading	-Mk Precise English Grammar Upper, -Fountain Core English Grammar for Upper primary.
			Comprehension (POEM)		**<u>POEM</u>** Read this poem and answer the questions in full sentences. **(TAILORING)**						- Special Approaches pages 113-114

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
9	1	**OCCUPATION (B) TAILORING**	**Comprehension**	Listening Speaking Reading writing	Picture Composition About Apollo's First Pair of Trousers. Study them carefully and write sentences to describe what is happening in each picture.	The learner; -studies the pictures given carefully and describes what happens in each using a single sentences based on the required tense.	Exhibition Explanation Guided discovery	Textbooks Chalkboard Illustration Flash cards	Logical thinking Selecting and evaluating information Logical reasoning	-studying the pictures carefully. -Describing pictures	The Sure Key to success in English Course bk6 pages 68 – 69 - Special Approaches pages 129 - 131
	2				**<u>JUMBLED COPMOSITION</u>** About Aloysius and the Youth. -Rearrange the sentences to form a correct order to make a good composition.	-Reads the jumbled composition carefully. -Logically rearranges the sentences to form a good composition.				-Reading -Logical rearranging	- Special Approaches pages 124
	3				bake, baker, cutter, bakery, turn off, yeast, knead, pinch of sugar, flour, sieve, icing sugar, grater, recipes, dough, oven, ingredient, baking, tin, flavour, cookie, food colour, slice, bun, mix, sprinkle, wedding cake, margarine, loaf, bread, taste, pinch, biscuit, baking flour, roll out,	The learner; -Pronounces, spells and reads the common words used in the topic. -Uses them in constructing own sentences correctly.				Pronouncing. -Spelling -reading Writing. - Constructing sentences using words learnt.	- MK English book 6 -The Oxford Advanced Learner's Dictionary 9th Edition

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITIES	REF
9	4		**Vocabulary Language structure**	Listening Speaking Reading	**<u>Using….neither….nor…</u>** **Examples** a) Amos eats neither meat nor mutton. b) Neither Suzan nor Brenda bakes cakes.	-Uses the structure to join sentences correctly. -Constructs sentences using the structure meaningfully.	Exhibition Explanation	Chalkboard illustration Textbook	Audibility Environmental awareness Fluency Responding questions	- -Using the structure to construct sentences correctly.	-Detailed English Grammar Upper
	5		**Comprehension**	writing	**<u>A PASSAGE</u>** Study the passage below and answer the question about it in full sentences.		Question and answer Direct method	Dictionary textbooks	Love Logical thinking		Special Approaches pages 135
	6	BAKING			**<u>COMPOSITION WRITING</u>** Writing a composition about baking in your community importance of keeping animals at (Your composition should be between 100 to 150 words).	The learner;- creatively writes the composition basing on the topic given and the word limit.				Creatively writing the composition	Special Approaches pages 156

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITIES	REF
10	1	**OCCUPATION (D) BAKING**	**comprehension**	Listening Speaking Reading writing	**<u>A POEM</u>** Read the following poem and answer the questions that follow in full sentences. Page 78 of The Sure Key to Success in English Course book 6 **THE HARD- WORKING BAKER**	Reads the poem carefully and answers the questions that follow in full sentences.	Explanation Guided discovery Reading Questions and answer	Chalkboard illustration Textbooks Pupil's in class Chalkboard illustration	Fluency Audibility Logical thinking and reasoning Love Empathy Friendship formation	-Reading the poem -Answering questions about the poem.	-The sure Key to Success in English Course. Special Approaches to comprehension and composition, pg 165-166
	2				**<u>ADVERTISIMENT</u>** Special Approaches Page 139	-Studies the advert carefully and answers the questions about it correctly.				-studying the table -reading -Answering the questions about it.	Special Approaches page 139-140
	3		**PICTURE COMPOSITION**		**PICTURE COMPOSITION** Pages 158	The learner; -writes and reads the questions of the test item given. -Answering the questions of the test item given	Reading Questions and answer	textbooks	Logical thinking and reasoning. -Empathy -respect	-Writing and reading the questions of the test items given. -Answering the questions of the test items given	Special Approaches to comprehension and composition, pg 160-161
	4				**<u>A TABLE</u>** Special Approaches pages 143 **Using: Don't forget to / remember to….** -Don't forget to switch on the oven. -Remember to switch on the oven. **Using…….used to……** -I used to bake cakes when I was still young.	The learner; -Interprets the table.	Demonstration Explanation	Pupils in class			Special Approaches pages 143

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITTIES	REF
	5		**Vocabulary**	Listening Speaking Reading Writing	dock, pet, tether, stray, slaughter, abattoir, torture, husbandry, welfare, dip, herdsman, cruel, veterinary, vaccinate, sorrow, quarantine, sick, heifer, mistreat, anxious, an ox, bullock, slaughterhouse, butcher, butcher's, misery, veterinarian, animal sounds, comfort, discomfort, anxiety, body signs, veterinary doctor, mistreat	-pronounces, reads and spell the commonly words in the topic. -Uses the words to construct meaningful sentences.	Flash cards Explanation Guided discovery LSU	Text books Flash cards	Logical Thinking Love Empathy		
	6				Animal and their young ones **Animal** **Young ones** cow calf pig piglet dog puppy snake snake let fish fry sheep lamb fox cub horse foal						

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITIES	REF
11	1	OCCUPATION (C) KEEPING ANIMALS	**Grammar**	Listening Speaking Reading writing	**Male and Female** **Animals** **M** **F** boar (pig) sow bull cow cock hen ram ewe tiger tigress dog bitch fox vixen etc.…	The learner; -identifies different animals basing on gender. -Pronounces, spells and reads the words correctly.	Explanation Exhibition Direct method Question and answer	Chalkboard illustration Textbook Pupils in class	Fluency Audibility Selecting evaluating information Logical thinking love	-Identifying animals basing on gender. Pronouncing -spelling -writing -reading	Fountain Core English grammar. Mk precise English Upper
	2				**Animals and their homes** **Animals** **Home** parrot cage cows byre dog kennel sheep fold/pen rabbit hutch birds nest etc…	The learner; Identifies animals and their homes. -pronounces, spells and reads words correctly..				-Identifying different animals and their homes. -Pronouncing. -spelling -Writing words.	-do-
	3				**Animals and their Sounds** **Animal** **Sound** cows moo dogs barks bulls bellow sheep beat goats bleat lambs bleat pigs grunt cat purr monkeys chatter	Identifies different animals and their sounds. -Pronounces, spells, and reads words correctly.				-Identifying different animals and their sounds, -Pronouncing -spelling -reading and writing words.	-do-
			Comprehension (PASSAGE)		**PASSAGE** **BAGENYI, THE RICHEST FARMER**						Special Approaches pages 162

WK	PD	TOPIC	ASPECT	SKIILS	CONTENT	COMPETENCES	METHOD	L /AIDS	L/SKILLS	ACTIVITIES	REF
11	4	**OCCUPATION (C) KEEPING ANIMALS**	**Language structure**	Listening Speaking Reading writing	**<u>Using …….needn't……</u>** **<u>Example</u>** a) It is not necessary for you to mistreat animals. **<u>-You needn't mistreat animals</u>**. b) You called the veterinary doctor but it was not necessary. -**<u>You needn't have called the veterinary doctor.</u>**	The learner; -Joins sentences using the structure correctly. -Constructs own sentences using the structure correctly.	Explanation Guided Discussion Direct method Group work	Chalkboard illustration Textbook Text books	Logical thinking Audibility Logical reasoning Love empathy	Joining sentences using the structure correctly. -Constructing sentences using the structure.	Fountain Core English Grammar for Upper -Detailed Grammar English -MK English book 6
	5		**GRAMMAR**		**<u>If (2) Conditional</u>** (If + past simple) + (would + infinitive verb) Examples A) If animals were people, they would complain about being tortured.	-Constructs own sentences in If 2 meaningfully. -Reads sentence correctly.				-Constructing sentences using If 2 -Reading sentences.	MK precise English Grammar Upper.
	6		**Language structure**		**<u>Using: Not only…but also…..</u>** **<u>Examples</u>** a) **<u>Not only</u>** should he treat animals **<u>but also</u>** feed them.	-Joins the sentences using the structure correctly.				Joining sentences using the structure.	-do-

END

P.7 ENGLISH SCHEME OF WORK - TERM TWO 2026

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
1	1 & 2	**ELECTRONIC MEDIA RADIO / TELEVISION**	listening speaking reading writing	Vocabulary	The learner; -reads the words correctly. -pronounces the words correctly -uses the words to construct oral and written sentences. -uses the words in other forms.	**<u>Vocabulary</u>** -Programme -music -announcement -knob - radio -volume - newsman -channel - newsreader -guide - favourite -presenter - journalist -speaker - editor -news - studio -pop - television -talk show - broadcast -line-up -entertainment -forecast -tune -station.	-reading the words. -Pronounces the words correctly. -spells the words. -uses the words to construct sentences. - Using a dictionary	LSU -Demonstration -Explanation - Observation	Creative thinking -Effective communication -sharing - Appreciation -care - Articulation	-Real objects e.g. a radio a TV	P.7 curriculum page 25 St. Bernard page 83 - Dictionary
	3			**IF CLAUSE**	The learner; -identifies the tenses used in If Clause. -Changes from If I to II to III	**If I** If + present simple + shall / will + infinitive. e.g. If I get money, I shall buy a radio. -If I am your father, I shall buy you a TV.	Changing from If I to II to III	Guided discussion Question and answer -Explanation	Creative thinking Appreciation		P.7 curriculum page 25 St. Bernard page 83

W	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
1	4	ELECTRONIC MEDIA	listening speaking reading writing	**Grammar**	The learner; -changes from If I to II to III	**If II** a) If I got money, I would buy a radio. b) If I were your father, I would buy you a radio.	Changing If I to II to II to III	Explanation Question and answer -Discussion - Observation	Critical thinking Effective communication.		P.7 curriculum page 26
					The learner; -Changes given sentences into If 3 form correctly.	**If III** If I had got money, I would have bought you a radio. -Had I got money, I would have bought you a radio. -I would have bought you a radio if I had been your father. -If I had been your father, I would have bought you a radio.	Rewriting given sentences in If 3 form				

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
1	5	ELECTRONIC MEDIA		Comprehension	The learner; -studies the programme.line- up -Answer oral and written questions about the programme line-up correctly.	AT.V programme Line -up Special Approaches page 94 (Bk 7)	-reading the information -Answering oral and written questions about the programme line-up.	Explanation -Guided discussion.	Critical thinking Love care		P.7 curriculum page 26 - Special Approaches Bk 7 page 94
					The learner; -Interprets the pictures. -Answers oral and written questions about the pictures.	**Picture Composition** Still picture **Spelling** Special Approaches Bk 7 page 100	-Reading the information in the programme -Answering oral and written questions about the dialogue.				- Special Approaches Bk 7 page 100
	6				The learner; -reads the passage -Answers oral and written question about the passage.	A PASSAGE Special Approaches Bk 7 page 84	-reading the passage. -Answers oral and written question about the passage.	Guided discovery Question and answer	Effective communication Love		P.7 curriculum page 26

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
2	1	**ELECTRONIC MEDIA**	Listening Speaking Reading writing		The leaner; -reads the structure correctly. -Uses the structure to construct and join sentences correctly.	**<u>Structures</u>** **……and so…..** 1. Cartoons are interesting. Films are interesting. -**Cartoons are interesting and so are films.** 2) David is a radio presenter. Edith is also a radio presenter. -**David is a radio presenter and so is Edith.** 3. Capital FM broadcasts authentic news. Capital FM broadcasts authentic announcements. -**Capital FM broadcasts authentic news and so does it broadcast authentic announcements.** 4. Bbaale Francis was a good news reader. He was also a good newsman. **Bbaale Francis was a good newsreader and so was he a good newsman.**	Reading the structures. -Constructing sentences using the structures with one subject and with two different subjects.	-Guided discussion Explanation.	Creative thinking Appreciation		P.7 curricul page 26
	2			**Structures**	The learner; -reads the structures correctly. -Uses the structure to construct and join sentences correctly.	**<u>I like…….</u>** -**I like watching cartoons. I like watching English news.** **<u>I don't like……</u>** 1) I don't like watching cartoons. I don't like watching English news.	-Reading the structure -Using the structure to construct and join sentences.	Questions and answers -Explanation.	Critical thinking Sharing love		
	3			**Comprehension**	The leaner; -reads the dialogue -Answers oral and written questions about the dialogue. Acts the dialogue	**<u>A DIALOGUE</u>** - Special Approaches Bk 7 page 85-86	Reading the dialogue. -Acting the dialogue -Answering oral and written questions about the dialogue.	-Demonstration -Role play -Question and answer.	Problem solving -critical thinking -care		- Speci Approa es Bk 7 pg 85-86

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
2	4	ELECTRONIC MEDIA	Listening Speaking Reading writing	Comprehension	The learner; -reads the advertisement. -Answers oral and written questions about the advertisement.	-An advert on page 73, - Special Approaches Bk 7 pg 90	-reading the advertisement. -Answering oral and written questions about the advertisement.	Guided discussion -question and answer Explanation	Critical thinking Sharing Effective communication		P.7 curriculum page 26 - Special Approaches Bk 7 pg 90
	5			Composition		**ADVERTISMENT** Imagine you own an electronics shop, write an advert for it. In the advert, mention the name of the shop, location, any five items you sell in it and their prices, your contacts, the writer of the advert and the date on which it was written.		Guided discussion - explanation	Sharing Effective communication Problem solving.		P.7 curriculum page 26
	6			Composition		**COMPOSITION** Write a composition not less than 200 words about your fovourite television channel.	Mentioning the major parts of a good composition. -Writing a good composition.	-Guided discussion -Question and answer - Explanation	Critical thinking Love Appreciation		P.7 curriculum page 28 - Special Approaches Bk 7 pg 99-No.2

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
3	1 & 2	**ELECTRONIC MEDIA**	Listening Speaking Reading writing	**Vocabulary**	The learner; -reads the words correctly. -Spells the words correct. -Pronounces the words correctly. -Uses the words to construct correct sentences.	**Vocabulary** eject , press, tape, extension cable, recorder, DVD player, CD-ROM, record, play, video, disc, connect, entertainment, studio, aerial, volume, off, on, internet, button, CD, DVD, player	-Reading the words correctly. -Pronouncing the words correctly. -Constructing sentences using the words correctly. -Using a dictionary	LSU Demonstration Question and answer.	Effective communication Appreciation Love		P.7 curriculum page 28 dictionary
	3			**Grammar**	The learner; Identifies the tense. Changes. from If I to If II	If + past simple + could + infinitive e.g. If you push that aerial, it can break. If you pushed that aerial, it could break.etc…	-Reading the structure correctly. -Joining and constructing sentences using the structure.	Guided discussion Question and answer -Explanation	Effective communication -Problem solving -Critical thinking -care		P.7 curriculum page 26 -St. Bernard book 7 page 99
	4 & 5			**Structures**	The learner; -reads the structure correctly. -joins and constructs sentences using the structure.	**Structures** **…needn't….** a) It **<u>is not</u>** necessary for the DJ to play the Same song. -The DJ **<u>needn't</u>** play the same song. b) It **<u>was not</u>** necessary for the DJ to play the same song. -The DJ **<u>needn't have</u>** played the same song.	-Reading the structure correctly. -Joining and constructing sentences using the structure.				-St. Bernard book 7 page 100

WKK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
3	6	ELECTRONIC MEDIA	Listening Speaking -reading writing	Comprehension	The learner; -reads the poem correctly -answers oral and written questions about the poem. .	**Poem** - Special Approaches Bk 7 page 96	-Reading the poem. -Answering the question about the poem.	Guided discussion Question and answer. -Explanation	Critical thinking Problem solving -care -sharing		P.7 curriculum page 27 - Special Approaches Bk 7 pg 96.
4	1				The learner; -Studies the table well. -Answers the questions about the table.	**TABLE** Special Approaches Bk 7 page 88	-Studying the table. -Answering questions about the table.				- Special Approaches Bk 7 page 88
	2 & 3			**Grammar**	The learner changes sentences from Direct to Indirect speech. Correctly The learner; -changes sentences also from Indirect speech to direct speech.	**Reported speech e.g**. 1. Zakia said, "I want to see my brother." **Zakia said that she wanted to see her brother.** 2) Kiiza said, "I can fix the aerial myself." **Kiiza said that he could fix the aerial himself.** 3) Mary asked, "When are **you** giving **me my** CD? **-Mary wanted to know when I/he/she/they was/were giving her her CD. etc…** **-Mary asked when he/she/I/they was/were giving her her CD.**	Changing sentences from Direct Indirect Speech. -Changing sentences from indirect speech to direct speech.	Guided discussion Question and answer Explanation	Critical thinking Problem solving Care Appreciation.		P.7 curriculum page 27

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
4	4		Listening Speaking Reading writing	**Comprehension**	The learner; Reads the dialogue. -Answers oral and written questions about the dialogue. -Acts the dialogue.	**A DIALOGUE** - Special Approaches Bk 7 pg 97-98	-Reading the dialogue. -Answering oral and written questions about the dialogue -Acting the	Question And answer Explanation	Critical thinking -Creative thinking Care Appreciation. Logical thinking		P.7 curriculum page 28 -Special Approaches Bk 7 pp 97-98
	5			**COMPOSITION**	The Learner; -rearranges the jumbled story correctly.	**A jumbled story** Special Approaches Bk. 7 page 98	Arranging the jumbled story	Guided discovery	Decision making Effective communication		Special Approaches Bk. 7 page 98
	6			**Composition**	The learner; Writes an advert	Writing an advert	-Writing an advert	-Guided discussion Explanation.			Special Approaches Bk. 7 page 99 No. 3

W	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
5	1	ELECTRONIC MEDIA	Listening Speaking Reading writing	**Letter writing**	The learner; Mention all the major parts of a good letter. Writes a good letter.	Letter Writing Using your address, write a letter to your friend telling him/her the TV programmes you enjoy most. Let him/her also write back and tell you the ones he/she enjoys also.	-Mentioning major parts of a good letter. -Writing a letter.	Guided discussion -Question and answer -explanation	-Critical thinking -Problem solving -Love -care -Effective communication -Logical thinking		P.7 curriculum page 28
	2			**Comprehension**	The learner; Reads the guided composition. -Fills the blank spaces with the correct word.	**GUIDED COMPOSITION** Special (Approaches Bk. 7 page 97)	-Reading guided composition. -Completing the guided composition.				P.7 curriculum page 28 -special Approach bk 7 page 97
	3 & 6	RIGHTS, RESPONSIBILITIES AND FREEDOM A CHILDREN'S RIGHTS AND RESPONSIBILITIES		**Vocabulary**	The learner; Reads the correctly. -Pronounces the words correctly. -Spells the words correctly. -Uses the words in other forms.	**Vocabulary** forced, freedom, rights, food, shelter, education, care, clothing, medication, life, work, protection, attend, homework, obedient, respect, report, peace, abuse,, convict, abuse, chores, sugar daddy, sugar mummy, early marriage, imprison, refuse, properly, innocent, guilty, abortion, bad touches, dropout, grow, mistreatment, clean, tidy, labour, responsible	-Reading the words. Spelling the words. -pronouncing the words. -Using the words to construct correct sentences. -Using the words in other forms. -Using a dictionary.	-LSU - Demonstration -Question and answer -Explanation -Guided discovery -Brain storming -Discussion	Effective communication Patience Empathy Explanation Self-esteem Articulation Tolerance Appreciation		P.7 curriculum page 32. Special Approaches Bk. 7 page 97

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
6	1	CHILDREN'S RIGHTS AND RESPONSIBILITIES.	Listening Speaking Reading Writing	**Structures**	The Learner; -Reads the structure. -Constructs and joins sentences using the structures correctly.	**<u>Structures</u>** **…..more interested in ….than in….** 1) Children prefer listening to songs to watching movies. -**Children are more interested in listening to songs than in watching movies.** 2) We like staying with our parents more than staying with other relatives. **We are more interested in staying with our parents than in staying with other relatives.** 3) I would rather play football than swim. **I am more interested in playing football than in swimming.**	Reading the structure. -Constructing and joining sentences using the structure.	Demonstration Question and answer.	-Effective communication -Patience -sympathy -care -love		P.7 curriculum page 32.
	2			**Structures**	The learner; -reads the structure. -Uses the structure to construct and join sentences correctly.	**structures** **…..in order to…/…so as to…** 1) He works hard at school. He wants to get a bright future. -**He works hard at school in order to get a bright future**. - He works hard at school so as to get a bright future.	Reading the structures. -Uses the structure to construct and join sentences correctly.	Demonstration Explanation Guided discussion.	-Problem solving -Self esteem -Decision making.		P.7 curriculum page 32 and St. Bernard book 7 page 109.

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
6	3	**CHILDREN'S RIGHTS AND RESPONSIBILITIES.**	Listening Speaking Reading Writing			**<u>Structures.</u>** **…….either… or…..** You either provide food to your children or you risk going to prison.	-Joining sentences using the structure given. -Constructing sentences using the structure given.	-Guided discussion - Explantaion			
	4			**Structures**	The learner; -reads the structure correctly. -Uses the structures to join sentences correctly.	**<u>Structures</u>** **….ought to ….** **……must …..** **….should……** **…….have to …..** -All children must go to school. -All children ought to go to school. -All children should go to school to school.	-Reading the structure. -Constructing and joining sentences using the structure.	Guided discussion Explanation question and answer	-Problem solving -Critical thinking. Self-esteem -Sharing.		P.7 curriculum page 32 and St. Bernard book 7 page 109.
	5			**Comprehension**	The learner, Reads the jumbled story. -Rearranges the jumbled sentences to form a good story.	**<u>JUMBLED STORY</u>** (Special Approaches) Bk. 7 page 119	Reading the jumbled sentences. -Rearranging the jumbled sentences to make a good a story.	Guided discussion Question and answer.	-Problem solving. -Sharing - Assertiveness -love -Care.		P.7 curriculum page 32 Special Approaches Bk. 7 page 119

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
6	6	CHILDREN'S RIGHTS AND RESPONSIBILITIES.	Listening Speaking Reading Writing	**Comprehension**	The learner; Reads the poem. -Answers question about the poem.	**A POEM** Special Approaches Bk. 7 page 104	-Reading the poem. -Answering questions about the poem.	-Explanation -Guided -Discussion -Question and answer	-Problem solving. -Critical thinking -sharing		P.7 curriculum page 32. Special Approaches Bk. 7 page 104
7	1			**Composition**	The learner; -mentions all the parts of a good composition. -Writes a good composition.	**COMPOSITION WRITING.** In 100-150 words, write a composition about the cruellest mother in your neighbourhood. Tell us her name, where she lives, giving us at least two ways she mistreats her children as -well as the feeling you have about her.	-Mentioning all the parts of a good composition. -Writing a good composition.				
	2			**Composition**	The learner -Writes a letter.	Letter Writing. -write a letter to the Head teacher of your school complaining about the corporal punishment in your class. Tell him/her when it began and how you want to be helped.	-writing a letter.	Guided discussion Explanation Question and answer	Critical thinking Problem solving -Appreciation Care		P.7 curriculum page 32.

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
7	3	CHILDREN'S RIGHTS AND RESPONSIBILITIES.	Listening Speaking Reading Writing	Comprehension	The learner; Reads the passage correctly. -Answers oral and written questions about the passage.	A PASSAGE Special Approaches Bk. 7 page 102-103	Reading the passage. -Answering oral and written questions about passage.		Effective communication. Decision making.		P.7 curriculum page 32 Special Approaches Bk. 7 page 102-103
	4			Grammar	The learner; -Constructs sentences and joins them using the relative pronouns correctly.	**<u>Relative Pronouns.</u>** **…..whose…..** 1. That is the parent. His child was tortured. **……which…** **-That is the parent whose child was tortured.** 2. I have got the keys. I lost them last week. **- I have got the keys which I lost last week** 3. We live in a house. It leaks whenever it rains. -**The house in which we live leaks whenever it rains.**	Joining given sentences using the given relative pronoun.	Demonstration Observation LSU			

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
	5	**CHILDREN'S RIGHTS AND RESPONSIBILITIES.**	Listening Speaking Reading Writing			**<u>…whom….</u>** 1) I got those shoes from a boy. The boy is my friend. _____ 2) I went with a man to the police station. The man is my uncle. _____ 3) Mr. Akio has been arrested. I talked to him last week. etc.. _____ **<u>…..that….</u>** 1. I gave you a shirt. The shirt was not mine. -**The shirt that I gave you was not mine.**	-Constructing and joining sentences using the relative pronouns.	Guided discussion Explanation Question and answer.	Effective communication Sharing Self-esteem		P.7 curriculum page 32

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
7	6	**CHILDREN'S RIGHTS AND RESPONSIBILITIES.**	Listening Speaking Reading Writing	**COMPREHENSION**	The Learner; -Reads the notice. -Answers oral and written questions about the notice. .	**A NOTICE** Special Approaches book 7 page 109	Reading the poem. -Answering oral and written questions about the notice.	-Guided discussion -Question and answer. -Explanation Dramatisation	Critical thinking -Problem solving Self-esteem Sharing. -		P.7 curriculum page 33 Special Approaches bk 7 page 109
8	1			Comprehension	-Studies the graph carefully. -Answers the questions about the graph.	**<u>A GRAPH</u>** (Special Approaches) Bk 7 page 110	-Studying the graph -Answering the questions about the graph. .	Explanation Role-play Dramatisation	-confidence building -Articulation	chalkboard	Special Approaches bk 7 page 110
	2			Composition	The learner; -interprets the picture story correctly. -Constructs correct sentences about the picture story. -Answering questions about the pictures story.	-A picture story on page 120 of Special Approaches book 7.	-Interpreting the picture story. -Constructing sentences about the pictures.	Guided discovery Question and answer.	-do-	Text books	Primary seven Curriculum Special Approaches bk 7 page 120

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
8	3 & 4	**ANIMAL NEEDS AND FREEDOM**	Listening Speaking Reading Writing	**Vocabulary**	The learner; -Reads the words correctly. -Pronounces the words correctly. -Spells the words correctly. -Uses the words to construct correct sentences. -Uses the words in other forms.	**<u>Vocabulary</u>** capture, poach, protect, freedom, needs, reproduction, insemination, discomfort, injury, secure, hunger, hindrance, distress, frighten, poacher, game park, natural, thirst, captivity, responsibilities, sanctuary, vet	Reading the words correctly. -Pronouncing the words correctly. -Spelling the words correctly. -Using the words to construct sentences. -Using a dictionary	Guided discussion LSU Question and answer Explanation	Critical thinking Problem solving Self-esteem -Sharing -Appreciation -love		P.7 curriculum page 34 Dictionary
	5 & 6			**Structures**	The learner; -reads the structures. -Constructs and joins sentences using the structures correctly.	**<u>Structures.</u>** • -Much as…. • -Although….. • Despite the …. • fact that…… • In spite of the fact that…… • Though…… **e.g.** 1) Much as the police arrived in time, they did not arrest the poachers.	-reading the structures. -Constructing and joining sentences using the structures.				St. Bernard book 7 page 124

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUES	L/AIDS	REF
9	1	**ANIMAL RIGHTS AND FREEDOM**	Listening Speaking Reading Writing		The learner; -Uses the structure to construct sentences and join the sentences given.	**<u>Whereas…..</u>** 1. Some animals are good. Others are bad. - **Whereas some animals are good, others are bad.** 2. Some people are kind. Others are not. - **Whereas some people are kind to animals, others are not.**	Joining and constructing sentences using the structure given.	Guided discussion Explanation Question and answer	Effective communication Logical thinking.		Primary 7 curriculum page 34
9	2			**COMPREHENSION**	The learner; -reads the passage -Answers oral and written questions about the passage.	**<u>PASSAGE</u>** (From special Approaches Bk 7 page 124)	-Reading the passage and answering the questions about it.				

W	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
9	3	**ANIMAL NEEDS AND FREEDOM**	Listening Speaking Reading Writing	**LETTER WRITING**	The learner; Writes a letter.	Write a letter to your friend telling him/her about the pet animal you love most. Tell him/her why you love it. (use your address)	Writing a letter.	Guided discussion Explanation Question and answer.	Problem solving Creative thinking Appreciation Sympathy.		P.7 curriculum page 35

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
	4 & 5	**ANIMAL NEEDS AND FREEDOM**	Listening Speaking Reading Writing	**Grammar**	The learner; - forms nouns. -Uses the nouns to construct sentences.	**<u>FORMATION OF NOUNS FROM VERBS.</u>** Nouns formed by adding: ___ **<u>ion</u>** e.g. protection __ Protection elect _ election etc… ___ **<u>ment</u>** Develop __ development Improve __ Improvement ect… ___. **<u>sion</u>** decide --- decision extend ___ extension _____ **<u>ance</u>** attend ___ attendance accept __ acceptance etc… ___ **<u>er</u>** e.g. hunt ___ hunter poach ____ poacher ect.. **<u>age</u>** **e.g.** block blockage marry __ marriage short ___ shortage etc…	Forming nouns Constructing sentences using the nouns.	Guided Discussion Question and answer explanation	Critical thinking Effective communication Problem solving		P.7 curriculum page 34

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
10	1	**ANIMAL NEEDS AND FREEDOM**	Listening Speaking Reading Writing	**Grammar**	The learner; -writes the abbreviations and acronyms in full.	**<u>ABBREVIATIONS AND ACRONMYS CONNECTED TO ANIMAL WELFARE</u>** e.g. WSPA USPA UWEC UWA WCU ADI AVAR ABS ASAB CAPS .	Writing the abbreviations and acronyms in full.	Guided discovery Question and answer Explanation.	-Problem solving -Care -love.		P.7 curriculum page 35 St. Bernard book 7 page 129

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
	2	ANIMAL NEEDS AND FREEDOM	Listening Speaking Reading Writing	**Comprehension**	The learner; -reads the poem correctly. -Answers oral and written questions about the poem.	**POEM** Special Approaches bk 7 page 127	-reading the poem correctly. -Answering oral and written questions about the poem.	-Guided discussion -Question and answer -explanation	Assertiveness care Responsibility		P.7 curriculum page 34 Special Approaches Book 7 page 127
11	3			**PICTURE COMPOSITION**	The learner; -interprets the pictures. -Writes short notes about the pictures.	**PICTURE COMPOSITION** Special Approaches bk 7 page 135	-Interpreting the pictures. -Writing short notes about the pictures.		Effective communication Assertiveness Sharing Love care		P.7 curriculum page 35 Special Approaches bk 7 page 135
	4			**COMPREHENSION**	The learner; -Studies the table carefully. -Answers oral and written questions about the table.	**TABLE** Special Approaches bk 7 page 130-131	-Studying the table and answering questions about it.				Special Approaches Bk 7 page 130 -131

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
11	5	**ANIMAL NEEDS AND FREEDOM**	Listening Speaking Reading Writing	Comprehension **COMPOSITION**	The learner; Mentions all the parts of a good composition. -Writes a good composition.	**Composition Writing** (From Special Approaches bk 7 page 134	Mentioning all the parts of a good composition. -Writing a good composition.				P.7 curriculum page 35 Special Approaches Book 7 page 134

WK	PD	TOPIC	SKILLS	ASPECTS	COMPETENCES	CONTENT	ACTIVITIES	METHODS	L/SKILLS & VALUE	L/AIDS	REF
11	6	ANIMAL NEEDS AND FREEDOM	Listening Speaking Reading Writing	composition	The learner; -mentions all the parts of an official letter. -Writes an official letter.	-Write a letter to the executive Director of UWA PO BOX 140, Kampala. About poaching going on in a forest near your home. Tell him/ her when it began and how he/she should help.	Mentioning the major parts of the letter. (official and friendly)	Guided discussion Question and answer Explanation	Effective communication Self-esteem Assertiveness -Appreciation -Care -love	Chalkboard illustration	P.7 curriculum page 35
12	1				The learner; -completes the given guided dialogue.	A guided dialogue (From Special Approaches Book 7 page 133)	Completing the given dialogue.	-Guided discovery - LSU	-Critical thinking -Effective communication -Articulation		Primary 7 Curriculum Page 35

END