**ENGLISH SCHEME OF WORK FOR PRIMARY FIVE TERM I – III**

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| **WK** | **PD** | **TOPIC / SUB TOPIC** | **COMPETENCES** | **CONTENT** | | **METHODS** | **LIFE SKILLS** | **SUGGESTED ACTIVITIES** | **INSTRUCTIONAL MATERIALS** | **REFERENCE** |
| **1** | **6pds** | **PUNCTUATION** | The learner;   * Uses the taught punctuation marks correctly. * Writes well punctuated sentences | * Capital letters * Full stop * Inverted commas * Question mark * Exclamation mark * Apostrophe * Comma | | * Observation * Look and say * Brain storming * Direct method | * Problem solving * Taking decision | * Punctuating the given sentences correctly |  | * Tenses and parts of speech * Detailed English Grammar PP 8-10 * MK precise |
|  | **4pds** | **NOUNS** | Learners should be able to:-   * Identifies types of nouns * Construct correct sentences using the nouns | * Proper nouns * Common nouns * Collective nouns * Abstract nouns | | * Explanation * Question & answer * Discussion approach | * Critical thinking | * Underlining nouns in given sentences * Completing sentences using the given nouns |  | * Revision English be R. Forrest PP 138-146 * PLE revision notes by A. * PLE guide by Baraza |
|  | **8pds** | * **Vehicle repair and maintenance**  1. parts of a vehicle 2. Equipment used in vehicle repair | Learners should be able to:-   1. Use the given vocabulary to construct oral sentences 2. Pronounces the words correctly. 3. Use the structures given to make oral and written sentences. 4. Answers the questions about the passage correctly. | * Vocabulary * Engine, tyre, steering wheel, windscreen, boot, mirror, seat belt, wiper, head lamp, indicators, spokes, bakes bell, peddle * Structural patterns * Comprehension * Guided composition * Revision exercises | | * Observation * Look and say * Brain storming * Direct method | * Problem solving * Effective communication | * Identifying common parts of vehicle * Describing parts of a vehicle * Constructing sentences about parts of a vehicle * Creating stories about parts of a vehicle * Using vocabulary instructures * Spelling words correctly. | * Picture of a car engine * Old tyre * Old steering wheel * Picture of a wind screen * Picture of a car boot | P.5 Eng syllabus P.6  Advanced learner’s dictionary |
|  | **10pds** | * **Nouns (singular & singular** | The learner;  Forms plurals of given nouns correctly  Constructs sentences in plural form | * Nouns that take ‘s’ * Nouns that take ‘es’ * Nouns that end with ‘y’ and change the ‘y’ to ‘I’ and add ‘es’ * Nouns that end with ‘y’ and add ‘s’ * Nouns that end with ‘o’ and add ‘es’ * Nouns that end with ‘o’ and take ‘s’ * Nouns that end with ‘f’ or ‘fe’ change ‘f’ to v and add ‘es’ * Nouns that are exceptional e.g. cloth, dwarf * Nouns that change their vowels e.g. man – men | | * Explanation * Question and answer * Discussion | * Effective communication * Critical thinking | * Writing sentences * Reading sentences | * Books * Pens * Rulers * Pieces of chalk * Tomatoes * A chart with different nouns in singular and plural form | DEG PP 90 – 96 |
|  | **4pds** |  | The learner;  Pronounces the words correctly  Writes the correct form of the abbreviated and contracted words.  Writes the correct opposites of words |  | | * Question and answer * Discussion | * Critical thinking |  |  |  |
|  |  | **FORMATION OF ABSTRACT NOUNS** | Learners should be able to:-   * Form abstract nouns from the given nouns * Use the nouns in sentences correctly | * Formation of abstract nouns: * By adding suffixes e.g. ness, ess, tion, ment, sion * Exceptional abstract nouns ending with ‘t’ ‘cy’ etc | |  |  | * Forming abstract nouns * Pronouncing the words correctly |  | Tenses and parts of speech by M Kateregga  DEG pg 84 – 88 |
|  |  | **Print media** | The learner;  Uses the given vocabulary in sentences  Constructs sentences using the appropriate structures i.e. using who, which, whom  The … which  Using …. an/a | **VOCABULARY**   * Cartoon, puzzle, story, news, announcement, advertisement, newspaper, magazine, back page, front page, reporter, article editorial, columnist, editor, journalist, column crossword, media, brochure, pullout, newsletter * Advertisement * Passage * Guided composition * Revision exercises | | * Observation * Look & say * Brain storming * Direct method | * Effective communication * Critical thinking * Creative thinking | * Talking about different items related to print media * Reading different texts related to print media * Writing articles adverts and stories * Asking and answering questions * Spelling words correctly | * Newspapers * Simple story books * Puzzles * Magazines | Pupils’ English course books  Advanced learners’ dictionary |
|  | **4pds** | **GENDER** | Learners should be able to:-   * Identify the types of gender * Give the opposite of the different gender * Name the young ones of gender nouns | **Types of gender**   * Masculine * Feminine * Common * Neuter * Young ones of gender nouns * Opposite of gender nouns | |  |  | * Naming types of gender * Giving opposites of gender nouns * Giving young ones of gender nouns | * The New First Aid in English PP 9-14 * Detailed English Grammar * Teachers’ collection |  |
|  |  | **TRAVELING** | * The learner; * Describes different means of travel using the given vocabulary * Uses the vocabulary given to construct sentences * Constructs own structures | * Vocabulary further about fare, conductor, ticket, seat, cycle speed, fast, reduce, arrive, reach, leave, departure, destination, luggage, passenger, travel, taxi, coach, by * Dialogue * Passage * Travel chart * Composition writing | | Look and say  Brainstorming  Direct method  Question and answer | Effective communication  Assertiveness  Decision making | * Acting dialogues on travelling * Reading texts on traveling * Asking and answering questions on travel charts * Writing imaginative compositions on traveling * Spelling words correctly |  | Advanced learners’ dictionary  Pupils’ English course books  p.5 Eng syllabus |
|  |  | **ADVERBS** | Learners should be able to  Define & give examples of adverbs  Use given adverbs in sentence construction  Use adjectival qualifiers in sentences correctly | * Define adverbs * Types of adverbs * Formation of adverbs by adding ‘ly’ * Irregular formation of adverbs * The use of adjectival qualifiers | | * Explanation * Question & answer * Discussion | * Effective communication * Critical thinking | * Using adverbs correctly in oral and written sentences * Forming adverb s | * Chart showing adverbs | Tenses & parts of speech pg 86  First aid in Eng series pg 72  Detailed English grammar pg |
|  |  | **Conjunctions** | * Learners should be able to construct sentences using the given conjunctions * Join sentences correctly using given conjunctions | * Either …or… * Neither…..nor * So….that * Too……to * Both….and * Because * Although * While | | Explanation  Question and answer  Discussion | Effective communication  Critical thinking | * Joining given sentences | Chalkboard illustrations | Mk précises English pg 104 |
|  |  | **Tenses** | The learner’  Constructs sentences in present simple tense correctly.  Constructs sentences in present continuous tense  Changes sentences from present simple to past simple tense  Constructs sentences in negative affirmative and interrogative form  Writes the active and passive voices  Supplies the question tags to the given statements | Present simple tense  Present continuous tense  Past simple tense | | * Brainstorming * Questions and answer | * Effective communication * Assertiveness * Critical thinking | * Constructing sentences | * Text books | Eng. Aid Bk 5  DEG pg 17  Basic working grammar pg 20 – 24 |
| **TERM TWO** | | | | | | | | | | |
| **1** | **8**  **Pds** | **LETTER WRITING** | * The learner; * Identifies components of a personal letter using the given vocabulary * Writes letters using the acceptable grammar rules * Answers questions about the given letter | * Vocabulary invite letter, envelope, address, card, occasion, party, guest, host, hostess, ceremony, affectionate, sincerely, yours, dear, sender., receiver, writer, friend, reply, * Writing letters * Comprehension | * Observation * Look and say * Dramatization | | Effective communication  Creative thinking  Critical thinking | Asking and answering questions on personal letters  Writing personal letters  Spelling words correctly  Reading text related to letter writing | Real objects  Envelops, invitation cards  Text books | Advanced learners’ dictionary  Pupils’ English course book |
|  | **12**  **Pds** | **TENSES:** | Learners should be able to:-   * Construct sentences using the given tense. * Construct sentences in negative, interrogative and affirmative form. * Write the active and passive voices of the tenses. * Supply question tags to the given statements. | * Future Simple. * Future continuous. | * Explanation * Question and answer * Brainstorming | | Effective communication | Constructing oral and written sentences |  | Tenses and parts of speech  Detailed English Grammar book.. |
|  |  | **COMMUNICATION**  **THE POST OFFICE**  **THE TELEPHONE**  **THE INTERNET** | * The leaner; * Use given vocabulary in sentence construction * Answers questions about the given texts about communication * Writes composition on communication | **The post office**  Vocabulary post, stamp, letter, box, directory, package, money, order, private box, parcel, telegram, mail, aerogram, post office box, box rental office, registered letter.  Dialogue  Passage  Guided composition  **The telephone**  Vocabulary  Telephone, mobile, telephone, teleface, airtime, landline, fixed line, receiver, handset, network, mast, toxins, telephone, directory, dial, airtime card, call, subscriber’s identification, module (sim) card, load  Passage  Composition  **The internet**  Vocabulary email, website, delete, save, open, scroll, folder, surfing, computer, internet café, service fee, virus, google, yahoo, search, page, access, sign in, sign out, log, internet explorer, search engine. | * Observation * Look & say * Brainstorming * Question and answer * Dramatization * Discussion * Brainstorming * Look and say * Explanation * Observation * Question and answer * Direct method * Look and say * Brainstorming * Observation | | Effective communication  Critical thinking  Effective communication  Critical thinking  Effective communication  Critical thinking | Role playing  Telephone activities  Demonstrating how to use a telephone  Reading texts about using a telephone  Writing texts related to telephone  Spelling words correctly  Role playing  Telephone activities  Demonstrating how to use a telephone  Reading texts about using a telephone  Writing texts related to telephone  Spelling words correctly  Acting dialogues and conversations on suing the internet  Reading email messages  Asking and answering questions  Writing email messages  Spelling words correctly | Envelops  Stamps  Mobile phones  Airtime cards  Coins  Pay phones | Advanced leaners’ dictionary  Pupils’ English course book  Pupils’ English course book  Simple story books  Advanced learners’ dictionary  Pupils’ English course book  P.5 English syllabus |
|  |  | **VOICES** | * Changing sentences from active to passive voice | Voices in  Present tenses  Past tenses  Future tenses | * Explanation * Question and answer | | Effective communication | Changing sentences from active to passive voice in different tenses |  | Detailed English grammar |
|  |  | **ADJECTIVES** | * Learners should be to define adjectives correctly * Identify adjectives in sentences * Make the correct comparative and superlative degree of adjectives * Construct correct sentences using as….as * Make correct sentences using adjectival qualifiers | Comparison of adjectives  Kinds of adjectives  Forms of adjectives  Use of positive degree with as…..as, not so…as.  Comparative degree with than  Order of adjectives | * Discussion * Observation | |  | Constructing sentences using adjectives  Using the given degrees to construct sentences  Arranging adjectives correctly |  | Detailed English grammar pg 123 |
|  | **12**  **pds** | **Pronouns** | * Definition * Classes of personal pronouns * Forms of personal pronouns | Classes  First person  2nd person pronouns  3rd person pronouns  Forms  Subjective  Objectives  Possessive | * Effective communication | | Joining sentences using relative pronouns |  |  | Mk précise English |
|  | **8**  **pds** | Culture  a)Nationalities  b)Languages | The learner;  Use the vocabulary in sentences  Reads different texts related to culture  Answers questions about given texts related to culture  Writes compositions about culture | **Nationalities**  Vocabulary  Ugandan, Tanzanian, Kenyan, Rwandan, Sudanese, German, French, English, Scottish, American  Guided composition  Passage  **Languages**  Vocabulary  Luganda, lumasaka, runyakitara, luo, iteso, Kiswahili, French, latin, ibo, lingala, kinyrwanda  Passage  Guided composition  Dialogue | Observation  Look and say  Brainstorming  Direct method  Dramatization  Observation  Brainstorming  Explanation  Dramatization | | Self-awareness  Friendship formation  Assertiveness  Self-awareness  Friendship formation  Assertiveness | Acting situation games related to nationalities  Reading and answering questions on nationalities  Writing guided composition on nationalities  Completing sentences on nationalities  Reading different texts related to languages.  Writing imaginative compositions  Writing sentence transformations  Spelling words correctly  Completing the structures | Pictures showing different cultural wear  Simple story books | P.5 English syllabus  Advanced learners’ dictionary  Pupils’ English course book |
|  | **10**  **Pds** | **CONJUNCTIONS.** | Learners should be able to:-   * Construct sentences correctly using the given conjunctions. | **The use of:**  Enough, so…that , in order to, so as, as ..as…., the….the | * Explanation. * Question and answer. | | Effective communication | Constructing oral and written sentences correctly. |  | Tenses and parts of speech pg. 100.  PLE Guide by Baraza pg. 113  First Aid in English series PP. 89. |
|  | **8**  **pds** | **CONDITIONALS (Ifs)** | Learners should be able to:-   * Construct sentences using “If 1.” * Construct sentences using “If II.” * Use “Unless” in the place of “if clause.” | * If I * If II * Unless | * Explanation. * Question and answer. * Discussion. | | -  Effective communication  Critical thinking | Constructing oral and written sentences correctly.  - Using ‘unless’ in place of ‘If’ correctly. |  | MK Precise Grammar.  Junior English Composition and Grammar.  Revision English by RonaldForest PP. 20 – 22. |
|  | **10**  **Pds** | Abbreviation and contractions | * Writing abbreviations in full * Writing contractions | C/o, P.O, sms, ATM, Sim, a/c, i.e., Ref, wef, via, PTO, Co, Ltd, Pm, am, NB etc | Brainstorming | | Effective communication | Writing in full and in short | Chart showing abbreviations | Mk precise English |
|  |  | * Similes | The learner compares things which are alike | * Similes |  | | Effective communication | Making comparisons |  | The new first aid in English pg 112, 113 |
| **TERM III** | | | | | | | | | | |
| 1 |  | **PEACE AND SECURITY** | * The learner constructs sentences using | * Vocabulary * Peace, security, judge | * Observation * Look and say | | * Problem solving | * Constructing sentences * Acting situations | * Pictures of police men * Hand crafts * Bible * Quran | Pupils’ English course books |
|  |  |  | * The learner’ * Construct sentences using the given vocabulary * Pronounces reads and listens to new words correctly * Uses new words in structures * Answering questions about dialogue | * Vocabulary * Peace, security judge, magistrate, report, statement, offence, offend, handcuff, crime, cell, arrest, court, witness, defense, gun, arrows, * Passage * Dialogue * Guided compositions | * Observation * Look and say * Explanation * Dramatization * Discussion | | * Nonviolent conflict resolution * Interpersonal relationships | * Acting conversations and dialogues * Reading stories * Telling and re telling stories * Asking and answering questions  writing guided composition  drawing scenes related to peace and security | * Pictures of policemen * Guns, arrows, and wrong doers | Pupils’ English course books |
|  |  | **(SERVICES) BANKING** | * The leaner’ * Pronounces reads and listens to new words correctly * Reads the passage accurately * Uses the structures correctly | * Vocabulary bank, bank manager, bank book, teller, deposit, withdraw, credit, save, safe, balance, account, bank statement, bounce, cashier, withdraw form, deposit form, ATM card, machine, cheque, * Dialogue * Conversation * Passage * Guided composition * Structures * Using : Neither….nor * Using …as soon as.. | * Look and say * Observation * Explanation * Question and answer * Dramatization | | * Decision making * Negotiation * Effective communication | * Describing the process of playing banking situations * Acting dialogues and conversations on banking * Reading and interpreting information related to banking | * ATM cards * Dictionaries * Simple story books * Text books | Advanced learners’ dictionary  Pupils’ English course book |
|  | **10**  **pds** | **SPEECHES** | * Learners should be able to:- * Punctuate the sentences in direct speech correctly. * Change adverbs, pronouns and verbs from direct to indirect speech. * Change sentences from direct to indirect speech. | * Direct and Indirect speech. * Use of: * Present simple tense. * Present continuous tense * Present perfect tense. * Past simple. | * Explanation * Discussion * Question and answer | | * Effective communication * Critical thinking | * Identify sentences in direct speech. * Changing adverb, pronouns and verbs from direct to indirect speech. * - Changing sentences from direct to indirect speech. |  | P.L.E Guide in English by Baraza  PP. 140 – 145  Writing English composition by Katerega  PP. 35 – 45.  English AID 5 PP. 56 – 60 |
|  |  | **PREPOSITIONS** | * Learners should be able to:- * Identify prepositions in sentences. | * Prepositions * e.g. against, in, of, over, beside, (s), on, under, across, among, between e.t.c | * Explanation * Direct method * Question and answer | | * Effective communication * Critical thinking | * Answering oral and written questions. |  | Tenses and parts ofspeech PP. 94 – 99.  PLE Guide book by BarazaPP. 89 – 90.  MK. Precise Grammar. |
|  |  | **MODAL VERBS** | * Learners should be able to; * Construct oral sentences correctly * Using modal verbs in * Use the verbs in negative sentences correctly * Use the past form of ‘must’ in oral and written sentences correctly | * **Can, may, might, must, shall, should, will, would** | * Question and answer * Explanation | | * Effective communication | * Construction of oral and written sentences correctly |  | Oxford dictionary |
|  |  | **CONJUNCTIONS** | * The learner * Defines the term conjunction * Joins sentences using the given conjunction | * As soon as * Immediately * The moment * And so * And neither * Looking forward to * As long as/ so long as * Provided * Not only….. * But also…… * Hardly had/ scarcely had/ barely had/ no sooner had.. | * Explanation * Questions and answer * Discussion approach | | * Effective communication * Critical thinking | * Joining sentences using the given conjunction | * Chalkboard illustration | Detailed English grammar |
|  |  | **PROVERBS** | * The learner completes * Popular sayings correctly | * Proverbs |  | | * Critical thinking |  |  | The new first aid in English pg 112 – 113  Essential English bk6 pg 66 |
|  |  | **HOMOPHONES** | * The learner defines the term * Homophones * Identifies different homophones | * Examples of homophones * Meat – meet * Bare – bear * Blew – blue * Cell – sell * Dairy – diary * Scene – seen * See – sea * Right – write * Read – reed * Oar – ore * Missed – mist * Fair – fare | * Observation * Look and say * Brainstorming | | * Effective communication * Problem solving | * Identifying words with the same sound * Using homophones in sentences. | * Chart illustrations | Mk precise |
|  |  | **ANALOGIES** | * The learner * Completes the given sentences with correct analogies | * Cat is to kitten as sheep is to lamb * Food is to famine as water is to drought * Nose is to smell as tongue is to taste | * Question and answer * Discussion approach | | * Problem solving * Critical thinking | * Completing the given sentences with correct analogies | * Books | English in progress |
|  |  | **SYNONYMS** | * The learner defines the term synonyms * Identifies different synonyms | * Example of synonyms * Abandon – leave * Abrupt – sudden * Annual – yearly * Brief – short * Drowsy – sleepy * Accurate – correct | * Observation * Look and say * Brainstorming | | * Effective communication * Problem solving | * Identifying words with the same meaning * Using the synonyms in sentences | * Chart illustrations | Mk precise |