TERM III – PRIMARY TWO
ENGLISH SCHEME OF WORK

GRAMMAR SCHEME OF WORK FOR PRIMARY TWO TERM III

<table>
<tr><th>WK</th><th>DP</th><th>THEME</th><th>SUB-THEME</th><th>CONTENT</th><th>COMPETENCES</th><th>METHODS</th><th>ACTIVITIES</th><th>L/AIDS</th><th>REF</th><th>REMARKS</th></tr>
<tr>
<td>1</td>
<td>1</td>
<td>Peace and security</td>
<td>Child word and child abuse</td>
<td>Ordinal numbers
These are numbers which show the position of something
Examples
<table>
<tr><th>No.</th><th></th><th>No. ordinals</th></tr>
<tr><td>1</td><td>1st</td><td>first</td></tr>
<tr><td>2</td><td>2nd</td><td>second</td></tr>
<tr><td>3</td><td>3rd</td><td>third</td></tr>
<tr><td>4</td><td>4th</td><td>fourth</td></tr>
<tr><td>5</td><td>5th</td><td>fifth</td></tr>
<tr><td>6</td><td>6th</td><td>sixth</td></tr>
<tr><td>7</td><td>7th</td><td>seventh</td></tr>
<tr><td>8</td><td>8th</td><td>eighth</td></tr>
<tr><td>9</td><td>9th</td><td>ninth</td></tr>
<tr><td>10</td><td>10th</td><td>tenth</td></tr>
<tr><td>11</td><td>11th</td><td>eleventh</td></tr>
<tr><td>12</td><td>12th</td><td>twelfth</td></tr>
<tr><td>13</td><td>13th</td><td>thirteenth</td></tr>
<tr><td>14</td><td>14th</td><td>fourteenth</td></tr>
<tr><td>20</td><td>20th</td><td>twentieth</td></tr>
<tr><td>30</td><td>30th</td><td>thirtieth</td></tr>
</table>
</td>
<td>- The learner
- Recognizes number ordinal
- Reads the numbers and their ordinals.
- Arranges objects according to their ordinals
- Writes the number ordinals</td>
<td>- Demonstration
- Guided discovery</td>
<td>- Reading ordinals
- Arranging numbers according to their orders.
- Writing the number ordinals</td>
<td>- Confidence
- Accuracy</td>
<td>- Real object</td>
<td>- English course for Uganda bk 3 pg 15</td>
</tr>
</table>

	2			**Pronouns** Pronouns are the words that replace a noun **Examples** **he, she, it, you** Esther – She John – he Goat – it **Types of pronouns** **Personal pronouns** These are pronouns that are used instead of persons **Examples of pronouns** Singular pronouns | plural prono He | they She | they It | they I | we You | you Give the plural form of the underlined pronouns **She** is a police woman He was killed by a robber It barked at our You abused my friend	- The learner - Defines a pronoun - Identifies the examples of a pronoun and the sentences - Mentions the pronouns	Guided class discussion	- Identifying pronouns - Writing the pronouns in the given sentences	- Effective communication - Appreciate - Accuracy	-	- Mk English grammar 4 upper primary bk pg 25
	3			**Possessive pronoun**	- The learner	- Guided	- Reading	- Effective		- Mk

				These are pronouns that show ownership / possession **Example** **Personal** **possessive** He his She hers They theirs It its I mine Our ours **Singular** **plural** my our mine ours its theirs hers theirs his theirs yours yours	identifies the possessive pronouns - Gives the singular and the plural form of the possessive pronouns \ - Makes sentences using the possessive pronoun	discovery - Explanation - Guided discussion	words and sentences changing personal to possessive pronouns	communication - Assertive - Self awa4renes s	- Childre n with class real objects	English gram mar bk pg 4 , pg 26
2	1		**Importance of keeping peace and security**	**Demonstrative pronouns** Demonstrative pronouns are pronouns that direct a particular attention to a specific person or things **Singular** **plural** This these That those	- The learner - Identifies demonstration - Makes sentences using demonstration pronouns	- Guided class discussion	- Identifying demonstration - Making sentences using demonstration	- Effective communication	- Real object	- Mk precious English Gram mar bk 4

				Adjective pronouns These are pronouns that describe a noun. These are pronouns which are used as adjectives. **Example** My, your, his, her, their, our	- The learner identifies the adjectives - Makes sentences using adjectives - Writes sentences using adjectives	- Guided discovery - L.SLU approach	- Identifying demonstration - Makes sentences using the adjective pronouns	- Problem solving - Assertive		pg 26 – 27
	2			**Reflexive Pronoun** These are pronouns that emphasize to doer of the action **Examples** **Possessive adjectives** **reflexive** my myself our ourself your yourself her herself his(him) his(himself) it itself their (them) themselves one oneself	The learner - Defines the reflexive pronouns. - Identifies the examples of reflexive pronouns - Gives the uses of reflexive pronouns to make sentences	- Guided class discussion - Explanation	- Defining reflexive pronoun - Identifying the examples of reflexive pronouns. - Identifies the plural of the reflexive pronoun. - Making sentences using these pronouns.	Guided class discussion Guided class discovery	- A chart showing these pronouns.	-

				examples in singular and plural **Singular plural** myself yourself ourselves himself themselves herself themselves itself themselves oneself oneself						
	3	**Importance of promoting peace**			- The learner - Reads words and sentences correctly. - Joins sentences using who	- Guided discovery	- Reading words and sentences - Making sentences	- Effective communication - Problem solving	- A chart showing conjunctions	- English aid bk 4 pg
3	1	Child protection	Child work and child abuse		- The learner - Reads sentences correctly and interpreting them. - Joins sentences using which - Writes words and sentences - Pronounces the words correctly and	- Guided class discovery - Guided discussion	- Reading words and sentences. - Joining sentences using which	- Problem solving - Assertiveness - Effectives communication	- A chart showing conjunctions	-

					spells some words					
			Use of many and much Mary is used on countable nouns e.g books, chairs, tables. Much is used on uncountable nouns e.g much	- The learner identifies nouns where we use many and much - Constructs sentences using much and many - Writes correct sentences using much and many	- Demonstration	- Identifying nouns that take much or many - Making sentences using much and many.	- Critical thinking - Decision making - Creativity thinking	- A chart showing countable and un countable nouns	- English aid bk 4 pg 7
	2		**Adjectives** Adjectives are words that describe talks more about the noun. **Examples** Black, red, green, short, beautiful, handsome, rough, smooth **Sentences** Alice has a red pen	- The learner defines an adjectives - Identifies the examples of adjectives - Makes correct sentences using the adjectives - Writes words and sentences with	- Guided discussion	- Identifying adjectives in the sentences - Making sentences using adjectives	-	- A chart showing adjectives	-

					adjectives -					
	3	Child protection	Ways of child protection	**Comparison of adjectives** Adjectives are grouped into three degrees. These are the positive the comparative and superlative Adjective which add **er** in the comparative and **est** in the superlative Positive comparative superlative Short shorter shortest Tall taller tallest Clean cleaner cleanest Strong stronger strongest Weak weaker weakest Brown browner brownest Young younger youngest Quick quicker quickest Slow slower slowest	- The learner - Identifies the degrees of adjectives - Compares objects according to the degree. - Uses the correct forms of the word in a given degree correctly.	- Explanation under L.S.U. - approach	- Identifies sentences changing words according to different degree of adjectives. - Writing words and sentences according to the degrees	- Effective communication - Problem solving	- Showing adjectives	-
4	1			Adjectives that double the last consonant in the comparative and superlative degree Positive comparative superlative thin thinner thinnest big bigger biggest fat fatter fattest hot hotter hottest	- The learner - Identifies adjectives that double the last consonant in superlative degree. - Fills in the missing letters	-	Identifying adjectives that double the last consonant Changing adjectives according to	- Creative thinking - Critical thinking	- A chart showing adjectives	- Mk english bk 7 pg 39

				wet wetter wettest adjectives that add **r** in the comparative degree and **st** in the superlative degree positive comparative superlative large larger largest safe safer safest brave braver bravest fine finer finest polite politer politest wise wiser wisest white whiter whitest able abler ablest severe severer severest	- The learner identifies adjectives that take **r** in comparative degree and **st** in the superlative degree. - Fills in the missing words		the degree Reading words and sentences Changing adjectives in different degrees. Writing sentences using adjectives in 3 degrees	- Effective communication - Problem solving	- A chart showing adjectives -	
	2			Adjectives where we drop :**y"** on the superlative and add "ier" in comparative and "ies" in the superlative degree positive comparative superlative heavy heavier heaviest happy happier happiest easy easier easiest ready readier readiest steady steadier steadiest healthy healthier healthiest tidy tidier tidiest juice juicier juiciest	- The learner – identifies adjectives that end with **Y** - Changes the adjectives that end with y into comparative and superlative degrees	- Phonic - Electric	- Reading words and sentences - Changing adjectives into different degrees - Writing sentences in different	- Effective communication - Creative thinking		-

				funny funnier funniest dry drier driest			degrees			
	3	**Child protection**	Ways of child protection	**Adjectives that change completely** positive comparative superlative good better best bad \ worse worst much more most evil worse worst well better best little less least adjectives that add **more** in comparative and **most** in the superlative degree. positive comparative superlative beautiful more beautiful most beautiful expensive more expensive important more important interesting more interesting exciting more exciting comfortable more comfortable brilliant more brilliant **Conjuction** **Using …too…..to** **Examples** Esther is very short. She can't touch the roof. **Esther is too short to touch the roof**	- The learner identifies the adjectives that change completely. - Makes sentences using these adjectives - Writes words using those adjectives.	- Guided class discovery	- Identifying adjectives - Changes the adjectives into different degrees - Reading words and sentences - Writing words and sentences	- Problem solving - Critical thinking - Assertiveness	- Showing adjectives	-
5	1			**Conjunctions** **Use of when**	- The learner reads words and	-	- Reading words and	- Appreciate - mobility	-	-

				When is used when talking about two events that happens at the same time. E.g Elizabeth saw a camel. She was coming to school. **Elizabeth saw a camel while she was coming to school**	sentences correctly. - Joins sentences using while writes words and sentences correctly		sentences - Writing words and sentences			
	2			**Conjunctions** **While** While is when we are talking about two things happening together at the same time. **Examples** 1. I saw a snake. I was going to school **I saw a snake while I was going to school.** 2. Joan is playing. The baby is crying. **Joan is playing while the baby crying**	- The learner reads words and sentences correctly. - Joins sentences using while - Writes the sentences correctly.	- Phonic - Guided class discovery	- Reading words and sentences - Making sentences - Writing words and sentences	- Effective communication - Appreciate	- Real objects	- English bk pg 39
	3		**Effects of child abuse**	**Conjunction as……as……** As is used to compare two similar things **Examples**	- The learner reads words and sentences correctly. - Joins words and	-	- Reading words and sentences - Joining	- Problem solving	-	-

				1.Prossy is beautiful. 2.Queen Esther is beautiful 3.My dog is brave. A lion is brave. 4.The policeman was rude The robber was rude The policeman was as rude as the robber.	sentences correctly. - Writes words and sentences correctly.		words and sentences - Writing words and sentences			
7	1			**Conjunctions** Using **prefer ….to ….** a) I like reading more than writing. I prefer reading to writing. b) They like eating food more than drinking water. They prefer eating food to drinking water	- The learner reads words and sentences correctly. - Joins sentences using prefer - Makes sentences using prefer - Writes words and sentences correctly	- Guided class discovery - Phonic	- Reading words and sentences - Joining sentences using prefer - Writing words and sentences	- Problem solving - Effective communication	- Real objects	-
	2	Measures	Units of measures	**A simile** A simile is a word which compares one noun to another **Examples** As busy as a king As happy as a bee As cold as snow	- The learner defines a simile - Identifies the examples of similes - Recites different similes - Reads words and sentences	- Guided class discovery - Phonic	- Reading words and sentences - Reciting different similes - Writing words and	-	- A chart showing similes	-

				As brave as a lion	- Writes words and sentences		sentences			
	3			**Abbreviations** Short form of units of measure. Kilogram – kg Litres – l Centimeter – cm Height – h Shillings – shs Metres – m Grams – g Length **Days of the week** Sunday – Sun Monday – Mon Tuesday – Tue Wednesday – Wed Thursday – Thur Friday – Fri **Months of the year** January – Jan February – Feb August – Aug	- The learner reads short forms and abbreviations correctly - Writes words and sentences correctly - Reads words and sentences correctly	-	- Reading the words and sentences - Abbreviate the words - Writing words and sentences	-	- A chart showing words and their forms	-

8	1			Other abbreviations School – Sch Church – Ch Road – Rd Number – No. Reverend – Rev. Secretary – Sec Year – Yr. Book – bk Mister – Mr. Honourable – Hon Care of – C/o	- The learner reads short forms and abbreviations - Reads words and sentences correctly - Writes words and sentences	-	- Writing short forms and abbreviation - Reading words and sentences	-	- A chart showing words and abbreviations	-
	2	Units of measures	Abbreviation and contractions	**Contractions** These are two words shorted and an apostrophe is used or put where some letters are missing **Example** is not – isn't are not - aren't will not - won' has not - hasn't did not - didn't	- The learner reads short forms and abbreviations correctly. - Changes abbreviations to short forms - Writes words and sentences correctly	- Guided class discovery - Phonic	- Reading the contractions - Writing the instructions - Reading words and sentence` s	-	-	-

				do not - don't shall not – shan't it is - its						

COMPOSITION SCHEME OF WORK FOR PRIMARY TWO TERM III 2018

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/AIDS	REF	REMARKS
1	1	Peace and security	**Roles of people who keep peace and security**	**Vocabulary** Teacher, child, school , prefect, army, policeman, police woman, nun, parent, priest, imam, nurse, matron, prison, mosque, church, chief	- Reads the words correctly - Forms sentences using the words	- Look and say and use	- Respect - Co – operation	- Reading wording - Forming sentences	- Flash cards	- Mk Thematic English e bk 2 page 91
	2			**Structures** Who ,……? 1. Who teaches pupils? A teacher teaches pupils. 2. Who preaches in the mosque	- Forms sentences using the structures - Reads and interprets the structures	- Group work	- Effective communication - Problem solving	- Forming sentences - Reading and interpreting structures	- Mk Thematic English e bk 2 page 94	-
				A Sheik preaches in the mosque	-	-		-	-	-

2	1			**Guided composition** Use the words given to fill in the gaps correctly. Children peace report teachers leaders security Many people keep ____ and security in our community. Parents put discipline in their ___ at home. The ___ keep peace at school and ___ help them to ensure peace and security while at school. The ___ helps to keep peace by enforcing law and order. The ___ police ensure safety on the road	- Reads through the guided compositions - Fills in the words correctly.	- Guided discovery	- Responsibility - Creative thinking	- Reading the guided composition - Filling in the words correctly	- Chalk board illustration	- The primary two national curriculum
	2		**Effects of promoting peace and security**	**Vocabulary** Thank, obey, give, friend, love, forgive, play, pray, greet, happy, share, help, gift	- Reads the words correctly - Writes the words correctly	- Look say and use	- Friendship formation - Respect	- Reading the words correctly writing words correctly	- Flash cards	- The Ug National primary two curriculum

3	1			**Structures** What do you like? I like …….? What don't you like? I don't like ….. What do you like? – sharing, fighting I like sharing I don't like fighting Use yes I do or No, I don't Do you like praying? Yes, I do Do you like abusing others? No, I don't	- Reads and interprets the structures - Forms the sentences from the structures	- Group work - Guided discovery	- Responsibility - Effective communication - Problem solving	- Reading and interpreting the structure	- The Mk thematic English practice bk 2 pg 97	-
	2			**Vocabulary** Work, share, beat, arrest, people, play, death, slap, push, steal, forgive, take, pray, respect, good, bad, abuse, pinch, help, fear, hungry, famine, love, bite, cane	- Reads, spells and writes the words correctly	- Look say and use	- Creative thinking - Respect	- Reading spelling and writing the words correctly	- Flash cards	- The Uganda national primary curriculum

4	1		Importance of promoting peace and security	Picture composition Picture 1 A man is climbing the fence Picture 2 The man is opening the hen's pen Picture 3 The man is stealing a hen Picture 4 The dog is chasing the man Picture 5 The thief has been cough Picture 6 The man has been arrested	- Reads the instructions - Observes the pictures - Draws the pictures - Makes sentences correctly	- Group work - Group discussion	- Effective communication - Creative thinking - Logical thinking	- Reading the instructions - Observing pictures - Drawing pictures - Making sentences	- Chalk board illustration	- Teachers own collection

	2			**Complete the dialogue** **Jimmy:** Good morning Jill **Jill:** _____ **Jimmy:** Why are people holding than man? **Jill:** _____ **Jimmy:** A thief! What did he steal? **Jill:** _____ **Jimmy:** A radio! Where was it? **Jill:** _____ **Jimmy:** In the house! Who arrested him? **Jill:** _____ **Jimmy:** The police! Where are they taking him **Jill:** _____ **Jimmy:** That is good, the police will handle that case **Jill:** _____	- Reading the dialogue - Fills the missing sentences - Acts the dialogue	- Discussion - Guided discovery - Question and answer technique	- Logical thinking - Effective communication	- Reading the dialogue - Filling in the missing sentences	- A chart showing the flow of the dialogue	- Teachers own collection

5	1	Child protection	Child work and abuse	**Vocabulary** Touch , fight,, hunger, bite, beat, heavy, night, burn, wash, bad, fetch, carry, push, mop, sweep, deny, fear, blind, worry, lame, run, sick, angry, cry, hate, pain, die, deaf	- Reads the vocabulary - Makes sentences using the vocabulary	- Look, say and use - Phonic method	- Care - Effective communication - Problem solving	- Reading the vocabulary - Making sentences using the vocabulary	- Flash cards	- The Ug National curriculum primary two
	2			**Jumbled composition** **Re – arrange these story** a)Kiddu shouted and people came to help him. b) One day, Kiddu met a stranger at the borehole. c)Kiddu is a good boy who stays eith his grandmother. d) The stranger gave Kiddu a surgar cane. e)Kiddu is woken up early to fetch water f) After eating the sugar cane the man carried Kiddu to the bush. **A good story**	- Reads words and sentences correctly - Re – arranges the sentences to make a good story	- Group work - Guided discussion - Guided discovery	- Effective communication - Creative thinking - Tolerance - Self esteem - Decision making	- Reading words and sentences correctly - Re – arranging sentences to make a good story	- Chalk board illustartion	- Teachers own collection

6	1		Time	**Days of the week** **Sunday, Monday, Tuesday, Wednesday, Thursday, Friday Saturday**	- Recites the days of week - Gives the days of the week positions	- Phonic method	- Effective communication	- Reciting the days of the week	- Flash cards	- Mk thematic English practice book 2 pg 108
	2			**Months of the year** January July February August March September April October May November June December Oral structure What is the ___ month of the year	- Recites the months of the year correctly - Writes and spells the months of the year.	- Look say and use - Class discussion	- Creative thinking - Responsibility - Self awareness	- Reciting of months of the year correctly - Spelling and writing the months of the year	- A chart showing the months of the year in their order	- Mk Thematic English practice bk 2 pg 109

7	1		Units of measure	**Use of much and many** Much is used on uncountable nouns. Many is used of countable nouns **Examples** 1. She gave me much milk. 2. There are many books in the shop	- Uses much and many in sentences	- Guided discovery	-	- Using much and many in the sentences	- The monitor English Course for Uganda pupils bk 3 pg 80	- The monitor English course for Uganda pupil bk 3 pg 80
	2		**Units of measure**	**Substitution table** There is / There are / How / She made / Martin sold | much / many | oil in the soup / sweets in the box / dolls / water do you need? / loaves of bread do you want? / milk today make six correct sentences from the table	- Reads the words in the substitution table - Forms sentences from the substitution table correctly	- Guided discovery - Group work	- Critical thinking - Self reliance	- Reading the words in the substitution table - Forming sentences correctly from the substitution table	- Chalk board illustration	- Teachers collection
8	1		Shapes	**Vocabulary** circle square triangle centre white rectangle	- Identifies the shapes - Draws shapes, spells reads and names the	- Look, say and use	- Effective communication	- Identifying shapes - Drawing	- Flash cards	- The mk them

				cylinder longer shorter round zig – zag oval star green yellow red sides cone wide ball box	shapes	- Phonic method	- Care self awareness	shapes - Spellings reading naming shapes		atic English bk 2 pg 115
9	2			**Structures** Which …. Is …..? Which side is longer Side A is longer Which side is shorter? Side B is shorter	- Reads the structures - Interprets the structures - Answers the structure correctly	- Group work - Group discovery	- Creative thinking - Problem solving - Patience	- Reading the structures - Interpreting the structures	- Shapes	- The Mk Thematic English Practice bk 2 117
	1		**Recreation activities**	**Vocabulary** clean care cook rest play shop watch read enjoy picnic pray visit ride swing ride	- Reads the vocabulary - Spells and writes the vocabulary - Makes sentences correctly	- Guided discovery	- Effective communication self reliance	- Reading the vocabulary	- Flash cards	- The Mk Thematic English Practice bk 2 119

CORNERSTONE JUNIOR SCHOOL – COMPREHENSION SCHEME OF WORK FOR PRIMARY ONE TERM III 2018

1

1	**Peace and security**	**Roles of people who keep peace and security**	**Mr. Brian** Mr. Brian is a policeman. He lives near the police station. He has a square hose with a brown roof . The doors and the windows are painted blue. Mr. Brian works in the police station everyday but sometimes he walks around the town to see if there are any thieves. Mr. Brian stays at home everyday and looks after the house and the garden. The house, maize is growing. Infront of the house there are tomatoes and cabbages. Mr. and Mrs. Brian have three children. **Questions** 1. What is the work of Mr. Brian? 2. Where does Mr. BRIAN WORK? 3. What is colour of Mr. Brian's roof? 4. How many children do they have?	- Reads the story correctly - Answers the given questions correctly	- Story telling	- Reading the story correctly - Answering the given questions correctly	- Appreciate - Respect - Responsibility	- Printed stories	-
2			Story **The thief** (Mk Thematic English practice bk 2 pg 99) **Questions** 1. Who entered the head teacher's office	-	-	-	-	-	-

				2. What did the prefects do?						
2	1		Importance of promoting peace and security	**Lost hand bag** **(notes)**	- Reads the passage correctly - Answers questions regarding the passage	- Story telling - Question and answer	- Reading the passage correctly	- Co – operation - Love - Unity	- Printed copies	- Notes
	2			**A story** **Kalanzi and the Guard** **(Mk Thematic English practice bk 2 pg 106)**	- Reads the story - Acts the story - Answering the questions correctly	- Story telling - Role play	-	-	-	-

3	1	**Child protection**	Child work and abuse	**Story** **Lazy Luke** Once there was a boy. His name was Luke. One day his mother told him "Luke, I'm going to the garden. I want you to was h the cups , to fetch water, to go to the shop and buy sugar. Then take the goats to graze up the mountain. Will you remember Luke said Yes mother Then mother went to the garden Luke lay down under a tree he said, let me rest now. I will not work, am going to sleep Luke fell a sleep. His mother came home from the garden only to find Luke lying down under a tree a sleep. She said, wake up Luke. He had not done anything his mother had told him. Luke's mother said, you are lazy, Luke you are a bad boy. Now Luke's name is lazy Luke. **Questions** 1. What is the name of the boy in the story? 2. Where was his mother going? 3. What is Luke's name now	- Reads the story correctly - Answers the questions correctly	- Story telling - Question and answer	- Reading the story correctly - Answering the questions correctly	- Responsibility - Respect love	- Printed copies	-

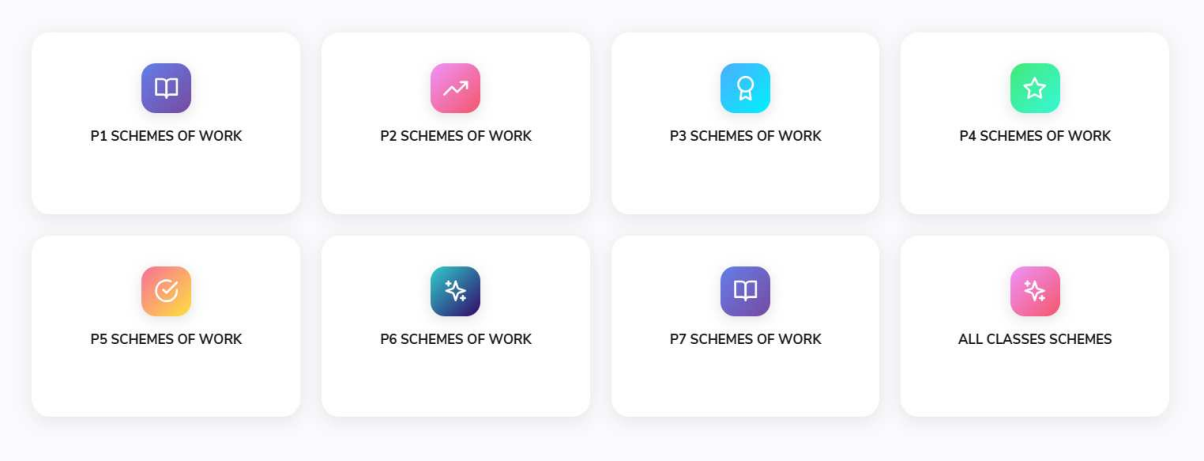
<table>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>Poem
I hate to see people in pain
I hate to see people in fear
I hate to see somebody getting hurt
When a friend is burnt
It makes me sad
Child abuse is bad

We should be careful with people
Who abuse children’s rights
This makes children suffer when it happens
On the way to school or to work.
All we need is care and safety
We must take care
Questions
1. What is the poem about?
2. How many stanzas does the poem have?</td>
<td>- Reads the poem correctly
- Answers the questions correctly</td>
<td>- Story telling
- Role play</td>
<td>- Reading the poem
- Answering the questions correctly</td>
<td>- Care
- Co – operation
- Sharing</td>
<td>- Printed copies</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td>Calendar
<table>
<tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thur</th><th>Fri</th><th>Sat</th></tr>
<tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr>
<tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr>
<tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr>
<tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr>
</table></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</table>

5	1			**Questions** 1. Which month of year is shown this calendar 2. How many Sundays are in this month? 3. How many days are in this month? 4. On which day did the month end?	Studies the calendar Answers the Questions related to the calendar	-	-	- Responsibility - Critical thinking	-	-
	2		**Shopping**	**A story** **Akello goes shopping** (monitor English course for Uganda bk 3 pg 70) **Questions** 1. Who was sent to the grocery? 2. Who wrote the shopping list? 3. How much was a kilogram of tomatoes	- Reads the story - Answers the questions correctly	- Observant	- Answering - Questions correctly	- Responsibility - Critical thinking	-	-
7	1			**Shopping list** **Joan's Shopping list** **Item price** apple 1000 mango 300 cake 500 sweet 200	- Studies the shopping list - Answers the questions related to the shopping list	- Story telling	- Reading the story - Answering the questions correctly	- Critical thinking	-	-

	2	Recreation festivals and holidays	**Recreation activities at home and at school**	The fare well party (monitor English course) primary three page 48	- Reads the story - Answers the questions correctly	- Role play story telling	- Reading the story - Answering the questions correctly	Love co-operation unity	-	-
8	1			**Advert** **Music show! Music show!** The cornerstone kids alliance present a music show entitled Bbigula. Venue: Cornerstone main hall **Date:** Sat: 5th November, 2017 **Time:** 2:00pm – 4:00pm **Fee :** /Children : 500/= Adults: 1000/= **Come one come all** **By music patron** **Mrs. Welikhe Bena**	-	-	-	-	-	-
				A graph **Read the graph about the Bagishu boys who were circumcised in 2010**	- Studies the graph - Answers the questions related to the graph	- Observant - Demonstration	- Studying the graph - Answering the questions correctly	- Love unity	- Printed copies	-

This document was downloaded from https://exoticnotes.com



Do you need more!

SCHEMES OF WORK for Primary (All Subjects)

Click
https://exoticnotes.com/schemes_of_work/primary/

For LESSON NOTES P.1 – P.7
Click
https://exoticnotes.com/notes/primary/

For Papers and Exams P.1 – P.7
Click
https://exoticnotes.com/papers/primary/

For Holiday Packages P.1 – P.7
Click
https://exoticnotes.com/holiday-work/primary/