

P.2 ENGLISH GRAMMAR SCHEME OF WORK FOR TERM TWO

Expected learning outcome: the child understands and appreciates the importance of common animals and plants in the environment

WK	PD	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS /techniques	L/ ACTIVITIES	INDICATORS OF LIFE SKILLS AND VALUES	INSTRUCTIONAL MATERIALS	REF	RMK
1	1	OUR ENVIRONMENT	ANIMAL YOUNG ONES	Cow calf Goat kid Duck duckling Sheep lamb Cat kitten Hen chick Elephant calf etc Structures What is the young one of a …….. called? The young one of a …… is a …	The learner: -tells animal and bird young ones -spells and reads the young ones -uses structures correctly	explanation question and answer whole word and sentence run and write	read the animal and bird young ones	fluency articulation identity self awareness	A chart showing animals and their young ones	Thematic curriculum Bk 2 page 27 Students companion page 139	
	2		ANIMAL YOUNG ONES	cows – calves goats-kids ducks-ducklings	The learner: -tells animals and bird young ones	explanation	read the animal and	fluency	A chart showing animals	Thematic curricul	

				sheep- lamb hen –chicks elephants – calves What are these / those These / those are ……	-spell and read the young ones -use structures correctly	question and answer brain storming whole word and sentence	bird young ones	articulation identity self awareness	and their young ones	um Bk 2 page 27	
	3		Animal sounds	Example cows moo grasshoppers chirr pigs grunt goats bleat mice squeak hens cluck dogs bark What does a _____ do?	The learner: -reads and spellsanimal sounds -makes the sounds of the given animals.	explanation demonstration question and answer imitation	reading and spelling the animal sounds	self esteem problem solving fluency audibility	A chart showing animal sounds	Students companion page 138 – 139	
2	1		Animal sounds	Example person talks / cries turkeys gobble monkeys chatter parrots talk and screech Structures What does a …. do?	The learner: -reads and spells animal sounds -makes the sounds of the given animals.	explanation demonstration question and answer imitation	reading and spelling the animal sounds	self esteem problem solving fluency audibility		Students companion page 137	
	2		Animal homes	Example Cow – kraal/byre Dog – kennel Cat – basket Bird - nestling Person – house Structures Where does the ….. ?	The learner: -reads and spells the animal homes -draws some animal homes	discussion observation run and write	reading and spelling animals homes drawing animal homes	problem solving critical thinking appreciation	A chart showing animal homes	Students companion page 140	

				The ……..stays in a …….		question and answer		love			
EXPECTED LEARNING OUT COME: THE CHILD UNDERSTANDS AND APPRECIATES THE IMPORTANCE OF NATURE AND USES IT CREATIVELY IN A VARIETY OF ARTISTIC FORMS											
	3	THINGS WE MAKE	THINGS WE MAKE IN OUR COMMUNITY	**VOCABULARY** doll, ball, mat, stove, rope, saucepan, cushions, pestle, ladle, bed, basket, chair, stool. mat, mingling stick, spoon plate, clothes, shoes Structures Where is the …….? The ……. is on/ in/ under the …… How many …… are there? There are …….	The learner: -reads the vocabulary correctly -spells the words. -makes sentences using the new vocabulary -uses the structures correctly.	whole word question and answer brain storming discussion	answering both oral and written questions	c/board illustration	Fluency Creative thinking Self expression	Thematic curriculum Bk 2 page 29	
3	1		MATERIALS	**VOCABULARY** sisal, banana fibres, raffia, clay, grass, thread, needle, sticks, straws, papyrus, forest, swamp, palm leaf, shop, reeds, nails , bricks <u>Structures</u> What do you use to make a …..? What is … doing? …. Is making a ….	The learner: -reads and spells the vocabulary correctly -uses the given structures correctly -asks and answersquestions	discussion question and answer explanation	answering both oral and written questions	fluency critical thinking problem solving	Chalk board illustration	-do-	
	2		OPPOSITES	**<u>OPPOSITES</u>** big – small fat – thin bless – curse clean –dirty come – go etc	The learner: -gives the opposites of the given words -reads and spells	discussion explanation	giving the opposites of the given words	creative thinking confidence	c/ board illustration	English guide 3, 4, and 5 page 83	
	3		OPPOSITES	behind –in front day – night early – late	The learner: -gives opposites of the given words	discussion	writing the opposites of	critical thinking	c/ board illustration	English guide 3,	

				cheap – expensive kind – cruel happy – sad	-spells the words correctly	explanation	the given words	confidence		4, and 5 page 83	
4	1		OPPOSITES	Giving the opposite of the underlined words in the sentences e.g 1. Petero is <u>present</u> today. _____ 2. That man is <u>cruel</u>. _____ 3. Mother has a <u>fat</u> baby. _____	The learner: -gives the opposite of the underlined words correctly	Explanation Market stall	giving the opposite of the underlined words	critical thinking	c/ board illustration	Teachers collection	
	2		Common plants	**<u>Vocabulary</u>** beans, maize, millet, leaves, flowers, seeds, weed, red, stemgreen, yellow, stem, roots, colour, decoration food <u>Structures</u> Are these / those …..? Yes, they are No they are not What colour is / are ….? It is / they are ….	The learner: -reads the vocabulary -spells the words correctly -uses the structures correctly	whole word discussion question and answer	read the words answering both oral and written questions	problem solving	Real plants in the environment	Thematic curriculum Bk 2 page 27	
	3		Common plants	Making sentences using the following words 'swamp, forest, shop, grass, sisal, reeds, bricks, papyrus, banana, fibre, nails	The learner: -reads the words -makes sentences using the learnt words	discussion illustration	making sentences using the given words	critical thinking 'fluency confidence	c/board illustration	Thematic curriculum page 29	
5	1		Ordinal numbers	**<u>Ordinal numbers.</u>** Writing number words Examples 10 – ten – tenth 12 twelve –twelfth 27- twenty seven – twenty seventh 9 nine - ninth Twenty twentieth	The learner: -reads and writes number words	discussion discovery	writing number words	empathy tactile sharing patience	Chalk board illustration	English guide 3, 4, and 5 page 22	

EXPECTED LEARNING OUT COME: THE CHILD UNDERSTANDS AND APPRECIATES THE IMPORTANCE OF TRANSPORT IN TERMS OF TIME FARES, DISTANCE AND WAYS OF USING THE ROAD											
	2	Transport in our community	Means of transport	Means of transport in our **community.** **Examples of means of transport** bus, taxi, train, bicycle, **people operating the means of transport** aeroplane, boat, ship, motorist, aeroplane – pilot. Bicycle, cyclist, train, driver, rider ship – captain taxi - driver	The learner: -draws means of transport -will tell people who use the different means of transport.	discussion discovery	drawing means of transport	critical thinking self esteem	c/board illustration	Thematic curriculum book 2 page 32-33	
	3		Past simple tense	**Past simple tense** The definition of this tense talks of actions that took place in the past Words used in this tense yesterday, last Construct oral sentences	The learner: -defines the tense -makes sentences in the past tense.	explanation discovery	making sentences in the past tense	fluency problem solving critical thinking	Chalkboard illustration	MK precise page 60 Tenses and parts of speech	
6	1		Means and uses of transport in our community Past simple tense	**Regular verbs** Verbs that add "ed" e.g verb past tense cook – cooked look – looked clean – cleaned talk – talked jump – jumped walk –walked exercise Fill in the correct form of the verb in brackets. The girl _____ food yesterday. (cook)	The learner: -writes down the regular verbs and their past tense	explanation discussion whole word	changing words to past simple tense	critical thinking self esteem	Chalk board illustration	MK precise page 60 Tense and parts of speech	

				The frog _____ in the soup. (jump)							
	2		Safe ways of using the road	Verbs that end in "y" drop it and add "ied" cry - cried carry - carried hurry –hurried bury – buried marry - married copy - copied study – studied exercise Fill in the correct form of the verb in the brackets. The baby _____ for milk yesterday. (cry) I _____ work last week. (copy)	The learner: -forms the past simple tense from the given verbs -readsand spells the verbs -makes sentences in the past simple tense	explanation discussion whole word	forming the past simple tense from the given verbs	effective communication self expression critical thinking	A chart showing the learnt verbs	MK precise page 60 Tense and parts of speech	
	3		Un safe ways of using the road	Verbs that double the last letter e.g **<u>Verb past tense</u>** stop stopped mop mopped drop dropped tap tapped skin skinned tin tinned pin pinned pat patted skip skipped split splitted exercise The butcher _____ the animal. (skin) The policeman _____ the gun (drop)	The learner: -forms the past simple tense from the given verbs -read the verbs	explanation discussion whole word	forming the past simple tense from the given verbs	self expression critical thinking effective communication	A chart showing the verbs in the past simple tense	MK precise pg 61 Tenses and parts of speech page 61	

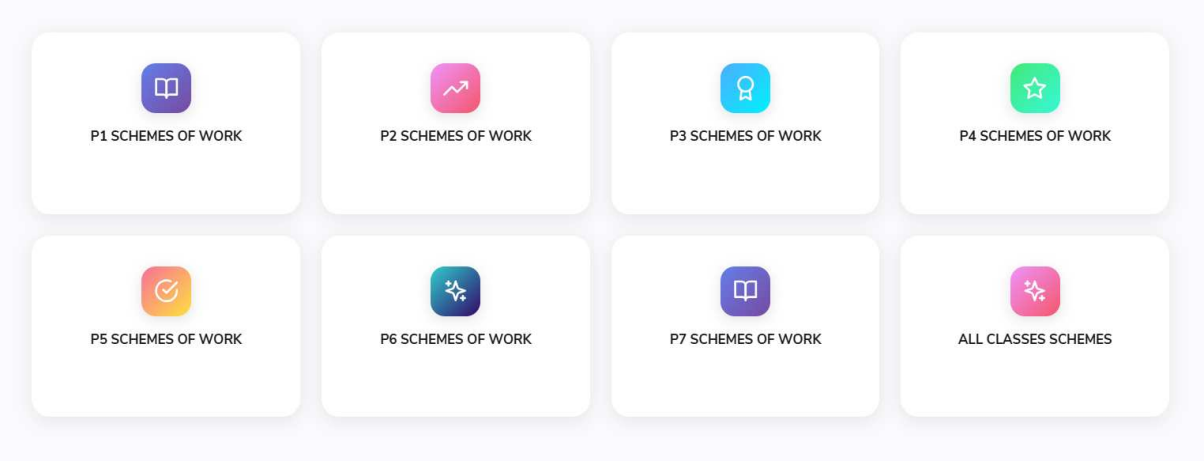
7	1		Dangerous things on the road	Verbs that end in 'y, w, v, x don't double e.g verb past tens winnow winnowed ox - boxed mix, low, slow, flow, play, pray Verbs that end in 'en' don't double the last letter e.g open, widen, happen -Make sentences using the learnt verbs	The learner: -follows the laws guiding different verbs -makes sentences in past simple tense	explanation discussion whole word	completing the table make sentences	effective communication critical thinking	A chart showing verbs in the past tense	MK precise Eeng Grammar page 61	
	2		Past Tense	**<u>Irregular verbs</u>** These are verbs that change their spelling and pronunciation Example **<u>Verb</u>** <u>Past tense</u> speak spoke sit sat eat ate exercise Fill in the correct form of the verb in the brackets. The cat _____ the meat. (eat) The old woman_____ on the flow. (sit)	Learners will: -defines irregular verbs -spells and reads the irregular verbs -changes verbs to past tense	explanation discussion observation	change the verbs to past tense	fluency creative thinking self expression	c/board illustration	Mk precise Eng Grammar pg 61	
	3		Past Tense	verb past tense Ght group e.g buy – bought catch caught Ear group swear – swore bear bore exercise Fill in the correct form of the verb in the brackets. Daddy _____ a car. (buy) Mummy _____ a baby. (bear)	The learner: -defines irregular verbs -spells and reads the irregular verbs -changes verbs to past tense	explanation discussion observation brain storming	change the verbs to past tense	fluency creative thinking self expression	c/board illustration	Mk precise Eng Grammar pg 61	

8	1		Past Tense	Change sentences to the past simple tense. She cries every day. She cried yesterday. They eat food every day. They ate food yesterday.	The learner: -changes sentences to the past tense	discussion explanation observation whole word	change the given verbs to past tense	effective communication self esteem fluency	c/board illustration	Mk precise Eng Grammar pg 61	
	2		Road signs	**<u>Vocabulary</u>** black, grey, green, amber, red, road, boat, driver, cyclist, drive, fly, pilot, yellow, transport, air, lake, water, bus, train, motor cycle, bicycle, aeroplane, food, cement, people, animals <u>Structures</u> Where is the ……..? The …….. is on the road Who is (flying/ driving)?	-reads the vocabulary correctly -spells the words and structures correctly	whole word discussion question and answer	answer both oral and written teachers	problem solving critical thinking fluency	c/board illustration flash cards	Thematic curriculum bk 2	
	3		Road signs	Constructing sentences using vocabulary learnt from the previous lessons	The learner: -constructs both oral and written sentences using the learnt vocabulary in the previous lessons	discussion illustration	constructing both oral and written sentences	critical thinking	c/ board illustration	Tr's collection	

	3	ACCIDENTS AND SAFETY	Traffic rules	**VOCABULARY** danger, rock, pothole, bottles, electric wires, nails, land mines, rubbish, police man/ woman, wardens, stone, lollipop man / woman, throw **STRUCTURES** What is wrong? There is / there are ….. on the road Be careful of …….. Avoid …… Don't …… Who helps you to cross the roads? The …. Helps me to cross the road	Learners will: -read the vocabulary -pronunciation of new words -use the words in the sentences	discussion question and answer whole word run and write	using words in sentences	critical thinking problem solving	Flash cards c/ board illustration	Thematic curriculum page 33	
11	1		First aid	**Punctuation** Punctuation means using the following in a sentence -Capital letters -Begin sentence -Begin special names -Begin names of places -Days of the week and months of the year	Learners will: -tell what punctuation is -use capital letters correctly	explanation discussion observation	punctuate the sentences correctly	confidence creativity thinking	c/ board illustration	Eng guide 3, 4 5 Page 30	
	2		Punctuation	Full stop and comma Full stop is used to mark the end of sentences Comma is used to separate words or phrases e.g This book is good. 2. I have a book pen, ruler and a pencil	Learners will: -use full stops and commas in sentences correctly	discussion observation illustration	punctuation observation illustration	punctuate the sentences correctly	Confidence Creative thinking	Eng guide 3, 4 5 Page 30	

			Punctuation	Question marks All asking sentences end with a question mark. Examples of words that begin asking sentences are What, Where, When, Who, How, Which, Whom, Is, Are, Shall, Will, Did, Does, etc e.g Shall I see you?	Learners will -use question marks in sentences	discussion question and answer	using the question marks in sentences	critical thinking	c/board illustrations	Eng guide 3, 4 and 5 page 31	
	3			Revision of the covered topics							

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