TERM ONE – PRIMARY TWO
ENGLISH SCHEME OF WORK

ENGLISH GRAMMAR SCHEME OF WORK FOR PRIMARY TWO TERM 1

TERM I

The learning outcomes

THEME ILEARNING OUTCOMES

The child appreciates and relates to others in the school, neighbourhood and understands that every member has a role to play in the community.

THEME II

The child understands and appreciates the cultural practices, values and norms in the community.

THEME III

The child understands and appreciates the value of taking care of his/ her body and the surroundings.

THEME IV

The child identifies sources, appreciates different types and knows the importance and ways of keeping food safe.

CORNERSTONE JUNIOR SCHOOL – SHEME OF WORK FOR PRIMARY TWOTERM ONE

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	indicators of life skills	Instrumental material	REF	REM
1	1	Our school and neighbourhood	Location Symbols and Benefits of the school	**Nouns** Anoun is a naming word. A noun is a name of something. **Examples** - Names of people e.g. John - Names of places like Kitete - Names of objects/ things like cups, plates **Things like** **people** books, pens charts , flags brooms, signpost | Betty, Joy Mark, Teacher Child, Mr. Muyoga **Places** Nabuti, Kitete, Kampala, Uganda, Kenya, Jinja Town	A learner; Defines a noun Gives examples of nouns Reads words and sentences correctly. Pronounces words correctly. Writing words and sentences correctly	Guided class discovery . Electic Whole word	Defining a noun Giving examples of nouns Reading words and sentences correctly. Writing words and sentences	Creative thinking Problem solving Appreciation	Word cards and real objects	T.C page 14 Monitor Eng. Course page 5 – 15 UG English course page 4 Thematic English Bk page 1	
	2			**Types of nouns** **Proper nouns** These are names of important things like 1. **Names of places** Mukono, Kampala, Uganda, Kitete 2. **Names of people** Keren, Ritah, Ntambi 3. **Days of the week** Sunday – Sun Tuesday – Tue Wednesday – Wed January – Jan February – Feb March - Mar	Identifies the types of nouns. Defines proper nouns. Gives the examples of proper nouns. Reads words and sentences correctly. Writes words and sentences correctly.		Defining proper nouns Reading words and sentences Giving examples of proper nouns. Writing words and sentences	-DO-	A chart showing proper nouns	Ug primary Eng Course page 1 - 3	

	3	-DO-	-DO-	**Common Nouns** These are names of common things e.g uniform, cup, chair, book, pen, ruler, signpost, table, desks, tomatoes,etc plants, animals, insects etc **How to form plurals of nouns** **Singular** **plurals** book books ruler rulers uniform uniforms plate plates	Defines a common noun Gives the examples of common nouns Forms plurals of common nouns. Reads words and sentences correctly. Writes words and sentences correctly	Guided class discovery Whole word and sentence presentation Situational games	Defining common noun. Giving examples of common noun Forming plurals of common noun. Reading and writing words and sentences.	Effective communication Creative thinking Self awareness Interpersonal relationship	Real objects and word cards	-DO-	
2	1		Benefits to the school from neighbours	Nouns that take "**es"** to form plurals Nouns that end with a hissing sound e.g. x, s, we add "**es"** to their plurals **Examples** **Singular** / **plural** box / boxes glass / glasses dress / dresses class / classes mango / mangoes buffalo / buffaloes watch / watches tomato / tomatoes watch / watches Other words which add "**es"** but do not have a hissing sound.	A learner; Reads words and sentences. Identifies words (nouns) with a hissing sound. Identifies nouns that take "**es"** to form plurals. Reads a write words and sentences correctly.	Guided class discovery. Guided class discussion	Identifying nouns that end with a hissing sound. Reading words and sentences Writing words and sentences	-do-	Real objects -do- and word cards		
	2			**Forming plural of nouns that end with Y before Y.** There is a consonant letter We drop **Y** and add **"ies"** **Examples** **singular** **plural** puppy puppies baby babies	A learner; reads words Identifies nouns that end with Y Forms plurals of nouns that end with Y - Forms sentences, reading words and	Guided class discussion. Guided class discovery Phonic	Reading words Identifying nouns that end with Y Forming their plural Reading the formed words and sentences	Effective communication Problem solving Self awareness	A chart showing plurals nouns that end with Y	Essential English work pupils Bk 3 page 12	

				lorry lorries body bodies fly flies city cities community communities family families lady ladies **Other words which end with Y but do not "ies' add "s"** boy – boys valley – valleys monkey – monkeys key – keys toy – toys donkey – donkeys	sentences correctly. - Writes words and sentences correctly. - Changes the words in bracket in plural.	method Electic method	Writing words and sentences **Exercise**				
	3			**<u>Nouns that end with "f" or fe Change to "ves" in their plural form.</u>** **Singular Plural** leaf leaves life lives knife knives half halves wolf wolves leaf loaves wife wives calf calves	A learner; Identifies nouns that end with "**f" or " fe"** - Reads words - Form plurals of these words - Makes sentences - Reads and writes sentences correctly		Reading words Identifying nouns that end with **fe/ f** Forming plurals Reading and writingsentences		A chart showing nouns that end with **fe/f**	Essential English work pupils Bk 3 page 11	
3	1		Causes of problems between the school neighbourhood	Nouns that change "**oo"** to "**ee"** to form plural form **Examples** **singular plural** foot feet tooth teeth goose geese Nouns that change the vowels completely **singular plural** mouse mice louse lice	- Reading words - Identifies nouns that change "oo" to "ee" to form plurals and form plurals correctly - Identifies nouns that change the vowels completely. - Forms plurals - Identifies nouns that don't change in their	Brain storming Guided class discovery Whole word and sentence presentation	- Reading words - Identifying the nouns - Changing singular nouns to plural nouns - Reading the formed words and sentences - Writing words and sentences	- Effective communication - Problem solving - Appreciation - Self awareness	A chart showing nouns	Essential English work pupils Bk 3 page 17	

				man men child children ox oxen woman women policeman policemen Nouns that don't change to form plural (they are called uncountable nouns) **Examples** **singular plural** sheep sheep salt salt wood wood furniture furniture milk milk laggage laggage sugar sugar	plural form - Reads words and sentences correctly - Writes words and sentences correctly						
	2			**Collective nouns** These are nouns which stand for a group of things **Examples** 1. A group of thieves – gang 2. A group of sheep – flock 3. A group of oxen – team 4. A group of flowers – bouquet 5. A collection of trees – forest 6. A group of sticks – bundle 7. A group of monkeys - troop	A learner defines collective nouns - Gives examples of collective nouns - Reads words and sentences - Identifies collective nouns in the sentences correctly. - Answers both oral and written questions correctly.	Guided class discovery Brain storming Guided class discussion Whole word	- Defining collective nouns giving examples of collective noun - Identifying collective nouns - Reading words and sentences - Answering oral and written questions	- Effective communication - Problem solving - Appreciation	Real objects Word cards		
	3			**<u>Opposites of nouns</u>** An opposite is a word which is different from the other. **Nouns and their opposites** man woman mummy Daady young old old new boy girl	A learner defines the word noun and opposite correctly. - Identifies opposites of objects and then other words - Reads words and sentences correctly. - Answering both oral	Brain storming Guided class discovery Electic	- Defining the word opposite - Identifying objects and words which are opposite. - Reading wordsand sentences	- Creative thinking - Interpersonal relationships	Word cards or Charts and real objects	Essential English work pupils Bk 3 page 22	

				visitor host lady gentleman village town grand father grandmother	and written questions		correctly. - Answering both oral and written questions				
4	1	Our home and community	Roles of different people in the community	**<u>Punctuation</u>** **<u>A capital letter</u>** A capital letter is used when beginning a sentence. **Examples** This is my book A capital letter is used when writing proper nouns even if it is the middle of the sentences e.g. Names of people, names of places, days of the week, months of the year. **Examples** 1. Keren is a teacher. 2. Today is Tuesday. 3. Doctor Mugambwa treated my sister	- Observes punctuation using capital letter. - Identifies where to use a capital letter. - Forms words and sentences - Reads and punctuates sentences correctly. - Answering oral and written sentences	Demonstration Brain storming Guided class discovery and discussion	- Identifying where to use a capital letter. - Forming words and sentences - Reading words and sentences - Punctuating words and sentences - Answering oral and written questions	- Creative thinking - Critical thinking - Problem solving - Selfawareness	A chart	Essential English work pupils Bk 3 page 3	
	2			**A question mark?** A question mark is used when ending a sentence in a question form. Questioning words used when asking a question These words include What, where, why, How, Have, Are, Does, Did, Do, is ,was, will, shall.	- Writes a question mark correctly. - Identifies where we use (?) - Identifies questioning words - Reads words and sentences - Fills in the correct questioning words.		- Writing a question mark using a question mark correctly. - Using questioning words - Reading words and sentences - Fill in the correct word	- Observation - Creative thinking - Problem solving	Sentences and word chart	Essential English work pupils Bk 3 page 3	
	3			**A full stop (.)** A full stop is a mark used at the end of positive / negative sentences. **Examples** The teacher is teaching. Andrew is going to church.	- A learner listens to the explanation - Makes sentences - Punctuates sentences using full stops. - Reads and writes	Brain storming Guided class discovery Demonstration	- Listening - Constructing sentences - Reading and punctuating sentences - Writing words	-Creative thinking -Effective communication -Tolerance	sentence card		

				I am going to school.	words correctly - Writes words and sentences correctly.		and sentences	-Self awarenes s.			
5	1		Cultural practices and values in the community	**An apostrophe (')** It is used to show the ownership. **Examples** John's book. Titus' shirt. Mother's belt The baby's story	- Listen to the explanation writes an apostrophe correctly. - Uses an apostrophe in the sentences correctly. - Reads words and sentences correctly. - Writes words and sentences correctly.	Guided class discussio n Demonst ration Brain storming	- Listening - Speaking - Reading words and sentences - Writing words and sentences	-	Sentenc e cards	Essential English work pupils Bk 3 page	
	2			**An apostrophe (')** It is used in short form. It is put where letters have been left out **Examples** She is she's He is he's Will not won't	- Listen and identifies where an apostrophe is put. - Makes oral sentences using anapostrophe - Reads words and sentences - Writes words and sentences		- Listening - Identifying - Construction oral sentences - Reading words and sentences	-	A chart Showin g words short form words		
	3			**A Comma (,)** This is used when listing, separating many things in a sentences. **Examples** My aunt, uncle and grand father have come. Lule, Tom , Musa and Ali are related. Daddy bought me books, pens, pencil, rulers, and rubbers	- Writes a comma - Separates things practically - Makes sentences from the demonstration. - Punctuates the sentences correctly. - Reads words and sentences - Writes words and sentences correctly		- Defining a comma. - Writing a comma - Making sentences from the demonstration and punctuate them	-Problem solving -Creative thinking -Effective communi cation -Self awarenes s	Sentenc e cards	monitor English work pupils Bk 2 page 48	

6	1	Human body and health	Parts of the body and their functions	**Conjunctions.** Those are words used to join sentences e.g. but, because, and etc The use of …..**because** **Example** Akello can't see. She is blind. Akello can't see because she is blind . Rose did not go to school. She was not feeling well. Rose did not go to school because she was not feeling well.	- Defines conjunctions - Gives the examples of conjunctions. - Reads words & sentences correctly. - Joins sentences using because orally and in written. - Writes words and sentences.		- Defining conjunctions - Identifying the examples of conjunction - Reading words and sentences - Joining sentences. - Writing	-	Sentenc e cards	monitor English work pupils Bk 2 page 48	
	2			**Use of ……and…….** **Examples** I bought a pencil. I bought a pen I bought a pen and a pencil We have a pen. We have a tin We have a pen and a tin	- Reads the sentences - Joins the sentences - Writes the sentences	Guided class discovery	- Listening and observing - Reading words and sentences - Joining sentences - Writing words and sentences	- Problem solving - Effective communi cation	Word cards		
	3			Begin ….**Both …..and …** **Examples** Jackie is smart Keren is smart Both Jackie and Keren are smart. Okoth is tall. Akello is tall. Both Okoth and Akello are tall.	- Listening - Makes sentences - Reads words and sentences correctly. - Joins words to make sentence correctly. - Writes words and sentences correctly.		- Listening - Constructing sentences - Readings words and sentences - Joining sentences using **Both… and ……**	-	Sentenc es cards	The winners English Bk 4 page 127	
7	1		**Sanitation**	**Use of Conjunction But** **Examples** Aine was sick. She went to school. Aine was sick but she went to school.	- Listens to the explanation. - Constructs oral questions - Read words and sentences correctly. - Joins sentences	Demonst ration Guided class discovery	- Constructing oral sentences. - Reading words and sentences - Writing words and sentences	- Creative thinking - Self awarenes s	Sentenc e Cards	The winners English Bk 4 page 127	

				Musa came to school late. He was not punished Musa came late but he was not punished	correctly. - Writes words and sentences						
	2			**Using questioning words in the sentences** How, What, Who **Examples** I am seven years old. (Begin How?.....) **How old are you?** My name is Abel. (Begin What…) What is your name? Ketra swept the compound.(Begin: Who….) **Who swept the compound?**	- Identifies questioning words correctly. - Uses questioning words to make sentences correctly. - Reads words and sentences. - Writes words and sentences correctly	Guided class discovery. Brain storming Electic	- Identifying questioning words. - Using questioning words to in the sentences. - Reading words and sentences - Writing words and sentences	- Creative thinking - Problem solving - Appreciation	Sentences	Monitor English work pupils Bk 2 page 40	
	3			**Prepositions:** Those are words used to show the position **on, in, under, over, behind, near, between, from, inside, outside, infront.** **Examples** The cat is under the table. The pencil is in the tin. The flower is on the chair	- The learner; pronounces and reads words correctly. - Reads the sentences correctly. - Fills in the correct preposition correctly	Electic	- Reading words correctly. - Use the prepositions correctly - Writing words and sentences	-	Real objects word cards		
	1 **8**	Food and Nutrition	Types of food	**Other prepositions** **Examples** between, inside, outside, down, opposite, against, infront of, 1. Musa is standing_____ Sarah and Scoolah. 2. The water is _____ the bucket.	- A learner pronounces, spells and reads the words correctly. - Reads sentences correctly - Fills in the correct prepositions	Guided class discovery Brain storming	- Pronouncing spellings and reading words and sentences. - Filling in the correct preposition	- Effective communication - Problem solving	Real objects and word cards		

<table>
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<td></td>
<td>2</td>
<td></td>
<td></td>
<td><u>Verbs</u>
A verb is a doing word.
<u>Types of verbs</u>
1. Regular verbs
2. Irregular verbs

<u>Regular verbs</u>
These are verbs which have their past tenses changed by adding “ed” and “t”
e.g
<table><tr><th>verb</th><th>Continuous</th><th>past</th><th>perfect</th></tr><tr><td>walk
look
finish

brush

learn
dream

kill
spoil</td><td>walking
looking
finishing

brushing

learning
dreaming
killing
spoiling</td><td>walked
looked
finished

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learned
dreamt
killed
spoilt</td><td>walked
looked
finished

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killed
spoilt</td></tr></table></td>
<td>- A learner defines a verb.
- Identifies the types of verbs
- Defines a regular verb.
- Changes verbs to past continuous and perfect tense
- Reads words and sentences correctly.
- Changes / writes the correct form of the verb given in brackets
- Writes words and sentences</td>
<td>Electic

Guided class discussion</td>
<td>- Defining verbs
- Identifying types of verbs
- Changing verbs continuous past and perfect tense
- Filling in the correct word</td>
<td>-Self esteem</td>
<td>A chart</td>
<td rowspan="2">Essential English work pupils Bk 3 page20 – 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td><u>Classes of foods</u></td>
<td><u>Irregular verbs</u>
These are verbs that change differently in past and perfect tense.

<table><tr><th>verb</th><th>Continuous</th><th>past</th><th>perfect</th></tr><tr><td>write
go
do
sing
take
drive
tear</td><td>writing
going
doing
singing
talking
driving
tearing</td><td>wrote
went
did
sang
took
drove
tore</td><td>written
gone
done
sung
taken
driven
torn</td></tr></table></td>
<td>- A learner defines a irregular verb
- Identifies the examples of irregular verbs
- Change, reads words and sentences correctly.
- Writes, changes verbs in their correct form correctly.
- Writes words and sentences correctly</td>
<td>Phonic

Whole word

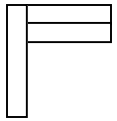
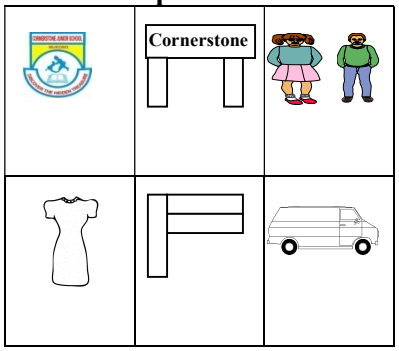
Brain storming</td>
<td>- Defining irregular verbs
- Identifying the examples of irregular verbs
- Reading words and sentences</td>
<td>-Effective communication
-Problem solving
-appreciations</td>
<td>A chart showing irregular verbs</td>
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<td>9</td>
<td>1</td>
<td></td>
<td>Common foods</td>
<td>Tenses
Is the changing of the verb according to time of action.</td>
<td>- Defines a tenses
- Defines a present simple tense</td>
<td>Demonstration</td>
<td>- Defining a tense
- Defining present simple tense</td>
<td>-Critical thinking</td>
<td>A cahrt</td>
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				Present simple tenses (Every day tense) This tense tells us activities done every day, time, week, month etc.(Use always) She, He, It } s, es, ies, added to the verb We, I, You, They } the verb remain	- Reads words and sentences - Changes verbs in a present simple tense correctly. - Writes words and sentences correctly - Fills in the correct form of the verb given in brackets.	Whole word	- Changing verbs in present simple tense - Read, writing words and sentences	-Creative thinking			
	2	Food and Nutrition		**<u>Present continuous tense (now tense)</u>** This tense tell us about activities talking place/ activities going on **Is, am, and, are, the** Helping verbs for this tense **Examples** She is cooking food. I am eating food now. They are boiling water.	- A learner defines present continuous tense. - Gives the examples of verbs in present continuous tense. - Makes sentences in present continuous tense. - Changes verbs in brackets in present continuous tense	Guided class discovery Brain storming Whole word	- Defining present continuous tense. - Identifying verbs in the present continuous tense. - Filling in the correct form of the verb	-Creative thinking -Effective communication -Tolerance	A chart	Monitor for English course 4 Uganda pupils 2 page 7	
	3			**<u>Past tense (Yesterday tense)</u>** This tense tell us activities that happened some times back. **Examples** **verb** **past tense** teach taught go went open opened steal stole eat ate happened happened drive drove	- Defines a past tense. - Identifies the examples of verbs in a past tense - Reads words and sentences correctly. - Writes words and sentences		- Defining a past tense. - Identifying verbs in a past tense. - Writing words and sentences	-		The winner's English bk 4 page 130 – 131	

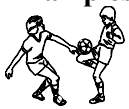
10	1			Use of**has**and **have** **Has** is used with singular pronouns **Have** is used with plural pronouns **Examples** I have ten fingers A goat has four legs. A dog has four legs	- Pronounces, spells and reads words correctly. - Reads sentences correctly. - Uses **has**and **have** in the sentences correctly. - Constructs sentences using **has** and **have correctly**. - Writes words and sentences	Demonst ration Brain storming Guided class discovery	- Pronouncing spellings and reading words correctly. - Reading the sentences - Constructing sentences - Using **has** and **have** in the sentences - Writing words and sentences	- Spelling and reading words - Reading sentences - Construc ting sentences using **have** and **has** - Writing words and sentences	word cards sentence cards	Monitor for English BK 2 pupils 2 page 55	

COMPOSITION SCHEME OF WORK FOR PRIMARY TWO

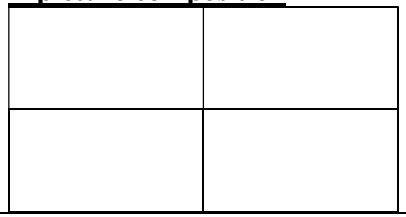
WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	indicators of life skills	Instrumental material	REF	REM
1	1	Our school and neighbou rhood	Location of our school	**Vocabulary** child, broom, badge, flag, school, signpost, motto, medicine, water, food, neighbourhood, benefit, money **Exercise** 1. Fill in the missing letters b __dge un ___form sig__psotmo__ __o fl ___g m__dicine 2. Construct sentences using these words uniform _____	- Reads the vocabulary correctly. - Uses the vocabulary in sentences construction - Spells the vocabulary correctly	Guided discovery	- Fill in the missing letters - Reading and spelling the vocabulary - Constructing sentences using vocabulary	- Self - awarenes s	Flash cards Real objects		

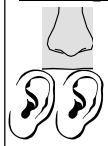
				signpost _____ broom _____							
	2			**Structure** What is this / that?  What is this? This is a flag What is that? That is a broom **Exercise** What is this/ that?  _____ **Cornerstone** _____	- Makes sentences using the given picture	Guided discussion		-Love care respect	Real objects Sentence cards	Mk Thematic English Bk 2 page 1	
2	1		Location symbols and benefits of our school	**Picture composition**  **Examples** 1. I can see a sign post.	- Make the pictures - Make sentences from the pictures	Guided discovery	- Making correct sentences from the pictures	-Self awareness -Respect -Love	Picture cards	Thematic English bk 2 page 7	

				Exercise 1. Construct sentences using the given pictures							
	2		**Benefits of the neighborhood from the school**	**Vocabulary** ball, hall, library, desk , chalkboard, play ground, table, chair, teacher , ruler, cupboard, compound **Exercise** 1. Write these words correctly libarry _____ dske _____ tbale _____	- Reads the vocabulary - Makes sentences using the vocabulary - Uses the vocabulary with the structure	Guided discovery	- Reading the vocabulary - Making sentences using the vocabulary	-Love	Flash cards Real objects		
3	1		**Causes of problems between school and the neighbourhood**	**Vocabulary** gun, army, policeman, thief, land, fight, steal, gateman, prefect, watchman, sharing, friends, uniform, bow and arrow	- Reads the words - Spells the words correctly - Makes sentences using the given words	Guided discussion	- Reading the words - Spelling the words correctly	-Sharing -Love	flash cards Real objects	Mk Thematic English page 9	
	2		**Causes of problems between school and the neighbourhood**	**Structure** What do you like? I like ….. What don't you like? I don't like…… **Examples** 1. Do you like praying? I like praying 2. Do you like fighting? I don't like fighting **Exercise** **What do you like/ What don't you like?** 1. Do you like learning?	- Makes correct sentences using the given structure	Guided discussion	- Making correct sentences using the given structure	-Appreciate	Sentence cards		

				2. Do you like eating? 3. Do you like sharing? 4. Do you like shouting?							
4	1			**Structure** What are they doing? **Examples**  They are playing with a ball  They are running  hey are dancing	- Do -	- Do-	- Do -	-Do -	-DO-	MK Thematic English page 10 - 11	
	2			**Use of ….. because …..** 1. He is carrying a gun. He is a soldier He is carrying a gun because is a soldier. 2. Masaba is standing near the gate. He is a gateman. Masaba is standing near the gate because he is a gateman	- Reads the sentences correctly. - Join the sentences correctly.	Guided discussion	- Joining the sentences correctly	-Love -Respect	Sentence cards		
				A substitution table Make correct sentences from the table below He / She / They / Mary / It | is / are | climbing the school fence. / standing near the ditch / eating Mr. Kintu'sor	- Reads the words in the box - Joins the words to make sentences - Writes correct sentences	Guided discussion	- Reading the words correctly	-Love -Sharing	-DO-		

				anges. barking at our teacher quarrelling with the chairman **Examples** He is climbing school fence.							
5	1		**Causes of problems between school and the neighbourhood**	**A jumbled composition** a) Jackson got a stone and threw at it. b) The dog barked and chased him. c) He met a neighbour's dog d) He was taken to the hospital for treatment e) He shouted loudly but the dog bit him.	- Reads the jumbled sentences. - Re – arranges the sentences - Writes the sentences in order.	Guided discovery	- Arranging the sentences in order	-Respect -Sharing		Mk Thematic English bk 2 page 13	
	2	**Our home and community**	**Relationship between family members**	**Vocabulary** Father, mother, brother, sister, aunt, uncle, son, daughter, niece, step sister, nephew, in – law, friend, grandmother, step brother **Exercise** 1. **Make sentences using these words** father mother sister brother 2. **Fill in the missing letters** a__ntun__le	- Reads the words correctly. - Spells the words - Makes sentences using the given words	Guided discussion	- Reading the words - Spelling the words	-Respect	Flash cards		
6	1	**Our home and**	**Relationship between family**	**Vocabulary** doctor, nurse, teacher, policeman, woman, carpenter,	- Reads the words correctly. - Spells the words	Guided discussion	- Reading the words correctly - Spelling the	-Respect -Love -Care	Flash cards		

		community	**members**	patient, barber, hunter, lawyer, plumber, pilot, fishermonger, fisherman, farmer, banker **Fill in the missing letters**	- Fill in the missing letters		words				
	2		**Roles of different people in our community**	**Structures** **What does a …..do?** **A ……..** **Examples** 1. What does a doctor do? A doctor treats patients 2. What does a builder do? 3. What does a teacher do? 4. What dose a carpenter do?	- Makes sentences - Reads the sentences made	Guided discussion	- Making correct sentences - Reading the sentences correctly	-Do -	-DO -	Mk Thematic English page 17 - 19	
7	1	Our home and community	**Roles of different people in our community**	**A picture composition** 	- Observes the pictures - Identifies the pictures - Makes sentences about the pictures	Guided discussion	- Making sentences about the pictures	-Respect -Self awarenes s			
	2			**Vocabulary** school, forest, workshop, form, airport, shop, hospital, lake, salon, garden, market, river, court, policestation **Structures** **Where does a ……..work?** Where does a teacher work? A teacher works at school. Where does a carpenter work? A carpenter works at the police station.	- Reads the words correctly. - Makes sentences with the words - Fills in the missing letters	-Do-	- Reading the words - Making correct sentences - Filling in the missing letters	-Do -			
8	1		**Cultural practices and values**	**Vocabulary** walk, read, write, brush, dance, cook, sweep, lay, clean, pray,	- Reads the words correctly. - Spells the words	Guided discussion	- Reading the words - Spelling the	-Self awarenes s	Flash cards		

			in our community	run, present, eat, sing, comb, wash **Structure** **What do you / does ….. everyday** What do you do everyday?(wash) I wash everyday. What does he do every day? (play) He plays everyday.	correctly. - Fills in the missing letters		words - Filling in the missing letters	- Appreciate			
	2	The Human Body and Health	**Parts of the body and their functions**	**Vocabulary** head, hands, nose, eyes, ears, fingers, mouth, arm, tongue, hair, chin, chest, back, forehead, breast **Structure** What is this/ that …..? This is / that is …..? What are these/ those These/ Those are…… **Examples**  What is this? This is a nose! What are those? Those are ears	- Reads the names of the parts of the body. - Names the parts of the body - Spells correctly	Guided discussion	- Reading correctly. - Naming the parts of the body	- Respect - Self awareness	Real objects	Mk Thematic English page 25	
9	1			**Structure** What do you use for ….? I use ….. for ….. **Examples** What do you use for seeing I use eyes for seeing	- Uses the structure correctly. - Names the body senses. - Makes sentences with the words. - Filling in the	Guided discussion	- Using she structure correctly. - Naming the body senses - Making correct sentences	- Self awareness - Appreciate			

				What do you use for smelling I use a nose for smelling **Guided composition** **My Head** I have one h _____. On it I have the h _____ which is black in colour. I have the eyes for s _____. The e ____ for hearing. There is also the nose I used for sm _____. I have mouth for t ____ and eating. The t ___ for testing. the t ___ for bitting and chewing food.	correct word.						
	2	Food and Nutrition	Classification of food	**Vocabulary** food cassava rice peas eggs fish potato yam milk orange pawpaw	- Reads the vocabulary. - Spells the words - Makes sentences using the words	Guided discussion	- Reading vocabulary - Spelling the words	-Care -Love -Appreciate	Flash cards Real objects		
10	1		Good feeding	**Vocabulary** eat drink bananas potatoes meat fish beans vegetables eggs millet	- Read the words - Spell the words - Fill in the missing letters	Guided discussion	- Reading the words - Spelling the words - Filling in the missing letters	-Sharing	Real objects		
	2		Effects of poor feeding	**Vocabulary** fat thin happy weak sad well sick pain strong dull	- Read the words - Spell the words - Use the words to make sentences	Guided discussion	Reading the words - Spelling the words	-Sharing	Flash cards		

COMPREHENSION SCHEME OF WORK FOR PRIMARY TWO

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	indicators of life skills	Instrumental material	REF	REM
1	1	Our school and neighbourhood	**Location of our school**	**A dialogue** **Nakato and Nakaddu** **Nakato:** Hullo Nakaddu **Nakaddu :** Hullo Nakato **Nakato:** You are looking smart in your uniform. **Nakaddu:**Thank you Nakato **Nakato:** Your school uniform is good and it has a beautiful badge. **Nakaddu:** Are you sure! Come and join us then. **Nakato:** What is the name of your school? **Nakaddu:** It is Cornerstone Junior School. **Nakato:** Where is it located? **Nakaddu:** It is located in kitete village in Mukono district. **Nakato:** I will ask my mother to bring me to Cornerstone Junior school.	- Reads the dialogue - Answers questions correctly - Pronounces the words in the dialogue correctly	1,2,3 techniques	- Reading the dialogue - Answering questions - Pronouncing words in the dialogue correctly	Effective communication Love Self esteem	Printed papers		
2	1		**Benefits of the neighbourhood from the school**	**A poem** **My School** Oh! Oh! It's really a treasure people from near and far Admire my school.	- Reads the poem with fluency - Pronounces the words in the poem correctly.	1,2,3 technique Brain storming Guided discussio	- Read the poem - Pronouncing the words in the poem correctly.	-Effective communication -Respect	Printed papers		

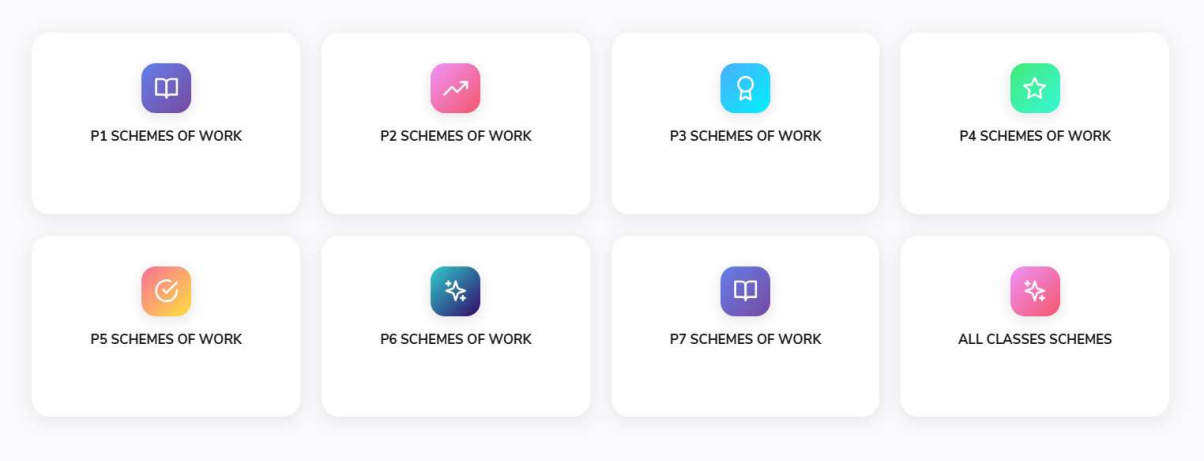
				Oh! My school Discover the hidden treasure is our school motto. We wear different uniforms These are white, grey, Oh! My school with caring and hand working teachers What a nice school Cornerstone Junior is!	- Answers all the questions about the poem	n Guided discovery	- Answering questions	-Love -Self awarenes s			
3	1		**Causes of problems between the school and the neighbourh ood**	**A story** **Ddungu and his wife** Once upon a time, in the village of Kitete, there lived a man called Ddungu. He stayed with his wife Nabadda. Ddunguwas not a good man. He used to steal people's things in that village. He used to steal hens, goats, fruits and other things. Nabaddatold Ddungu to stop stealing. One day Ddungu stole money from a neighbour's shop. His wife quarreled badly and later they started to fight. Our teachers heard the noise and ran to separate them. The police came and arrested Ddungu.	- Reads the story carefully. - Pronounces the words in the story correctly. - Describes Ddungu and his wife. - Answers questions about the story.	Group work Guided discovery Guided discussio n 1,2,3, techniqu es	- Reading the story - Pronouncing words story - Describing Ddungu and his wife. - Answering questions about the story	-Problem solving -Creative thinking -Effective communi cation -Patience -Responsi bility	Printed papers		

4				**A puzzle** **s t e a l l f** **c r g o o d i** **h e u f u n g** **o s n e t n h** **o t z b e a t** **l u b a d t t** **q u a r r e i** Find the words below Down words, school, rest, gun hat, fight, bar A cross steal bad good fun net beat quarrel	- Identifies the words in the puzzle - Reads the words identifies in the puzzle - Spell the words that have been identifies - Colour the words	Group work Guided discovery Guided discussion Brain storming Explanation	- Identifying words in the puzzle - Reading the words identified in the puzzle. - Spelling words - Colouring words	- Critical thinking - Creative thinking - Effective communication - Self esteem	Printed papers		
5	1	**Our home and community**	**Relationship among family members**	**Riddles** 1. I am your father's brother who am I? 2. Your father is my father. I am John. Who am I? 3. Stella is my mother's sister. I am your mother's sister. Who am I? 4. She is my uncle's daughter. Who is she to me? 5. Joan is my sister. What is she to my father?	- Reads the riddles - Explains the riddles - Finds the answers to the riddles. - Answers the riddles	Guided discovery Explaining riddles finding answers to the riddles answering riddles	- Effective communication - Problem solving - Finding answers to the riddles - Answering riddles	- Effective communication - Problem solving - Respect - Love - Care appreciation	Printed papers		

6	1	**Our Home and community**	**Roles of people in our community**	**A passage** **Masiko the hunter** Masiko is a hunter. He is a hard working man. He goes hunting every morning. He catches animals for his family to get food. Masiko carries a spear, an arrow and a panga. He goes with his dog called police. Masiko always catches antelopes and kobs. His family eats meat every day. Masiko's family is healthy and happy.	- Reads the passage carefully. - Pronounces the words in the passage correctly. - Answers the question	Group work Guided discovery Question and answer	- Reading the passage - Pronouncing words - Answering the questions	- Effective communication - Decision making. - Self esteem - Respect			
7	1	**Human body and health**	**Sanitation**	**A notice** **Attention** **Sanitation** Keeping our school clean. Next Saturday will be a sanitation day. We shall pick the litter, burn rubbish, remove cob weds and mop our classes. Finally we shall smoke the pit latrines. By the head teacher Mrs. Musiitwa Immaculate	- Reads the notice - Answers questions about the notice	1, 2, 3 technique	- Reading the notice - Answering questions	- Responsibility - Love - Appreciate			
8	1	**Food and Nutrition Human Body and Health**	**Classification of food personal hygiene**	**A passage** **Dirty Isiimah** Isiimah was the biggest boy in our class, he was the tallest too. He sat alone at the behind bench. Pupils in our class hated sharing with him. He did not brush his teeth. His mouth smelt badly. Isiimah did not bathe. His body had a lot of dirty. Isiimah was an untidy boy.	- Reads the passage. - Pronounces the words correctly. - Answers the questions about the passage.	Group work Guided discovery Guided discussion	- Reading the passage - Pronouncing the word - Answering questions	- Respect - Love - Creative thinking - Critical thinking			

9			**Classification of food**	**A conservation** **Pupil:** Good morning Mr. Oketch **Teacher:** Good morning Golomba **Pupil:** What is good feeding **Teacher:** Oh! It's eating all kinds of food **Pupil:** Teacher, which kinds of food **Teacher:** I mean proteins, vitamins, carbohydrates and minerals **Pupil:** Oh! Yes, I know them. I remember you taught us **Teacher:** You see, I knew you had forgotten **Pupil:** Thank you Mr. Oketch **Teacher:** You are welcome Golomb.	- Reads the conversation - Pronounces the words in the conversation - Takes parts in reading the conservation - Answers the questions correctly	Role play 1,2,3 technique question and answer	- Reading the conversation - Answering the questions	- Effective communication - Self awareness - Friendship formation			

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