


# PRIMARY THREE THEMATIC CURRICULUM ENGLISH SCHEME OF WORK FOR TERM ONE

| WEEK | THEME | SUB THEME | CONTENT | COMPETENCES | METHODS | ACTIVITIES | LIFE SKILLS | INST MATERIALS | REF | REM |
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| 1 | **OUR SUBCOUNTY.** | Name and location | Vocabulary -North south, Makindye, East West passage **<u>our subcounty</u>** -structures ……..than …….. Sentence construction | -Reading<br><br>-spelling.<br>-describing.<br><br>-Sentence making | Whole class discussion.<br>-observation.<br>-Question and answer. | -Pronouncing words.<br>-Sentence making.<br>Answering questions about the passage | Self awareness.<br>Critical thinking. | Pictures<br>Textbooks.<br>Real objects. | Primary three thematic curriculum .page 26. | |

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| | | | Physical features<br>Vocabulary.<br>-Physical.<br>-features<br>Valleys<br>Swamps<br>Plateaus<br>Mountains<br>hills<br>sentence construction.<br>Sentence completion Passage. | Spelling<br><br>Sentence construction<br><br>Reading.<br><br>Answering questions in full sentences | Group discussion<br>-<br>observation<br><br>-question and answer. | -<br>Pronouncing words.<br>-<br>Sentence making.<br>Answering questions about the passage | Care<br>Responsibility.<br>Concern.<br>Appreciation | Pictures<br>Textbooks.<br>Real objects. | Primary three thematic curriculum .page 26. | |

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| | | | **.Alphabetical order.**<br>- meaning, examples. Arrangement | Pronunciation.<br>-ordering<br><br>-Reading. interpretation | - Explanation<br><br>- Observation<br><br>-Whole class discussion | Ordering words<br>- Drawing tables | Fluency Effective communication. neatness | Chalkboard. Textbooks<br><br>Real objects | First aid in English page 30 | |

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| | | | **Nouns**<br>- Meaning,<br>- Identification<br>-more examples. | Spelling<br>Identification<br>fluency | Explanation<br>Observation<br>Whole class discussion | Sentence construction.<br>Identification<br>- Answering oral and written questions .. | Fluency<br>Effective communication. | Chalkboard. Textbooks<br>Real objects | Progress in English page 11 | |

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| 2 | PLANTS IN OUR | | **Plurals and singulars.**<br>Meaning.<br>Rule<br>Examples | Spelling<br>Identification<br>Fluency<br>Pronunciation. | Explanation Observation Whole class discussion | Sentence construction Identification - Answering oral and written questions. | Fluency Effective communication. | Chalkboard. Textbooks<br>Real objects | Junior English | |
| | | **Physical features in our Sub county.** | <u>Occupations in our subcounty</u> teaching, fishing building, etc Sentence construction Structures dialogue | -Spelling<br>Identification -<br>Pronunciation.<br>-Making correct sentences. | Explanation Observation Whole class discussion | Sentence construction Identification - Answering oral and written questions. drawing | Fluency Effective communication. | Chalkboard. Textbooks<br>Real objects | Thematic curr. Page 23<br>NOEC Page 4 | |

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| 3 | | | **People in our subcounty**<br>Vocabulary<br>Teachers, cobblers, nurses doctors etc<br>Sentence construction<br>Structures<br>Substitution table<br>passage | Spelling<br>Identification<br>Fluency<br>Sentence formation. | Explanation<br>Observation Whole class discussion | Sentence construction Identification<br>-<br>Answering oral and written questions<br>.<br>drawing | Fluency<br>Effective communication. | Chalkboard.<br>Textbooks<br><br>Real objects | Thematic curr. And teachers collection | |

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| | | | **<u>Collective nouns.</u>** Meaning,<br><br>Examples of collective nouns<br><br>Giving meanings of words. | pronunciation<br><br>-Identifying verbs<br><br>-Spellings<br><br>-Forming sentences using the verbs. | - Explanation<br><br>Observation<br><br>-Whole class discussion | - Constructing sentences<br>- Making actions | - Appreciation<br>- Creative thinking - Fluency | Real objects.<br>- Chalkboard -Textbks and charts | English aid Standard three.page 45 | |
| | | | **The past simple tense**<br>-Meaning, -Sentence construction<br>-Changing of tenses. | Identifying Spellings<br><br>-Constructing sentences<br>- pronunciation. | - Explanation<br>Observation Whole class discussion | Sentence construction Tense changing. | Appreciation Creative thinking fluency | Real objects Chalkboard Textbks and charts | P.3 Thematic Curriculum pg.27<br><br>Progress in English. | |

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| 4 | | **PEOPLE IN OUR SUBCOUNTY.** | **The past simple tense**<br>Usage<br>Formation<br>Changing tenses. | **Use of the past simple tense**<br>Identifying Spellings<br>Constructing sentences | Explanation<br>Observation<br>Whole class discussion | Describing objects<br>Constructing sentences. | Appreciation<br>Creative thinking fluency | Real objects Chalkboard<br>Text charts bks | P.3 Thematic Curriculum pg.27 Mk English; Page…. | |
| | | | Structure…… who…..<br>**Usage**<br>Sentence construction<br>Substituting the Joining sentences using ..who.. | Using the structure Spellings Constructing sentences<br>Using …who… Joining sentences using ..who.. | Explanation<br>Observation<br>Whole class discussion | Contruction of sentences<br>Using…who… Joining sentences | Appreciation Creative thinking fluency | Real objects Chalkboard Text bks and charts | P.3 Thematic Curriculum pg.27<br>Teachers collection. | |

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| ***5*** | | | Using….. because…<br><br>**Usage**<br>Sentence construction<br>Using …because ….. | Pronunciation<br>Spelling<br><br>Sentence construction<br>Using ….because… | -Whole class discussion<br>-<br>Explanation<br>-Question and answer | Sentence construction Using the nouns in sentences. | Fluency<br>Accuracy<br>Creative thinking | C\boards<br>Textbooks<br><br>Learners | Thematic cur bk 3 page 29 | |
| | | | <u>Using .. where…to construct</u> sentences.<br><br>Joining sentences using ..where..<br><br>. | -<br>Pronunciation<br>-Spelling<br><br>-Sentence construction<br><br>-identification | Whole class discussion<br><br>Explanation<br><br>Question and answer | Constructing sentences using ..who..<br><br>Joining sentences using …who…<br>Using the adverbs in sentences. | Fluency<br><br>Accuracy<br><br>Creative thinking. | C\boards<br><br>Textbooks<br><br>Learners | Thematic cur bk 3 page 29<br><br>Progress in English page 34 | |

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| | | | Using…but … to construct and to join sentences. | Pronunciation Spelling Sentence construction<br><br>Joining sentences using..but… | Whole class discussion Explanation Question and answer | Constructing sentences.<br><br>-Joining Sentences | Fluency Accuracy Creative thinking. | C\board Textbooks<br><br>Learners | Thematic cur bk 3 page 29<br><br>Progress in English page 34 | |
| **6** | Our environment in our sub county. | | SOCIAL SERVICES AND THEIR IMPORTANCE - Sentence construction.<br>-Structures Where do you keep your money safely? - dialogue | Reading -spelling. -describing. - Sentence making pronunciation of words. | Whole class discussion. - observation. -Question and answer. | -<br><br>Pronouncing words. - Sentence making. Answering questions about the passage | Self awareness. Critical thinking. | Pictures Textbooks. Real objects. | -Primary three thematic curriculum .page 34. - English aid page 54 | |

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| | | | **Challenges in social services. Vocabulary** Thieves police, corruption, solution Sentence construction **Structure**s Why do people?..... | -Spelling - Sentence construction - Reading. -Answering questions in full sentences | Group discussion - observation -question and answer. | - Pronouncing words. - Sentence making. Answering questions about the passage | -Care - Responsibility. Concern. Appreciation | -Pictures Textbooks. Real objects. | Primary three thematic curriculum .page 26. | |

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| | | | **Our environment.** Vocabulary. soil, animals, trees, plants.. **Sentence construction.** Joining sentences. Passage. | Writing a shopping list.<br><br>Role playing.<br><br>Reading<br><br>imagination | Whole class discussion. -<br>Role play.<br><br>dramatisation | Pronouncing and spelling.<br><br>Making sentences.<br>Writing the uses of things found in the environment. | Negotiation.<br><br>Critical thinking responsibility.<br><br>Prioritizing | Class shop. Chalk board. Money. | Pg Mk bk 3 pg 138 | |

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| | | | **Changes in the environment Vocabulary.**<br>Construct trees.<br>Cutting trees<br>Farming.<br>**Sentence construction**<br><br>Structures<br>What are you going to keep?<br><br>Passage<br>. | Spelling<br>-<br>pronunciation.<br><br>Sentence construction<br><br>Reading.<br><br>Answering questions in full sentences | Group discussion<br>-<br>observation<br><br>-question and answer. | Pronouncing words.<br><br>-<br>Sentence making.<br><br>Answering questions about the passage | - Care Responsibility.<br><br>Concern.<br><br>Appreciation | Pictures<br>Textbooks.<br>Real objects. | Teachers resource book. | |

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| 7 | **MANAGING RESOURCES IN OUR SUB COUNTY** | OUR ENVIRONMENT | Similes Meaning Uses of similes. - Completion of sentences. | Spellings, Punctuating sentences Simile completion | Explanation. Question and answer. Story telling | Constructing sentences. - Completing sentences. | Fluency Acceptance Appreciation. | Chalkboard Learners. | Teachers resource book<br><br>Progress in English page 64 | |
| | | | **Using… which….** - meaning - examples Usage Joining sentences. | Spelling<br><br>Sentence construction<br><br>Reading. Answering questions in full sentences | Group discussion - observation -question and answer. Story telling. | - Pronouncing words. - Sentence making. Answering questions | Care Responsibility. Concern. Appreciation | Pictures Textbooks. Real objects | Primary three thematic curriculum .page 26. | |

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| **8** | | | **CONJUCTION ….AND…..** | Pronunciation Spelling Making sentences<br><br>JOINING SENTENCES USING CONJUNCTION AND | Group discussion - observation -question and answer. | - Pronouncing words. - Sentence making. Answering questions | Care Responsibility. Concern. Appreciation | Pictures Textbooks. Real objects | Primary three thematic curriculum .page 26. | |
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| | | | **Proverbs** Meaning, Usage Completion of the proverbs. | Spelling pronunciation Sentence construction Reading. Completion of proverbs. | discussion - observation - question and answer. | - Pronouncing words. - Sentence making. Answering questions about the proverbs. | Care Responsibility. Concern. Appreciation | Pictures Textbooks. Real objects. | Primary three thematic curriculum .page 26. | |

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| | | | **. Irregular verbs** Meaning Examples Identification Formation of past and past participles. | Spellings Pronunciation Identifying Sentence making. Forming tenses | Discovery Discussion Explanation Question and answer. | Pronouncing spelling identifying Listing down irregular verbs. | Fluency Accuracy Effective communication. | Real objects | Progress in English | |
| 9 | | | More irregular verbs Ones that remain the same in | Spellings Identifying Sentence making | Discovery Discussion Explanation | Pronouncing spelling identifying Making pronouns | Fluency Accuracy Effective communication. | Real objects | Progress in English. | |
| | MANAGING RESOURCES | | **<u>Opposites</u>** Using prefixes Meaning Examples Rule Exercise. | Pronunciation Spellings Identifying Sentence making | Discovery Discussion Explanation | Pronouncing spelling identifying Making pronouns | Fluency Accuracy Effective communication. | Real objects. | Progress in English | |

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| **10** | | | **Present Continuous** tense. Usage Rule. Adverbs use Formation | Completing sentences correctly Construction of sentences. Forming words in present continuous tense. | Group discussion - observation - question and answer. | Spelling Making sentences Forming words | Creative thinking Decision making endurance | Charts Learners | Mk English hand book page 23 | |
| | | | Forming present continuous tense for verbs that end in 'e' Examples Exercise, | Construction of sentences. Forng words in present continuous tense | Group discussion - observation - question and answer. | Spelling Making sentences Forming words | Creative thinking Decision making endurance | Charts Learners | Mk English hand book page 12 | |

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| | | | Forming present continuous tense for words that double letters.<br>Examples.<br><br>Exercise | Construction of sentences. Forng words in present continuous tense. | Group discussion - observation - question and answer. | Spelling Making sentences Forming words | Creative thinking Decision making endurance | Charts Learners | Mk English hand book page 45 | |

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| **11** | | | **<u>Environment and weather.</u>** Vocabulary Air sun wind heat, checking, capital etc<br><br>**Sentence construction**<br><br>**Structures**<br><br>Dialogue Mary and Agnes | Spellings Identifying<br><br>Sentence making.<br><br>Pronunciation | . Discovery<br><br>Discussion<br><br>Explanation | Pronouncing spelling identifying<br><br>Adverbs<br><br>Using the correct adverb | Fluency Accuracy<br><br>Effective communication.<br><br>Creative thinking. | . Real objects | Thematic curr. Page 34<br><br>Teachers resources | |

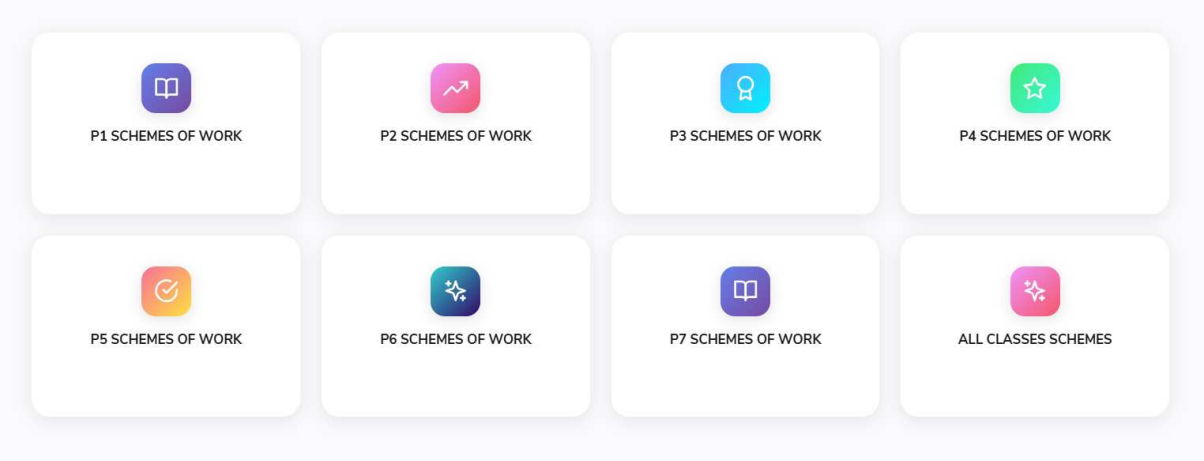
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| | | | Air and water .Vocabulary<br><br>Sentence construction<br>Structures | Discovery<br><br>Discussion<br><br>Explanation | Spellings<br><br>Sentence making<br>Pronouncing. | spelling identifying<br>Adverbs<br><br>Using the correct adverb | Fluency<br>Accuracy<br>Effective communication. | Real objects | Thematic curr. Page 35<br><br>Teachers resources | |
| | | | **People in my subcounty**<br>-(composition)<br><br>-Vocabulary.<br>Structures<br>Guided composition | Spellings pronunciation<br><br>Sentence construction<br>Obtaining answers from the passage. | .<br>Discovery<br>Discussion<br>Explanation | Pronouncing spelling<br><br>Writing a composition<br><br>Using the correct adverb | Fluency<br>Accuracy<br>Effective communication. | Real objects | Thematic curr. Page 35<br><br>Teachers resources | |

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| | | | **How weather helps us in our subcounty**<br>.<br>Vocabulary<br>Sentence construction<br>Substitution table<br>Structures<br>-<br>composition | sentence construction<br>Spelling<br>.Punctuation<br>Answering correctly.<br><br>-Composition wring | Explanation<br><br>Whole class<br><br>discussion<br><br>Question and answer | Forming sentences<br>Answering questions<br>Spelling words | Accuracy<br><br>Care<br><br>concern<br><br>responsibility | Class rules<br><br>Chalkboard<br>Pictures. | Thematic curr. page | |

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| **12** | | | **<u>Occupations in our sub county.</u>**<br>Vocabulary<br>Sentence construction<br>Sentence completion<br>Composition writing. | sentence formation<br>Spelling<br>Punctuation<br>Answering correctly | -Explanation<br>-Whole class discussion<br><br>Question and answer | Forming sentences<br>Answering questions<br>Spelling words | Accuracy<br>Non violent conflict resolution<br>Care concern responsibility | Class rules<br><br>Chalkboard<br>Pictures. | Teachers resource book 54 | |

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| | | | COMPOSITION (**Social services in our sub county)** Sentence construction. Pupils write their own compositions about social services. | . Spelling Sentence construction Reading. Answering questions in full sentences | - Group discussion - observation -question and answer | Pronouncing words. - Sentence making. Answering questions about the passage | . Care Responsibility. Concern. Appreciation | Pictures Textbooks. Real objects | Teachers resource book. Page 54 | |

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