**PRIMARY FOUR ENGLISH SCHEMES OF WORK TERM 1 – III**

| WK | PD | LESSON | THEME | SUB THEME | LEARNING AREA | CONTENT | COMPETENCES | METHODS | ACTIVITIES | LIFE SKILLS | INS MATERIALS | REF |
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| FRIDAY TO MONDAY | | 1 | DESCRIBING PEOPLE AND OBJECTS | Describing people | | **PUNCTUATION**<br>• Capital letters.<br>• Full stops<br>• Inverted commas<br>• Questions<br>• Exclamation marks<br>• apostrophe | a) Write capital letters.<br>b) Identify different uses of punctuation marks.<br>c) Write some descriptive sentences and punctuate them. | • Explain<br>• Question and answer | • Writing punctuation.<br>• Use punctuation marks in given sentences | Critical thinking<br>Effective communication | Story books<br>chatrs | Detailed grammar pgs 1-11 & revision English by forest pgs 138 to 148 |
| FRIDAY TO MONDAY | | | DESCRIBING PEOPLE AND OBJECTS | Describing people | | **NOUNS**<br>Types of nouns<br>• Proper nouns<br>• Common nouns<br>• Collective nouns<br>• Abstract nouns<br>Number (singular and plurals )<br>• Formation of plurals of nouns adding “s” “es” “ies” and “ves”<br>• Nouns that don’t change<br>• Irregular forms of plurals<br>• Plurals of compound nouns. | a) Identify types of nouns<br>b) Compare the appearance of two objects in terms of weight and looks.<br>c) Ask questions about what some objects look like.<br>d) Ask questions about singulars and plurals objects. | Discussion<br>Questions and answer<br>Explanation. | Naming objects<br>Describing objects<br>Counting objects<br>Giving singulars and plurals. | Articulation<br>Reasoning<br>Responding to questions.<br>Self esteem<br>Critical thinking | Real objects<br>Flash cards | Brighter Grammar by mack y wki pgs 1 -22 The new first Aid in Eng pg 69 |
| FRIDAY TO | | | DESCRIBING PEOPL | Describing people | English | **Gender nouns**<br>• Feminine common | a) Identify gender nouns | Explanation<br>Discussion | Describing objects | Articulation<br>Reasoning | Real objects | Detailed |

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| MONDAY | | | E AND OBJECTS | | | • Masculine neuter<br>**Adjectives**<br>• Use of adjectives in sentences.<br>• Comparison of adjectives using the positives and superlative degrees.<br>• Using …as…as not as ….as….<br>• Using …than<br>• Using …of the two. | b) Compares two or objects interms of size, shape colour or texture<br>c) Identify objects which are similar or different<br>d) Give similarities and differences between objects. | Questions and answer | Comparing objects. | Responding to questions<br>Effective communication | Flash cards | grammar Bk 1 pgs 123 - 129 |
| FRIDAY TO MONDAY | | | DESCRIBING PEOPLE AND OBJECTS | Describing people | English | **<u>Vocabulary</u>**<br>Black, brown ,kind, long, short, smooth polite beautiful rectangular soft, flat<br>**Structures**<br>Both …and<br>How does…..<br>He……<br>Some<br>Are…and…is<br>The….of the.<br><br>**Dialogue**<br>(comprehension) | Ask questions about the appearance of people and objects.<br><br>Identify the differences in appearance and objects<br><br>Use the right vocabulary that shows description of people and objects.<br>Read the dialogue (comprehension) | Explanation<br>Discussion<br>Questions and answer | Describing objects<br>Using the vocabulary<br>Comparing objects<br>Using structures orally<br>Reading the dialogue | Fluency<br>Audibility<br>Articulation appreciation<br>Effective communication | Real objects<br>Flash cards | Mk primary English pupils bk pgs – 3<br><br>Mk primary Eng pupils bk 4 pgs 11-13 |

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| FRIDAY TO MONDAY | | | DESCRIBING PEOPLE AND OBJECTS | Describing people | English | Guided composition "A trip to Entebbe"<br><br>Revision exercise | Read the composition<br>Write the composition<br>Answer questions about composition | Questions and answer<br>Explanation<br>Discussion. | Complete the composition | Fluency<br>Audibility<br>articulation | | Mk prime Eng bk pgs 14 - 15 |
| MONDAY | | Unit 3 and 4 giving direction | | | English | **<u>Vocabulary</u>**<br>Far, near, next to, a cross, in front, behind, round about sign about sign post after before junction corner close to opposite to | Talk about appropriate direction of places<br>Identify and describe main features of familiar places.<br><br>Direct people to specific places.<br>Locate different places following directions. | | Giving directions (school, home, church)<br><br>Using vocabulary and structures in sentences correctly. | Accuracy<br><br>Verbal expressions<br><br>Non – verbal expressions<br><br>Logical expressions | Chart showing a map of a village | Mk pri eng pupils Bk pgs 1 – 3 |
| | | GIVING DIRECTION | | | English | ALPHABETICAL ORDER | Read the given words<br>Arrange words in order of the alphabetical using second letters. | Explanation<br><br>Question and answer | Arranging words in alphabetical order | Accuracy<br><br>Critical thinking | Black board<br><br>Instruction<br><br>Chart | Eng Aid 44 by patel |
| | | | | | English | **<u>PRONOUNS</u>**<br>Kind of pronouns<br>**Subjective**<br><u>Pronouns</u><br>e.g. he, she,<br><u>objectives pronouns</u><br>E.g. my, our, her.<br><u>Reflexive pronouns</u><br>e.g. my self, herself | Identify kinds of pronouns<br><br>Write the plurals forms of the given pronouns.<br><br>Construct sentences using relative pronouns. | | Writing plural forms of the pronouns in sentences. | Self esteem<br><br>Critical thinking | | Detailed<br><br>Grammar<br><br>Before 4 pg 104 |

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| | | | | | | ( singular and plural and plural of the above e.g. theirs)<br><u>Demonstrative</u><br>Thus – These<br>That – Those<br><u>Relative pronouns</u><br>Who, which, what, whose, where, when e.t.c | | | | | | |
| | | | | | English | <u>STRUCTURE</u><br>Describing places in relation to size, distance and outstanding features using the present simple tense<br>The ….is….<br>The ….is ……<br>…..on…….<br>First walk (go) and then ……<br>**<u>COMPREHENSION</u>**<br><u>Passage</u><br>Kaloli gets lost<br>-Guided composition.<br>-Jumbled words to form sentences<br>-Revision exercise. | Read the given story<br><br>-Complete the guided composition<br><br>-Arrange the jumbled story to a good one. | Questions and answer<br><br>Explanation<br><br>Discussion. | Using the structures<br><br>Reading and answering questions<br><br>Completing the guided composition<br><br>Re arranging the jumbled story. | Accuracy<br><br>Verbal expression<br><br>Non verbal expression<br><br>Logical expression.<br><br>Accuracy verbal expression<br><br>Non verbal expressions<br><br>Logical expressions. | Compass<br><br>Directions<br><br>Map of a certain village | Mk pri Eng Bk 4-17 – 25<br><br>Mk pri Eng<br><br>Bk pgs 26-27 |
| | | | WHAT I LIKE AND HOW I FEEL | What I like | English | **<u>Vocabulary</u>**<br>Food, drinks, fruits, dancing, singing, reading, cooking, sewing, playing football, riding desires, enjoy prefer. | Spelling the given words.<br>Pronounce the words correctly.<br>Use the given vocabulary to construct the sentences. | Explanation<br>Questions and answer<br><br>Individual and group practice | Spelling<br><br>Sentence construction | Fluency<br><br>Articulation<br><br>Confidence | Chalk board<br><br>illustration | Mk pri<br><br>Eng |

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| | | | | | | | | Instruction. | | | | Bk 4 pgs 16-17 |
| | | | WHAT I LIKE | What I like | | **VERBS**<br>-Present simple tense<br>-Singular and plural objects e.g.<br>-He goes – They go<br>-Negative and interrogative statement<br>-Some people eat meat.<br>-Don't some people eat meat?<br>-Active and passive voices<br>-John eats food every day.<br>-Food is eaten by John everyday. | Express takes using the tense<br><br>Compare different people's likes.<br><br>Read simple short expressions.<br><br>Write simple expression<br><br>Change sentences in to the active and passive. | Explanation<br><br>Question and answer<br><br>Individual and group.<br><br>Practice<br><br>Instruction. | Changing the given sentences in to the passive active and negative<br><br>Integrative of the present simple tense. | Assertiveness<br><br>Being open<br><br>Expressing likes and dislikes. | Course book. | Mk pri Eng Bk 4 pg 17 – 25. |
| | | | | | | **Questions tags**<br>Expecting the answer Yes and No<br>He comes to school early doesn't he?<br>He doesn't come to school early does he? | Complete statements with questions tags. | Explanation<br><br>Discussion | Completing sentences using questions tags | Fluency<br><br>Accuracy | Chalk board<br><br>Illustrations. | Mk pri Eng Bk 4 Pgs 17- 25. |
| | | | | | | **JUNIOR**<br>Short forms<br>Contractions<br>Abbreviations. | Form short forms for the given words. | Explanation<br><br>Discussion | Writing words in short and full. | Fluency<br><br>Accuracy | Chalk board<br><br>illustrations | The new first Aid in Eng. |

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| | | | WHAT I LIKE AND HOW I FEEL. | What I like | English | **VERBS**<br>-Present continuous tense.<br>-Making singular and plural subjects.<br>-Making negative and interrogative statements. | -Form sentences using<br>-Present continuous tense<br>-Using "not"<br>-Form questions using helping verbs. | Explanation<br>Discussion | Using present continuous tense | Fluency<br>Accuracy | Chalk board<br>illustrations | Detailed grammar Bk 1 & Junior English composition and grammar. |
| | | | WHAT I LIKE AND HOW I FEEL. | What I like | English | Making active and passive voice.<br>Making questions tags.<br>Structures.<br>-I like ……..<br>-I don't like ……<br>-He / she / they like (s) …..prefer..to…..<br>-Do you prefer ……to ……?<br>-Yes, I prefer fish to meat.<br>-No, I prefer beans to meat.<br>….enjoys……<br>….enjoys….<br>-He / she enjoys<br>-I / they enjoy. | Express likes using simple present tense<br>Write and read simple expressions about likes. | Explanation<br>Discussion.<br>Question and answer | Role playing situation expressing likes<br>Read simple short texts. | Articulation of words<br>Confidence<br>Effective communication | Real objects | Mk primary English pupils Bk 4 pgs 32 – 35. |
| | | | WHAT I LIKE AND HOW I FEEL. | What I like | English | **POEM**<br>(comprehension) | Recite the poem<br>Role play | Recite the poem and answer questions | Articulation of words<br>Confidence<br>fluency | Do - | Do - | |
| | | | | How I feel | English | -Guided composition<br>-Revision exercise | -Complete the composition using the given words | Explanation<br>Instruction<br>Questions and answer. | Reading<br>Answering Questions<br>Writing | Critical thinking | Course book | Mk primary English course |

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| | | | | | | | | | | | | pupils Bk pgs 41-42. |
| | | | HOW I FEEL | How I feel | English | **Vocabulary**<br>Sad, happy, angry thirsty, tired, cold, lot, worried, scared lazy, sick ill, unhappy. | Complete sentences using the correct preposition.<br><br>Join sentences using the adjectival qualifiers. | Explanation<br><br>Discussion and answer<br><br>Explanation<br><br>Questions and answer. | Completing sentences using correct preposition joining sentences using the given adjectival qualifiers. | Articulation<br><br>Fluency<br><br>Effective communication | Chalk board<br><br>Illustration. | Mk primary Eng pupils Bk 4 pgs 30-31 Junior English composition and grammar Junior Eng revised |
| | | | | How I feel | English | **PARTS OF SPEECH**<br>Prepositions<br>Uses of to, on, in , out, against etc.<br>Adjectival qualifiers / adverbials of degree.<br>Use of too…to…<br>Use of …so…that…. | | Explanation<br><br>Discussion<br><br>Questions and answer. | Joining sentences using the given adjectival qualifiers. | Effective communication | Chalk board<br><br>Illustration. | Mk primary End pupils bk 4<br><br>Junior English revised. |
| | | | WHAT I LIKE AND HOW I FEEL | How I feel | English | **STRUCTURES.**<br>…feels….<br>I / they feel happy.<br>He / she feels.<br>Happy<br>When I am<br>( they )are.. (at home)<br>…..because..<br>I am / she he they are..because… | Read the passage<br><br>Answer the questions about the story passage. | Explanation. Discussion<br><br>Questions and answer | Completing sentences<br><br>Constructing sentences using the structures | Accuracy<br><br>Fluency | -do | |

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| | | | | | English | **COMPREHENSION**<br>A passage good friends.<br><br>John gets lost | Read the passage<br>Answer the questions about the story passage. | Explanation<br>Discussion<br>Question and answer | Reading<br>Pronouncing<br>Answering Questions. | Confidence self esteem<br>Logical reasoning. | | Mk primary Eng pupils bk 4pgs 49-51. |
| | | | | | | **<u>Composition</u>**<br>What I like | Read the composition<br>Pronounce the words correctly.<br><br>Answer the questions. | - Do | - Do | - Do | - Do | |

**PRIMARY FOUR ENGLISH SCHEMES OF WORK TERM 2**

| WK | PD | LESSON | THEME | SUB THEME | LEARNING AREA | CONTENT | COMPETENCES | METHODS | ACTIVITIES | LIFE SKILLS | INS MATERIALS | REF |
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| | | | GOOD BEHAIOR | | English | **Vocabulary**<br><br>Excuse, thank, sorry, forgive, lend, and borrow please. | Read the words correctly<br><br>-Pronounce the vocabulary correctly.<br><br>-Use the vocabulary to construct sentences. | Explanation<br><br>Discussion<br><br>-Question and answer. | Reading<br><br>Pronouncing<br><br>-Sentence construction. | Articulation of words<br><br>Fluency<br><br>Confidence. | Real objects<br><br>Flash cards. | Mk pri Eng Bk pg 4 – 55. |
| | | | | | | **Verbs**<br>Past simple tense<br>-Formation of verbs e.g. by adding "d" "ed"<br>-Irregular verbs e.g. run – ran.<br>-Verbs that don't change e.g. put put, cut-cut<br>-Negative and interrogative<br>-Active and passive voice<br>-Question tags. | -Form sentences using simple past tense<br><br>-Form sentences in past tense, interrogative<br><br>-Complete statements with correct question tags. | Explanation<br><br>Discussion<br><br>Question and answer. | Reading<br><br>Pronouncing<br>.<br><br>Sentence construction | Articulation of words fluency<br><br>Confidence. | Chart showing verbs in simple past tense. | Junior Eng composition and grammar |
| | | | Behaviour | Good behaviour | English | Structures.<br>-May I ..(have, take, use)<br>-Yes, you may…<br>-No I am sorry… you may not.. ……take / have / use. | -Greet people around him, her using appropriate language<br><br>-Use courteous words. | Explanation<br><br>guidance | -Construct correct oral sentences.<br><br>Act dialogues | Non violent conflict reduction | | Mk primary English Bk 4 |

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| | | | | | | -Please lend me / her/ him/them/Peter<br>-Here it is / they are…..<br>-Will you please (lend, give, help go)?<br>-No ,we are sorry<br>-May I borrow<br>-Please?<br>-Please lend me your…… | -Ask and answer questions about good about good behavior.<br><br>-Write words sentences using polite language. | Demonstration<br><br>Observation. | Ask and answer questions.<br><br>Identify courteous words. | Friend ship formation<br><br>Negotiation.<br><br>Articulation. | Real object. | pgs 56 – 64. |
| | | | behaviour | Good behaviour | English | **<u>Comprehension</u>**<br>A dialogue<br>-Busingye and Amiina<br>-A passage<br>-Baluku's sugarcane.<br>-Guided composition<br>-The obedient boy.<br>-Revision exercise. | Act the dialogue<br>Answer oral and written questions about dialogue<br>Answer questions about the composition. | Demonstration<br><br>Observation<br><br>Questions and answer | Answer questions about the dialogue.<br><br>Complete the guided composition | Self-esteem self-awareness<br><br>Effective communication . | Puppets. | Mk primary Eng Bk 4 pgs 66-68<br><br>Mk pgs 68-70 |
| | | | | | | **Parts of speech**<br>Adverbs.<br>Formation of adverbs by adding – ly e.g. quick – Quickly<br>Irregular adverbs e.g. adverbs of time Now , tomorrow<br>Adverbs of places, here there<br>Adverbs of manner. Quickly, slowly. | Define adverbs<br><br>Form adverbs in different ways<br>Identify different types of adverbs<br><br>Using adverbs in sentences. | Demonstration<br><br>Explanation<br><br>Discussion. | Forming | | Chalk board illustration. | Basic working gramm ar pgs 120-130<br><br>First Aid in engilsh 13-15. |
| | | | | | | **<u>Junior English</u>**<br>Homes<br>Young ones<br>Sounds | Identify young ones homes sounds and | observation | | | Real objects | |

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| | | | | | | Movement. | movement of creatures. | | | | | |
| | | | Bad behaviour | Bad behaviour | English | **Vocabulary**<br>Rude ,fight, steal, disobey, unkind, careless hit, danger, damage, burn, abuse, cheat, quarrel, lie, dodge. | Read and pronounce bulary correctly.<br>Use the given vocabulary in sentences correctly. | Discussion<br><br>Demonstration. | Sentences<br><br>Construction .<br><br> | Articulation words<br><br>Confidence<br><br>Fluency. | Chalk board illustration. | |
| | | | Do | | -do- | **Structures.**<br>It is bad to …… tell Lies , come late<br>He /she / they must not….. tell lies, come late to school.<br>You / she / he should not (steal, lie)<br>Because (it is ) | Identify words describing bad behaviour<br>Talk about pictures and real life situations<br><br>Ask ad answer questions. | Explanation<br><br>Discussion<br><br>Questions and answer. | Spelling words<br>Reporting bad behavior<br>Acting situations of reporting<br>Reading words sentences and text. | Articulation<br><br>Confidence<br><br>Fluency<br><br>Responding to questions. | Flash cards. | |
| | | | SHOPPING | Buying and selling | English | **Vocabulary**<br>Some, a few, cheap, expensive kilogramme, a bar a litre metre, packet cost, price, item.<br>**Verbs**<br>Present perfect tense<br>Formation of has/ had<br>Have the past participle<br>Use of just / already / yet / now<br>Negative and interrogative | Use a wide range of grammatical structures and vocabulary<br><br>Communicate effectively in shopping situation<br><br>Use tense to construct correct sentences. | Explanation<br><br>Discussion<br><br>Questions and answer | Sentence<br><br>Construction<br><br>Formation of question tags. | Effective communication<br><br>Self esteem<br><br>Self-awareness<br><br>Negotiation.<br><br>Decision making | Real objects. | Detailed English grammar Bk pg 19. |

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| | | | | | | Active and passive voice<br>Question tags.<br>Use of since and for | | | | | | |
| | | | SHOPPING | Buying and selling | English | Structures<br>I have eaten some mangoes<br>I have not eaten any mangoes.<br>How much oil do you need?<br>How much has been the price of sugar?<br>How much has it cost you? | Use the structures to construct sentences<br>Ask questions correctly. | Explanation<br><br>guidance | Construction of oral sentences<br>Act situations. | | Real objects | Mk primary English Bk pgs 68-70 |
| | | | | | | Comprehension<br><br>A passage ( at the market)<br>Shopping list. | Read the passage<br>Answer questions about the given shopping list. | | Read the passage<br>Answer questions about the shopping list. | Accuracy<br>Negotiation. | | Mk primary English Bk pgs 71-72. |
| | | | TIME | | English | **Vocabulary**<br>Continue bite , off, while, hold eat ,<br><br>**<u>Past continuous tense</u>**<br>Negatives and interrogatives.<br><br>Active and passive voice<br>Questions tags<br>Use of while and when. | Read the vocabulary<br><br>Pronounce the words<br>Construct simple sentences using the given vocabulary<br><br>Change sentences to active and passive and form question tags in the past continuous<br>Use while and when. | Explanation<br><br>Discussion<br><br>Question and answer | Sentences<br><br>Construction<br><br>Changing sentences<br><br>Forming question tags. | Reasoning<br><br>Accuracy<br><br>Responding to questions. | | Junior English revision<br><br>Detailed Eng grammer Bk pg |

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| | | | TIME | | English | Structures<br>Conjunctions use of both and "both" and because either, neither, but, although, as | Join the sentences using the given conjunction | | | | | First Aid in EWng pgs 89-93. |
| | | | | | | **Similes**<br><br>Analogies. | Complete the simile correctly<br><br>Relate the analogies correctly. | Explanation<br>Discussion<br>Question and answer | Answering<br><br>Questions about the similes. | Assertiveness | | Junior Eng composition and grammer. |
| | | | -Do- | -do- | -do- | **<u>Comprehensions</u>**<br><br>Time table<br><br>John kept time. | Read the dialogue<br><br>Answer questions about the time table. | Explanation<br>Discussion<br><br>Question and answer. | Answering questions about the time table | Assertiveness | -do- | -do- |
| | | | TIME | | | Guided composition<br>Jumbled sentences to a good story. | Arrange the jumbled sentences to a good story. | Explanation<br><br>Discussion<br><br>Questions and answer | | | Teacher's collection | |
| | | | THE FUTURE | Expression of the future | | **<u>Vocabulary</u>**<br>Tomorrow, next, Monday, next, week, next month, next year, shall not, arrive diary, calendar, note.<br>Future simple tense<br>The use of shall and will<br>Active and passive voice<br>Questions tags. | Talk about future events<br>Explanation what will happen<br><br>Respond to questions appropriately<br>Narrate events related to future happenings. | Explanation<br>Discussion<br>Question and answer. | Acting dialogue conversation related to future events. | Effective communication<br>Critical thinking | | Junior eng composition and grammar by J-A Bright. |

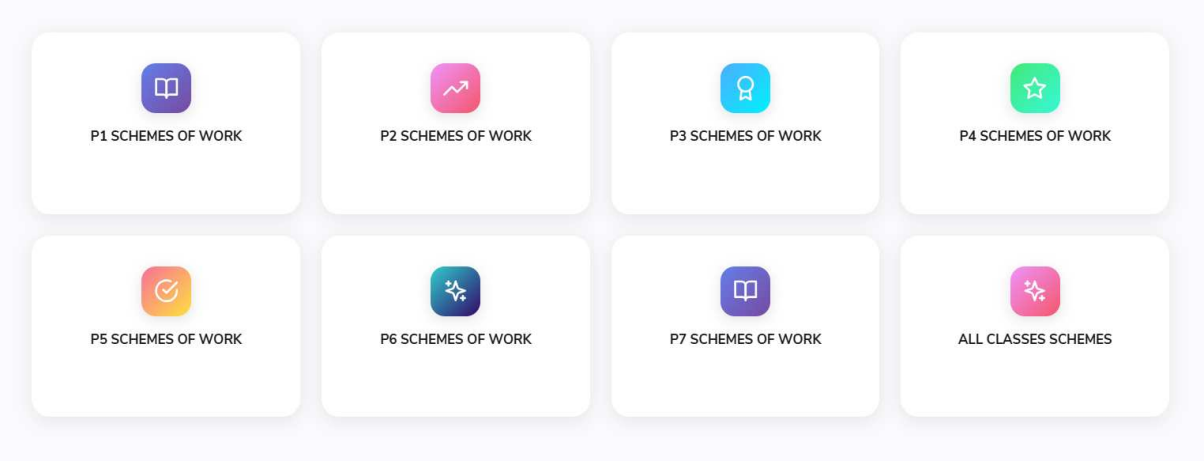
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| | | | EXPRESSION OF THE FUTURE | | | **Comprehension.**<br><br>Keeping a diary a calendar<br>Guided composition. | Talk about activities in a dairy<br>Read about events in a diary.<br>Record events in a dairy.<br>Keep a personal dairy. | Explanation<br><br>Discussion<br><br>Questions and answer. | Reading and interpreting information in a diary. | Self esteem | | English learner Bk 4 |
| | | | | | | Conditionals if (I)<br>Example: If I go town, I will buy a new dress. | Identify what makes the conditional<br>Construct oral sentences. | Explanation<br>Demonstration<br>observation | Construct sentences<br>Punctuate the sentences. | Creative thinking | Chalk board illustrations. | |
| | | | GAMES AND SPORTS | | | **Vocabulary**<br>Run, jump<br>, play football, skip, race, through, high, long, pick, player, lose, win, game, clap, happy, coach, umpire, reference | Identify games and sports played.<br><br>Use appropriate vocabulary<br><br>Give and follow simple instructions.<br><br>Read simple articles in sports &games. | Guided discovery<br><br>Demonstration<br><br>Guidance<br><br>Brain storming. | Read the vocabulary<br><br>Use it to construct sentences | Self esteem<br><br>Assertiveness<br><br>Nonviolent conflict resolution empathy. | Real objects. | |
| | | | DEMOCRACY | | | Direct and indirect speech<br><br>Review the use of inverted commas in sentences.<br><br>Simple direct speech e.g. she said "I am sick"<br><br>She said that she was sick. | Identify what direct & indirect speech is constructing simple sentences. | Explanation<br><br>Guidance<br><br>Demonstration. | Construction of sentences<br><br>Punctuate sentences correctly. | Assertiveness<br><br>Self-awareness. | | |

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| | | | GAMES AND SPORTS | | | **Junior**<br><br>Occupation Description of people and occupations e.g. referee, umpire, coach, etc. | Identify games and sports played.<br><br>Use appropriate Vocabulary and structures when describing games and sports. | Demonstration<br><br>Discussion<br><br>Explanation. | Being open<br><br>Listening to and valuing what others say. | Role playing different games and sports. | Chart showing a football pitch. | |
| | | | -do- | | | **Comprehension**<br><br>A notice<br>A football match passage our sports day | Following simple instructions in a given game and sport.<br><br>Read and interpret points on score board. | Demonstration<br><br>Discussion<br><br>explanation | Reading the passage | Effective communication | | Mk primary English pgs 136 -138 |
| | | | | GAMES AND SPORTS | English | **Composition**<br>Letter writing<br><br>Personal letters. | - write a simple description on a given game or sport. | Demonstration<br><br>Discussion<br><br>Explanation | Describe a simple game and sport. | Peer resistance | | |
| | | | | MUSIC DANCE AND DRAMA | | **Vocabulary**<br>Sing, recite drama, choir, concert instruments, actor, rhyme costume conductor.<br>Structures<br>….when……<br>….which ….will…..<br>Daudi sing? | Describe a given music festival.<br><br>Act in a given play<br>Construct sentences about music dance drama | Role play Demonstration Explanation. | Reciting Acting | Appreciation of one self | Picture showing drama | Mk primary English Bk 4 pgs 141 – 146. |
| | | | | MUSIC DANCE AND DRAMA | | **Junior**<br>Ordinary and cardinal ) numbers Usage of ordinary and cardinal numbers in sentences | Read and write both cardinal and ordinal numbers | | Counting order | | Real objects | Mk primary course Bk 3 pgs 24 - 25 |

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| | | | | | | **Comprehension**<br>Conversation<br>Mwesigwa is sad<br>Poem<br>My beautiful mother | Identify games and sports played.<br>Act the dialogue<br><br>Answer questions about the poem | Explanation<br>Discussion<br>Demonstration<br>Role play<br>Observation<br>Discovery | Act the dialogue<br>Answer oral and written questions about the poem. | Self esteem<br>Assertiveness<br>Value empathy | Puppets. | |
| | | | | | | **Composition**<br><br>Picture composition. | Study the composition<br>Answer oral & written questions about the composition. | Study the wise sayings<br>Derive meanings from the wise saying. | Explanation discussion | Critical thinking | Chart showing a picture comp. | |
| | | Elections | | | | **Vocabulary**<br>Prefect, vote, ballot paper, candidate head girl head boy campaign<br>Structures<br>…..who ….<br>…… are electing ……as…<br>…the…..<br>…..will ……on….<br>…..whom….?<br>Is ….standing for the post of ……? | Use appropriate language in convincing others.<br>Read and interpret simple posters related to elections<br><br>Read simple date related to elections<br><br>Write campaign messages. | Role play<br><br>Demonstration. | Asking and answering questions<br>Conducting Conversations<br>Being open<br>Standing for one's right. | Effective communication | Posters showing Candidates contesting. | |
| | | | | | | Junior<br>Synonyms<br>Replacement of the given words with a word similar in meaning | | | | | | |
| | | | | Elections | | **Comprehension**<br>A table showing results of candidates. | Read simple data related to elections<br>Illustrate election activities | Explanation<br>Discussion | Read short stories about elections | Construct sentences using the structures | Self esteem | Posters<br>News papers |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Elections | | **Composition**<br>Writing campaign Messages for your candidate. | Write campaign messages. | Discussion<br>Explanation | Illustrating election activities.<br>Drawing posters. | Volunteering | Posters<br>Ballot papers. | English course book 4 pgs 152 - 154 |

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