


**PRIMARY FIVE COMPOSITION SCHEME OF WORK TERM THREE**

| WK | PD | TOPIC | SKILLS | ASPECT | COMPETENCES | CONTENT | MTHD | ACTIVITY | L.AID | LIFESKILLS | REF | RMKS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2 | PEACE AND SECURITY | Speaking<br>Listening<br>Reading<br>Writing | (a)vocabulary<br>(b)joining sentences<br>(c)oral sentence construction<br>(d)guided composition | The learner:<br>-identifies the vocabulary related to peace and security<br>-constructs sentences using the vocabulary given.<br>-completes the guided compositions | (a)vocabulary<br>Peace, security, police, army, arrest, offence, offend, peaceful, secure, stability, statement, court, report, crime, criminal, suspect, handcuffed,<br>(b) Joining sentences using the | Whole class discussion<br>Explanation<br>Brain storming | Reading<br>Constructing sentences<br>Answering both oral and written questions. | Blackboard illustrations, text books<br>Printed notes | Fluency ,<br>Resolving issues, peacefully, accepting defeat,<br>Temper control , appreciation respect for others | Primary five syllabus | |

For more schemes of work, visit ***www.uganda.madpath.com***

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | …..so…..that…..( refer to the notes)<br>(c)oral sentence construction<br>(d)guided composition about our village. | | | | | | |
| 3 | 2 | PEACE AND SECURITY | Speaking<br>Listening<br>Reading<br>Writing | (a)vocabulary<br>(b)completing sentences<br>(c)oral discussion<br>(d)narrative composition(Dangers of mob justice) | The learner:<br>-read the vocabulary and use it in the correct sentences.<br>-complete the sentences correctly<br>-write an imaginative composition correctly | (a)vocabulary<br>Mob, offender, handcuffed harmony, property.<br>(b)completing sentences using right form of words.<br>(c)oral discussion<br>(d)narrative composition about the | Whole class discussion<br>Explanation<br>Brain storming | Reading<br>Constructing sentences<br>Answering both oral and written questions. | Blackboard illustrations, text books<br>Printed notes | Fluency ,<br>Resolving issues, peacefully, accepting defeat,<br>Temper control , appreciation respect for others | Primary five syllabus<br>Teacher's collection | |

For more schemes of work, visit ***www.uganda.madpath.com***

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | dangers of mob justice. | | | | | | |
| 4 | 2 | PEACE AND SECURTY | Speaking<br>Listening<br>Reading<br>Writing | (a)vocabulary<br>(b)structure<br>(c)sentence rearrangement<br>(d)picture composition | The learner:<br>-Constructs sentences using the vocabulary.<br>-uses the structures in meaningful sentences.<br>-rearranges sentences to make a meaningful story.<br>-identifies tenses used in picture composition<br>-studies pictures and makes correct sentences | (a)vocabulary<br>Magistrate, witness judiciary, sentenced, judgment.<br>(b)structure<br>-the use of has /have<br>(c)sentence rearrangement<br>(d)picture composition<br>The children will study the pictures and write sentences in present continuous and present perfect tenses. | Whole class discussion<br>Explanation<br>Brain storming | Reading<br>Constructing sentences<br>Answering both oral and written questions. | Blackboard illustrations, text books<br>Printed notes | Fluency ,<br>Resolving issues, peacefully, accepting defeat,<br>Temper control , appreciation respect for others | Primary five syllabus<br>MK BK 5<br>Teacher's collection | |

For more schemes of work, visit ***www.uganda.madpath.com***

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 2 | SERVICES (BANKING) | Speaking<br>Listening<br>Reading<br>Writing | (a)vocabulary<br>(b)completing sentences<br>(c)structures<br>(d)jumbled sentences | The learner:<br>-identifies the vocabulary related to banking,<br>-constructs sentences using the structures given<br>-rearranges jumbled sentences to make a meaningful story. | (a)vocabulary<br>Banking, cashier, deposit, cheque leaf, signature, loan, withdraw.<br>(b) Completing sentences in the correct form.<br>(c)structures<br>- the use of neither …….nor…<br>(d)jumbled sentences about banking. | Whole class discussion<br>Explanation<br>Brain storming | Reading<br>Constructing sentences<br>Answering both oral and written questions. | Blackboard illustrations, text books<br>Printed notes, cheque leaf, bank notes, coins withdraw forms, bank slip, bank statements, | | Primary five syllabus<br>Teacher's collection | |
| 6 | 2 | SERVICES(Banking) | Speaking<br>Listening<br>Reading<br>Writing | (a)vocabulary<br>(b)structures | The learner:<br>-constructs sentences using the vocabulary.<br>-makes sentences using structures given. | (a)vocabulary<br>Loans borrowing, cashier, guarantors, teller, guarantees | Whole class discussion<br>Explanation | Reading<br>Constructing sentences | Blackboard illustrations, text books<br>Printed notes, cheque | ` | Primary five syllabus | Teacher's collection |

For more schemes of work, visit ***www.uganda.madpath.com***

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | (c)oral sentence construction<br><br>(d)free composition writing(importance of banks) | -writes meaningful composition. | (b)structures( Revision)<br>- The use of either…./…and so…./ as well as…(<br>(c)oral discussion<br>-the uses of banks in our area.<br>(d) Free composition writing about the importance of banks. | Brain storming | Answering both oral and written questions. | leaf, bank notes, coins withdraw forms, bank slip, bank statements, | | | |
| 7 | 2 | SERVICES<br>(BANKING) | Speaking<br>Listening<br>Reading<br>Writing | (a)vocabulary<br>(b)rearranging words to form sentences<br>(c)structures<br>(d)free composition writing( | The learner:<br>-reads the vocabulary and uses it in meaningful sentences.<br>-rearranges words to form sentences. | (a)vocabulary<br>-safe, save, bounce fraud, ATM card,<br>(b)rearranging words to form sentences<br>(c)structures | Whole class discussion<br>Explanation<br>Brain storming | Reading<br><br>Constructing sentences | Blackboard illustrations, text books<br>Printed notes, cheque leaf, bank | | Primary five syllabus<br><br>Teacher's collection | |

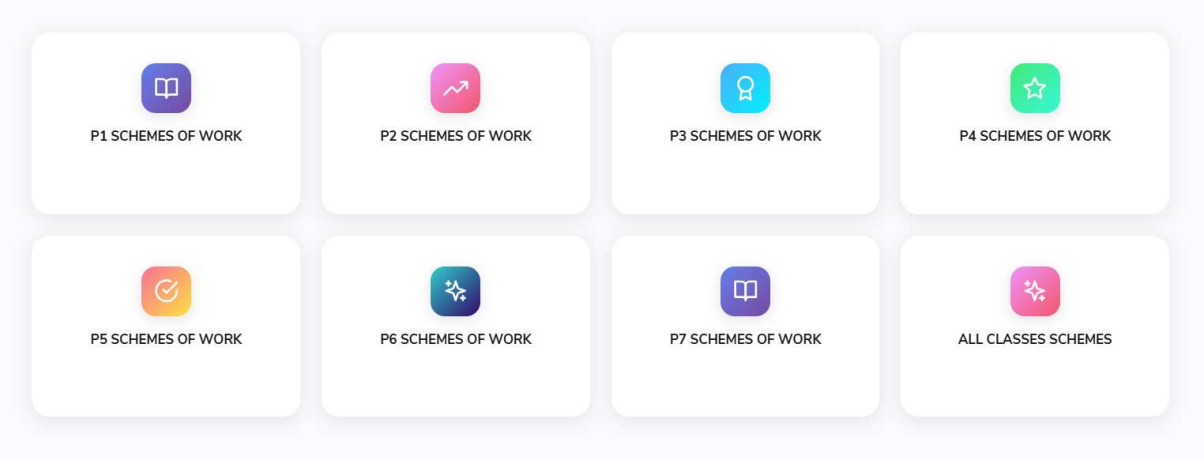
For more schemes of work, visit ***www.uganda.madpath.com***

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | -joins sentences correctly<br>- writes short stories about banking | The use of ..as soon as…/No sooner….than…<br>(d)free composition writing about my first time at the bank. | | Answering both oral and written questions. | notes, coins withdraw forms, bank slip, bank statements, | | | |
| 8 | 2 | SERVICES<br>(BANKING) | Speaking<br>Listening<br>Reading<br>Writing | (a)vocabulary<br>(b)opposites<br>(c)oral sentence construction<br>(d)picture composition | The learner:<br>-reads and pronounces the words correctly.<br>-constructs sentences using the vocabulary given.<br>-gives the opposites of the given words.<br>-writes sentences using the tenses given. | (a)vocabulary<br>-queue, counter, deposit cheque, branch, account balance.<br>(b) opposites e.g. deposit-withdraw<br>(c) Oral discussion about activities that take place in a bank.<br>(d) Picture composition about banking. | Whole class discussion<br>Explanation<br>Brain storming | Reading<br>Constructing sentences<br>Answering both oral and written questions. | Blackboard illustrations, text books<br>Printed notes, cheque leaf, bank notes, coins withdraw forms, bank slip, bank statements, | | Primary five syllabus<br>MK BK 5<br>Teacher's collection | |

For more schemes of work, visit ***www.uganda.madpath.com***

For more schemes of work, visit ***www.uganda.madpath.com***

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




**Do you need more!**

**SCHEMES OF WORK for Primary (All Subjects)**

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

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

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

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