

P.6 ENGLISH COMPREHENSION SCHEME OF FIRST TERM

LEARNING OUTCOMES
The learner;
-practices safe behavior while on the road.
-argues out issues fluently,confidently and convincingly on any given topic.

WK	PD	ASPECT	SKILLS	CONTENT	COMPETENCES	METHOD	ACTIVITY	IND.LIFE SKILLS/VALUES	IMS	REF	RMKS
1	1 & 2	vocabulary	**Reading** **Speaking** **Listening** **Writing**	**Vocabulary** Zebra crossing,pedestrians,traffic,cyclist,motorist,signal,right, left,traffic jam,taxi,bus,cross,signpost,heavy,light, Police,railway ,blackspot crossing,seat belt,helmet	**The learner;** Pronounces,reads and. listens to new words correctly. Spells words correctly Uses the given vocabulary to construct sentences correctly	Guided discovery	Constructing sentences using the given vocabulary	Effective communication Accuracy Clarity	Charts Cards Text bks	**MK primary bk 6 P 1-2**	

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	2 & 4		**Reading Listening Writing speaking**	What you must do to keep safe on the road	Describes how to use the road safely Reads the highway code	**Demonstration Role-play discovery**	**do**	**do**	**do**	**Page 4**	
1	**1 & 2**	**SAFETY ON THE ROAD "poem"**	*listening speaking reading writing*	A poem entitles. "Safety on the Road" pages 11-12. Mk Primary English pupils book 6	By the end of the lesson, pupils should be able to: - recite the poem - answer oral and written comprehension questions in full sentences.	Recitation Question and answer	Role playing Reciting the dialogue Answering comprehension question	*clarity* *accuracy* *logical presentation of ideas*		Mk Primary English pupils book 6 page 11-12	
	3 & 4	**Dialogue and Passage**	*listening speaking reading writing*	"Crossing the Road" and a visit by the Traffic Officer.)pages 11-12 and 13-14) Mk Primary English pupils book 6	Pupils should be able to: - recite the dialogue - read the passage - answer oral and written comprehension questions in full sentences	Demonstration Questions and answer Recitation	Role play	*accuracy* *giving and following instructions*		Mk Primary pupils book 6 pages 11-12 and 13-14	
2	**1 & 2**	**Picture composition**	*listening speaking reading writing*	"Care n the Road" A picture composition on pages 15-16, Mk Primary English pupils book 6	Pupils should be able to: - interpret the pictures and write sentences describing what is happening in each.	Brain storming	Studying the pictures Writing sentences about each picture	*giving and following instructions*		Mk Primary pupils book 6 pages 15-16	

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	3 & 4	**Guided composition**	*listening speaking reading writing*	"Causes of Road Accidents" pages 16-17 Writing a composition on how to keep safe on the road.	Pupils should be able to: - complete the guided composition. - write a composition on how to keep safe on the road.	Brain storming	Completing the guided composition Writing a composition	*responsibility*	page 16.
3	**1 & 2**	**ROAD SAFETY**	*listening speaking reading writing*	Writing a poem about road safety and the dangers on the road.	Pupils should be able to: - compose a poem about road safety.	Brain storming Discussing	Writing a poem.	*confidence*	Teachers own collection
	3 & 4	**Designing posters**	*listening speaking reading writing*	Designing a poster guiding pupils on how to keep safe on the road.	Pupils should be able to: - design a poster. - guiding pupils on how to keep safe on the road.		Designing posters	*confidence*	Teachers own collections
		DEBATING	*LISTENING READING SPEAKING WRITING*						
4	**1 & 2**	**DEBATING**	*listening speaking reading writing*	A notice about Debating. Pages 67 Mk primary English 6	Pupils should be able to: - study the notice and answer oral and written comprehension questions in full sentences		Reading and interpreting the notice Answering oral and written comprehension question	*accuracy* *fluency* *audibility*	MK book 6 page 67

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	3 & 4		*listening speaking reading writing*	A notice inviting a school for a debate. Page 68-69 Mk Primary English pupils book 6	Pupils should be able to: - study the notice and answer the questions that follow in full sentences.	Questions and answer	Reading and interpreting the notice Answering oral and written comprehensi on question	*accuracy* *fluency* *audibility*	Mk pages 67-68
5	**1 & 2**		*listening speaking reading writing*	A motion written on the chalkboard. Pupils read and answer comprehension questions.	Pupils should be able to: - interpret the notice and answer oral and written comprehension.	Question and answer	Reading and interpreting the notice Answering oral and written comprehensi on question	*accuracy* *fluency* *audibility*	
	3 & 4	**Graphs**	*listening speaking reading writing*	Interpreting bar graphs. Answering oral and written comprehension questions about bar-graphs.	By the end of the lesson, pupils should be ale to: - interpret given bar-graphs - answer oral and written comprehension questions	Guided discovery	Interpreting a graph and answering comprehensi on question in full sentences	*fluency* *accuracy*	Teacher s own collectio n
6	**1 & 2**	**Graphs**	*listening speaking reading writing*	Drawing bar graphs from given data	By the end of the lesson, pupils should be able to: - draw bar graphs from given data.	Guided discovery	Drawing bar graphs	*fluency* *accuracy*	Teacher s own collectio n
	3 & 4		*listening speaking reading writing*	Drawing bar graphs getting data from picture graphs.	By the end of lesson, pupils should be able to:	Guided discovery	Drawing bar graphs	*fluency* *accuracy*	Teacher s collectio n

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				Answering comprehension questions about the drawn graphs.	- answering oral and written comprehension questions in full sentences.				
7	**1 & 2**	**Pie-chart**	*listening speaking reading writing*	Drawing a pie-chart and answering oral and written comprehension questions in full sentences.	By the end of the lesson, pupils should be able to: - answer oral and written comprehension questions in full sentences.	Brain storming Question & answer	Answering comprehension question in full sentences.	*responsibility* *effective communication*	Teachers collection
	3 & 4	**A table**	*listening speaking reading writing*	A table showing ages, heights and weights of different people.	- interpreting the table and answering oral and written comprehensions	Discovery Question & answer			
8	**1 & 2**	**MAP READING**	*listening speaking reading writing*	Drawing the map of our school. Answering oral and written comprehension questions in full sentences.	By the end of the lesson, pupils should be able to: - draw the map of our school. - answer oral and written comprehension questions in full sentences.	question and answer	Answering oral and written comprehension question in full sentences.	*responsibility* *accuracy* *self esteem*	
	3 & 4		*listening speaking reading writing*	Drawing and interpreting the maps of our homes. Pupils are guided to draw maps of their homes. Answer oral and written comprehension questions	By the end of the lesson, pupils should be able to: - draw the maps of their homes. - answer oral and written comprehension questions in full sentences.	Guided discovery Explanation Question and answer	Drawing Answering comprehension question	*fluency* *self esteem*	Teachers collection
9	**1 & 2**	**Composition**	*listening speaking reading*		By the end of the lesson, pupils should be able to:	Guided discovery	Writing a composition	*chalkboard illustration*	Teachers

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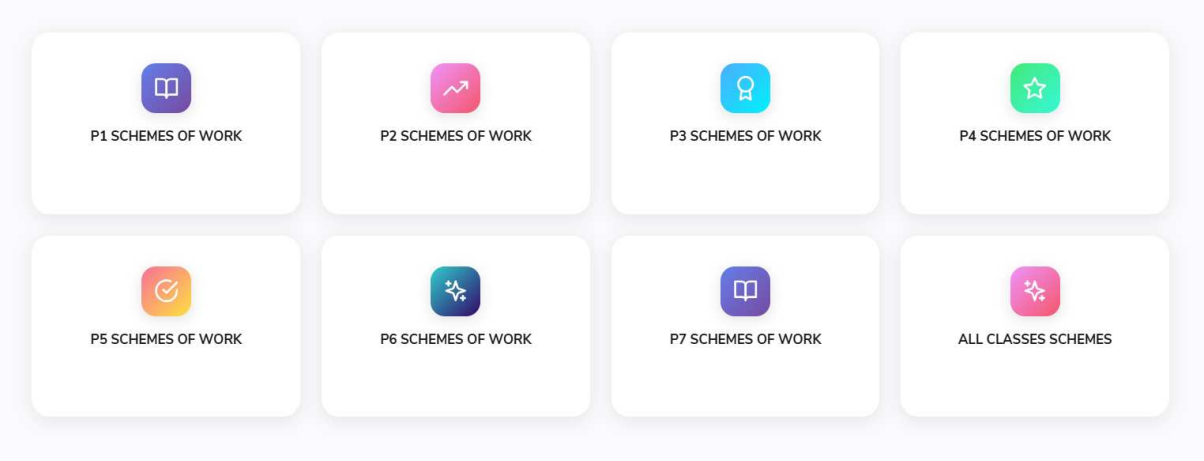
		Writing	*writing*	Writing a composition about their homes or families	- write a composition correctly.	Explanation			collection
	3 & 4	**MAP READING**	*listening speaking reading writing*	Interpreting a map of our division. Highlighting important roads. important or main hospitals	By the end of the lesson, pupils should be able to: Write a composition correctly.	Guided discovery Question and answer	Writing a composition	*chalkboard illustration*	Teachers collection
10	**1 & 2**	**Report Card**	*listening speaking reading writing*	Studying a report card of any report. Answering oral and written comprehension in full sentences.	By the end of the lesson, pupils should be able to: Answering oral and written comprehension questions in full sentences.	Discovery Discussion	Studying the report card Answering oral and written comprehension question	*fluency* *responsibility* *accuracy*	Teachers own collection
	3 & 4	**Duty rota**	*listening speaking reading writing*	Studying the duty rota and answering oral and written comprehension questions in full sentences.	Pupils should be able to: Study the duty rota. Answer oral and written comprehension questions in full sentences.	Explanation Brain storming Discussion	Studying the duty rota. Answering oral and written comprehension question.	*logical presentation of ideas* *clarity* *making choices*	Teachers own collection
11	**1 & 2**	**Time table**	*listening speaking reading writing*	Studying the given class time table. Answering oral and written comprehension questions in full sentences.	Pupils should be able to: Study the given time table Answer oral and written comprehension questions in full sentences.	Brain storming Discussion	Answering oral and written comprehension question in full sentences	*logical presentation of ideas.* *clarity* *making choices*	Teachers own collection

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						Question and answer			
	3 & 4	**Agenda**	*listening speaking reading writing*	An agenda of a meeting. Page 68 Picfare Primary English Revision for upper primary. Answering oral and written comprehension questions What is the first item on the agenda?	Pupils should be able to: - study the agenda. - answer oral and written comprehension questions in full sentences.	Brain storming Discussion Question and answer	Answering oral and written comprehension in full sentences.	*logical presentation*	Teacher sown collection
1 2	**1 & 2**	**Invitation**	*listening speaking reading writing*	Invitation Cards - studying different invitation cards - answering oral and written comprehension questions.	By the end of the lesson, pupils should be able to: - study the cards. - answer oral and written comprehension questions in full sentences.	Guided discovery Question and answer	Studying invitation cards. Answering oral and written comprehension question.	*appreciation* *logical sequencing of ideas*	Teachers own collection
	3 & 4		*listening speaking reading writing*	Making or designing invitation cards.	By the end of the lesson, pupils should be able to: - design their own invitation cards.	Guided discovery	Making invitation cards	*appreciation* *making choices* *patience*	Teachers own collection

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