SCHEME OF WORK FOR PRIMARY SIX



TERM ONE, 2023

1. SAFETY ON THE ROAD

2. DEBATING

WK	PD	TOPIC	SKILLS	ASPECT	COMPETENCES	CONTENT	MTD	ACTIVITIES	T/AIDS	L/SKILLS	REF	REM
1	1 2 3	SAFETY ON THE ROAD	Listening Speaking Reading Writing	Vocabulary Word building Opposite Singular and plural forms	The learner; 1. spells given words correctly 2. pronounces given words correctly 3.looks up meanings of words	**SAFETY ON THE ROAD** **VOCABULARY** Zebra crossing, pedestrians, cyclist, motorists, traffic, signal, right, left ,taxi, bus, black spot, seat belts, helmet, roundabout, code highway, first aid, road humps,…….etc	LSU discussion	Spelling Pronouncing words with sound 'r' and 'l'…load, road, late, rate, label, rabel etc Looking up words	Strip cards with vocabulary words	Fluency Audibility Articulation Confidence	Sure key to success bk6 pg 1-2 Mk primary English bk 6	
1	4	SAFETY ON THE ROAD	Listening Speaking Reading writing	Drawing	The learner; 1. Draws and names road traffic signs. 2. identifies the use of each traffic sign	**Road traffic signs** 1.railway crossing 2.no parking 3.traffic lights ahead 4.school children crossing…..etc….	LSU Guided discussion Brain storming	Drawing the different traffic road signs Discussing the use of traffic road signs. Discussing the role of the	Cards with traffic road signs	Appreciation Respect	Sure key to success bk6 pg 2	

								traffic police.				
1	5	SAFETY ON THE ROAD	Listening Speaking Reading Writing	Reading	The learner; 1. constructs sentences using the given structures. 2. writes and reads the given sentences.	**Structures** • **"as soon as"** • **"the moment"** • **"immediately"** • **"….too…..to…"** Examples 1. The boy crossed the road as soon as it was clear. As soon as the road was clear, the boy crossed the road. B. **…….must…../…..mustn't….. unless. /….should not…., ought, oughtn't, prefer, enjoy, like** 1. Drivers must signal at the junction. 2. You must not cross the road unless it is clear.	Brain storming LSU Guided discovery	constructing different sentences with the given structures. re-writing sentences with the given structures	Strip cards with different sentences	Critical thinking Confidence Audibility		
2	1	SAFETY ON THE ROAD	Listening Speaking Reading	Pronunciation (poem)	The learner; 1. reads the words in the poem carefully.	**A POEM** **ON THE ROAD** From dawn to dusk, Roads are full are full of	Dramatization Role play	Acting out the poem Writing short poems		Critical thinking		

			Writing		2. recites the poem with actions. 3. writes shorts poems on safety on the road. 4. answers questions about the poem.	different road users, Heading to different destinations In the city or village. ……..etc…….		Reciting poems Answering questions about the poem				
2	2	--do--	---do--	Comprehension (dialogue)	The learner; 1. recites the dialogue 2. acts the dialogue 3.answers questions on dialogue.	**DIALOGUE** Joyce; Hello Miriam Miriam; Hello Joyce Joyce; You look sad, what is the matter? ……etc……	Role play Brain storming Guided discussion	Acting out the dialogue Writing dialogues Answering questions about the dialogue.	puppets	Love Care Effective communication		
2	3	SAFETY ON THE ROAD	Listening Speaking Reading Writing	Comprehension (notice)	The learner; 1.reads the notice carefully 2. discusses the role of traffic police officers. 3. answers questions about the notice. 4. defines an	**NOTICE** UGANDA POLICE TRAFFIC SECTION PROUDLY PRESENTS A PUBLIC SEMINAR ON SAFETY ON THE ROAD EVERY LAST SUNDAY OF THE MONTH GUEST SPEAKER; POLICE SPOKES PERSON	LSU Guided discussion Brain storming	Talking about keeping safe on the road. Reading the notice . Answering questions about the notice.				

	4 5 & 1				adjective. 5. gives examples of adjectives 6.uses the correct form of the word given in brackets as an adjective.	VENUE; CONSTITUTIONAL SQUARE……etc……. **GRAMMAR** **ADJECTIVES** 1. Define adjectives 2. Examples of adjectives 3. Kinds of adjectives 4. Comparison of adjectives using; …as…as/ ….not as…. 5. Double comparative; The…the…….. 6. Ordering adjectives. 7. Opposites of adjectives 8. Re-writing sentences as in structed in brackets.						
3	2	….do….	…..do…..	vocabulary	The learner; 1. pronounces the words correctly. 2. spells the words correctly 3. looks up meanings of	**TRAFFIC DANGERS** **VOCABULARY** Crossroad, roundabout, junction, accidents ,traffic lights, side path, first aid, careless, careful, island, highway code,…..etc……..	Guided discussion LSU	Spelling words Pronouncing words Looking up meanings of words	Strip cards with vocabulary words	fluency audibility articulation confidence	Sure key to success bk 6 pg 7	

					words.							
3	3	….do….	….do…..	Sentence construction	The learner; 1. writes sentences using the given structures. 2. reads the sentences with the structures. 3.constructs sentences with structures. 4. re- writes as instructed	**STRUCTURES** …….may….. ……should always….. First……next…..then….. **EXAMPLES** 1.You may get an accident if you don't use a side path. 2.We should always be aware of the Highway Code. 3. First look left,next right then left again before you cross the road. USING: when, because,…so.., ….so…..that.. **EXAMPLES** 1. When Peter rode his bike carefully, he got a prize. 2. Peter got a prize because he rode his bike carefully. 3. Peter rode his bike carefully so he got a prize. 4. Peter rode his bike so	LSU Guided discovery Observation	Constructing sentences Reading sentences Re –writing sentences	Strip cards with sentences	Critical thinking Expressing one's point of view Audibility Confidence	Mk	

						carefully that he got a prize.						
3	5	SAFETY ON THE ROAD	Listening Speaking Reading writing	Compositions	The learner; 1. talks about causes of road accidents 2.writes stories about causes of road accidents.	**TRAFFIC DANGERS** **FREE COMPOSITION WRITING about;** 1. Causes of traffic dangers 2. How to keep safe on the road. 3.Roles of traffic police	Guided discussion question and answer	Writing texts related to dangers and safety on the road.	Papers Pens dictionary	Critical thinking Appreciation Love	Sure key to success bk 6 pg 16	
4	1	SAFETY ON THE ROAD	Listening Speaking Reading Writing	compositions	The learner; 1.talks about the given pictures 2. interprets the pictures 3. writes sentences about the picture. 4. draws the pictures.	**PICTURE COMPOSITION** **A CAR ACCIDENT** Pictures showing; 1. chn playing ball on the road / 2. a car approaching them. 3. a car knocking one of the boys. / 4.one boy giving first aid. 5.carrying the boy to the ambulance. / 6.doctor attending to the boy in hospital	Observation LSU Guided discussion	Talking about te picture Interpreting the picture Drawing the picture Writing sentences		Care Love Responding to questions Expressing one's views	Mk primary English Bk 6 Sure key to success bk 6 pg 17	
4	2	…..do…	…..do….	….do…	The learner;	**GUIDED COMPOSITION**	LSU	Filling in missing		Critical	Sure key to	

					1.reads the given composition 2. fills in the missing words to complete the composition.	**A FATAL ACCIDENT** Last --------- there was a fatal accident in Mabira forest along Kampala- Jinja Highway. The--------- was caused by ---------- ..etc.		words Responding to given questions. Writing out the composition.		thinking Expressing likes and dislikes	success bk 6 pg 18	
4	3	SAFETY ON THE ROAD	Listening Speaking Reading writing	compreh ension	The learner; 1.pronounces the words in the poem correctly 2. recites the poem. 3. answers questions about the poem.	**A POEM** **SAFETY ON THE ROAD** Whether by road or railway transport, Passengers need safety Drivers must avoid speeding……..etc…….	LSU Guided discussion Brain storming	Pronouncing words correctly Reciting the poem Answering questions about the poem		Standing up for one's rights Responding to questions	Monitor English course for Uganda bk 6 pg 15	
4	4	…do…	….do…	Grammar	The learner, 1. defines an adverb 2. gives examples of adverbs. 3.identifies types of adverbs 4 forms adverbs	**GRAMMAR** **ADVERBS** • defining adverb • giving types o f adverbs • forming adverbs • identifying adverbs	LSU	Forming adverbs Categorizing adverbs	A chart with categori cal adverbs	Articulation		
4	5	DEBATI NG	Listening Speaking	Vocabula ry	The learner; 1.spells the	**DEBATING** **VOCABULARY**	Discussion LSU	Spelling words Pronouncing	Flash card with vocabul	Fluency Articulation	Monitor English course for	

			Reading writing	Word building Opposites Singular and plural forms	words correctly. 2. pronounces the words correctly 3. looks up meanings of words.	Speakers, motion, proposers, opponents, point of order, point of inquiry, audience, argue, argument, time keeper, roles, opinion, conclude, current, previous…etc….	Brain storming	words Looking up meanings Constructing sentences	ary words		Uganda bk 6 Advanced learner's dictionary.	
5	1	DEBATING	….do…..	Sentence construction	The learner; 1. constructs sentences with the given structures. 2.reads and interprets sentences. 3.re-writes as instructed in the brackets.	**STRUCTURES** Although …… Even though…… …….although…… …….even though…….. Whereas …….. …….whereas…….. **EXAMPLES** 1. Although people did not accept his points, he argued them. 2. People did not accept his points although he argued them. 3. Even though people did not accept his points, he	Look, say and use Brain storming Guided discussion	Constructing sentences Reading sentences Interpreting sentences Re-writing sentences as instructed	Strip cards with sample sentences	Audibility Fluency Confidence	Mk primary English Bk 6 Sure key to success bk 6 St Bernard English work bk 6	

						argued them. 4. People did not accept his points even though he argued them.						
5	2 3 & 4	DEBATING	Listening Speaking Reading Writing	Comprehension	The learner; 1. recites the dialogue 2. interprets information on the notice. 3. writes dialogues 4. answers questions about the dialogue. 5. answers questions about the notices and passages.	**COMPREHENSION** **1.DIALOGUE** Babirye; Do you always hold debate at North Road Primary School? Bbale; Yes, we do. We always have it at 2:00p.m in the main hall every Friday. ……etc……. 2**. NOTICE** NAMAYUMBA C/U P/S INTER CLASS DEBATE P.6 VS P.5 VENUE; MAIN HALL TIME; 2:15 – 4: 15……etc. 3**. PASSAGE; about DEBATES**	Look, say and use Guided discovery Brain storming Guided discussion	Reading passages Reciting dialogues Interpreting notices Responding to questions Formulating motions Constructing sentences		Fluency Audibility Articulation Responding to questions Confidence	Sure key to success bk 6 pg 27- 30	
5	5	DEBATING	Listening Speaking Reading	compositions	The learner; 1. reads and answers questions on	**COMPOSITIONS** **1. GUIDED COMPOSITION** …… in schools is a very interesting activity.	Look, say and use Brain storming	Reading the compositions Filling in the missing words		Responding to questions Critical thinking		

			Writing		texts. 2.fills in missing words in the given composition 3. re –arranges sentences to make a good composition.	Debating promotes self-expression ,……,critical thinking and confidence among learners. …..etc… 2. **JUMBLED OMPOSITION** About; Why some pupils are more and fluent than others.	Guided discussion	Re- arranging the sentences to form good compositions.				
6	1 2 3	PARTS OF SPEECH	Listening Speaking Reading Writing	vocabulary	The learner; 1. identifies the kinds of verbs 2.states examples of verbs 3.spells given verbs correctly	**PARTS OF SPEECH** **VERBS** • Definition: A verb is an action word. • Examples of verbs; clap, drink, am, go…etc. • Kinds of verbs e.g., regular verbs, auxiliary verbs, irregular verbs …etc. **FORMS OF VERBS** **1. REGULAR VERBS** They have the same pattern for past simple and past participle tense e.g. dance ,walk, learn.....etc….. -forming different regular	Discussion	Spelling different words as verbs Identifying kinds of verbs Using correct forms of words Forming regular verbs	Strip cards with some verbs to spell	Fluency Audibility Effective communication	Detailed English grammar bk for upper primary pg 32-33	

						verbs.						
6 & 7 1	4 5	PARTS OF SPEECH	….do…….	….do…..	The learner; 1. differentiates the regular from the irregular verbs. 2. forms irregular verbs.	2**. IRREGULAR VERBS** They have a different pattern for past simple and past participle tense. e.g., see, drink, go, sink…etc. - forming the category of irregular verbs. 3**. AUXILIARY VERBS** They help the main verb. e.g. is , am, are , has , have , had , will…….etc….. -forming the affirmative, negative and contractions.	Look , say and use Guided discussion Brain storming	Forming regular and irregular verbs. Forming affirmative , negative and contraction of auxiliary verbs		Effective communication Fluency Confidence	Detailed English grammar for upper primary	
7	2 3 4	PARTS OF SPEECH	Listening Speaking Reading Writing	Sentence construction	The leaner; 1. defines a tense 2. outlines the major tenses 3. outlines the forms of each tense	**PARTS OF SPEECH** **TENSES** 1. The present tense 2. The past tense 3.The future tense **N.B: Put emphasis on:** • **the uses of a particular tense** • **affirmative sentences** • **negative sentences**	Look , say and use Brain storming	Drawing a tense tree Changing sentences from one present tense to another. Re- writing as instructed..		Fluency Confidence Effective communication	Detailed English grammar bk for upper primary	

	5					• **Interrogative sentences** • **question tags** • **active and passive voice** Each tense has four forms as below: 1. The present simple – refers to every day actions. e.g. she cries daily. 2.The present continuous e.g. she is crying now. 3.The present perfect e.g. she has cried. 4. The present perfect continuous e.g. she has been crying.						
8	1	PARTS OF SPEECH.	Listening Speaking Reading Writing	Sentence construction	The learner; 1.identifies tenses 2. changes sentences from one tense to another.	**TENSES** **2.PAST TENSE** Has four forms as; 1. The past simple – shows yesterday, last week, last month, last year events.	Guided discussion Brain storming Look ,say and use	Forming sentences in all forms of past tense. Changing sentences from past to present		Confidence Effective communication Re writing sentences	Junior English revised Detailed English grammar for upper	

	2 3 4 & 5					E.g. she cried last week. 2. The past continuous e.g. She was crying last week. 3. The past perfect e.g. She had cried a lot by the time her mother returned. 4.The past perfect continuous e.g. She had been crying for long.		and vice versa.			primary.	
9	1	Direct Speech	Listening Speaking Reading Writing	Sentence construction	The learner: 1. states the use of direct speech. 2. Punctuates the given sentences.	**DIRECT SPEECH** These are the actual words of a speaker used when reporting. **Examples** • **Mpanga said, "The man is already dead."** • **"I am not feeling well today," said Monica.**	Guided Discussion Brain Storming	Constructing sentences Punctuating sentences	Chalkboard illustration	fluency articulation respect	MK English Handbook for P.5-P.7 p75 Fountain Core English Grammar p.203	
	2	Indirect	Listening	Changing direct	The learner:	**INDIRECT SPEECH**	Explanation	Re-writing	Strip	fluency	MK English	

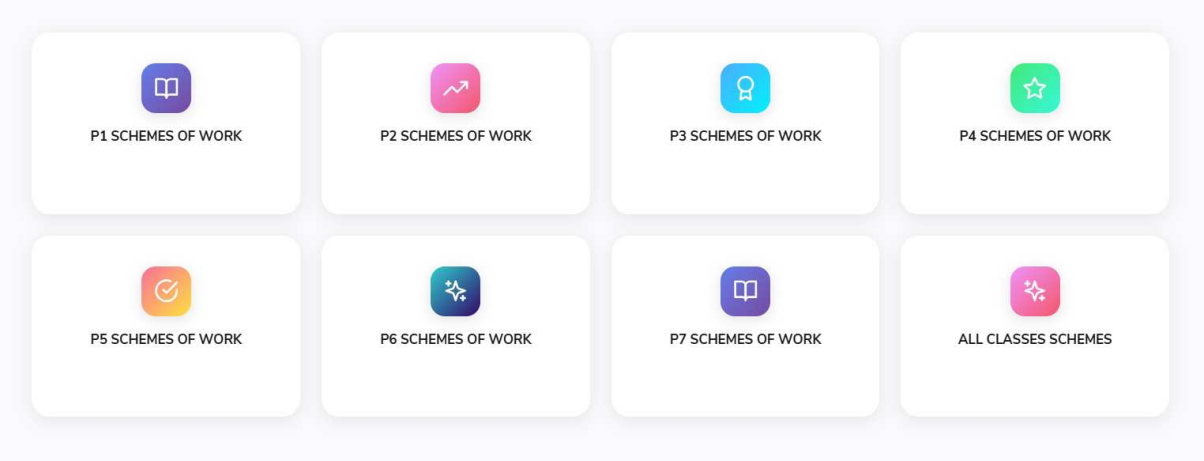
	3 4 & 5	Speech	Speaking Reading Writing	sentences to indirect	1. states the use of indirect speech 2. re-writes the given sentences in indirect speech. 3. Identifies the changes that take place when changing from direct to indirect speech.	• **It is the changing from the actual words of a speaker to the words used when reporting.** • **It is also called reported speech.** **Examples** **1.** "I study Luganda every evening," he said. **He said that he studied Luganda every evening.** **2.** "These books are mine," Stephen said. **Stephen said that those books were his.** **N.B Emphasize on the various changes that occur when changing from direct to indirect**	Guided Discovery Brain storming	sentences	cards Chalkboard illustration	accuracy appreciation sharing respect	Handbook P5-P.7 pp.75-86 Fountain Core English Grammar pp.203-207	
10	1	Parts of speech	Listening Speaking Reading	Sentence construction	The learner; 1. identifies the 3 key words to refer to	**CONDITIONAL SENTENCES** **If (1) or conditional clause 1** We use the present simple or present continuous tense	Look say and use Guided discussion	Writing sentences in if 1 clause. Using the four		Critical thinking Fluency	Junior English composition and gramma	

	2 3 4 5		Writing		conditionals as; If , unless , and because 2. writes sentences in if 1. 3. uses unless in sentences	in the if clause and a future simple in the main clause. e.g. 1. If I go to Juba , I will teach all the girls how to debate. 2. I will teach all the girls how to debate if I go to Juba. ……..etc…….. **Unless** Apply all the four ways of using; unless e.g. 1. Unless I go to Juba, I will not teach the girls how to debate. 2. I will not teach the girls how to debate unless I go to Juba. 3. Unless she calls me, I will leave for Nairobi.	Brain storming	rules of unless Re writing as instructed		Articulation Effective communication	r pg 37-41	
11	1 2 3 4	Parts of speech	Listening Speaking Reading Writing	Sentence construction	The learner; 1. explains the difference between if 1 and if 2. 2. changes sentences from if 1 to if 2.	**If (2) or conditional clause 2** We use the past simple and would in the main clause. E.g. 1. If I went to Juba, I would teach all the girls how to debate. 2. I would teach all the girls how to debate if I went to	Guided discussion Look, say and use Brain storming	Explaining the difference between if1 and if 2. Changing sentences from one if clause to another. Re writing		Confidence Fluency Effective communication Appreciation	Junior English composition and grammar	

					3. re- writes sentences as instructed.	Juba. ……etc…. **If(3) or conditional clause 3** We use the past perfect tense (had) in the if clause and a would have/could have/might have in the main clause. e.g. 1. If I had gone to Juba, I would have taught the girls how to debate. 2. Had I gone to juba, I would have taught the girls how to debate.		sentences as instructed.				

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