TERM II – PRIMARY ONE ENGLISH SCHEME OF WORK

GRAMMAR SCHEME OF WORK FOR PRIMARY ONE TERM II

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/AIDS	REF	REMARKS
1	1 2	Weather	Elements of weather	**Action words (verbs)** sun shine shining rain rain raining clouds cover covering wind blow blowing	**Reads, spells and pronounces the words correctly.**	Look say and use	A chart showing words of the theme A chart showing the verbs	Reading and spelling the words. Filling in the missing letters Reading the new words	Effective communication Critical thinking Critical things	
	2			**More about action words** grow - growing plant - planting water – watering dry – drying market – marketing weed – weeding prepare – preparing	**Reads, spells and pronounces the words correctly.** **Using the words in sentences correctly**	Whole word / sentences	A chart showing the verbs	Using words in the brackets to complete the sentences	Critical things	
	3		Effects of weather	**<u>Short forms</u>** I am I' m He is He's She is She's Let us Let's January - Jan February - Feb	Writing the short forms of different words correctly	Explanation Guided discovery	A chart showing abbreviations in full.	Reading and writing the short forms in full correctly	Critical thinking Appreciation	

				August – Aug Monday – Mon Tuesday – Tue Cannot – Can't It is – it's						
2	1		Effects and management of weather	Writing short forms in sentences. **Examples** 1. It is raining now. It's raining now. 2. Let us go out. Let's go out	Reads and writes the sentences in short forms	Explanation Guided discovery	Chalk board Illustrations	Reading and writing Short forms of words in sentences		
				Plurals where we add "s" wheelbarrow – wheelbarrows spear _____ hoe _____ garden fork _____ watering can _____ axe _____ basket _____	Reads, spells and pronounces the new words correctly.	Look, say and use Explanation	A chart showing garden tools	Reading Spelling Writing Drawing	Appreciation	
	2	**Accident and Safety**	**Accident and Safety at home**	**Nouns on which we add "es" in plural form.** A noun is a naming word. e.g. box, mango, bench, dress Nouns that end with **o, x, sh, ch, s, we**	Reads, spells and pronounces the new words correctly.	Look, say and use whole word	A chart showing plural of nouns	Reading Spelling Writing Drawing	Critical thinking Appreciation	

				Add **es** in plural form One many Bench benches Box boxes Tomato tomatoes Bus _____ Mango _____ Ostrich _____ Torch _____ Match _____						
	3			Nouns where we add "**ves"** Words which end with **"f" of "fe"** we drop **"f"** and we replace it with **"ves"** **One many** leaf leaves half halves calf _____ loaf _____ thief _____ live _____ shelf _____ knife _____ **<u>Except</u>** chief chiefs roof roofs	Reads, spells and pronounces the new words correctly.	Whole word Look say and use				

				handkerchief – handkerchiefs						
3	1	**Living Together**	**The family** **Nouns that change with "ies" by dropping "y" in their plural form.** **One** **Many** baby babies lorry lorries lady ladies puppy puppies **Verbs** Cry cries Carry carries **Words which end with "y" but have a vowel in the middle you just add " s" to it's plural form** key - keys donkey – donkeys toy – tous boy – boys day – days		Reads, spells and pronounces the new words correctly.	Look say and use	A chart showing plural of nouns	Reading Spelling Writing		
	2		**Roles of different family members**	More about nouns Nouns which change completely to their plural form **one** **many** man men	Reads, spells and pronounces the new words correctly.	Whole word Look say and use	Chalk board Illustration	Reading Spelling Writing Drawing	Critical thinking Appreciation	

			ox oxen woman women child children tooth teeth foot feet goose geese						
3		**The ways of living together**	**Opposites** An Opposite Is Something Which Is Completely Different From The Other **Examples** good - bad clean – dirty old – new short – tall open – close/ shut far – near empty – full big – small black – white sell – buy give – take rich – poor dry – wet first – last in – out	Reads, spells and pronounces the new words correctly.	Whole word Look say and use	Reading and writing plus matching	Effective communication		

				inside – outside father – mother man – woman come – go						
4	1	**Food and Nutrition**	**Names of local food**	Food in our locality pineapples fish beans simsim eggs millet groundnuts peas potatoes cassava bananas **Preposition** in , on, near, under, behind, in front of, to at	Reads, spells and pronounces the new words correctly.	Look say and use	A chart showing prepositions	Reading Spelling Writing	Effective communication Critical thinking	
	2			Use of **that / those** That is a bird.(singular) Those are birds. (plural) _____ is a tree. _____ are trees. _____ are bells. _____ is a bell.	Reads and fills in correctly	Guided discovery Whole sentences	Chalk board illustration	Reading and filling in the gaps.	Effective communication Critical thinking	

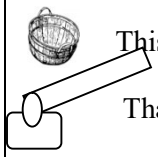
	3			**Use of this / these** This is used in singular. These is used in plural. **Examples** This is a table. These are tables. This is a book. These are books.	Reads and makes sentences correctly	Look, say, and use.	Chalk board Illustration	Reading and Making sentences.		
5	1		Occupation	**Alphabetical order** a, b, e, c, d a, b, c, d, e knife rake axe hoe axe hoe knife rake	Reads and arranges in alphabetical order	Guided discovery	Chalk board Illustration	Reading and arranging in alphabetical order.		
	2			**People and their work** Doctor – treats sick people Teacher – teaches pupils Lawyer – solves cases in courts Nurse – looks after sick people. Policeman – keeps law and order Cook – cooks / prepares meals	Reads , spells and writes	Whole word explanation	A chart showing people and their work	Reading Spelling Matching	Effective communication Critical thinking	

	3			**People and their places of work** Doctor - works in the hospital Teacher – works at school Policeman – police station Lawyer – works in the court			Chalk board Illustration			
					1.					
7	1			**Homophones** These are words of the same sound but different meaning. to – two – too bird – bad son – sun hut – hat mad – mud heart – hut	Reads , spells, pronouns and writes	Look, say and use	A chart showing homophones	Reading and writing	Critical thinking	
	2			**Conjunctions** These are joining words "**and"** **Examples** - My father has a car. - My father has a bicycle. - My father has a car and a bicycle. - I have a pencil - I have a book.						

				- I have a pencil and a book.						
	3			**Using ……. but …….** **Examples** - It is a good fruit. - I will not eat it. It is a good fruit but I will not eat it - I come early. I do not attend the morning lesson. - I come early but I did not attend the morning lessons.						
8	1			**Using …. because ……** **Examples** I came late. I was sick. I came late because I was sick. They are dirty They didn't bathe. They are dirty because they didn't bathe.	Reads, joins, and writes	Whole sentence Guided discovery	Chalk board Illustration	Reading Joining Writing	Critical thinking Effective communication	
	2			**Using ….than …..** My boy is taller. My girl is tall. My boy is taller than my girl. The teacher is big. The doctor is bigger. The doctor is bigger than the teacher.	Reads, joins, and writes	Whole sentence Guided discovery	Chalk board Illustration	Reading Joining Writing	Critical thinking Effective communication	

CORNERSTONE JUNIOR SCHOOL – COMPOSITION SCHEME OF WORK FOR PRIMARY ONE TERM II 2018

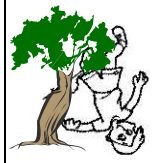
WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/AIDS	REF	REMARKS
1	1	Weather	**Elements of weather**	**Vocabulary** sun clouds rain sunshine wind cover blow hot water raining wet shine shinning Sunny rainy windy Cloudy raining shinning Blowing	Identifies the elements of weather Reads, spells and writes the elements of weather Reads , spells and writes Uses the words to construct sentences	Look, say and use Observation	Flash cards A weather chart	Reading Spelling Filling in the missing letters Construction sentences	Appreciation Effective communication Effective communication	
	2			**Structures** What is the weather like? It is …….. What is the weather now?  The weather is ….. now. Is it rainy? Yes, it is.	Reads, spells and write. Uses the words to construct sentences	Look, say and use Observation	A weather chart	Reading Spelling Construction sentences	Effective communication	

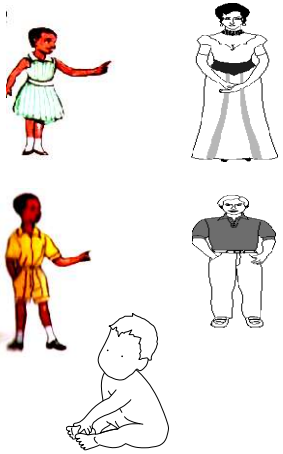
			Types of weather	**Use of is and isn't on a Substitution table** The weather / is / windy cloudy suns rainy / now isn't **Examples** The weather is windy now. The weather isn't cloudy now .	Reads and constructs sentences from the table	Explanation	A substitution table	reading and construction of sentences	Appreciation	
2	1		Activities for different seasons	**Garden tools vocabulary** axe wheel barrow hoe basket slasher spade watering can hoe axe basket rake watering can, knife , spade slasher wheel barrow **Structure** What is this/ that?  This is a basket That is a hoe	Reads, spells and pronounces the words correctly Draws good pictures and writes correct sentences.	Whole words Look, say and use Look, say and use	A chart showing garden tools Chalk board Illustration	Reading Spelling Writing Drawing Completing structures	Appreciation Appreciation Love	

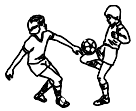
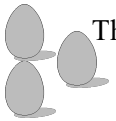
				Structures What do we use it for? We use a  basket for _____ We use a hoe for _____ We use a knife for _____	Reads and completes the structures	Guided discovery	Chalk board illustration	Reading Drawing Writing	Appreciation	
	2									
3	1		Activities done in different seasons	**Vocabulary** cleaning , planting , weeding plunning, watering, harvesting **structures** is he/ she? Yes, he/ she is _____ No, he / she is not_____  	Completes the structures correctly	Guided discovery	Printed pictures	Reading Spelling Writing Drawing Completing structures	Appreciation critical thinking Love	

	2		Effects and management of weather	Wet dry rain sunshine Clouds umbrella sweater Gumboots jacket hat raincoat hot cold season Jacket gumboots cap hat Vest dress umbrella blanket sweater socks raincoat short	Reads and spells the words correctly	Whole word Look, say and use Whole word	Flash cards	Reading Spelling Writing Drawing Reading Spelling Writing Drawing	Appreciation Love	
4	1		Effects of management of weather	**Guided composition about our family** **Our family** We are _____ members in our family. During the ____ weather we use gumboots, _____ and ____ to avoid getting wet. In the _____ weather we love _____ under the _____ because it is _____. **Colours** black , blue, white, red, green, yellow, brown What colour is this?	Reads the words and guided composition correctly	Guided discovery. Look,	Printed papers	Reading Filling in the	Critical thinking	
					Reads and spells the words correctly Identifies the colours correctly	Guided discovery. Look, say, and use	Colours	Reading Spelling Writing Drawing	Critical thinking	

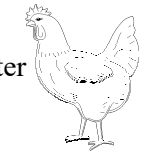
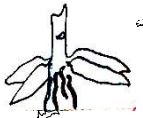
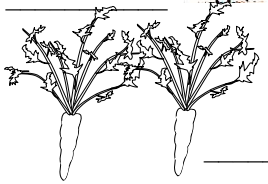
	2	ACCIDENT AND SAFETY	Things that cause accidents s at home	**Vocabulary** Pin, knife, five, razorblade, thorns, snake, broken bottle, needle, safety pin, stone **Structures** What is this/ that  This is a _____  That is a _____  This is a _____	Reads and spells the words correctly	Look, say and use Explanation	A chart showing dangerous objects	Reading Spelling Drawing Completing sentences with the correct words	Appreciation	
5	1		**Accidents at home**	**Jumbled composition** Arrange these sentences to make a good story. 1. Like needles, broken bottles, razor blades and pins. 2. Kintu likes playing with sharpen things. 3. It cuts his finger. 4. One day, he picked a razorblade. 5. He now fears sharp objects.	Reads the sentences correctly	Guided discovery Explanation	Printed papers	Reading Arranging the sentences	Critical things	
	2			**Vocabulary** Burns, hurt, bites, falls, cuts, near drowning **Structures**	Reads and spells the words correctly	Story telling	Chalk board Illustration	Reading and filling in the correct words	Critical thinking	

				Do not climb trees you will _____ down. Do not play with sharp. Things they will _____ you. Never play with stones, you will _____ yourself?						
7	1			**Guided picture composition** **What is happening?**   1. The boy is falling off from the tree. 2. Natasha has cut herself. 3. The boy is drowning in water	Interprets the picture Writes correct sentences on each picture.	Guided discovery Explanation	Printed papers	Writing correct sentences	Appreciation Effective communication	

	2	Living Together	**The family**	**Vocabulary** father , mother, uncle, sister, brother, baby, family, extended, aunt, nephew, niece, grand father, grandmother, **structure** **Who is this/ these** 	Reads and spells the words correctly Gives the members of the nuclear and extended family	Whole word Look, say, and use	A chart showing members of the two families	Reading Spelling Writing		
8	1		**Needs of a family**	**Vocabulary** shelter, water, food, medical care, clothes, security, education, money	Reads and spells the words correctly	Whole word Look, say and use	Flash Cards	Reading spelling Writing	Effective communi cation	

			Ways of living together at school	Playing, sharing, caring, working, play, share, care, work, **Structures** **What are they doing**  They are playing with a ball (play) They are sharing bread (share)	Reads and spells the words correctly	Look, say and use	Flash cards	Reading spelling Writing	Effective communication	
	2	Food and nutrition	**Names of common foods**	**Vocabulary** Banana, fish, eggs, cassava, yam, beans, potatoes, Irish potatoes. **Structure** How many … are there?  There are ____ eggs .  There are ____ beans.	Reads , spells and pronounces the words correctly. Reads and writes the correct number in words	Guided discovery Whole word look, say and use	Chalk board illustration	Reading Spelling Drawing Writing	Effective communication	

9	1		**Names of common food and their resources** Names of food	**Sources of food** Shops, market, river, lake, garden , farm **Structure** Where do we get ……. From? We get meat from the butchers. We get milk from the dairy We buy tomatoes from the _____. Likes and dislikes **Structures** Do you like matoke? Yes, I do / No, I don't Do you like meat? Yes, _____ No, _____	Reads and spells the words correctly Fills in the missing letters Completes the structures correctly	Look, say and use Whole word Guided discovery	Chalk board illustration	Reading Spelling Writing	love and care Critical thinking.	
	2			**Arrange these sentences and make a good story** **1.** She carries a hoe and a basket. **2.** When food is ready **3.** Mother goes to the garden. **4.** Mother calls us to eat. **5.** She brings cassava and potatoes						

12	1		**Uses of food**	Guided composition **Our farm** My father is a farmer. He does a lot of work on the farm. On the farm I see many animals. The herdsmen cut good grass for the animals. He gets  _____ every day. My mother looks after  _____ Mother grows  _____  _____ and in her garden  _____ The farm gives us food we eat, we also sell the food from the farm and get money. This money is used for paying our school fees, buying, clothes and other family needs.	Reads and writes the corrects words in the gaps	Guided discovery	Printed papers	Reading Writing	Appreciation Critical thinking	

CORNERSTONE JUNIOR SCHOOL – COMPREHENSION SCHEME OF WORK FOR PRIMARY ONE TERM II 2018

1

1	**Weather**	**Elements of weather**	**Story** **Joy the good girl** Joy is six years old. She goes to Cornerstone Junior School. when it rains, she uses an umbrella and gumboots to go to school. when the weather is windy, she wears a sweater to feel warm. Joy likes playing with a kite when the wind is blowing . **Questions** 1. What is the story about? 2. Which school does she go to? 3. How old is Joy? 4. What does she use when the weather is rainy? 5. Draw a banana leaf, an umbrella and gumboots.	Reads the story and answer the questions about.	Story telling Guided discussion Question and answer	Printed stories	Reading Answer	Effective communication	

	2			A dialogue about elements of weather **Wamala:**Good morning, Igune **Igune:** Good morning, Wamala **Wamala:** Why have you come late? **Igune:** It has been raining since morning **Wamala:** Why didn't you use an umbrella? **Igune:** I didn't have one **Wamala:** My mother bought for me an umbrella and gumboots last week. **Okechi:** I will also tell my mother to buy for me too. **Wamala:** Bye Bye **Igune:** Good bye Questions **1.** How many people are talking in the dialogue? **2.** Who are the people in the dialogue? **3.** Why did Igune come late? **4.** Write down three things used rainy weather	Reads the dialogue, acts it and answer the questions about it.	Guided discussion Question and answer	Printed dialogue	Reading Acting answering	Effective communication	

				5. Draw okechi holding a banana leaf						
3	1		**Activities done in different seasons**	**Picture composition** Digging planting Weeding harvesting Watering drying	Reads and writes sentences correctly	Guided discovery Whole word Look, say, use	Printed papers With pictures	Reading Writing	Apprecia tion	

	2		**Types of weather**	**A poem about rain** **Rain Rain Rain** Rain gives us water, washing, for cooking, bathing, washing and drinking. On rainy day We also use umbrellas and gumboots **Questions** 1. What is the poem about? 2. How many stanzas has the poem? 3. Write the title of the poem. 4. Give two uses of water. 5. Who wrote the poem?	Recites the poem and answers the questions about it.	Guided discovery Question and answer	Printed paper with that poem	Reciting Answering	Critical thinking	

4	1	**Accident and safety**	**Accident and safety at home / school**	**A poem about accident** **Accident accident** We are fed up with you At home accidents! On the way, accidents! Over speeding, accidents! Electric wires, accidents! Oh! Do not take our lives any more. **By Tom Holland** **Questions** 1. Write the title of the poem. 2. Name any two places where accidents happen. 3. What do you think can cause an accident? 4. How many lines are in the poem? 5. Who wrote the poem?	Recites the poem and answers the questions that follow	Guided discussion Question and answer	Printed papers	Reciting Answering	Critical thinking	

5	1	**Living together**	**The family members**	**A story** **My family** My name is Mukasa. My father is Mr. Kavuma and my mother is Mrs. Kavuma. I have two sisters Sarah and Stella. My sister are younger than me. I have an older brother called Brian. My uncle Charles and aunt Mable are kind. My sisters sweep the compound and I also go to fetch water from the well. I love my family. **Questions** 1. What is the title of the story? 2. Write the name of the boy in the story. 3. Who are Mukasasa's sisters? 4. How many sisters does Mukasa have? 5. Draw Mukasa's family	Reads the story and answer the questions that follow	Guided discussion Question and answer	Printed paper having that story	Reading Answering Writing	Effective communication	

	2			**Story** **Season** There are two types of seasons. The wet season and the dry season. Farmers grow crops like beans, sweet potatoes and cassava during the wet season. In the dry season, they harvest the ready crops for eating and selling. They use baskets to carry them from the garden to the market. **Questions** 1. How many seasons do we have? 2. In which season do farmers grow crops? 3. Write the title of the story 4. What do farmers use to carry ready crops? 5. Name the two seasons mentioned in the story						

7	1		**Ways of living together**	**A dialogue about family** **Mark:** Hallo Mathew **Mary:** Hallo Mark **Mark:** How are your family members? **Mary :** They are fine except my little sister Amanda who is sick. **Mark:**Oh! Sorry! Has your mother given her medicine? **Mary:** No, my father has taken her to the hospital. **Mark:** I wish her quick recovery, Good bye. **Mary:** Good bye too. **Questions** 1. Write the title of the dialogue 2. Who are the people talking in the dialogue? 3. Whose sister is sick? 4. Was Mary sister given medicine? 5. How many people are talking in the dialogue?	Recites the dialogue, acts and answers the questions that follow	Guided discussion Question and answer	Printed papers having that dialogue	Reciting Acting Answering	Effective communication Critical thinking	

	2	FOOD AND NUTRITION	**Different names of food**	**A dialogue about food** **Ramah:** Hullo Ryan **Ryan:** Hullo Ali **Raham:** Did you eat supper **Ryan:** Yes, I did **Raham:** What type of food you eat? **Ryan:** I ate rice, fish and potatoes **Raham:** what about you? **Ryan:** Oh! My dear I ate posho, irish – potatoes, meat and greens. **Raham:** Ha! Ha! Ha! Won't you fall sick? **Ryan:** No, that is what we call balanced diet Question 1. How many people are talking in the dialogue? 2. Did Ryan eat supper? 3. Who are the people talking in the dialogue? 4. Which type of food did Ryan eat? 5. Draw these types of food bananas fish						

8	1	Living together	**Different names of food**	**Shopping** **items** / **qty** / **price** Tomato / 1 / 100 Sugar / 1kg / 2000 Cabbage / 1 / 300 Mango / 1 / 100 fish / 1 / 5000 **Questions** 1. How much is 1kg of sugar? 2. How much does a tomato cost? 3. How much will pay to buy a mango and 1kg of sugar? 4. How much money will Mary pay altogether? 5. Which item is expensive.	Studies the shopping list and answer the questions that follow	Guided discussion	Printed papers of shopping list	Study the shopping list Answering the questions	Appreciation Critical thinking	

	2			**A rhyme about occupation** I thought about a teacher Who teaches pupils at school I thought about a doctor Who treats patients in the hospital I thought about a farmer who grows crops and keeps animals I thought about a carpenter who makes furniture for us I thought about a driver who drives the school van. **Questions** 1. What is the rhyme about? 2. Who teaches pupils at school? 3. Where do we go when we are sick? 4. What is the role of a doctor? 5. Why is a farmer important in the community?						

9	1	Food and nutrition		**A rhyme about food** **Food Food Food** Mummy and daddy are there for us Daddy buys food and mummy prepares To look strong, healthy and happy . We need to eat all classes of food. With out food you cannot stand **Questions** 1. Who buys food at home? 2. Write the title of the rhyme 3. ____ cooks food at home. 4. What is the rhyme about? 5. Give the opposite of the following words happy _____ healthy _____ stand_____ buy _____						

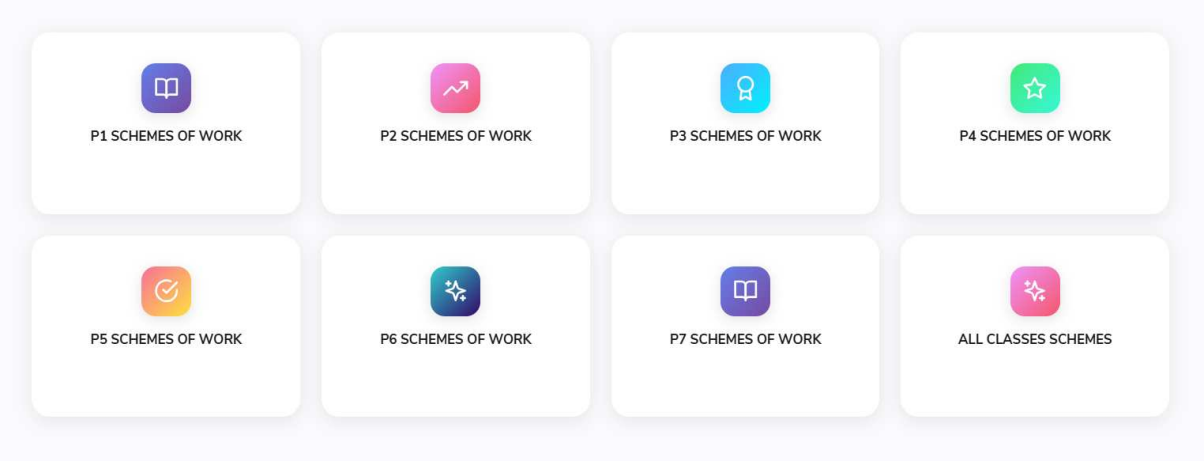
10	1	Living things		**The Farm** Mr. Mutale is a farmer. His farmer is found at Kitete in Mukono District. On his farm he keeps animals like goats, sheep and cows. He grows matoke, cassava, sweet potatoes and tomatoes. He serves many markets in Uganda Mr. Mutale is a rich man. **Questions** 1. Who is the owner of the farm? 2. What is the title of the story? 3. In which district do we find Mr. Mutale's farm? 4. Give two examples of food which Mr. Mutale grows on his farm. 5. Write the opposite of the words below a) man b) rich c) like 6. Draw Mr. Mutale digging in the garden						

12	2	Accident and safety	**Passage**	**Spending car** One day while John was going to school on his bicycle, he was knocked down by a speeding car. His leg and hand got broken. He was taken to the hospital for treatment while crying and shading blood. His bicycle got damaged and had to be taken for repair. The Doctor advised him to always be careful on the road to avoid accidents. **Questions** 1. Who was going to school? 2. What was he riding? 3. Where was John taken for treatment? 4. Why did the doctor advised John to be carful on the road? 5. What knocked him?						

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