

### English Scheme of Work for Year 6

| WEEK | THEMES                                            | LEARNING OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | LEVEL                                                                                                                                                                                                                                   | SPECIFICATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | NOTES                                                                                                                                                                                                                                                          |
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| 1    | World of Self<br>Family and Friends<br>( Actions) | By the end of the lesson,<br>pupils should be able to:<br><br>1. Listen and enjoy<br>poem / rhyme /<br>song.<br>2. Pronounce key<br>words correctly.<br>3. Read and match<br>phrases to pictures.<br>4. Locate words ( verbs) in dictionary.<br>5. State/talk about the<br>actions in the text<br>read.<br>6. Complete text with<br>missing words with<br>guidance.<br>7. Complete text with<br>missing words<br>without guidance.<br>8. Complete mind<br>maps/diagrams<br>based on text.<br><br>Grammar items:<br>Simple present tense<br>Simple past tense | <u>Level 3</u><br><br><u>Level 1</u><br><br><u>Level 2</u><br><u>Level 3</u><br><u>Level 1</u><br><u>Level 1:</u><br><u>Level 1:</u><br><br><u>Level 3</u><br><u>Level 2</u><br><br><u>Level 1</u><br><br><u>Level 2</u><br><br>Level 2 | 1.2.3 Listen to and repeat the chants, poems, rhymes and songs paying attention to pronunciation, stress and intonation correctly.<br>1.3.1 Listen to key words and phrases in stories, recounts and descriptions as heard.<br>1.3.3 Listen to and understand phrases in stories, recounts and descriptions heard.<br>2.1.2 Pronounce 3 and 4 syllable words correctly.<br>2.1.4 Ask questions with the correct intonation.<br>3.3.1 Read and understand phrases by matching phrases to pictures.<br>3.7.1 Read and locate the required words in the dictionary.<br>3.9.3 Read and talk about the actions of people and animals in a story read.<br>4.2.1 Complete simple instructions, recipes, descriptions and rhymes with the missing words and simple phrases with guidance.<br>4.2.2 Complete simple instructions, recipes, descriptions and rhymes with the missing words and simple phrases without guidance.<br>4.2.3 Complete mind maps, diagrams with information from the text.<br>4.6.1 Write simple guided descriptions | 1. Pupils to read poem/rhyme together with teacher.<br>2. Teacher carries out oral drilling on words (verbs)<br>3. Pupils match phrases to pictures.<br>4. State and talk about what the characters in the story did.<br>5. Fill in missing words in the text. |

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| 2 | <p>World of self, family and friends)</p> <p>( Actions )</p> | <p>By the end of the lesson ,pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Recite simple poems, jazz chants with expressions and correct gesture.</li> <li>2. Ask and answer questions based on text.</li> <li>3. Read simple paragraph and answer comprehension questions.</li> <li>4. Construct simple and compound sentences based on words and phrases.</li> <li>5. Match sentence halves to form sentences.</li> <li>6. Form sentences based on pictures given.</li> <li>7. Write sentences in paragraphs based on               <ul style="list-style-type: none"> <li>- words and paragraphs</li> <li>- pictures.</li> </ul> </li> </ol> <p>Grammar items :<br/>Simple and Past Tense<br/>Adverb of manner</p> | <p><u>Level 2</u></p> <p><u>All level</u></p> <p><u>Level 2</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>All level</u></p> <p><u>Level 3</u></p> <p><u>Level 2</u></p> <p>Level 1</p> <p>Level 2</p> <p><u>Level 3</u></p> | <p>1.3.3 Listen to and understand phrases and stories, recounts and descriptions heard.</p> <p>1.6.1 Listen to and enjoy children’s songs, rhymes, poems and jazz chants.</p> <p>2.2.2 Ask questions to seek information and clarification.</p> <p>2.2.4 Responding to ‘Wh’ questions.</p> <p>2.6.1 Recite simple poems and jazz chants with expressions and appropriate gestures.</p> <p>3.3.3 Read and understand simple paragraphs by answering comprehension questions.</p> <p>3.5.1 Understand the meaning of words by looking at the context.</p> <p>3.7.2 Read and select the definition suited to the meaning of the word in context.</p> <p>3.9.3 Read and talk about the actions of people and animals in the story read.</p> <p>4.3.1 Form sentences and questions by</p> <ul style="list-style-type: none"> <li>- matching sentence halves and</li> <li>- expanding on words given.</li> </ul> <p>4.3.2 Construct simple and compound sentences based on</p> <ul style="list-style-type: none"> <li>- words and phrases given and</li> <li>- on a picture stimulus.</li> </ul> <p>4.3.3 Write paragraphs based on</p> <ul style="list-style-type: none"> <li>- words and phrases</li> <li>-on a picture stimulus</li> </ul> | <p>Match pictures with phrases ( cards )</p> <ol style="list-style-type: none"> <li>1. Sing / recite poems and jazz chants and do actions.</li> <li>2. Carrying out questions and answers activities based on texts.</li> <li>3. Read paragraphs given.</li> <li>4. Answer comprehension questions.</li> <li>5. Match sentence halves to form sentences.</li> <li>6. Make simple and compound sentences.</li> <li>7. Pupils construct sentences based on words / phrases.</li> <li>8. Talk about the picture.</li> <li>9. Make sentences based on pictures.</li> </ol> |
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| 3 | World of self<br>( Social Expressions and telephone calls) | <p>By the end of the lesson, pupils should be able to:</p> <p>1.Listen to and repeat voiced and voiceless ‘th’sounds</p> <p>2 Listen to and repeat common expressions.</p> <p>3 Acquire vocabulary and understand the meaning of words and phrases in context.</p> <p>4. Obtain information from text listened and pass the information required.</p> <p>5. Speak clearly by pronouncing words accurately</p> <p>6.Speak with the correct stress and intonation.</p> <p>7.Ask and answer questions politely.</p> <p>8.Give relevant information politely in response to enquires made and to refute.</p> <p>9. Make and receive telephone calls politely.</p> <p>10.Recognise words on sight.</p> <p>11. Acquire key words used in common social expressions.</p> <p>12. Read and understand phrases, sentences, paragraphs and whole texts.</p> <p>13. Read aloud expressively and fluently.</p> <p>14.Write words, phrases and sentences in clear and legible print.</p> <p>15.Complete texts with missing words or phrases.</p> <p>16. Punctuate meaningfully.</p> <p>17.Give accurate information</p> | <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 2</u></p> <p><u>Level 2</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>All levels</u></p> <p><u>Level 2</u></p> <p><u>All levels</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>All levels</u></p> | <p>1.1.1 Listen to and repeat words that contain the following sounds:<br/>vii Voiced and voiceless ‘th’</p> <p>1.2.2 Listen to and repeat correctly phrases and expressions.</p> <p>1.3.1 Listen to key words and phrases in telephone messages.</p> <p>1.5.1 Listen to simple messages and give information required.</p> <p>2.1.1 Repeat words that contain the following sounds.<br/>Vii voiced and voiceless ‘th’</p> <p>2.1.3 Say aloud phrases, expressions and exclamation with the correct stress and intonation.</p> <p>2.1.4 Ask questions with the correct intonation.</p> <p>2.2.2 Ask questions to seek information and clarification.</p> <p>2.2.4 Responding to such questions.</p> <p>2.3.2 To refute statements.</p> <p>2.4.1 To make a telephone call for a purpose.</p> <p>3.1.3 Read and group words according to voiced and voiceless ‘th’</p> <p>3.2.2 Read and learn the meaning of key words for each function and expressions.</p> <p>3.3.1 Read and understand phrases by matching phrases to pictures</p> <p>3.3.3. Read and understand simple paragraphs by :<br/>-answering comprehension questions<br/>- Completing dialogues</p> <p>3.5.1 Understand the meaning of words by looking at the context</p> <p>2.9.1 To volunteer.</p> <p>2.9.2 To show appreciation.</p> <p>2.9.3 To express pleasure/ happiness.</p> <p>2.9.4 To encourage</p> <p>2.9.5 To show concern</p> <p>4.1.2 Write clearly and legibly in print for expressions learnt.</p> <p>4.2.1.Complete dialogues with the missing words and simple phrases with guidance.</p> <p>4.3.1 Form sentences and questions by expanding on words given.</p> | <p>6. Listen to the teacher and repeat the sounds.</p> <p>7. Repeat formulaic expressions pertaining to the functions.</p> <p>8. Listen to simple telephone messages and pass on the information</p> <p>4. Repeat aloud words contained voiced and voiceless ‘th’</p> <p>5. Pupils distinguish the sounds and group them.</p> <p>6. Get pupils to use key words identifying functions/expressions in pictures.</p> <p>7. Pupils read phrases and match them to pictures.</p> <p>8. Read , understand and answer comprehension questions.</p> <p>9. Guess the meaning of words through contextual clues.</p> <p>10. Write sentences in clear and legible print.</p> <p>11. Complete text with given words.</p> |
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|   |                                                            | when writing telephone messages.<br>18. Create greeting cards.                                                                                                                                                                     | <u>Level 2</u><br><u>All levels</u>                        | 4.9.1 Spell words that are given to be memorized.<br>4.10.1 Use capital letters, comma, fullstop , apostrophe and exclamation marks when writing.<br>4.7.1 Write simple message with guidance.<br>4.8.3 Create greeting cards.<br><br>*Grammar<br>1. Questions and responses<br>2. Modals<br>3. Punctuations                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 4 | World of self<br>( Social Expressions and telephone calls) | By the end of the lesson, pupils should be able to:<br><br>1.Listen to and pronounce expression with the correct stress and intonation.<br>2.Match phrases to pictures.<br>3.To refute a variety of questions in a social context. | <u>Level 1</u><br><br><u>Level 3</u><br><br><u>Level 2</u> | 1.1.1 Listen to and repeat words that contain the following sounds:<br>vii Voiced and voiceless ‘th’<br>1.2.3 Listen to and repeat expressions paying attention to pronunciation, stress and intonation correctly<br>1.3.3 Listen to and understand phrases in expressions and situations. 1.3.3 Listen to and understand phrases in expressions and situations.<br>4.2.2 Complete the dialogues with the missing word(s ) without any guidance | 1 Pupils pronounce expressions with the correct stress and intonation.<br>2. Pupils match phrases to pictures in order to demonstrate understanding of meaning.<br>1. Repeat formulaic expressions.<br>4.Make pupils aware of correct intonation in certain expressions.<br>9. Role play.<br>10. Language game.<br>11. Give correct and relevant information politely in response to statements.<br>12. Give appropriate responses to fit the situation in a social context.(comic strips)<br>13. Write sentences in clear and legible print.<br>14. Complete texts with given words.<br>15. Complete texts with pupils’ own ideas. |

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| 5 | World of Stories<br><br>( Fable)<br>The Crow And The Pitcher | By the end of the lesson, pupils should be able to:<br>a. listen to and enjoy stories.<br>b. Give the sequence of the story.<br>c. Predict the outcomes of the story.<br>d. Talk about the moral values of the story.<br>e. Retell the story.<br>f. Complete the story with the missing words and simple phrases with guidance and without any guidance.<br>g. Complete diagram with information from the text.<br>h. Write a short paragraph based on words , phrases and on a picture stimulus. | Level 1 | 1.7.1 | Listen to stories, fables and legends and give the names of people, animals and places.                        | 1.Activities include recalling the name of people and animals.<br>e.g. Name the people in the story.<br><br>2. Asking and responding to questions(WH-Questions)<br>orally.<br><br>3. Getting pupils to tell what happen next.<br><br>4. Pupils can talk why they like the story.<br><br>5. Encourage pupils to tell what moral values they have learnt from the story.<br><br>6. Get pupils to give examples from their own life.<br><br>7. Spelling and take dictation. |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 2 | 1.7.2 | Listen to stories, fables and legends and give details.                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         | 1.7.3 | Listen to stories, fables and legends and give the sequence of events.                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 3 | 1.7.5 | Listen to stories, fables and legends and talk about                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 2 |       | the moral of the story or fable and of lesson learnt.                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         | 2.6.2 | Continuing a story being told.                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 3 | 2.6.3 | Tell what happens next.                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         | 2.6.4 | Give suitable endings to a story or fable.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 1 | 2.6.5 | retell stories by changing voice to indicate narrator                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 2 |       | and character.                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 3 | 3.9.2 | Read and give details about the people and animals in a story.                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 1 | 3.9.3 | read and talk about the actions of people and animals in a story read.                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 2 | 3.9.6 | Relate the people and events in the story to one's life.                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 2 | 4.2.1 | Complete sentences with the missing words and simple phrases, with guidance.                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 3 | 4.2.2 | Complete the above texts with the missing words without guidance.                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         | 4.3.2 | Construct simple sentences and compound sentences based on:<br>- words and phrases<br>- on a picture stimulus. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         | 4.3.3 | Write paragraphs based on :<br>- on a picture stimulus.                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         | 5.0   | Grammar                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         | 5.3.4 | WH-Questions                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         | 5.11  | The Simple Past Tense                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         | 5.16  | Punctuation                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|   |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                        | 6.0 Sound System<br>6.5 Initial Blends<br>a. thr/ /<br>b. shr/ /                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 6 | World of knowledge<br>(Clothing) | By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> <li>Listen to and repeat accurately the pronunciation of words, and the correct intonation and word stress in phrases, expressions and sentences.</li> <li>Acquire vocabulary and understand the meaning of words and phrases in context.</li> <li>Give words opposite in meaning.</li> <li>Fill in the blanks with the correct words or phrases.</li> <li>Form sentences and questions by matching sentence halves and expanding on words</li> </ol> | Level 2<br>Level 1<br><br>Level 2<br><br>Level 2<br>Level 1<br>Level 3<br>Level 2<br>Level 1<br><br>Level 1<br><br>Level 1<br><br>All levels<br><br>Level 1<br>All levels<br><br>Level 1<br><br>Level 1<br><br>Level 1 | 1.2.2 Listen to and repeat correctly phrases and expressions.<br>1.3.1 Listen to key words and phrases in stories, recounts and descriptions heard.<br>1.3.3 Listen to and understand phrases and stories, recounts and descriptions heard.<br>2.1.4 Ask questions with the correct intonation.<br>2.2.1 Ask questions to seek information and clarification.<br>2.2.4 Responding to such questions.<br>2.3.4 To make comparison.<br>3.3.1 Read and understand phrases by matching phrases to pictures.<br>3.3.2 Read and understand simple and compound sentences by interpreting pronoun forms.<br>3.4.1 Read aloud phrases and sentences, pronouncing them correctly.<br>3.5.1 Understand the meaning of words by looking at the context.<br>3.6.1 Give words opposite in meanings.<br>4.1.1 Write words, phrases and sentences in clear, legible cursive writing.<br>4.2.1 Complete simple instructions, recipes, descriptions, rhymes with the missing words and simple phrases with guidance.<br>4.2.2 Complete the above texts with the missing word | <ol style="list-style-type: none"> <li>Listening to key words and phrases and matching them to pictures.</li> <li>Make pupils aware of rising intonation at the end of the questions.</li> <li>Playing the game 'Asking 20 "WH" questions.'</li> <li>Guide pupils where necessary.</li> <li>Teach children to look forward into the text or to look back in the text.</li> <li>Give words in a box from which pupils can choose the words.</li> <li>Completing texts with pupils own words. No guidance is given.</li> <li>Writing short paragraphs by matching sentence halves and expanding on notes.</li> <li>Encourage the usage of 'and', 'but', 'because' in the constructions of compound sentences.</li> </ol> |

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|   |  | <p>given.</p> <p>6. Construct simple and compound sentences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Level 2</p>                                                                                                                                                                                                                                                                                                                                              | <p>(s) without any guidance.</p> <p>4.3.1 Form sentences and questions by :</p> <ul style="list-style-type: none"> <li>- matching sentence halves, and</li> <li>- expanding on word given</li> </ul> <p>4.3.2 Construct simple sentences and compound sentences based on :</p> <ul style="list-style-type: none"> <li>- words and phrases given, and</li> <li>- on a picture stimulus.</li> </ul> <p>Grammar Items</p> <p>NOUNS</p> <p>PRONOUNS</p> <p>ADJECTIVES</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 7 |  | <p>By the end of the lesson , pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. State main ideas and supporting details from a given passage.</li> <li>2. Listen to and recite rhymes and poems.</li> <li>3. State and refute statements.</li> <li>4. Make a comparison using adjective words based on the topic.</li> <li>5. Read and scan for specific information in texts.</li> <li>6. Read and answer 5 “WH” questions.</li> <li>7. Write simple and compound sentences.</li> <li>8. Dictate sentences in a paragraph form.</li> <li>9. Use the correct</li> </ol> | <p><u>Level 2</u></p> <p><u>All</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> | <p>1.5.2 Listen to simple descriptions, recounts, news reports and give the main ideas and supporting details.</p> <p>1.6.1 Listen to and enjoy children’s songs , rhymes, poems and jazz chants.</p> <p>2.3.2 To refute statements.</p> <p>2.3.3 To make comparisons.</p> <p>2.9.2 To show appreciation.</p> <p>3.6.2 Give words similar in meaning.</p> <p>3.7.1 Read and locate the required word in the dictionary.</p> <p>3.8.2 Scan for specific information in texts.</p> <p>3.8.4 Read and understand cause and effect relationships.</p> <p>3.8.3 Read and understand simple factual texts by answering comprehension questions in relation to :</p> <ul style="list-style-type: none"> <li>- main ideas</li> <li>- details</li> </ul> <p>3.9.2 Read and give details about the people and animals in the story.</p> <p>4.3.3 Write paragraphs based on</p> <ul style="list-style-type: none"> <li>- words and phrases,</li> <li>- on a picture stimulus.</li> </ul> <p>4.6.1 Write simple guided descriptions.</p> <p>4.6.2 Write simple descriptions with little or no</p> | <ol style="list-style-type: none"> <li>1. Find the meaning of a word using the dictionary.</li> <li>2. Discuss the content of the text.</li> <li>3. Looking over the text quickly to locate the names of people.</li> <li>4. Provide a set of pictures or a composite picture and ask pupils to construct their own sentences.</li> <li>5. Emphasize to pupils the paragraphs contain a main idea and supporting detail. Emphasize too, that for a new idea, pupils must begin a new paragraph.</li> <li>6. Activities include spelling and a list of key words taught for a particular topic.</li> </ol> |

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|   |                                  | punctuation marks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>All</u>                                                                                                                                                                        | <p>guidance.</p> <p>4.9.1 Spell words that are given to be memorized.</p> <p>4.9.2 To take dictation of paragraphs given to be learnt.</p> <p>4.10.1 Use capital letters , comma, full stop, apostrophe, and exclamation marks when writing.</p> <p>Grammar Items</p> <p>ADJECTIVES</p> <p>ADVERBS</p> <p>POSITIVE AND NEGATIVE STATEMENTS</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 8 | World of knowledge<br>(Nnumbers) | <p>By the end of the lesson, pupils should be able to:</p> <p>1.Acquire vocabulary and understand the meaning of words and phrases in contexts.</p> <p>2. Give relevant information politely in response to :</p> <p>i. enquiries made</p> <p>ii. identify numbers</p> <p>iii. refute statements</p> <p>iv. compare numbers</p> <p>v. solve problems</p> <p>3. acquire key words at various stages of development</p> <p>4.write correct words to fill in the blanks.</p> <p>5. rearrange words to form sentences.</p> <p>6. sequence sentences given to form paragraph.</p> <p>7. grammar recognize regular plural</p> | <p><u>Level 1:</u></p> <p><u>Level 2:</u></p> <p><u>Level 3</u></p> <p><u>Leval 1</u></p> <p><u>Leval 2</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> | <p>1.3.2 Listen to and understand cardinal numbers S cope 50 -70.</p> <p>1.3.4 Listen to and understand information based on cardinals numbers</p> <p>- Scope 71-100</p> <p>- numbers in tens up to 1000</p> <p>- when the numbers are added ,subtracted ,multiplied ,divided and refuted.</p> <p>1.3.5 Listen to and understand ordinal numbers Scope : first – thirty –first (1<sup>st</sup> -31<sup>st</sup>)</p> <p>2.3.3 Understand cardinal numbers</p> <p>2.3.4 to make comparison</p> <p>2.3.5 Understand cardinals numbers -71-100</p> <p>-numbers in tens up to 1000</p> <p>2.3.6 Understand ordinals numbers Scope : first - thirty-first (1<sup>st</sup>-31<sup>st</sup>)</p> <p>3.2.1 Recognise and read aloud cardinals numbers 50-70 in numeral and word forms.</p> <p>3.2.4 Recognise and read aloud -the numbers 71-100</p> <p>-numbers in tens up to 1000 in its numeral</p> | <ol style="list-style-type: none"> <li>1. Carrying out mathematical tasks .</li> <li>2. Identifying numbers.</li> <li>3. Stating numbers</li> <li>4. Games ,quiz on numbers</li> <li>5. Get pupils to list all the numbers</li> <li>6. Get pupils to read these numbers in a text .Draw attention to the numbers that end in “st “ rd” th”</li> <li>7. Reading and comprehension</li> <li>8. Artistic writing</li> <li>9. Filling in the blanks with missing numbers.</li> <li>10. Rebus</li> </ol> |

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|   |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                               | <u>Level 3</u><br><u>All Levels</u>                                                                                                                  | and word form<br>3.2.5 Recognise and read and learn ordinals numbers<br>1 <sup>st</sup> -31 <sup>st</sup><br>4.1.3 Write clearly and legibly numerals in both numbers and word forms using cursive writing<br>5.1.4 Regular plurals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                        |
| 9 | World of knowledge<br><br>(Numbers)<br>Calendar and time | By the end of the lesson, the pupils will be able to :<br>1. State and refute time based on illustration<br>2. listen to and repeat accurately the correct pronunciation of words.<br>3. ask questions to gather information .<br>4. read information based on time.<br>5. write a diary of events for a week /month.<br>6. to arrange events in sequence .<br>7. Write out sentences based on picture series.<br><br>Grammar | <u>Level 1</u><br><u>Level 2</u><br><br><u>Level 3</u><br><u>Level 2</u><br><u>Level 2</u><br><u>Level 3</u><br><u>Level 2</u><br><br><u>Level 3</u> | 1.1.1 Listen to and repeat words that contain short and long vowel sounds<br>1.2.2 Listen to and repeat correctly phrases and expressions<br>1.5.2 Listen to simple descriptions and gives the main ideas and supporting details<br>1.5.3 Listen to simple information and talk about them.<br>2.1.3 Say aloud phrases and expressions with the correct stress and intonations<br>2.2.2 Ask questions to seek information.<br>3.3.3 Read and understand simple paragraphs<br>3.8.3 To read and to answer comprehension questions<br>In relation to main ideas.<br>4.3.1 Form sentences and questions.<br>4.3.2 Construct simple and compound sentences based on a picture stimulus.<br>4.3.3 Write paragraphs based on words and phrases. | 2. Pupils listen to teacher and repeat words Correctly.<br>3. Pupils ask and respond to questions.<br>4. To mark events on a time-line.<br>5. Pupils talk about events.<br>6. Encourage pupils to tell stories based on pictures.<br>7. Pupils take turns to continue telling a story. |

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|    |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                        | 5.1.4 To write irregular plurals<br>e.g. mouse - mice<br>tooth – teeth<br>foot - feet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 10 | World of knowledge<br>(Food and Drinks) | By the end of the lesson,<br>pupils should be able to :<br><br>1. Listen to and discriminate similar and different sounds of the English Language<br>2. Acquire vocabulary and understand the meaning of words and phrases in context.<br>3. Listen to and follow simple instruction<br>4. ask questions politely and obtain clarification.<br>5. Read and understand phrases, sentences, paragraphs and whole text.<br>6. Acquire wide range of vocabulary.<br>7. Express thoughts | Level 1<br>Level 1<br>Level 2<br>Level 2<br>Level 1<br>Level 2<br>Level 1<br>Level 1<br>Level 3<br>Level 1<br>Level 3<br>Level 1<br>Level 2<br>Level 2 | 1.1.1 Listen to and repeat words that contain the following sounds : short and long vowel<br>1.2.1 listen to and repeat the pronunciation of compounds word correctly<br>2.1.3 Say aloud phrases, expressions and exclamations with the correct stress and intonation.<br>2.1.4 Ask questions with the correct intonation.<br>2.2.1 Ask 'WH' questions to seek information.<br>2.2.2 Ask 'WH' questions to seek information and clarification<br>3.3.1 Read and understand phrases by matching phrases to pictures<br>3.3.2 Read and understand simple compound sentences by interpreting pronoun forms<br>3.3.3 Read and understand simple paragraph by :<br>* Answering comprehension questions<br>* completing info transfer diagrams<br>3.4.1 Read aloud phrases and sentences, pronouncing them clearly.<br>3.7.1 Read and locate the required word in the dictionary.<br>4.2.1 Complete simple instructions , recipes , descriptions , rhymes with the missing words and simple phrases with guidance.<br>4.2.2 Complete the above texts with the missing word[s] , without any guidance. | 1. Teacher drill pupils on short and long vowel sounds.<br>2. Sing a song on food.<br>3. Pupils answer WH questions.<br>4. Pupils name their favourite food.<br>5. Categorizing food and drinks/ beverages.<br>6. Matching phrases to pictures.<br>7. Pupils read and understand simple paragraphs.<br>8. Locating words in the dictionary.<br>9. Pupils complete the missing words in the song/ paragraph.<br>10. Pupils form sentences by expanding the words given.<br>11. Countable/ uncountable<br>e.g a few , much , a lot of.<br>Collective nouns<br>e.g. a pack of sugar.<br>a bar of chocolate. |

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|    |                                    | <p>and feelings.</p> <p>8. Complete texts with the missing word, phrases and sentences.</p> <p>9. Nouns.</p> <p>10. Articles.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Level 1</p> <p>Level 2</p> <p>Level 1</p> <p>Level 2 &amp; 3</p>                                                                                                                                                                                      | <p>4.2.3 Complete mind-maps, diagrams with informations from the texts.</p> <p>4.3.1 Form sentences and questions by;</p> <ul style="list-style-type: none"> <li>- matching sentence halves, and</li> <li>- expending on word given.</li> </ul> <p>4.3.2 Construct simple sentences and compound sentences based on;</p> <ul style="list-style-type: none"> <li>- words and phrases given, and</li> <li>- on a picture stimulus.</li> </ul> <p>4.9.1 Spell words that are given to be memorized.</p> <p>4.9.2 Take dictation of paragraphs given to be learnt.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 11 | World of Knowledge (Food & Drinks) | <p>By the end of the lessons, pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. listen to and repeat phrases and expressions.</li> <li>2. Listen to and enjoy songs, rhymes and poems.</li> <li>3. Ask questions politely.</li> <li>4. Ask questions to obtain information and classification.</li> <li>5. Read aloud expressively and fluently.</li> <li>6. Pronounce words correctly with correct stress and intonation.</li> <li>7. Acquire a wide range of vocabulary.</li> <li>8. Use dictionary.</li> <li>9. Read and answer questions clearly and correctly.</li> <li>10. Complete text with the missing word, phrase or sentence.</li> <li>11. Construct simple</li> </ol> | <p>Level 2</p> <p>Level 3</p> <p>All levels</p> <p>Level 2</p> <p>Level 2</p> <p>Level 3</p> <p>Level 3</p> <p>Level 2</p> <p>Level 3</p> <p>Level 3</p> <p>Level 2</p> <p>Level 2</p> <p>Level 2</p> <p>Level 2</p> <p>Level 3</p> <p>Level 2 &amp;</p> | <p>1.2.2 Listen to and repeat correctly phrases and expressions.</p> <p>1.2.3 Listen to and repeat chants, poems, rhymes and songs paying attention to pronunciation, stress and intonation correctly.</p> <p>1.6.1 Listen to and enjoy children's songs, rhymes, poems and jazz chants.</p> <p>2.1.4 Ask questions with the correct intonation.</p> <p>2.2.2 Ask questions to seek information and clarification.</p> <p>2.2.3 ask questions with question tags.</p> <p>2.2.4 Responding to such questions.</p> <p>3.4.2 Read aloud sentences in texts observing correct stress and intonation.</p> <p>3.6.9 Understand simple similes and proverbs.</p> <p>3.7.1 Read and locate the required word in dictionary.</p> <p>3.8.3 Read and understand simple factual texts by answering comprehension questions in relation to:</p> <ul style="list-style-type: none"> <li>- main ideas</li> <li>- details.</li> </ul> <p>4.2.2 Complete the above texts with the missing word(s), without any guidance.</p> <p>4.3.2 Construct simple sentences and compound sentences based on:</p> <ul style="list-style-type: none"> <li>- words and phrases given, and</li> <li>- on a picture stimulus.</li> </ul> <p>4.3.3 Write paragraphs based on</p> <ul style="list-style-type: none"> <li>- words and phrases</li> <li>- on a picture stimulus.</li> </ul> | <p>1. Listening to a variety of songs, rhymes, poems and jazz chants for enjoyment. Choose according to topic listen.</p> <p>2. Make pupils aware of rising intonation at the end of questions.</p> <p>3. Observing correct pronunciation, pause and emphasis in sentences.</p> <p>4. Use of 'and', 'but' and 'because' in the construction of compound sentences.</p> <p>5. Provide a set of pictures or composite pictures and ask pupils to construct their own sentences.</p> <p>6. Completing texts with pupils' own words. No guidance is given.</p> <p>Activities include spelling a list of key words taught for a particular topic.</p> |

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|    |                  | and compound sentences with guidance and independently.                                                                                                                                                                                                                                                                                                                                                                                                                    | 3                                                                                                                             | 4.9.2 Take dictation of paragraphs given to be learnt.<br>5. 1.1 Countable noun<br>5.1.2 Uncountable noun<br>5.1.3 Collective noun<br>5.1.4 Singular and plural noun                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 12 | World of Stories | By the end of the lesson, pupils should be able to:<br>i. listen to and enjoy stories.<br>j. Give the sequence of the story.<br>k. Predict the outcomes of the story.<br>l. Talk about the moral values of the story.<br>m. Retell the story.<br>n. Complete the story with the missing words and simple phrases with guidance and without any guidance.<br>o. Complete diagram with information from the text.<br>p. Write a short paragraph based on words , phrases and | Level 1<br>Level 2<br><br>Level 3<br>Level 2<br><br>Level 3<br>Level 1<br>Level 2<br>Level 3<br>Level 1<br>Level 2<br>Level 2 | 1.7.4 Listen to stories, fables and legends and give the names of people, animals and places.<br>1.7.5 Listen to stories, fables and legends and give details.<br>1.7.6 Listen to stories, fables and legends and give the sequence of events.<br>1.7.5 Listen to stories, fables and legends and talk about the moral of the story or fable and of lesson learnt.<br>2.6.2 Continuing a story being told.<br>2.6.3 Tell what happens next.<br>2.6.4 Give suitable endings to a story or fable.<br>2.6.5 retell stories by changing voice to indicate narrator and character.<br>3.9.4 Read and give details about the people and animals in a story.<br>3.9.5 read and talk about the actions of people and animals in a story read.<br>3.9.7 Relate the people and events in the story to one's life.<br>4.2.3 Complete sentences with the missing words and | 1.Activities include recalling the name of people and animals.<br>e.g. Name the people in the story.<br><br>2. Asking and responding to questions(WH-Questions) orally.<br><br>3. Getting pupils to tell what happen next.<br><br>4. Pupils can talk why they like the story.<br><br>5. Encourage pupils to tell what moral values they have learnt from the story.<br><br>6. Get pupils to give examples from their own life.<br><br>7. Spelling and take dictation. |

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|    |                                  | on a picture stimulus.                                                                                                                                                                                                                                                                                                                                                                           | Level 3                                                                    | <p>4.2.4 simple phrases, with guidance. Complete the above texts with the missing words without guidance.</p> <p>4.3.3 Construct simple sentences and compound sentences based on:<br/>- words and phrases<br/>- on a picture stimulus.</p> <p>4.3.3 Write paragraphs based on :<br/>- on a picture stimulus.</p> <p>7.0 Grammar<br/>5.3.4 WH-Questions</p> <p>5.12 The Simple Past Tense<br/>5.16 Punctuation</p> <p>8.0 Sound System<br/>6.6 Initial Blends<br/>a. thr/ /<br/>b. shr/ /</p>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                               |
| 13 | World of Knowledge<br>( Events ) | By the end of the lesson , pupils should be able to :<br>1. Acquire vocabulary and understand the meaning of words.<br>2. Listen to and understand texts given.<br>3. Rearrange sentences in sequence.<br>4. Give response to enquiries made.<br>5. Read aloud sentences with correct pronunciation.<br>6. Spell words correctly.<br>7. Construct sentences.<br>8. Create simple greeting cards. | <p>Level 1</p> <p>Level 2</p> <p>Level 1</p> <p>Level 3</p> <p>Level 2</p> | <p>1.3.1 listen to key words and phrases in stories , recounts and descriptions heard.</p> <p>1.7.3 listen to stories , fables , and legends and give the sequence of events.<br/>2.2.1 ask WH-Questions to seek information.<br/>2.2.2 ask questions to seek information and clarification.<br/>3.2.2 read and learn the meaning of key words for each topic taught.<br/>3.4.1 read aloud phrases and sentences pronouncing them correctly.<br/>3.3.3 read and understand simple paragraphs by :<br/>- answering comprehension questions.</p> <p>4.3.2 construct simple sentences and compound sentences based on :</p> | <p>1. Pupils listen to the key words.</p> <p>2. Teachers shows pictures of events :<br/>e.g. Birthday Party<br/>Sport Day etc.</p> <p>3. Teacher asks WH- Questions from the text or pictures given.</p> <p>4. Pupils rearrange sentences.</p> <p>5. Teacher drills the pupils.</p> <p>6. Teachers shows sample of greeting / invitation cards.</p> <p>7. Pupils memorize lists of verbs.</p> |



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|    |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><u>Level 1</u><br/><u>Levels 2</u><br/><u>&amp; 3</u></p> <p>4.3.3 write paragraphs based on :<br/>- words and phrases ,<br/>- on a picture stimulus</p> <p>4.6.1 write simple guided descriptions.<br/>4.6.2 write simple descriptions with little or no guidance.</p> <p><u>5. Grammar</u></p> <p>i. Interrogative pronouns ( WH – Questions )</p> <p>ii. The simple past tense</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| 15 | World of knowledge (Vegetation)<br>-flowers and plants | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>Listen to and state words pertaining to flowers and plants.</li> <li>Listen to ,repeat and understand words and phrases.</li> <li>Ask questions politely to obtain information and clarification.</li> <li>Acquire keywords at various stages.</li> <li>Read and understand phrases, sentences and paragraphs.</li> <li>Read aloud with correct stress intonation.</li> <li>Complete texts with</li> </ol> | <p>Level 1</p> <p>Level 2</p> <p>Level 1</p> <p>Level 2</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> <p>Level 1</p> 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|    |                                                         | the missing words, phrases or sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Level 3                                                                                                                                                                | <p>correctly.</p> <p>4.2.1 Complete simple instructions, descriptions, rhymes with the missing words and simple phrases with guidance.</p> <p>4.2.2 Complete the above texts with the missing word(s) without any guidance.</p> <p>4.2.3 Complete mind maps, diagrams with information from the texts.</p> <p>5.0 Grammar</p> <p>1.3 Collective nouns</p> <ul style="list-style-type: none"> <li>- a bouquet of flowers</li> <li>- a bunch of grapes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 16 | World of knowledge (Vegetation)<br>-food and vegetables | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Give relevant information politely in response to enquiries made: <ul style="list-style-type: none"> <li>- to identify,</li> <li>to refute,</li> <li>to make comparison</li> <li>s, to state.</li> </ul> </li> <li>2. To tell stories based on pictures and other stimuli and recite poem.</li> <li>3. Acquire wide range vocabulary.</li> <li>4. Use the dictionary to get the appropriate meaning of the word.</li> <li>5. Read and understand simple factual facts for main ideas and supporting details.</li> </ol> | <p>Level 2</p> <p>All level</p> <p>Level 1</p> <p>Level 1</p> <p>Level 3</p> <p>Level 3</p> <p>Level 2</p> <p>Level 1</p> <p>Level 2</p> <p>Level 3</p> <p>Level 1</p> | <p>1.5.2 Listen to simple description, recount new report and factual facts and give the main ideas and supporting details.</p> <p>1.6.1 Listen to and enjoy children's songs, rhymes and jazz chant.</p> <p>2.3.1 Name or identify things, persons, buildings, vegetables.</p> <p>2.6.1 Recite simple poems and jazz chants with expressions and appropriate gestures.</p> <p>3.6.9 Understand simple, similes and proverbs.</p> <p>3.7.1 Read and locate the required words in the dictionary.</p> <p>3.8.3 Read and understand simple factual facts by answering comprehension questions in relation to:</p> <ul style="list-style-type: none"> <li>- main ideas</li> <li>- details</li> </ul> <p>4.3.1 Form sentences and questions by:</p> <ul style="list-style-type: none"> <li>- matching sentence halves, and</li> <li>- expanding on words given.</li> </ul> <p>4.3.2 Construct simple sentences and compound sentences based on:</p> | <ol style="list-style-type: none"> <li>1. Listen to and answer comprehension questions.</li> <li>2. Sing a song on vegetations.</li> <li>3. Matching phrases to pictures.</li> <li>4. Read and match sentence halves.</li> <li>5. Read and pronounce the words.</li> <li>6. Writing short paragraphs by matching sentence halves and expanding on notes.</li> <li>7. Encourage the use of and, but and because in the construction of compound sentences. E.g. Provide a set of pictures of a composite pictures and ask pupils to construct their own sentences.</li> <li>8. Emphasize to pupils that paragraphs contain a main ideas and supporting details.</li> </ol> |

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|    |                                | <p>6. Construct simple and compound sentences with guidance and independently.</p> <p>7. Write simple factual descriptions of things, events, scenes and what one saw and did.</p>                                                                                                                                                                                                                                                                                                                   | <p>Level 2&amp;3</p>                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>- words and phrases</li> <li>- on a picture stimulus</li> </ul> <p>4.3.3 Write paragraphs based on</p> <ul style="list-style-type: none"> <li>- words and phrases</li> <li>- on a picture stimulus</li> </ul> <p>4.6.1 Write simple descriptions.</p> <p>4.6.2 Write simple descriptions with little or no guidance.</p> <p>5.0 Grammar</p> <ul style="list-style-type: none"> <li>- 4. Conjunctions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 17 | World of knowledge ( Animals ) | <p>By the end of the lesson, pupils should be able to:</p> <p>1 pronounce words correctly .</p> <p>2 describe how animals move, sound and behave.</p> <p>3 identify and talk about one's favourite animal.</p> <p>4.Retell stories that are heard and read.</p> <p>5.Write description of animals .</p> <p>6.Construct sentences using the correct subject and verb agreement pertaining to animals</p> <p>7. To write a short paragraph on his/her pet.</p> <p>8. To state how the animals move</p> | <p><u>All Level</u></p> <p><u>Level 1:</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>Level 1:</u></p> <p><u>Level 1</u></p> <p><u>Level 2:</u></p> <p><u>Level 2</u></p> <p><u>Level 2</u></p> <p><u>All Level</u></p> <p><u>Level 1</u></p> <p><u>Level 1:</u></p> <p><u>Level 2</u></p> <p><u>Level 1:</u></p> | <p>1.6.1 Listen to and enjoy children's song, rhymes, poem and jazz chant</p> <p>1.7.1 Listen to stories, fables and legends and give the names of peoples animal and places</p> <p>1.7.2 Listen to stories, fables and legends and give details.</p> <p>2.6.1 Recite simple poems and jazz chant with expressions and appropriate gestures</p> <p>2.7.4 Talk about the values explored in the stories</p> <p>3.3.1 Read and understand phrases by matching phrases to pictures</p> <p>3.4.1 Read aloud phrases and sentences, pronouncing them correctly</p> <p>3.6.7 State collective nouns.</p> <p>3.9.3 Read and talk about the actions of people and animals in a story read</p> <p>3.9.4 Read and write why a person/animals in a story is good/bad</p> <p>4.1.1 Write words, phrases and sentences in clear and legible cursive writings.</p> <p>4.2.1 Complete descriptions with the missing words and simple phrases, with guidance.</p> <p>4.3.1 Form sentences and questions by:</p> <ul style="list-style-type: none"> <li>- matching sentences half and</li> <li>- expanding on words given.</li> </ul> <p>4.2.2 Complete the above text, with the missing word</p> | <p>1 Collective nouns:</p> <p>a herd of elephants</p> <p>a flock of sheep</p> <p>a swarm of bees</p> <p>a litter of pups</p> <p>a pack of wolves</p> <p>a flock of sheep</p> <p>a troop monkeys</p> <p>a school of fish</p> <p>2. Similes:</p> <p>as busy as a bee</p> <p>as proud as a peacock</p> <p>s slow a tortoise</p> <p>as huge as an elephant</p> <p>as timid as a mouse</p> <p>as fierce as a lion</p> <p>as hungry as a wolf</p> <p>as mischievous as a monkey</p> <p>3. Fables:</p> <p>The Hare and The Tortoise.</p> <p>He Lion And The Mouse.</p> <p>4. Songs/poems/jazz chant</p> <p>Old Mc Donald</p> |

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|  |  |  | <u>Level 1:</u><br><u>Grammar:</u> | (s), without any guidance<br>4.6.1 Write simple guidance description<br>4.9.1 Spell words that are given to be memorize.<br>5.1.1 Countable Nouns<br>5.1.2 Uncountable nouns<br>5.1.3 Collective Nouns | Simon Says |
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| 18 | World of stories<br><br>( Animals) | By the end of the lesson pupils should be able to: | <p><u>Level 1</u><br/><u>Level 2</u><br/><u>Level 1</u><br/><u>Level 1</u><br/><u>Level 1</u><br/><u>Level 2:</u><br/><u>Level 3</u><br/><u>Level 1:</u><br/><u>Level 2</u><br/><br/><u>All Level</u><br/><u>All Level</u><br/><u>Level 1</u><br/><u>Level 2</u><br/><u>Level 2</u><br/><u>Level 1</u><br/><br/><u>Level 2</u><br/><br/><u>Level 3</u><br/><br/><u>Level 1</u><br/><u>Level 2&amp;3</u><br/><u>Level 1</u></p> <p>1.7.1 Listen to stories, fables and legends and give the names of peoples animal and places<br/>1.7.2 Listen to stories, fables and legends and give details.<br/>2.7.1Name the good and bad characters and tell why they are good/bad<br/>3.3.1 Read and understand phrases by matching phrases to pictures<br/>3.3.1 Read and understand phrases by matching phrases to pictures<br/>3.4.1 Read aloud phrases and sentences, pronouncing them correctly<br/>3.4.2 Read aloud sentences in text observing correct stress and intonation<br/>3.6.9 Understand simple similes and proverbs<br/>3.9.2 Read and give details about the people and animals in the stories.<br/>3.9.4 Read and write why a person/animals in a story is good/bad<br/>3.11Read accordingly to one's interest and keep a reading record<br/>4.1.1 write words, phrases and sentences in clear and legible cursive writings.<br/>4.2.1 Complete descriptions with the missing words and simple phrases, with guidance.<br/>4.2.2 Complete the above text, with the missing word (s), without any guidance<br/>4.2.3 Complete mind maps, diagrams read information from the text.<br/>4.3.1 Form sentences and questions by:<br/>- matching sentences half and<br/>- expanding on words given.<br/>4.3.2 Construct simple sentences and compound sentences based on:<br/>- words and phrases given<br/>- on a picture stimulus<br/>4.3.3 Write paragraphs based on :<br/>- words and phrases<br/>- on a picture stimulus<br/>4.6.1 Write simple guidance description<br/>4.6.2 Write simple description with little/no guidance.<br/>4.9.1 Spell words that are given to be memorize.</p> | <p>1. Animal and its young.</p> <p>Sheep – lamb<br/>Goat – kid<br/>Dog / bitch – puppy<br/>Kangaroo – joey<br/>Frog – tadpole<br/>Cow – calf<br/>Pig – piglet</p> <p>2. Sounds Of Animals / Home / Movement<br/>elephant – trumpets– jungle - ambles<br/>bird - chirps - nest - flies<br/>tiger - growls - den - runs<br/>lion - roars -den - runs<br/>gorilla -grunts -jungle - swing<br/>bee - buzzes/hums-hive-fly<br/>goat - bleats - pen - walk<br/>cat - meows - house – walk<br/>snake - hizzes -hole - glides<br/>frog - croaks -pond -hops</p> <p>Activitires:</p> <ol style="list-style-type: none"> <li>1. Riddles On Animals</li> <li>2. Crosswords Puzzle</li> <li>3. Word Maze</li> <li>4. Spiral Word</li> <li>5. Cloze Passage</li> <li>6. Word Tree</li> <li>7. Mind Mapping</li> </ol> <p>1. Pupils read key words (with teachers guide)</p> <p>2. Get pupils to memories words and their meanings.<br/>( Give them spelling test)</p> <p>3. Ask 'wh' questions – What animals can you find in the story ?</p> <p>4. Ask questions like:–<br/>Was the lion a fierce animal?<br/>Did the mouse help the lion?</p> |
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|  |  |  | <u>Level</u><br><u>2&amp;3</u><br><u>All Level</u><br><br><u>Grammar</u> | 4.9.2 Take dictation of paragraphs given to be learn .<br>4.10.1 Use capital letters, comma, full stop apostrophe and exclamation mark<br><br>5.1.1 Countable Nouns<br>5.1.2 Uncountable nouns<br>5.1.3 Collective Nouns<br>5.1.6 Proper Nouns – Gender<br>5.9. Subject verb agreement<br>5.16 Punctuation | 5. Pupils state whether they like/ dislike the story.<br>6. Pupils read and match words to pictures.<br>7. Matching phrases / sentences to pictures.<br>8. Arrange sentences in correct sequence.<br>9. Complete sentences with given words:-<br>The tortoise was the .....<br>The hare fell .....under a tree.<br><br>Moral Values:<br>Kindness, patience<br><br>Proverb: a friend in need is friend indeed |
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| 19 | World of Stories<br>( Legend ) | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Name the good and bad characters and tell why they are good or bad.</li> <li>2. Talk about the place in the story.</li> <li>3. Read fluently and expressively.</li> <li>4. Answer 5 comprehension questions orally and in written.</li> <li>5. Form sentences by matching sentence halves.</li> <li>6. Complete the sentences with the suitable words.</li> <li>7. Construct simple and compound sentences with guidance.</li> </ol> | <p>Level 1</p> <p>Level 2</p> <p>Level 1</p> <p>Level 2</p> <p>Level 1</p> <p>Level 1</p> <p>Level 2</p> <p>Level 2</p> <p>Level 1</p> | <p>1.3.1 Listen to key words and phrases in stories, recounts and descriptions heard.</p> <p>1.3.3 Listen to and understand phrases in stories, recounts and descriptions heard.</p> <p>2.7.1 Name the good and bad characters and tell why they are good or bad.</p> <p>2.7.2 Talk about the place in a story.</p> <p>2.7.3 Talk about the events in a story</p> <p>3.9.1 Read and give details about the place in the story.</p> <p>3.9.2 Read and give details about the people and animals in the story.</p> <p>3.9.3 Read and talk about the actions of people and animals in the story read.</p> <p>3.9.4 Read and tell and write why a person or animal in a story is good or bad.</p> <p>4.3.1 Form sentences and questions by:</p> <ul style="list-style-type: none"> <li>- matching sentence halves and</li> <li>- expanding on words given.</li> </ul> <p>4.2.2 Complete the above texts with the missing word (s) without any guidance.</p> <p>4.2.3 Complete mind maps, diagrams with information from the texts.</p> <p><u>GRAMMAR</u></p> <p>5.1.1 Simple past tense</p> <p><u>SOUND SYSTEM</u></p> <p>6.5 Initial Blends</p> | <ul style="list-style-type: none"> <li>▪ Pupils listen to teacher and say words.</li> <li>▪ Encourage pupils to give reasons and talk a little about the characters.</li> <li>▪ Encourage pupils to pick out words showing the place or location of the story.</li> <li>▪ Get the pupils to mark the events on a time line and then talk about the event.</li> <li>▪ How the animals and people look like. How many there were, their names etc.</li> <li>▪ State what the characters did, how they did it, when .....etc</li> <li>▪ Choose a character and talk about him/her/it</li> <li>▪ Writing short paragraphs by matching sentence halves and expanding notes.</li> <li>▪ Completing text with pupils own words. No guidance given.</li> <li>▪ This is an info-transfer exercise.</li> </ul> |
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| 20 / 21 | World of Self<br>(Hobbies / Interests) | <p><b>By the end of the lesson pupils will be able to:-</b></p> <ol style="list-style-type: none"> <li>1. Listen to and discriminate similar and different sounds of the English Language.</li> <li>2. Listen to and repeat accurately the correct pronunciation of words, and the correct intonation and word stress in phrases, expressions, and sentences.</li> <li>3. Acquire vocabulary and understand the meaning of words and phrases in context.</li> <li>4. Obtain information from texts listened to in relation to main ideas, specific details, sequence, and cause-effect relationships.</li> <li>5. Listen to and enjoy the rhyme, rhythm, and sounds of poetry, jazz chants and songs.</li> <li>6. Speak clearly by pronouncing words accurately and speaking with correct stress and intonation and sentence rhythm.</li> <li>7. Ask questions politely to obtain information and clarification.</li> <li>8. Give relevant information politely in response to enquiries made: to identify, to refute, to make</li> </ol> | <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>All Levels</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>L 2 &amp; 3</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 2</u></p> | <p>1.1.1 Listen to and repeat words that contains the following sounds:<br/>iv. final blends</p> <p>1.2.2 Listen to and repeat correctly phrases and expressions.</p> <p>1.3.3 Listen to and understand phrases in stories, recounts and descriptions heard.</p> <p>1.5.1 Listen to simple messages and announcements and give the information required.</p> <p>1.5.2 Listen to simple descriptions, recounts, news reports and factual texts and give the main ideas and supporting details.</p> <p>1.6.1 Listen to and enjoy children's songs, rhymes, poems and jazz chants.</p> <p>2.1.1 Repeat words that contain the following sounds:<br/>vi) final blends</p> <p>2.2.1 Ask <b>'Wh' questions</b> to seek information.</p> <p>2.3.4 To make comparisons.</p> <p>2.5.1 To take and give short messages to friends and family members.</p> <p>2.7.4 Talk about the values explored in the stories.</p> <p>2.8.1 State whether one likes or does not like the story and give reasons.</p> <p>2.8.2 Relate the story to one's life.</p> <p>3.1.2 Look at letters and say aloud the following sounds<br/>i) Initial blends.</p> <p>3.3.1 Read and understand phrases by matching phrases to pictures.</p> <p>3.3.2 Read and group words according to beginning</p> | <p>1. Listening to and repeating correctly words that contain the final blends.<br/>E.g a) mp/mp/<br/>Lamp<br/>Stamp<br/>Damp</p> <p>b) dg/dg/<br/>badge<br/>lodge<br/>dodge</p> <p>2. Activities include matching phrases to pictures.</p> <p>3. Repeating the correct pronunciation of these words:<br/>E.g Fishing<br/>Collecting stamps<br/>Camping<br/>Reading<br/>Drawing</p> <p>4. Example of 'Wh' questions;<br/>i) What is your hobby?</p> <p>5. Activities include-role playing-telephone conversations, chants, rhymes and focusing on correct pronunciation of words.</p> <p>6. Initial blends<br/>a) thr/ /      b) shr/ /      c) st/st/<br/>through      shrew      stay<br/>threw      shrine      stick<br/>thrill      shriek      stem</p> <p>7. Keywords can be nouns, verbs, adj. adverbs and gerunds such as reading, swimming, exercising, fishing.</p> <p>8. Completing texts with pupils' own words.</p> <p>9. Writing short paragraphs by matching sentence</p> |
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|  |  | <p>comparisons, to state.</p> <p>9 Convey a simple message accurately.</p> <p>10 Talk about the people, places and moral values of the stories heard, read and viewed in simple language.</p> <p>11 Express thoughts and feelings and give opinions on things read, seen, heard and viewed in simple language.</p> <p>12 Acquire word recognition and word attack skill to recognize words on sight.</p> <p>13 Acquire key words at various stages of development.</p> <p>14 Read and understand phrases, sentences, paragraphs, and whole texts.</p> <p>15 Read aloud expressively and fluently pronouncing words correctly and observing correct stress and intonation and sentence rhythm.</p> <p>16 Write at word, phrase, sentence and paragraph level in clear, legible print and cursive writing.</p> <p>17 Complete texts with the missing word, phrase or sentence.</p> <p>18 Construct simple and compound sentences with guidance and independently.</p> <p>19 Fill in the blank with the correct present tense.</p> | <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>All Levels</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>Level 2</u></p> <p><u>Level 2</u></p> | <p>sounds.</p> <p>3.4.2 Read and understand simple and compound sentences.</p> <p>3.4.1 Read aloud sentences in text observing correct stress and intonation.</p> <p>3.3.3 Read and understand simple paragraphs by answering comprehension.</p> <p>3.2.2 Read and learn the meaning of key words for each topic taught.</p> <p>3.4.3 Read aloud poems and stories clearly and expressively.</p> <p>4.1.1 Write words, phrases, sentence in clear legible cursive writing.</p> <p>4.2.1 Complete simple descriptions with the missing words and simple phrases with guidance.</p> <p>4.3.1 Form sentences and questions by matching sentence halves and expanding on words given.</p> <p>4.3.3 Write paragraphs based on words and phrases.</p> <p>4.2.2 Complete text with missing words without guidance.</p> <p>4.3.2 Construct simple and compound sentences based in words and phrases given.</p> <p><b><u>Grammar</u></b></p> <p>5.10.1 'Wh' questions (simple present tense)</p> <p>5.16 Punctuation</p> <p>i) Capital letters</p> <p>ii) Question mark</p> | <p>halves or expanding notes.</p> <p>10. Simple compound sentences<br/>E.g; Ali likes to spend his free time reading and playing computer games.</p> <p>11. Read with correct pronunciation pause to emphasis in sentences.</p> <p>12. give word in a box from which pupils can choose the words .</p> <p>13. Reading poem and stories clearly and accurately.</p> <p>14. Construct sentences from a set of pictures.</p> |
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|    |                                                 | 20 Punctuate correctly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  |
| 22 | World of knowledge<br>(Maps, diagrams, charts ) | <p>By the end of the lesson, pupils should be able to:</p> <p>1. Listen to and repeat accurately the correct pronunciation of words and the correct intonation and word stress of phrases, expressions and sentences.</p> <p>2. Give relevant information in response to enquiries made: to identify, to refute, to make comparisons, to state.</p> <p>3 Read and understand the meanings of words by guessing their meaning through the use of contextual clues.</p> <p>4. Give accurate information when writing messages, instructions, simple reports, and when filling out forms.</p> <p>5. Make use of prepositions and nouns correctly..</p> | <p><u>Level 1</u></p> <p>Level 2</p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>All Levels</u></p> <p><u>Level 1</u></p> <p><u>Level 2&amp;3</u></p> | <p>1.2.1 Listen to and repeat the pronunciation of words describing nouns correctly.</p> <p>1.2.2 Listen to and repeat correctly phrases and expressions.</p> <p>1.2.3 Listen to and repeat chants, rhymes and songs paying attention to pronunciation, stress and intonation correctly.</p> <p>2.3.1 Name and identify persons, things, buildings etc.</p> <p>2.3.2 To refute statements.</p> <p>2.3.4 To make comparisons.</p> <p>3.4.1 Read aloud phrases and sentences pronouncing them correctly.</p> <p>3.4.2 Read aloud sentences in texts observing correct stress and intonation.</p> <p>3.5.1 Understand the meaning of words by looking at the context.</p> <p>3.8.1 Read and understand different texts such as instructions, directions, labels, descriptions etc.</p> <p>4.7.1 Write simple directions and messages with guidance.</p> <p>4.7.2 Write simple directions and messages with guidance.</p> <p>5 Grammar</p> <p>5.1 Prepositions</p> <p>5.2 Nouns</p> | <p>16. Repeating the pronunciation of nouns.</p> <p>17. Pronouncing words with correct stress and intonations while chanting jazz chants.</p> <p>18. Naming common buildings found in school, village, town etc.</p> <p>19. Quizzes.</p> <p>20. Follow the leader.</p> <p>21. Information transfer exercise.</p> |

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| 23 | World of knowledge<br>(Maps, diagrams, charts ) | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Listen to and follow simple instructions and directions accurately.</li> <li>2. Obtain information from texts listened to in relation to main ideas, specific details, sequence, and cause-effect relationships.</li> <li>3. Ask questions politely to obtain information and clarification.</li> <li>4. Talk about the people, places and morale values of the stories heard, read and viewed in simple language.</li> <li>5. Acquire word recognition and word attack skills to recognize words on sight</li> <li>6. Write at word, phrase, sentence and paragraph level in clear, legible print and cursive writing.</li> <li>7. Match words to linear and non-linear representations.</li> <li>8. Complete text with the missing word, phrase or sentence.</li> <li>9. Construct simple and compound sentences with guidance and independently.</li> </ol> <p>Grammar</p> <ol style="list-style-type: none"> <li>5.1 Adjectives</li> <li>5.2 Punctuations</li> </ol> | <p><u>Level 1</u></p> <p><u>Level 2&amp;3</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 3</u></p> <p><u>All Levels</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 2</u></p> <p><u>Level 2</u></p> | <p>1.4.1 Listen to and follow simple instructions on how to complete a given task.</p> <p>1.4.2 Listen to and follow simple directions to places in the country.</p> <p>1.5.1 Listen to simple messages and announcements and give the information required.</p> <p>1.5.2 Listen to simple descriptions, recounts, news reports and factual texts and give the main ideas and supporting details.</p> <p>2.2.1 Ask 'WH' questions to seek information.</p> <p>2.2.2 Ask questions to seek information and clarification.</p> <p>2.7.1 Name the good and bad characters and tell why they are good or bad.</p> <p>2.7.2 Talk about the place in a story.</p> <p>3.3.1 Read and understand phrases by matching phrases to pictures.</p> <p>3.3.2 Read and understand simple and compound sentences by interpreting pronoun forms.</p> <p>3.3.3 Read and understand simple paragraphs by:</p> <ul style="list-style-type: none"> <li>- answering comprehension questions.</li> <li>- completing info transfer diagrams.</li> </ul> <p>4.1.1 Write words, phrases and sentences in clear, legible cursive writing.</p> <p>4.1.2 Write clearly and legibly in print, for captions, labels, maps, diagrams, etc and towns in maps and pictures.</p> <p>4.2.1 Complete simple instructions, recipes, descriptions, rhymes with the missing words and simple phrases, with guidance.</p> <p>4.2.2 Complete the above texts with the missing word(s), without any guidance.</p> <p>4.2.3 Complete mind-maps, diagrams with information from the texts.</p> <p>4.3.2 Construct simple sentences and compound sentences based on:</p> <ul style="list-style-type: none"> <li>- words and phrases given, and</li> <li>- on a picture stimulus.</li> </ul> | <ol style="list-style-type: none"> <li>1. Follow instructions given.</li> <li>2. Marking/tracing a route on a simple map.</li> <li>3. Answering questions.</li> <li>4. Marking a checklist.</li> <li>5. Labeling a diagrams.</li> <li>6. Give reasons and talk a little about the maps, diagrams and charts.</li> <li>7. Pick out words showing the place or location of the map.</li> <li>8. Name the buildings on maps/plans given.</li> <li>9. Completing texts/charts with pupils' own words.</li> <li>10. Constructing simple sentences and compound sentences.</li> <li>11. Writing short paragraphs by matching sentence halves.</li> </ol> |
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| 24 | World of self<br>( People) | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Listen to and recite poems with correct stress and intonations.</li> <li>2. List out the names of people and their relationship.</li> <li>3. Talk about and describe the people in the family.</li> <li>4. Convey a simple message accurately.</li> <li>5. Complete texts with the missing word, phrases or sentences.</li> <li>6. Use the dictionary to get the meaning of the word.</li> <li>7. Construct simple and compound sentences with guidance and independently.</li> <li>8. Write a simple paragraph based on the words and phrases given.</li> </ol> | <p><u>Level 1:</u></p> <p><u>Level 1:</u></p> <p><u>Level 1</u></p> <p><u>Level 1:</u></p> <p><u>All level:</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>Level 1.2 &amp; 3</u></p> <p><u>Level 3</u></p> <p><u>Level 2</u></p> <p><u>Level 2</u></p> <p><u>Level 3</u></p> | <p>1.2.1 Listen to and repeat the pronunciation of words and compound words correctly.</p> <p>1.2.3 Listen to and repeat chants, poems, rhymes and songs paying attention to pronunciation, stress and intonation correctly.</p> <p>1.7.1 Listen to texts, stories, fables and legends and give their names of people.</p> <p>2.3.1 Name or identify things, persons, buildings etc.</p> <p>2.5.1 To take and give short messages to friends and family members.</p> <p>3.2.2 Read and learn the meaning of key words for each topic taught.</p> <p>3.3.3 Read and understand simple paragraph by:</p> <ul style="list-style-type: none"> <li>- answering comprehension question.</li> <li>- completing info transfer diagrams</li> </ul> <p>3.5.1 Understand the meaning of words by looking at the context</p> <p>3.7.1 Read and locate the word in the dictionary.</p> <p>4.2.2 Complete the texts with the missing word(s) without any guidance.</p> <p>4.3.2 Construct simple sentences and compound sentences based on;</p> <ul style="list-style-type: none"> <li>- words and phrases given, and</li> <li>- on a picture stimulus</li> </ul> <p>4.3.3 Write paragraph based on ;</p> <ul style="list-style-type: none"> <li>- words and phrases</li> <li>- on a picture stimulus</li> </ul> <p><u>Grammar:</u></p> <p>Adjectives ( old, tall, young, fat, thin, clever etc)</p> <p>Superlative Degree Adjectives ( taller than, the tallest etc)</p> | <ol style="list-style-type: none"> <li>1. Listen to and repeat words after the teacher</li> <li>2. Pupils pronouncing words with correct stress and intonation while reciting poems.</li> <li>3. Activities include recalling the names of people and their relationship.</li> <li>4. Identifying persons.</li> <li>5. Role-play</li> <li>6. Key words ( adjectives)</li> <li>7. Find meaning of a word with the dictionary.</li> <li>8. Encourage the use of 'and', 'but', 'because', in the construction of compound sentences.</li> </ol> |
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| 25 | World of self<br>( People ) | By the end of the lesson,<br>pupils should be able to; | <p>1. Listen and repeat correctly phrases and sentences.</p> <p>2. Name and identify person.</p> <p>3. Read words, phrases and sentences.</p> <p>4. Refute statements.</p> <p>5. Answer comprehension questions.</p> <p>6. Write a simple paragraph based on the words given.</p> <p>7. Write simple factual descriptions of persons.</p> <p>8. Spell correctly and take dictation.</p> <p>9. Grammar</p> | <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 2 &amp; 3</u></p> <p>1.2.1 Listen to and repeat the pronunciation of compound words correctly.</p> <p>1.2.2 Listen to and repeat correctly phrases and sentences.</p> <p>2.3.1 Name or identify person.</p> <p>2.3.2 To refute statements.</p> <p>2.3.4 To make comparison.</p> <p>3.3.1 Read and understand phrases by matching phrases to pictures.</p> <p>3.3.2 Read and understand simple and compound sentences by interpreting pronoun forms.</p> <p>3.4.2 Read aloud sentences in texts observing correct stress and intonation.</p> <p>3.3.3 Read and understand simple paragraphs by;</p> <p>- answering comprehension questions.</p> <p>- completing info transfer diagrams.</p> <p>4.6.1 Write simple descriptions with little or no guidance.</p> <p>4.9.1 Spell words that are given. to be memorized.</p> <p>4.9.2 Take dictation of paragraphs given to be learnt.</p> <p><u>Common Nouns.</u><br/>e.g. boy, girl, men, women</p> <p><u>Proper Nouns</u><br/>e.g. Names of person; Ali, Siva, Chong</p> | <p><u>1. Suggested words</u><br/>e.g. firemen, postman</p> <p>He is En. Ali.</p> <p>e.g. Ali is short but Abu is shorter.</p> <p>Relate to themes and topics.<br/>Activities include spelling a list of key words taught for a particular topic.</p> |
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| 26 | World of Knowledge<br>(Occupations) | <p>By the end of the lesson ,pupils should be able to:</p> <p>1 Acquire vocabulary and understand the meaning and phrases in context.</p> <p>2 Obtain information from text listened to in relation to main ideas, specific details and sequence.</p> <p>3 .Give relevant information politely in response to enquiries made.</p> <p>4 .Read and understand phrases and sentences.</p> <p>5 .Read and understand paragraphs and whole text.</p> <p>6.Fill in the missing words / phrases in given text.</p> <p>7. Write sentences to complete text.</p> <p>8. Spell correctly and take dictation.</p> | <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>&amp;</u></p> <p><u>3</u></p> | <p>1.3.1 Listen to key words and phrases in stories and description heard.</p> <p>1.5.1 Listen to simple message and announcement and give the information required.</p> <p>1.5.3 Listen to simple messages, announcement, news report, recounts and talk about them.</p> <p>2.3.1 Name person, identify their occupation.</p> <p>2.3.4 To make comparison.</p> <p>3.3.1 Look at the letters and say aloud the following sounds.</p> <p>i. Short and long vowel sounds.</p> <p>ii. Double consonant.</p> <p>iii.. Diphtongs.</p> <p>iv. Silent letters</p> <p>v. Initial blends.</p> <p>vi. Final blends.</p> <p>vii. Voice and voiceless ‘th’.</p> <p>3.3.2 Read and understand simple and compound sentences.</p> <p>3.5.1 Understand the meaning of words by looking at the context.</p> <p>3.6.1 Give words opposite in meaning.</p> <p>3.7.1 Read and locate the required word in the dictionary.</p> <p>3.7.2 Read and select the definition suited to the meaning of the word in context.</p> <p>4.4.1 Write simple guided letters to friends/ family members.</p> <p>4.4.2 Write simple letters to pen pals.</p> <p>4.6.1 Spell seen words.</p> <p>4.6.2 Take dictation of seen sentences.</p> <p>5.1.5 Common Nouns</p> <p>5.10. Simple Present Tense</p> <p>5.6 Adjectives</p> | <p>- Activities include :</p> <p>- Listening to key words and phrases and matching them to pictures.</p> <p>- Teach children to look forward into the text or to look back in the text.</p> <p>- Find the meaning of a word using the dictionary.</p> <p>- Getting meaning from context.</p> |
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| 27 | World of Knowledge<br>(Occupations)    | <p>By the end of the lesson, pupils should be able to:</p> <p>1 Acquire vocabulary..</p> <p>2. Understand the meaning of words and phrases in context.</p> <p>3. Obtain information from text listened to in relation to main ideas, specific details and sequence.</p> <p>4 Give relevant information politely in response to enquiries made.</p> <p>5 Tell stories based on pictures and other stimuli and recite poems..</p> <p>6 Read and understand phrases, sentences, paragraphs and whole text.</p> <p>7. Complete text with missing word, phrases or sentences.</p> | <p><u>Level 2</u></p> <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p>Level 3</p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 3</u></p> <p><u>Level 1</u></p> <p><u>Level 2/3</u></p> <p><u>Level 2</u><br/><u>&amp; 3</u></p> | <p>1.3.3 Listen to and understand phrases in stories, recounts, and descriptions heard.</p> <p>2.3.4 To make comparison.</p> <p>2.4.1 To make a telephone call for a purpose.</p> <p>3.3.2 Read and understand simple and compound sentences by interpreting pronoun forms.</p> <p>3.3.3 Read and understand a simple paragraph by</p> <ul style="list-style-type: none"> <li>- Answering comprehension questions</li> <li>- Completing info transfer diagram.</li> </ul> <p>3.4.1 Read aloud phrases and sentences, pronouncing them correctly.</p> <p>3.6.3 Read and distinguish homographs.</p> <p>3.7.2 Read and select the definition suited to the meaning of the words in context.</p> <p>4.4.2 Write simple letters to pen pals (less guidance)</p> <p>4.4.6 Write simple descriptions with little or no guidance.</p> <p>5.11 Simple Past Tense</p> <p>5.16 Punctuation</p> | <p>- Activities include :</p> <p>- Matching phrases to pictures</p> <p>-Get pupils to pronounce the words rather than just looking at the spelling.</p> <p>- Pupils must be able to distinguish the sounds.</p> <ul style="list-style-type: none"> <li>- Completing text with pupils' own words.</li> <li>- No guidance is given.</li> </ul> <p>- Provide a set of pictures and ask pupils to construct their own sentences.</p>                                                                                                                                                                                                                                                          |
| 28 | World of knowledge<br>Object and sizes | <p>By the end of the lesson, pupils should be able to:</p> <p>1.1 Listen to and discriminate similar and different sound of the English language. intonation</p> <p>2.1 Speak clearly by pronouncing words accurately and speaking with the correct stress and intonation and sentence rhythm.</p> <p>3.1 Acquire word recognition and word attack</p>                                                                                                                                                                                                                       | <p><u>Level 1</u></p> <p><u>Level 2</u><br/><u>and 3</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p>                                                                                                            | <p>1.1.1 Listen to and repeat words that contain the following sounds:</p> <p>i. short and long vowels sounds</p> <p>ii. double consonants.</p> <p>ii. silent letters.</p> <p>1.1.2 Listen to and group words according to the same beginning middle or ending sounds.</p> <p>2.1.1 Repeat words that contain the following sounds.</p> <p>i. short and long vowel sounds</p> <p>ii. double consonants</p> <p>2.1.2 Pronounce 3 and 4 syllable words correctly.</p> <p>2.1.3 Say aloud phrases, expressions and exclamations with the correct stress and intonation.</p> <p>3.1.1 Look at letters and say aloud the following</p>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• See sound system at the back of the document</li> <li>• Activities include: <ul style="list-style-type: none"> <li>- Listening to the teacher and repeating the sound.</li> <li>- Listening and repeating correctly words that contain particular sound. e.g. balloon, paper and blackboard.</li> </ul> </li> <li>• Activities include underlining beginning, middle or ending sounds that have the same sound and spelt the same.</li> <li>• See the sound system at the back of the document.</li> <li>• Activities include: <ul style="list-style-type: none"> <li>- repeating the teacher the pronunciation of 3- and</li> </ul> </li> </ul> |

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|  |  | <p>skills to recognize words on sight</p> <p>4.1 Write at word, phrase sentence and paragraph level in clear, legible print and cursive writing.</p> <p>5.0 Grammar</p> <p>6.0 Sound system</p> | <p><u>Level 3</u></p> <p><u>All level</u></p> | <p>sounds.</p> <p>i. short and long vowel sounds</p> <p>ii double consonants.</p> <p>3.1.2 Read aloud words with the letters listed in 3.1.1. above.</p> <p>3.1.3 Read and group words according to beginning, medial or final sounds.</p> <p>4.1.1 Write words, phrases and sentences in clear, legible cursive writing.</p> <p>4.1.2 Write clearly and legibly in print, for captions, labels, maps diagram, etc.</p> <p>5.1 Nouns</p> <p>5.2 Articles</p> <p>5.3 Pronouns</p> <p>6.1 Short and long vowels</p> <p>6.2 Double consonants.</p> | <p>4- syllable words.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• See the sound system at the back of the document.<br/>e.g. cup, cap, lock.<br/>e.g. puzzle</li> <li>• Get pupils to read aloud nonsense sentences and rhymes that contain the specific sounds.</li> <li>• Get pupils to pronounce the words rather than just looking at the spelling. Pupils must be able to distinguish the sounds.</li> <li>• e.g. paper<br/>a piece of paper<br/>I write your name on a piece of paper</li> <li>• e.g. laptop</li> <li>• e.g. paper, stars</li> <li>• e.g. a, an and the</li> <li>• e.g. it, them</li> <li>• e.g. cup, cap, lock</li> <li>• e.g. puzzle, cutter, clipper</li> </ul> |
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| 29 | <b>World Of Knowledge (Buildings)</b> | By the end of the lessons,pupils should be able to:<br>1)listen to teacher and say words correctly.<br>2)follow simple direction.<br>3)say 3 and 4 syllable words with correct pronunciation.<br>4)name and identify buildings.<br>5)read aloud phrases and sentences correctly.<br>6)write out simple and compound sentences based on the task given.                                                       | <u>Level 1</u><br><u>Level 2 and 3</u><br><u>All Levels</u><br><u>Level 1</u><br><u>Level 1</u><br><u>Level 1</u><br><u>Level 2</u><br><u>Level 2</u><br><u>Level 2 and 3</u> | 1.2.1 Listen to and repeat the pronunciation of compound words correctly.<br>1.4.2 Listen to and follow simple directions to places in the country.<br>1.6.1 Listen to and enjoy children’s song,rhymes,poems and jazz chart.<br>2.1.2 Pronounce 3 and 4 syllable words correctly.<br>2.2.1 Ask “WH” questions to seek information.<br><br>2.3.1 Name or identify buildings.<br>2.3.4 To make comparisons.<br>3.4.1 Read aloud phrases and sentences,pronouncing them correctly.<br>3.6.8 Build new words from a given word.<br>4.3.2 Construct simple sentences and compound sentences based on:<br>-words and phrases given and,<br>-on a picture stimulus<br>4.6.2 Write simple descriptions with little or no guidance. | 1)Pupils listen to teacher and say compound words.<br>2)Pupils sing and enjoy the song and rhymes.<br>3)Pupils can name and identify building.<br>4)Pupils can write simple and compound sentences.                                                                |
| 30 | <b>World Of Knowledge(Buildings)</b>  | By the end of the lesson,students should be able to:<br>1)Listen and understand the meaningof words and phrases in context<br>2)Name and identify Buildings<br>3)State the differences of buildings<br>4)Ask questions to gather information<br>5)Read aloud phrases and sentences correctly<br>6)Read and understand the text and answer comprehension questions<br>7)Read & understand simple instructions | <u>Level 1</u><br><u>Level 2&amp;3</u><br><u>Level 1</u><br><u>Level 2</u><br><u>Level 3</u><br><u>Level 1</u><br><u>Level 2</u><br><u>All levels</u>                         | 1.3.1 Listen to key words and phrases<br>1.4.2 Listen to and Follow simple Directions to places In the country<br>2.3.1 Name or identify Thing ,person, Building etc.<br>2.3.4 To make comparisons<br>2.2.3 Ask questions with questions tags<br>3.4.1 Read aloud phrases and sentences ,pronouncing them Correctly<br>3.8.5 Read understand simple factual texts by Answering comprehension questions in relation to:-<br>-main ideas<br>- details<br>3.11 Read according To one’s interest keep A reading record                                                                                                                                                                                                          | 1) Pupils listen to the texts and Identify the buildings<br><br>2) Pupils can differentiate buildings<br><br>3) Pupils can write simple instructions with or without guidance<br><br>4) Pupils can read story books and keep a reading record pertaining buildings |

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|  |  | <p>8)Write directions using simple&amp;compound sentences</p> <p>9)Complete simple instructions with fully guidance or free guidance.</p> <p>10)Write clearly and legibly in print for towns in maps and pictures</p> | <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>All levels</u></p> <p><u>Level 1</u></p> <p><u>Level 2&amp;3</u></p> | <p>4.2.1 Complete simple Instructions recipes,descriptions, Rhymes with the Missing words and simple phrases with Guidance</p> <p>4.2.2 Complete the above text with the missing words without Any guidance</p> <p>4.1.2 Write clearly and legibly in print,for Captions,labels,maps, Diagrams etc and towns in maps and pictures</p> <p>4.7.1 Write simple directions and messages with guidance</p> <p>4.7.2 Write simple directions and messages with little or no guidance</p> |  |
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| 31 | World of stories<br>( Folktales) | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Listen to and enjoy stories, fables and other tales of imagination and fantasy and predict outcomes.</li> <li>2. Talk about the people, places and moral values of the stories heard, read and viewed in simple language.</li> <li>3. Express thoughts and feelings and give opinions on things read, heard and viewed in simple language.</li> <li>4. Read aloud expressively and fluently words correctly and observing correct stress and intonation</li> <li>5. Read simple text and predict outcomes</li> <li>6. Complete text with the missing words, phrase or sentence.</li> <li>7. Write to express oneself creatively</li> <li>8. Wh Questions</li> <li>9. Conjunctions</li> <li>10. Short and long vowel sounds</li> </ol> | <p>Level 1</p> <p>Level 2</p> <p>Level 3</p> <p>Level 3</p> <p>Level 3</p> <p>Level 2</p> <p>Level 2</p> <p>Level 3</p> <p>Level 1</p> <p>Level 2</p> <p>Level 2</p> <p>Level 3</p> <p>Level 1</p> <p>Level 2</p> <p>Level 3</p> <p>Level 1</p> <p>Level 2</p> <p>Level 2</p> <p>Level 3</p> <p>Level 3</p> <p>Level 2</p> <p>Level 2</p> <p>Level 2</p> <p>Level 2</p> <p>Level 2</p> <p>Level 2 &amp; 3</p> <p>Grammar</p> <p>S/ System</p> | <p>1.7.1 Listen to stories, fables and legends and give the names of people, animals and places.</p> <p>1.7.3 Listen to stories, fables and legends and give the sequence of events.</p> <p>1.7.4 Listen to stories, fables and legends and predict outcomes.</p> <p>1.7.5 Listen to stories, fables and legends and talk about the moral of the story or fable and of lessons learnt.</p> <p>1.7.6 Listen to stories, fables and legends and share feelings about the stories, fables and legends heard.</p> <p>2.6.3 Tell what happens next.</p> <p>2.6.4 Give suitable endings to a story or fables.</p> <p>2.6.5 Retell stories by changing voice to indicate narrator and character.</p> <p>2.7.1 Name the good and bad characters and tell why they are good or bad.</p> <p>2.7.2 Talk about the place in a story</p> <p>2.7.3 Talk about the events in a story</p> <p>2.7.4 Talk about the values explored in the stories</p> <p>3.3.1 Read and understand phrases by matching phrases to pictures.</p> <p>3.4.2 Read aloud sentences in texts observing correct stress and intonation.</p> <p>3.4.3 Read aloud poems and stories clearly and expressively</p> <p>3.9.2 Read and give details about the people and animals in the story</p> <p>3.9.3 Read and talk about the actions of people and animals in a story read</p> <p>3.9.4 Read and tell and write why a person of animal in a story is good or bad.</p> <p>3.9.5 Read and predict outcomes</p> <p>3.9.6 Relate the people and events in the story to one's life</p> <p>4.2.2 Complete the above texts with the missing word(s), without any guidance</p> <p>4.2.3 Complete mind-maps, diagrams with information from the texts</p> <p>4.8.2 Compose stories and poems with little or no guidance</p> <p>5.3.4 Interrogative Pronouns (Wh questions)</p> <p>5.4.0 Conjunctions (and, or, but, because, so)</p> <p>6.1.0 Short and long vowel sounds</p> | <p>22. Pupils listen to teacher and say words.</p> <p>23. Pupils sing and enjoy the songs or rhymes.</p> <p>24. Teacher drill's pupils.</p> <p>25. English Hour</p> <p>26. Pupils read word cards shown to them.</p> <p>27. Pupils retell the story in their own ways</p> <p>28. Pupils recall the name of people and animals.</p> <p>29. Pupils can talk as to why they like or dislike the story or certain characters</p> <p>30. Pupils pick out words showing the place or location of the story.</p> <p>31. Pupils read aloud charts, rhymes and focusing on correct pronunciation of words</p> <p>32. Answering Wh Questions to test pupils' comprehension.</p> |
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| 32 | World of Knowledge<br>( Transport ) | By the end of the lesson, pupils should be able to:<br>1 listen to and repeat correct pronunciation, intonation and stress.<br>2 acquire vocabulary and understand the meaning of words and phrases in context.<br>3 speak clearly by pronouncing words accurately.<br>4 ask questions to obtain information and clarification.<br>5 use adjectives to describe transport.                                                                                         | <u>Level 1</u><br><u>Level 1</u><br><u>Level 2</u><br><u>Level 2</u><br><u>Level 2</u><br><u>Level 3</u><br><u>All Levels</u><br><u>Level 2</u>                                     | 1.2.1 Listen to and repeat the pronunciation of compound words correctly.<br>1.2.2 Listen to and repeat chants, poems, rhymes and songs paying attention to pronunciation, stress and intonation correctly.<br>2.1.3 Say aloud phrases, expressions and exclamations with the correct words and intonation.<br>2.2.2 Ask questions to seek information and clarification.<br>2.3.1. Name and identify transport<br>3.3.1 Read and understand phrases by matching phrases to pictures.<br>3.3.3 Read and understand simple paragraphs by answering comprehension questions.<br>- completing into transfer diagrams.<br>4.1.1 Write words, phrases and sentences in clear, legible writing.<br><b>Grammar</b><br>5.6 Adjectives | 1. Listen and repeat.<br>2. Sing songs<br>-“Row, row, row your Boat”<br>-“The Wheels of the Bus”<br>3. Classification of transport : -<br>- land<br>- air<br>- sea<br>4. Guide pupils in answering comprehension questions.<br>5. Pupils copy and write clearly and legible handwriting.                                                                                                                                                                                     |
| 33 | World of Knowledge<br>(Transport)   | By the end of the lesson, pupils should be able to :<br>1 read and understand phrases, sentences, paragraphs and whole texts.<br>2 construct simple and compound sentences.<br>3 read and understand the meanings of words by guessing their meaning through the use of contextual clues.<br>4 acquire a wide range of vocabulary.<br>5 read and understand text for main ideas, supporting details and cause and effect relationship.<br>6 complete text with the | <u>Level 3</u><br><u>Level 3</u><br><u>Level 1</u><br><u>All Levels</u><br><u>Level 2</u><br><u>Level 1</u><br><u>Level 2</u><br><u>Level 2</u><br><u>Level 3</u><br><u>Level 2</u> | 2.2.3 Ask questions with question tags.<br>3.3.3 Read and understand paragraphs by answering simple comprehension questions.<br>3.4.1 Read aloud phrases and sentences pronouncing correctly.<br>3.5.1 Understand the meaning of words by looking at the context.<br>3.6.6 Use words to show comparison.<br>3.8.2 Scan for specific information in texts.<br>3.8.3 Read and understand simple factual texts by answering comprehension questions in relation to :<br>- main ideas<br>- details<br>4.3.2 Construct simple sentences and compound sentences based on a picture stimulus.<br>4.3.3 Write paragraphs based on a picture stimulus.<br><b>Grammar</b>                                                               | 1. Reading poems or chants with the correct pronunciation.<br>eg : - You go to school by bus don't you ?<br>2. Guide pupils where necessary.<br>3. Teach pupils to guess the meanings from context.<br>eg : - The aeroplane is faster than the bus.<br>4. Provide a set of pictures or a composite picture and ask pupils to construct their own sentences using “and , but , because”<br>5. Emphasize to pupils that paragraphs contain a main idea and supporting details. |

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|    |                                    | missing words, phrases or sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                  | 5.6.1 Comparative form ( Adjectives )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 34 | World Of Knowledge<br>(Directions) | <p>By the end of the lesson, pupils should be able to</p> <p>1 Listen to and discriminate similar and different sounds.</p> <p>2 Acquire new vocabulary.</p> <p>3 Listen to and follow simple instructions and directions accurately.</p> <p>4 Obtain information from texts listened to.</p> <p>5 Listen to and enjoy the rhyme, rhythm, sounds of poetry, jazz chants and songs.</p> <p>6 Speak clearly with the correct stress and intonation and sentence rhythms.</p> <p>7 Ask questions politely to obtain information and clarification.</p> <p>8 Give relevant information politely in response to</p> | <p>I</p> <p>2 &amp; 3</p> <p>1</p> <p>2</p> <p>1</p> <p>2 &amp; 3</p> <p>All levels</p> <p>1</p> | <p>1.1.1 Listen to and repeat words that contain the following sounds:</p> <p>i. short and long vowel sounds</p> <p>ii. final blends</p> <p>iii. voiced and voiceless 'th'</p> <p>1.1.2 Listen to and group words according to the same beginning, middle or ending sounds.</p> <p>1.4.1 Listen to and follow simple instructions on how to complete a given task</p> <p>1.4.2 Listen to and follow simple directions to places in the country.</p> <p>1.5.1 Listen to simple messages and announcements and give the information require.</p> <p>1.5.2 Listen to simple descriptions, recounts, news reports and factual facts and give the main ideas and supporting details.</p> <p>1.6.1 Listen to and enjoy children's songs, rhymes, poems and jazz chants.</p> | <ul style="list-style-type: none"> <li>Listening to the teacher and repeating the sounds.</li> <li>Underlining beginning, middle or ending sounds that have the same sounds and spelt the same.</li> <li>e.g. <u>north</u>, <u>south</u></li> <li><u>east</u>, <u>west</u></li> <li>Listening to key words and phrases and matching them to pictures.</li> <li>e.g. go straight, turn left</li> <li>Following directions on how to reach a certain destinations.</li> </ul> |

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|  |  | enquiries made.                                                                  | 1          | 2.1.1 Repeat words that contain the following sounds.                                                                     |  |
|  |  | 9 Talk about the people, places and moral values.                                | 1          | i. short and long vowels sounds.                                                                                          |  |
|  |  |                                                                                  | 1          | ii. final blends.                                                                                                         |  |
|  |  |                                                                                  | 2          | iii. voiced and voiceless 'th'                                                                                            |  |
|  |  | 10 Read and understand phrases, sentences, paragraphs and whole texts.           | 1          | 2.2.1 Ask 'Wh' questions to seek information.                                                                             |  |
|  |  |                                                                                  |            | 2.3.1 Name or identify things, persons, buildings, etc.                                                                   |  |
|  |  |                                                                                  |            | 2.3.2 To refute statements.                                                                                               |  |
|  |  |                                                                                  |            | 2.7.2 Talk about the place in a story.                                                                                    |  |
|  |  |                                                                                  | 2          | 3.1.1 Look at letters and say aloud the following sounds:                                                                 |  |
|  |  | 11 Complete texts with the missing word, phrase or sentence.                     | 1          | i. short and long vowel sounds                                                                                            |  |
|  |  |                                                                                  | 3          | ii. initial blends                                                                                                        |  |
|  |  |                                                                                  |            | iii. final blends                                                                                                         |  |
|  |  |                                                                                  |            | iv. voiced and voiceless 'th'                                                                                             |  |
|  |  | 12 Give accurate information when writing messages, instructions and directions. | 1          | 3.1.2 Read aloud words with letters listed in 3.1.1 above.                                                                |  |
|  |  | 13 Punctuate meaningfully                                                        | 1          | 3.3.1 Read and understand phrases by matching phrases to pictures.                                                        |  |
|  |  |                                                                                  | 2          | 3.3.3 Read and understand simple paragraphs by:                                                                           |  |
|  |  |                                                                                  |            | - answering comprehension questions                                                                                       |  |
|  |  |                                                                                  |            | - completing info transfer diagrams                                                                                       |  |
|  |  |                                                                                  | 1          | 3.6.1 Give words opposite in meaning.                                                                                     |  |
|  |  |                                                                                  | All levels | 3.6.2 Give words similar in meaning.                                                                                      |  |
|  |  |                                                                                  |            | 4.2.1 Complete simple instructions, descriptions and directions with the missing words and simple phrases, with guidance. |  |
|  |  |                                                                                  |            | 4.2.3 Complete mind-maps, diagrams with information from the texts.                                                       |  |
|  |  |                                                                                  |            | 4.7.1 Write simple directions and messages with guidance.                                                                 |  |
|  |  |                                                                                  |            | 4.10.1 Use capital letters, comma, full stop, apostrophe and exclamation marks when writing.                              |  |

|    |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           |
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| 35 | <p>World Of Knowledge</p> <p>(Directions)</p> | <p>By the end of the lesson, pupils should be able to</p> <p>1 Understand the meaning of words and phrases in context.</p> <p>2 To refute statements and make comparisons.</p> <p>3 Acquire key words at various stages of development.</p> <p>4 Complete texts with the missing word, phrase or sentence.</p> <p>5 Construct simple and compound sentences with guidance and independently.</p> <p>Pupils should be able to use the correct form of the verbs when giving directions.</p> | <p>1</p> <p>2</p> <p>2</p> <p>All levels</p> <p>1</p> <p>2</p> <p>1</p> <p>3</p> <p>2</p> <p>1</p> <p>2</p> <p>1</p> | <p>1.3.1 Listen to key words and phrases in stories, recounts and descriptions heard.</p> <p>1.3.3 Listen to and understand phrases in stories, recounts and descriptions heard.</p> <p>1.5.2 Listen to simple descriptions, recounts, news reports and factual facts and give the main ideas and supporting details.</p> <p>1.6.1 Listen to and enjoy children's songs, rhymes, poems and jazz chants.</p> <p>2.3.2 To refute statements.</p> <p>2.7.2 Talk about the place in a story.</p> <p>3.3.1 Read and understand phrases by matching phrases to pictures.</p> <p>3.3.3 Read and understand simple paragraphs by:</p> <ul style="list-style-type: none"> <li>- answering comprehension questions</li> <li>- completing info-transfer diagrams</li> </ul> <p>4.2.3 Complete mind-maps, diagrams with information from the texts.</p> <p>4.3.1 Form sentences and questions by :</p> <ul style="list-style-type: none"> <li>- matching sentence halves and</li> <li>- expanding on words given</li> </ul> <p>4.3.2 Construct simple sentences and compound sentences based on :</p> <ul style="list-style-type: none"> <li>- words and phrases given and</li> <li>- on a picture stimulus</li> </ul> <p>4.7.1 Write simple directions and messages with guidance.</p> <p>5.0(a) 10 Simple Present Tense</p> <p>(i) For habitual actions</p> <p>e.g. I go to the market beside my school every morning.</p> <p>He goes to the shop opposite my house every day.</p> <p>(ii) For imperatives</p> <p>e.g. Stop. Turn left.</p> <p>Walk straight till you reach the junction.</p> | <ul style="list-style-type: none"> <li>• Matching phrases to pictures</li> <li>• Labeling a simple route map, marking a checklist, answering questions</li> <li>• Listening to a variety of songs, rhymes, poems and jazz chants</li> <li>• Info-transfer exercise</li> <li>• Matching sentence halves and expanding on notes</li> <li>• Filling in the blanks</li> </ul> |
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| 36 | WORLD OF KNOWLEDGE                                                                             | By the end of the lesson, the pupils should be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Level 2                                                                                                                    | 1.2.2 Listen to and repeat correctly phrases and expressions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ol style="list-style-type: none"> <li>1. Pupils listen to teacher and say the compound words</li> <li>2. Teacher drills the pupils.</li> <li>3. Teacher asks questions and the pupils respond</li> <li>4. Pupils match the phrases to the pictures</li> <li>5. Pupils read simple paragraphs</li> <li>6. Pupils answer the comprehension questions</li> <li>7. Pupils fill in the blanks with the correct words</li> <li>8. Pupils write simple and compound sentences based on words and pictures stimulus</li> <li>9. Pupils write paragraphs based on words and phrases</li> <li>10. Pupils punctuate correctly.</li> </ol> |
|    | Universal Truths<br><br>Grammar<br>Simple present tense<br><br>Moral Values<br>Love the nature | <ol style="list-style-type: none"> <li>1. listen to and repeat phrases with correct pronunciation and intonation</li> <li>2. understand the meaning of words and phrases</li> <li>3. answer the comprehension questions</li> <li>4. respond to the questions</li> <li>5. match phrases to pictures</li> <li>6. complete the text with the correct words</li> <li>7. construct simple and compound sentences</li> <li>8. write paragraphs based on words ,phrases and pictures stimulus</li> <li>9. punctuate correctly</li> </ol> | Level 1<br><br>Level 1<br>Level 3<br>Level 1<br><br>Level 3<br><br>Level 2<br><br>Level 2<br><br>Level 3<br><br>All levels | 1.3.1 Listen to key words and phrases in stories and descriptions heard<br><br>2.2.1 Ask WH questions to seek information<br>2.2.4 Responding to such questions<br>3.3.1 Read and understand phrases by matching phrases<br><br>3.3.3 Read and understand simple paragraphs by answering questions<br><br>4.2.2 Complete the above text with the missing words<br><br>4.3.2 Construct simple sentences and compound sentences based on words given, on a picture stimulus<br><br>4.3.3 Write paragraphs based on : words and phrases a picture stimulus<br><br>4.10.1 Use capital letters, comma, full stop, apostrophe and exclamation marks when writing. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 37 | WORLD OF KNOWLEDGE                                                                             | By the end of the lesson, the pupils should be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Level 1                                                                                                                    | 1.3.1 Listen to key words and phrases                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ol style="list-style-type: none"> <li>1. Pupils listen to a poem for enjoyment</li> <li>2. Pupils recite the poem loudly with expression and gesture</li> <li>3. Asking question politely to seek information</li> <li>4. Pupils read the poem clearly by pronouncing words accurately</li> <li>5. Pupils take dictation and spell correctly</li> <li>6. Answer WH questions</li> </ol>                                                                                                                                                                                                                                        |
|    | Universal Truths<br><br>Grammar<br>Punctuation<br><br>Moral Values<br>Love the nature          | <ol style="list-style-type: none"> <li>1. understand the meaning of words and phrases in context</li> <li>2. listen to and repeat accurately the correct pronunciation and intonation of words</li> <li>3. listen to and enjoy the sound , rhythm and rhyme of poetry</li> <li>4. ask questions politely to obtain information and clarification</li> </ol>                                                                                                                                                                       | Level 3<br><br>Level 2<br><br>Level 3<br>Level 1<br><br>Level 3<br><br>Level 1<br><br>Level 2                              | 1.2.3 Listen to poems, rhymes and songs paying attention to pronunciation, stress and intonation<br><br>1.6.1 Listen to and enjoy children's song, rhymes and jazz chants<br><br>2.2.4 Responding to such questions<br>2.6.1 Recite simple poem with expressions and appropriate gestures<br><br>3.3.3 Read and understand simple paragraph: answering comprehension questions completing info transfer diagrams<br><br>3.5.1 Understand the meaning of words by looking at the context<br><br>3.8.3 Read and understand simple text by answering comprehension questions in relation to : -main ideas                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|    |                                           | 5. give relevant information politely in<br>respond to inquiries made<br>6. tell stories based on pictures and recite poems<br>7. read and understand phrase, sentences, paragraphs and whole texts<br>8. read and understand the text for main ideas<br>9. spell correctly and dictation                                                                                                                                                                                                                                                                                                | Level 1<br><br>Level 2<br>Level 3                                                                                                              | -details<br>4.3.1 Form sentences and questions by:<br>Expanding on words given<br>4.3.2 Construct simple sentences<br>4.9.2 Take dictation of paragraphs given to be learnt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                           |
| 38 | World of Knowledge<br>(Healthy Lifestyle) | By the end of the lesson pupils should be able to:<br>1. listen to and discriminate similar and different sounds<br>2. speak clearly by pronouncing words accurately and speaking with the correct stress and intonation and sentence rhythm<br>3. ask questions politely to obtain information and clarification.<br>4. acquire word recognition and word attack skills to recognise words on sight<br>5. read and understand phrases, sentences, paragraphs and full text.<br>6. acquire a wide range of vocabulary.<br>7. complete text with the missing words, phrases or sentences. | <u>Level 1</u><br><br><u>Level 2</u><br><br><u>Level 1</u><br><br><u>Level 2</u><br><br><u>Level 3</u><br><u>Level 2</u><br><br><u>Level 3</u> | 1.1.1 Listen to and repeat words that contain the following sounds:<br>i. short and long vowel sounds<br>ii. double consonants<br><br>1.2.2 Listen to and repeat correctly phrases and expressions.<br><br>2.1.1 Repeat words that contain the following sounds:<br>i. short and long vowel sounds<br>ii. double consonants<br><br>2.2.2 Ask questions to seek information and clarification.<br><br>2.2.3 Ask questions with question tags.<br><br>3.1.2 Read aloud words with the letters listed in 3.1.1 (i) and (ii)<br><br>3.3.3 Read and understand simple paragraphs by:<br>- answering comprehension questions<br>- completing info transfer diagrams<br><br>3.6.9 Understand simple similes and proverbs. | World of Knowledge<br>(Healthy Lifestyle) |

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|    |                                                       | 8. construct simple and compound sentences with guidance and independently                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Level 3</u><br><br><u>Level 1</u><br><br><u>Level 1</u><br><br><u>Level 2</u><br><br><u>Level 2</u>                                             | 4.2.1 Complete simple recipes and descriptions with the missing words and simple phrases with guidance.<br><br>4.3.1 Form sentences and questions by;<br>- matching sentence halves, and<br>- expanding on words given<br><br>4.2.2 Complete the above texts with the missing word(s) and simple phrases, with guidance.<br><br>4.3.2 Construct simple sentences and compound sentences based on:<br>- words and phrases given, and<br>- on a picture stimulus                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                       |
| 39 | World of Knowledge (Environment)<br>Protect Our World | By the end of the lesson pupils should be able to:<br>1. acquire vocabulary and give the meanings of words and phrases in context.<br>2. speak clearly with the correct stress and intonation.<br>3. read and understand phrases and, sentences, paragraph and whole texts.<br>4. build at least ten new words from a given word.<br>5. read simple texts and predict outcomes.<br>6. complete texts with the missing words, phrases and sentences.<br>7. construct simple and compound sentences with guidance and independently. | <u>Level 1</u><br><br><u>Level 1</u><br><br><u>Level 2</u><br><br><u>Level 2</u><br><br><u>Level 1</u><br><br><u>Level 3</u><br><br><u>Level 3</u> | 1.3.1 Listen to key words and phrases in stories, recount and descriptions heard.<br><br>1.5.1 Listen to simple messages and announcements and give the information required.<br><br>1.5.2 Listen to simple descriptions, recounts, news reports and factual texts and give the main ideas and supporting details.<br><br>2.1.3 Say aloud phrases, expressions and exclamations with the correct stress and intonation.<br><br>2.2.1 Ask 'wh' questions to seek information.<br><br>3.1.3 Read and group words according to beginning, medial or final sounds.<br><br>3.3.3 read and understand simple paragraphs by:<br>- answering comprehension questions<br>- completing info transfer diagrams<br><br>3.6.8 Build new words from a given word. | 1. Pupils listen to a tape based on the topic.<br>2. Pupils repeat after the teacher the key words.<br>3. Play the game '20 Questions'.<br>4. Guide pupils to use the double adjectives. Eg; the tall, healthy plant<br>5. Provide a set of pictures and ask pupils to construct their own sentences. |

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|    |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><u>Level 2</u></p> <p><u>Level 1</u></p> <p><u>Level 2</u></p> <p><u>Level 2</u></p>                                                | <p>3.9.1 Read and give details about the place in the story.</p> <p>4.2.3 Complete mind maps, diagrams with information from the texts.</p> <p>4.3.2 Construct simple sentences and compound sentences based on words and phrases given and on a picture stimulus.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 40 | World of Stories<br>( Legend ) | <p>By the end of the lesson, pupils should be able to:</p> <p>1. Name the good and bad characters and tell why they are good or bad.</p> <p>2. Talk about the place in the story.</p> <p>3. Read fluently and expressively.</p> <p>4. Answer 5 comprehension questions orally and in written.</p> <p>5. Form sentences by matching sentence halves.</p> <p>6. Complete the sentences with the suitable words.</p> <p>7. Construct simple and compound sentences with guidance.</p> | <p>Level 1</p> <p>Level 2</p> <p>Level 1</p> <p>Level 2</p> <p>Level 1</p> <p>Level 1</p> <p>Level 2</p> <p>Level 2</p> <p>Level 1</p> | <p>1.3.1 Listen to key words and phrases in stories, recounts and descriptions heard.</p> <p>1.3.3 Listen to and understand phrases in stories, recounts and descriptions heard.</p> <p>2.7.1 Name the good and bad characters and tell why they are good or bad.</p> <p>2.7.2 Talk about the place in a story.</p> <p>2.7.3 Talk about the events in a story</p> <p>3.9.1 Read and give details about the place in the story.</p> <p>3.9.2 Read and give details about the people and animals in the story.</p> <p>3.9.3 Read and talk about the actions of people and animals in the story read.</p> <p>3.9.4 Read and tell and write why a person or animal in a story is good or bad.</p> <p>4.3.1 Form sentences and questions by:</p> <ul style="list-style-type: none"> <li>- matching sentence halves and</li> <li>- expanding on words given.</li> </ul> <p>4.2.2 Complete the above texts with the missing word (s) without any guidance.</p> <p>4.2.3 Complete mind maps, diagrams with information from the texts.</p> <p><u>GRAMMAR</u></p> | <ul style="list-style-type: none"> <li>▪ Pupils listen to teacher and say words.</li> <li>▪ Encourage pupils to give reasons and talk a little about the characters.</li> <li>▪ Encourage pupils to pick out words showing the place or location of the story.</li> <li>▪ Get the pupils to mark the events on a time line and then talk about the event.</li> <li>▪ How the animals and people look like. How many there were, their names etc.</li> <li>▪ State what the characters did, how they did it, when .....etc</li> <li>▪ Choose a character and talk about him/her/it</li> <li>▪ Writing short paragraphs by matching sentence halves and expanding notes.</li> <li>▪ Completing text with pupils own words. No guidance given.</li> <li>▪ This is an info-transfer exercise.</li> </ul> |

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|    |  |  |  | 5.1.1 Simple past tense<br><u>SOUND SYSTEM</u><br>6.5 Initial Blends |  |
| 41 |  |  |  |                                                                      |  |