

GRADE ONE

GRADE ONE ENGLISH SCHEME OF WORK TERM TWO

WE EK	LESSO N	STRAND S	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
	1								
2	1	Langua ge structur es and functio ns	Simple past tense	By the end of the sub strand, the learner should be able to: talk about personal hygiene activities using simple past tense	What did you do in the morning before coming to school?	Learners respond to simple questions on activities in the past	Realia charts	1.Observation 2.Oral questions	
	2		Simple past tense	By the end of the sub strand, the learner should be able to: talk about personal hygiene activities using simple past tense	What did you do in the morning before coming to school?	Learners respond to simple questions on activities in the past	Realia Charts	.Observation 2.Oral questions	
	3		Simple past tense	By the end of the sub strand, the learner should be able to: use simple past tense to report on simple activities they carried out in the past	what did you do in the morning before coming to school?	Learners engage in games, changing verbs from present simple to past simple tense ,in small groups	Realia Charts	.Observation 2.Oral questions	
3	1		Simple past tense	By the end of the sub strand, the learner should be able to: use simple past tense to report on simple activities they carried out in the past	What did the teacher do before we started out lesson?	Learners engage in games, changing verbs from present simple to past simple tense ,in small groups	Realia charts	Observation	

	2		Simple past tense	By the end of the sub strand, the learner should be able to: appreciate/enjoy communicating ideas using the simple past tense	What did the teacher do before we started out lesson?	Learners construct sentences using simple past on demonstrated actions e.g. jump, walk, laugh, smile	Realia Charts	.Observation 2.Oral questions	
	3		Simple past tense	By the end of the sub strand, the learner should be able to: appreciate/enjoy communicating ideas using the simple past tense	What did the teacher do before we started out lesson?	Learners construct sentences using simple past on demonstrated actions e.g. jump, walk, laugh, smile	Realia Charts	.Observation 2.Oral Punting questio Punting ns	
4	1		Demonstratives for singular and plurals	By the end of the sub strand, the learner should be able to: use demonstratives to talk about body parts and gender	What things can you see inside the classroom	In pairs, learners are aided by picture prompts to attach a demonstrative to either a singular or plural noun . Learners use objects that are near and far in the classroom to illustrate the correct use of demonstratives (This/ That); (These/Those)	Realia Charts	.Observation 2.Oral questions	
	2		Demonstratives for	By the end of the sub strand, the learner should be able to:	What things can you see inside the classroom	In pairs, learners are aided by picture prompts to attach a	Realia charts	.Observation 2.Oral questions	

			singular and plurals	use demonstratives to talk about body part		demonstrative to either a singular or plural noun . Learners use objects that are near and far in the classroom to illustrate the correct use of demonstratives (This/ That); (These/Those			
	3		Demonstratives for singular and plurals	By the end of the sub strand, the learner should be able to: use demonstratives to talk about gender	What things can you see inside the classroom	In pairs, learners are aided by picture prompts to attach a demonstrative to either a singular or plural noun . Learners use objects that are near and far in the classroom to illustrate the correct use of demonstratives (This/ That); (These/Those	Realia Charts	.Observation 2.Oral questions	
5	1		Demonstratives for singular and plurals	By the end of the sub strand, the learner should be able to: identify singular and plural nouns	What things can you see outside the classroom	Learners use simple phrases to talk about parts of the body, in pairs or small groups Learners identify demonstratives correctly to show location of singular and plural items for effective communication	Realia Charts	.Observation 2.Oral questions	

	2		Demonstratives for singular and plurals	By the end of the sub strand, the learner should be able to: identify singular and plural nouns	What things can you see outside the classroom	Learners use simple phrases to talk about parts of the body, in pairs or small groups Learners identify demonstratives correctly to show location of singular and plural items for effective communication	Realia Charts	.Observation 2.Oral questions	
	3		Demonstratives for singular and plurals	By the end of the sub strand, the learner should be able to: appreciate the use of different demonstratives when communicating about objects that are near and far	What things can you see outside the classroom	Learners use simple phrases to talk about parts of the body, in pairs or small groups Learners identify demonstratives correctly to show location of singular and plural items for effective communication	Realia Charts		
6	1		Noun Sets	By the end of the sub strand, the learner should be able to recognise the sets of nouns denoting male and female within the family setting	Which word would you replace with mother/sister/aunt?	Learners talk about male and female members of the family to illustrate the concept of gender sets	Realia charts	.Observation 2.Oral questions	
	2		Noun Sets	By the end of the sub strand, the learner should be able to recognise the sets of	Which word would you replace with mother/sister/aunt?	Learners talk about male and female members of the family to illustrate the concept	Realia charts	.Observation 2.Oral questions	

				nouns denoting male and female within the family setting		of gender sets			
	3		Noun Sets	By the end of the sub strand, the learner should be able to use the sets of nouns denoting male and female within the family to communicate effectively	Which word would you replace with mother/sister/aunt?	Learners name the members of a nuclear family based on a picture/video clip/photo.	Realia charts	.Observation 2.Oral questions	
7	1		Noun Sets	By the end of the sub strand, the learner should be able to use the sets of nouns denoting male and female within the family to communicate effectively	Which word would you replace with father/brother/uncle?	Learners name the members of a nuclear family based on a picture/video clip/photo.	Realia charts	.Observation 2.Oral questions	
	2		Noun Sets	By the end of the sub strand, the learner should be able to appreciate the gender sets in communicating effectively about family members	Which word would you replace with father/brother/uncle?	In groups learners are guided to talk about: the brother to their father or mother, the sister to their father or mother, the father to their father or mother, the mother to their father or mother	Realia charts	.Observation 2.Oral questions	
	3		Noun Sets	By the end of the sub strand, the learner should be able to appreciate the gender	Which word would you replace with father/brother/uncle?	In groups learners are guided to talk about: the brother to their father or mother, the	Realia charts	.Observation 2.Oral questions	

				sets in communicating effectively about family members		sister to their father or mother, the father to their father or mother, the mother to their father or mother			
8	1		Simple pre-positions	By the end of the sub strand, the learner should be able to use prepositions to talk about personal safety, security and simple injuries	What can you see in the classroom	Learners describe various positions of realia as displayed in the classroom	Realia charts	.Observation 2.Oral questions	
	2		Simple pre-positions	By the end of the sub strand, the learner should be able to use prepositions to talk about personal safety, security and simple injuries	What can you see in the classroom	Learners describe various positions of realia as displayed in the classroom	Realia charts	.Observation 2.Oral questions	
	3		Simple pre-positions	By the end of the sub strand, the learner should be able to recognise the location given by prepositions in oral construction of sentences	Where are the objects mentioned	Learners construct sentences based on the objects used in the hide and find game	Realia charts	.Observation 2.Oral questions	
9	1		Simple pre-positions	By the end of the sub strand, the learner should be able to recognise the location given by prepositions in	Where are the objects mentioned	Learners construct sentences based on the objects used in the hide and find game	Realia charts	.Observation 2.Oral questions	

				oral construction of sentences					
	2		Simple pre-positions	By the end of the sub strand, the learner should be able to appreciate the use of pre-positions for indicating location	Where are the objects mentioned	Learners construct sentences based on the objects used in the hide and find game	Realia charts	.Observation 2.Oral questions Dribbling ns	
	3		Simple pre-positions	By the end of the sub strand, the learner should be able to appreciate the use of pre-positions for indicating location	Where are the objects mentioned	Learners construct sentences based on the objects used in the hide and find game	Realia charts	.Observation 2.Oral questions	
10	1		Articles ; a, an, the	By the end of the sub strand, the learner should be able to use the articles 'a' to talk about community leaders	What did you see on your way to school/ market?	Learners name objects in the classroom and attach appropriate articles to them	Realia charts	.Observation 2.Oral questions	
	2		Articles ; a, an, the	By the end of the sub strand, the learner should be able to use the articles 'an' to talk about community leaders	What did you see on your way to school/ market?	Learners name objects in the classroom and attach appropriate articles to them	Realia charts	.Observation 2.Oral questions	
	3		Articles ; a, an, the	By the end of the sub strand, the learner should be able to use the articles 'the' to	What did you see on your way to school/ market?	Learners name objects in the classroom and attach appropriate articles to them	Realia charts	.Observation 2.Oral questions	

				talk about community leaders					
11	1		Articles ; a, an, the	By the end of the sub strand, the learner should be able to identify objects and attach articles to them in conversations,	What do you see in our classroom	Learners mention some objects/items in the homes using the correct articles	Realia charts	.Observation 2.Oral questions	
	2		Articles ; a, an, the	By the end of the sub strand, the learner should be able to identify objects and attach articles to them in conversations,	What do you see in our classroom	Learners mention some objects/items in the homes using the correct articles	Realia charts	.Observation 2.Oral questions	
	3		Articles ; a, an, the	By the end of the sub strand, the learner should be able to appreciate the use of articles in effective communication	What do you see in our classroom	Learners engage in language games involving use of a/an/ zero article Repeat sentence structures containing articles from a story, poem or conversation they have listened t	Realia charts	.Observation 2.Oral questions	
12	1		Use of possessives; my, our, her, his, their, its	By the end of the sub strand, the learner should be able to use possessives 'my,her,his' to talk about social	What does your father, mother, friend, sister, teacher have	Learners role play ownership of items/objects In groups, learners use phrases to illustrate ownership	Realia charts	.Observation 2.Oral questions	

