

SCHEME OF WORK

SUBJECT: **ENGLISH LANGUAGE**

CLASS **V**

TEACHER'S NAME...

SCHOOL NAME:

YEAR: **2026**

OBJECTIVES OF LEARNING ENGLISH FOR PRIMARY EDUCATION

The objectives of primary education standard III-VI are

- Develop reading, writing and arithmetic skills , communicate fluently, using Tanzania sign language TSL and tactile communication
- Master , appreciate and use Kiswahili and English language and at least one other foreign language
- Appreciate and maintain Tanzania culture and national unity and recognizing other peoples cultures
- Develop knowledge , the ability to acquire, think critically, design and solve problems
- Promote moral values , integrity and respect for differences of/in faith
- Identify and develop talents gifts, work skills, sports and arts
- Develop habits of appreciating/valuing and loving work
- Recognize and use science and technology in learning and daily life
- Develop knowledge skills and inclination to take care of environment, respect , gender equality and other cross-cutting issue and
- Develop the ability to socialize in an inclusive environment

| MAIN COMPETENCE | SPECIFIC COMPETENCE | LEARNING ACTIVITIES | SPECIFIC ACTIVITIES | MON TH | WEEK | PERIOD S | REFERENCE | TEACHING AND LEARNING METHODS | TEACHING AND LEARNING RESOURCES | ASSESSMENT TOOLS | REMARKS |
|--|--|--|---|--------------------------------------|------|----------|---|---|--|---|---------|
| DEMONSTRATE MASTERY OF BASIC ENGLISH LANGUAGE SKILLS | Develop vocabulary relating words with object in the environment | Associate word with synonyms and antonyms of targeted word in different context | To Associate word with synonyms and antonyms of targeted word in different context | J A N U A R R Y | 2 | 6 | TIE (2023) English standard five, TIE DSM | Matching word pair games , re-writing history | Word list ,charts and audio, audio visual material with environmental vocabularies | Questionnaire Checklist exercise | |
| | | Solve word puzzles from various media | To Solve word puzzles from various media | | 3 | 6 | | Modelling collaborative | Word list, Chart picture Card Audio visual | Word puzzles from various media are solved | |
| | | Construct short passage using vocabularies referring to object found in different settings | To Construct short passage using vocabularies referring to object found in different settings | | 4 | 6 | | Song poem | Word list, Chart picture Card Audio visual | Short passage using vocabularies referring to object found in different setting | |
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| | | To express location using appropriate | To express location using appropriate | F E B | 2 | 6 | TIE (2023) | List challenges , | Charts, charts, real object eg | Exercise homework's | |

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|--|--|--|---|-----------------------|---|---|---------------------------------|----------------------------|-------------------------|--------------------|--|
| | | preposition of direction (target towards between , beside, from, into, onto across, through) | preposition of direction (target towards between , beside, from, into, onto across, through) | R U A R Y | | | English standar d five, TIE DSM | descriptive passage | table ball , desk | | |
| | | To express possession using adjectives and pronouns (target; my,mine,yours, his,her,hers,the ir,theirs) | Associate possession using adjectives in different context | | 3 | 6 | | Song games | Charts texts | Exercise homeworks | |
| | | To express completed and unfinished actions (structure;present perfect, past perfect tense) | To express completed and unfinished actions | | 4 | 6 | | Song Discussion describing | Chart text Audio visual | Exercise homeworks | |

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|-----------------|---------------------|--|--|-------------|------|---------|-----------------------|-------------------------------|---------------------------------|--------------------|
| | | To use conjunctions in written context (target; | To use conjunctions in written context | M A R | 2 | 6 | TIE (2023) English | Song Discussion describing | Chart text Audio visual | Exercise homeworks |

| | | too-to,either –or, neither-nor) | | C H | | | standard five, TIE DSM | | | | |
|---|--|---|---|-----------------------|------|---------|---|---|---------------------------------------|---------------------------|--|
| | | To use active and passive voices to communicate in different context | use active and passive voices to communicate in different context | | 3 | 6 | | Brainstorming | Chart text Audio visual | Exercise homeworks | |
| MID TERM EXAMINATIONS & MIDTERM BREAK 27th March 2026 UP TO 8th April 2026 | | | | | | | | | | | |
| COMPREHE ND ORAL AND WRITTEN INFORMATI ON | Comprehe nd informatio n presented orally | Follow oral instruction to accomplish a task (operating equipment and making objects) | Operating equipment and making objects | A P R I L | 2 | 6 | TIE (2023) English standard five, TIE DSM | building blocks | Chart text Audio visual | Exercise questionnaire | |
| | | Listen to grade appropriate myths , fairy tales and fables presented through audio visual channel and respond accordingly | Listen to grade appropriate myths , fairy tales and fables presented through audio visual channel and respond accordingly | | 3 | 6 | | Brainstorming Story telling dramatising | Chart text Audio visual | Exercise questionnaire | |
| MAIN COMPETENCE | SPECIFIC COMPETENCE | LEARNING ACTIVITIES | SPECIFIC ACTIVITIES | MONT H | WEEK | PERIODS | REFERENCE | TEACHING AND LEARNING METHODS | TEACHING AND LEARNING RESOURCES | ASSESSMENT TOOLS | |
| | | Identify major and minor ideas in a story | To Identify major and minor ideas in a story | M A | 4 | 6 | TIE (2023) English | Play game | Charts, Audio | Exercise questionnaire | |

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| | | Summarizing issue found in text heard | Identifying and connecting the central ideas | y | 1 | 6 | standard five, TIE DSM | summarising | Charts texts | Exercise homework |
| | | Retell oral text | To retell a short text -retell a story | | 2 | 6 | | Modelling Pictures Sequence retelling | Printed pictures texts | Exercise questionnaire |
| | | CONSTRUCT MEANING FROM SIMPLE TEXT | Read grade appropriate text to identify their basic components and | | 3 | 6 | | Sentences completion discussion | Text charts | Exercise questionnaire |

TERMINAL EXAMINATION/ TERMINAL BREAK 5th June 2026 UP TO 6th July 2026

| | | Deduce the general meaning of a text | Predict what will happen in the next paragraph | J U L Y | 2 | 6 | TIE (2023) English standard five, TIE DSM | prediction | text chart | Exercise |
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| COMMUNICATE EFFECTIVELY IN DIFFERENT CONTEXT | Demonstrate knowledge of basic feature of spoken language | Practice connected speech by linking words (e.g they'll, wont, there's) | To pronounce tongue twister to insert a sound between two words | A U G U S T | 4 | 6 | TIE (2023) English standard five, TIE DSM | Tongue twister catenation | Charts text vocabularies | Questionnaire Checklist exercise |
| MIDTERM TEST/ MIDTERM BREAK 4th Sept.2026 UP TO 4th Sept. 2026 | | | | | | | | | | |
| | | Practice connected speech by deleting some sounds eg next door-nex door Dad take-datake | To delete sound from the word the words orally and sentences | S E P T E M B E R | 3 | 6 | TIE (2023) English standard five, TIE DSM | Elision | Charts Texts | Exercises questionnaires |
| | | Use question tags | Ask and answer question tags | | 1 | 6 | | Game using cards | Card texts | Questionnaire exercise |
| | Produce short and basic oral message with a logical structure and intelligible pronunciation | Make statement about object and ideas that can be judged as trues as true or false | Brainstorming on statement that are true or false | | 4 | 3 | | brainstorm | Charts Texts | Questionnaire exercise |
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| | | Summarize issues found in the text read | How to summarize issues found in the text | J U L Y | 2 | 6 | TIE (2023) English standard five, TIE DSM | Open ended questions | Charts, texts | Exercise homework |
| Respond appropriately in a familiar communicative context | Identify main point in conversation | To give details by being asked why do you think that happened | | A U G U S T | 3 | 6 | | Open ended questions | Charts texts | Exercise homework |
| | | | | | 1 | 6 | | Explanation Brainstorming Role-play | Charts texts | Exercise homework |
| | Read appropriately a variety of simple text | Read aloud grade-level simple text with the correct rhythm | To read aloud grade level simple text with the correct rhythm | | 2 | 6 | | Discussion | Charts texts | Exercise homework |

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| | | Present simple speeches about self and family members on family member on familiar topics (my pet, my brother, birthday etc.) | To prepare speech and present into the class , use photo of their family and talk about each of the people in the photo | O C T O B E R | 1 | 3 | TIE (2023) English standard five, TIE DSM | Family photos Modelling demonstration | Family photos charts | Exercise homework's | |
| | Produce short written messages using appropriate grammar and vocabularies | Identify the form and content of appreciation , thanks and apology notes | Distinguish between appreciation on thanks and apology by using sentences | | 2 & 3 | 3 & 6 | | Explanation dramatizing | Word list charts Cards calendars | Exercise homework | |
| | | Write appreciation thanks and apology notes to teachers, friends and parents | Writing and identify appreciation or thanks notes to various context | | 4 | 3 | | Personalized journal entry Reflective learning vocabulary story | Picture Charts texts | Exercise questionnaires | |

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| | Demonstrate basic skills in creative writing | Create a journal to record inspiring things (at home, ,school, TVs, and radio) | Lead pupils to write a letter of introduction about themselves -write their own journal -charts about their feeling | N O V E M B E R | 4 | 3 | TIE (2023) English standard five, TIE DSM | Personalized journal entry Reflective learning vocabulary story | Pictures Charts Diagram text | Exercise homework's | |
| | | Devise a topic for a poem from the ideas recorded in journal | Pupils come up with one word titles for each poem | | 1 | 6 | | Galley walk | charts Text | Exercise Homework questionnaires | |
| | | Use basic figures of speech (smile metaphor, personification) to write four line stanza | To use smiles metaphors, and personification to distinguish these figures in sentences | | 4 | 3 | | Explanation -paper bag Poetry Collaborative poetry | Basic figures of speech on charts text | Exercise questionnaires | |