**REPUBLIC OF RWANDA**

**KIGALI CITY**

**GASABO DISTRICT**

**SECTOR: …………………………………………………………………**

**SCHOOL NAME: ………………………………………………………..**

**SUBJECT TEACHER: …………………………………………………..**

 **ENGLISH SCHEME OF WORK FOR P4 :2022-2023**

**NUMBER OF PERIOD PER WEEK: 7 HRS**

 **TERM I**

|  |  |  |  |  |  |  |  |
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| **DATES** | **WEEKS** |  **UNIT TITLES** |  **LESSON TITLES** | **LEARNING OBJECTIVES** | **METHODS AND TECHNICS** | **REFERENCES** **AND RESOURCES** | **OBSERVATIONS** |
| 26th -29th /9/20223rd -7th /10/202210th - 14th /10/202217th -21st /10/202224th – 28th /10/2022 | **1****2****3****4****5** | UNIT1: **our** **School** |  **REVISION****Talking about subjects and the timetable**-We study Social studies twice a week. -What subjects do you study in a class?-How long does each period last in your time table? **Saying what subjects you like more than + language structure****(Negative and positive forms with simple present tense)**-I like science.-They don’t like science.-Few pupils like Math.-Most of learners enjoy English. **Describing future hopes**.-I want to be a doctor-I would like to go to university-I am going to be pilot-Will you be a teacher or a businessman?**Grammar points to focus on.****Use of: Want to, will, shall ,going to, would like to** **Describing the size of the school.**-There are 500 pupils in our schoolfor example. -How many teachers are there in your school?(There are….-Is your school ,a day school or boarding school **Conducting a survey about going to school.**.How long does it take to get to school?- **Making a bar graph about going to school.**-The vertical axis shows the number of pupils (Y-axis) then horizontal axis shows the subjects (x-axis) **Sounds and spelling**Recognise and pronounce sounds and use rhythm correctly.**Assessment** | Having class questionnaire on previous units from the ex-classes.-Recognized how to read the information on timetable use of timetable in a class.-Orally describe the school timetable.-Remember the use of quantifiers/determiners like: many, much, few,…-Turn the sentences in either negative or affirmative using both auxiliary and action verbs(main verbs)-Name school subject related vocabulary and personal preferencesVocabulary:Boring ,hard ,easy ,interesting.(Science, social, Math,English,Kinya,…-Use of going to,…-Appreciate how our school community helps us to learn.Draw, interpret the graphRemember the use of anagram (re-arrange letters)Eg:kaew- weak sscla-classTo assess | Recapitulation of the exercisesGroups activityOrally and written exercisesResearchDiscussionUnit assessment | English for Rwandan schools Learner’s book P 4SyllabusTeacher’s guide |  |
| 31st – 4th /11/20227th – 11th /11/202214th – 18th /11/202221st – 25th /11/202228th – 2nd /12/20225th – 9th /12/2022 | **6****7****8****9****10****11** | UNIT2:My friend and i  |  **Language use describing my hobbies** -I like reading -He plays football. What do you like doing? **Recounting past activities**-On the weekend, we played football. What did you do yesterday? **Describing reading preferences**.-I read books. She reads stories. -What do you read? **Telling stories**.One morning Koffi set out early to go to the school with luggage on his back, he was messy, he didn’t bathe ,comb his hair nor wore clean school uniform, arrived to school, teacher saw him and sent back home,… **Describing future plans.**.On Saturday we are going to visit my cousin. What are they going to do? **Describing friends’ physical appearances.**-He is confident .What is he like? What’s his personality like? **Talking about friends**..**-**She is good at maths. She likes sports. She lives in Kamembe. .What does she like? Where does she live? **Comparing people**..She is taller than I am (me). She is more confident than he is(him) **vocabulary hobbies and leisure activities.**-Play, read, visit, swim, etc. **Appearance**-Tall, short, thin, attractive, etc. **Personality**.-Happy, funny, shy, confident, etc.- **Language structure**-Past simple tense-Future with going to-Adjectives for appearance, personality, size,…-Short answers in simple present tense: Yes he is, no he isn’t, yes she does, no she doesn’t, etc.-Comparatives: taller than, more confident than. **Sounds and spelling**.Learn about common word endings, word families and roots of words.**Assessment****Revision** | Recognize the use of the past simple and future tenses, short answers and comparatives.-Identify the basic vocabulary of hobbies and leisure activities, appearance and personality.-Orally describe friends’ appearances, personality, etc. -Compare people’s appearance and personality in speech and writing. Use of prefixes ,suffixes and root wordsEg: -Misuse( mis: prefix) Use: root word -Nationality (**al, ty** :suffixes) , Nation: root word **To assess** **To revise** | -Group discussion.-Written exercises about comparing.Reading a story at random.Group discussion**Unit assessment****Revision** | English for Rwandan schools P4 ,pupil’s book . |  |
| 12th – 16th /12/202219th – 23rd /12/2022 | **12****13** |  | **Examination****Marking and filling the school reports** | **To examine** **Marking and filling the school reports** | **School examinations****END OF TERM I** |  |  |
|  |  |  |  **TERM II** | **TERM II** |  |  |  |
| 9th – 13th /1/2023 | **1** |  | **Correction of term I exams** | **Correction of term I exams** | **Written exercises** |  |  |
| UNIT 3:**Our district** |  **Language use ,talking about the place where you live**.-I live near Rusizi. Where do you live? **Talking about population**.-Kamembe has 77,000 people.77,000 people live in. How many people live in Butare? | Identify the uses of comparatives and prepositions of place. |  | English for Rwandan schools P4 ,pupil’s book |  |
| 16th – 20th/1/202323rd – 27th /1/202330th – 3rd /2/2023 | **2****3****4** |  |  **Talking about facilities.****-**There’s a mosque in Kamembe. -There are food shops. There are about 12 primary schools. Is there a post office in Kamembe? **Talking about places**.-The bank is in the main street. The hair salon is opposite the bank. Where is the bank? Which building is near the market? **Talking about the transport.****-** You can travel by bus from Kamembe to Kigali. You can get from Rusizi to Kigali by car in more than 240 minutes. You can walk from Rusizi to our village in 20 minutes. There is an airport in Kamembe. **Comparing means of transport.**-Air transport is faster than road transport.Walking is less expensive than travelling by bus. **Giving directions.****-**Go along the street**.****-**Turn right .Turn left -Go straight ahead.-Go towards up there,-Go towards down there.**Vocabulary community facilities.**-shop, post office, bank, primary school, hospitals, market etc. **Transport**- Fly, walk, travel, bus, car, ride, etc. **Language structure.** **-**There is/are-Prepositions of place: near, next to, opposite, etc.-Comparatives-Gerund: walking, flying, etc. **Sounds and spelling**-Learn about common word endings, word families and the roots of words.**Assessment.** | -Compare means of transport in speech and writing.Follow oral and written directions on a map-Appreciate the physical features and natural resources of the district.Use of prefixes ,suffixes and root words**To assess** | -Group discussion -Read aloud-Written exercises.**Unit assessment** |  |  |
| 6th – 10th /2/202313th – 17th/2/202320th – 24th/2/2023 | **5****6****7** | Unit 4:**Weather** |  **Language use ,talking about today’s weather**.-Today it’s sunny. Today the weather is sunny. What’s the weather like today? **Talking about weather in the past**.-Last week it was sunny. Last week the weather was rainy. What was the weather last week?**Talking about weather in our district.****-**In our district it is wet in January. What is the weather in June? **Describing the advantages of weather**.-Rain helps to grow crops. Rain gives us water. **Describing the disadvantages of weather**.-When there is too much rain the harvest can be bad.-When there is too much sunshine the crops can be dry.-What happens when there is too much rain?-Vocabulary weather: Rainy, drought, crop ,destroy ,harvest windy, dry season, hot, cold, etc **Language structure****-**Present continuous tense.-Past simple tense-If/When clauses:More, less, too, much-Adverbs of time: last week, today, now,...**Sounds and spelling.**Learn about common word endings, word families and roots of words. **Assessment** | Recognize the use of present continuous and past simple tense and adverbs of time.Orally describe the weather today and yesterday.Appreciate the effect of the weather in our daily lives.-Respect the environment and how it affects Rwanda’s weather conditionsUse of prefixes ,suffixes and root words**To assess** | Interpret pictures of weather and match with our words.Research Discussing in group.-Orally and writing exercises .**Unit assessment** | English for Rwandan schools P4 ,pupil’s bookTeacher’s guide 4 |  |
| 27th – 3rd/3/20236th – 10th/3/202313th – 17th/3/202320th – 24th /3/2023.27th – 31st/3/2022 | **8****9****10****11****12** | **UNITY 5:****Jobs and roles in home and community** |  **Language use, naming jobs.**-He is a carpenter. What is his job?-She works in a farm. What is her job? She is a farmer **Describing jobs.****-**A carpenter makes things from wood. -What does a carpenter do? A nurse works in the health Centre. --Where does a teacher work?**Talking about people’s jobs.**My uncle is a bus driver. Mrs. Mugema is a nurse. What does your mother do?**Talking about helping at home.**-Look at home. My sister is helps my mother with the cooking. -What jobs do you do at home? -What does your brother do at home?**Talking about how often you do your jobs.(Adverbs of time,frequency)**-I sometime help in the house. I help in the garden every week .I help in the house twice a week. How often do you help in the garden?**Talking about helping in the community.**-Every month, we do community work. They clean the roads. When do you do community work? They cleaned the roads. What did you do? I cut long bushes in village.**Talking about work in the future.** .On Sunday ,they will do community work. I will plant a field. When will he do community work? On Friday, she will clean the house. What will they do?**Vocabulary** **Jobs:** Carpenter, nurse, teacher, doctor, pilot, servant etc. **Community work****-**Plant, build, clean, cut, dig etc.**Household jobs**:-Collect firewood, cooking, washing ,mopping etc. **Language structure**.-Adverbs of frequency.-The simple present tense.-The past simple tense.-Future tense with will/shall**Sounds and spelling.**Learn about common word endings, word families and roots of words**.****Assessment****Revision****Examination****Marking and filling school reports and other pedagogical documents** | State the basic vocabulary of jobs, community, and household jobs.-Appreciate the jobs and occupations of people in the communityRecognize the use of present simple, past simple and future tense then adverbs of frequency and timeValue the contribution of workers to the development of Rwanda’s economyListening and reading Written exercises.Recognise the use of prefixes ,suffixes ,root of words and anagrams**To assess****To revise****To examine****Marking and filling school reports and other pedagogical documents** | Matching the pictures (meanings) to names of job .Play memory games.Group discussion Complete the job using anagrams with correct spellings.**Unit assessment****Revision****District examinations** **END OF TERM II** | English for Rwandan schools P4 ,pupil’s bookTeacher’s guide 4 |  |
|  |  TERM III- |

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| 17th – 31st/4/202324th – 28th/4/20231st – 5th /5/2023 | **1****2****3** | UNITY 6:**WILD ANIMALS** |  **Correction of term II** **Language use,****Naming animals.**-This is a spider.-What’s this? **Classifying animals.****-**A lion is carnivore.-Is an elephant an herbivore?-Yes it is, No, it isn’t  **Comparing animals****-**Lions are bigger than monkeys-Talking about animals in Rwanda**.**There are monkeys in Rwanda**Talking about where animals live in Rwanda**-There are gorillas near Virunga. **Conducting a survey -**I have seen a monkey-What has he seen? **Interpreting a table**-The vertical axis shows the animals-The horizontal axis shows the number of learners**Vocabulary** -Animals: monkey, zebra, spider, eagle, etc.-Compass points: North, south, east etc.-Animal classes: Herbivore, carnivore, etc.**Language structure.**-Present perfect with :already, since, for, yet, just ,ever,…-There are… Are there?-Determiners of quantity: Most, some, a few, a lot of.-Any with negative.**Assessment** | **To correct the second term examinations**Classy animalsAppreciate the contribution of Rwanda’s wildlife to development of Rwanda’s economyIdentify the use of present perfect tense.**To assess** | **Written exercises on previous exam**Matching exercisesOrally and written exercisesGroup workA play**Assessment** | English for Rwandan schools P4 ,pupil’s book |  |
| 8th – 12th /5/202315th – 19th/5/2023 | **4****5** | UNIT7 :**Rights responsibilities and needs**  |  **Talking about our rights**-We have a right to education **Talking about our responsibilities**-We must respect other people **Talking about rules**-We must keep the classroom rules **Talking about our basic needs**-We need shelter-What do we need in the community? **Vocabulary :** Rights: education, water, health, etc.-Responsibilities: honest, kind, respect, help etc.-Needs: water, clothes, shelter etc. **Language structure**-Modal verbs: must/mustn’t-If clauses The first conditional, second conditional and third conditional.**Assessment** | Identify the use of modal verbs must/mustn’t and conditionalsList and define right , responsibilities, rules and needs orallyRespect that everyone has right and responsibilities**To assess** | Matching exercisesReadingGroup workWritten exercises**Unit assessment** | English for Rwandan schools P4 ,pupil’s bookTeacher’s guide 4 |  |
| 22nd – 26th/5/202329th – 2nd /6/2023 | **6****7** | UNIT8 :**Talking about the past** |  **Recount past activity**-Yesterday I watched TV **Describing traditional and modern tools and utensils** -People used hoe-We use machines  **Describing traditional and modern farm product**-People grew few crops-They kept cattle **Describing traditional and modern household objects**-People made pots-They made furniture out of wood **Describing and comparing traditional and modern farming**-hey had fewer tools **Comparing traditional and modern food**-They grew fewer crops. We eat more cereals **Vocabulary**-Tools: hoe, axe, machete etc.-Farm products: Cattle, chicken, sorghum, millet, rice, tare,etc.-Household objects: pot, chair, furniture, etc. **Language structure**-Past simple tense-Determiners of quantity: Much, a lot of, many, more, fewer, less, etc.**-**Simple present passive voice**Assessment** | State the basic vocabulary oftraditional and modern tools, farm products and household objectsWrite a short text about traditional and modern tools, farm product and household object.Respect Rwanda’s culture and heritage.**To assess** | Group activitiesWritten exercisesOrally exercisesDiscussion**Unit assessment** | English for Rwandan schools P4 ,pupil’s book Teacher’s guide 4 |  |
| 5th – 9th/6/202312th – 16th /6/2023 | **8****9** | UNIT 9: **countries, rivers and famous architectural structures of of the world.** | **Naming and locating countries of the world**.-This is the China.It is in the northern hemisphere. Beijing is the capital of the China.**Talking about personal and family experience of countries**.-I have seen a picture of the Eiffel tower. My uncle has been to Tanzania. My cousin lives in France.**Describing rivers** -Amazon is 6,400kms long. The Nile is the longest river in the world.-Describing cities-Washington is the capital of USA.Beijing has 11million people.Kigali is the biggest city in Rwanda.**Describing the buildings**.-Burj Khalifa in Dubai is 828meters tall. The Eiffel tower is the tallest building.**Comparing cities, rivers, buildings.****-**The Nile is longer than the Yangtze. **Vocabulary** Rivers .Amazon, Nile, Mississippi. Don,Yangtze,etc:China,The USA,Tanzania,France,etc.Cities:Population ,capital,city,etc. **Language structure**-.Comparatives. Superlatives-Present perfect tense.**Assessment** | Recognize the use of comparatives and superlatives and the present perfect tense.Identify and locate countries and their capitals on a map both orally and writing.Appreciate that the world is a big place of many countries and cultures.Identify and locate rivers .Buildings and cities on a map both orally and in writing. **Assessing pupils** | Group discussion.Written exercises Reading and comparing **Unit assessment** | English for Rwandan schools P4 ,pupil’s book Teacher’s guide 4 |  |
| 26th – 30th /6/20233rd – 7th /7/202310th – 14th/7/202317th – 19th/7/2023  | **10****11****12****13** | **UNIT 10:****Climate** |  **Describing the climate change.****-**The world is getting warm. Arctic ice is melting. Sea levels are raising.**Describing the causes of the climate change**.-We are burning too much wood. We are cutting down too many trees. **Describing our responsibilities.**-We must use less water. We mustn’t burn so much wood. We must cut down fewer trees. **Making suggestion**.-Let’s recycle more rubbish. -Let’s cut down fewer trees. **Prohibiting** -Do not cut down many trees.-Cut down fewer trees. Burn less wood. **Vocabulary**-Causes of the climate change.…Burn, cut down, etc. **Effects of climate change:****-**Ice, sea, rise, melt, global warming. **Language structure.****-**Present continuous tense: Declarative and questions with is/are/do,does.Too/so much, many, less, fewer..Must, mustn’t**Assessment****Revision****Examinations****MARKING AND FILLING SCHOOL REPORTS** | Identify the use of the present continuous tense, determiners of amount and model verbs and their negative form.-Orally describe the causes and effects of climate change.-Appreciate the importance of caring for the environment.-Respect the local environment**Assessing****Revising****Examine****MARKING AND FILLING SCHOOL REPORTS** | Group discussion.-Construct sentences in written exercises.-Design and write.**Unit assessment****Recapitulation of different exercises****NESA’s Examinations** | English for Rwandan schools P4 ,pupil’s bookTeacher’s guide 4**END OF A YEAR EXAMINATIONS** |  |