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|  | **REPUBLIC OF RWANDA****KIGALI****GASABO DISTRICT****SECTOR: ………………………………………………SCHOOL NAME: ………………………………………………………..****SUBJECT TEACHER: …………………………………………………..****P5ENGLISH SCHEME OF WORK F:2022-2023****NUMBER OF PERIOD PER WEEK: 7 HRS**  |
| **DATES** | **WEEKS** | **UNIT TITTLE** | **LESSONS +****EVALUATIONS** | **LEARNING OBJECTIVES + KEY UNIT COMPETENCIES** | **TEACHING METHODS AND TECHINIQUES +EVALUATION PROCEDURE** | **REFERENCES****+RESOURCES** | **OBSERVATIONS** |
| 26th -29th /9/20223rd -7th /10/2022 | **1****2** | UNIT.1**Past and future events** | -Telling stories-Recounting past events-Telling your life story-Recounting past experiences-Describing a week end activity-Planning a trip.-Talking about future activities.-Expressing future hopes Assessment | -Recognize the use of the past simple tense and time connectors-Identify the basic vocabulary of travelling-Identify vocabulary and express-Identify the format of a letter-Express future hopes both orally and writingTo assess | -Listen to/read stories.-Retell the story both orally and in writing- Discuss in groups-Write a letter to a friend describing the weekend.-Find out key life story facts.-Activities and testsIndividual quiz |  English p5 learner’s book for Rwandan primary schools page:2-9English p5 learner’s book for Rwanda primary schools page:9-23 |  |
| 10th - 14th /10/202217th -21st /10/202224th – 28th /10/202231st – 4th /11/20227th – 11th /11/202214th – 18th /11/202221st – 25th /11/202228th – 2nd /12/20225th – 9th /12/2022 | **3****4****5****6****7****8****9****10****11** | UNIT.2 **The language of study subjects**UNIT.3**Reading**AssessmentUNIT. 4**Environment** | -Following instructions-Answering the questions-Working in groups-Defining-Contrasting-Using reference materials-Planning and evaluating writing-Telling stories-Naming resources of reading-Saying what you like reading-Talking about reading habit-Language structure:Don’t/doesn’t/didn’t-Saying why you read-Recounting what you read in the past.-Skimming and scanning-Using tables of contents and indexes.Assessing Language use describing a map of Rwanda.-Naming geographical features of map-Describing position on a map.-Describing the uses of physical features**Revising****Examining****Marking and****Filling the school reports.** | The learner should be able to;-Recognize instructions used in classroom-Identify the basic vocabulary in classroom learning activities-Respond to classroom instructions and questions-Expressing key school language functionsThe learner should be able to:-Use the past simple tense, adverbs of frequency-Identify the vocabulary of reading materials and reading topics-Retell a story orally-Describe a classmate-‘Reading habits by compiling a table and writing about it.Language structure on adverbs of frequency.To assess learnersRecognize the use of the passive voice and preposition of place-Orally describe the location of Rwanda on a map of East Africa-Respect and protect the environment **Revision****Examination** | -Group activities in pairs.Class work in pairsGroup activitiesIndividual quiz-Group discussionsTo summarize the unitDemonstrationGroup work.Oral and written exercisesIndividual testOral and written exercises**Revision****Examination**. | English p5 learner’s book for Rwanda primary schools page:24-35English p5 learner’s book for Rwanda primary schools page:50-55And other documentsEnglish p5 learner’s book for Rwanda primary schools page:63-73And other documents |  |
|  | 12th – 16th /12/2022 | **12** |  |  |  | **Revision** |  |  |
|  | 19th – 23rd /12/2022 | **13** |  |  |  | Examinations |  |  |
|   |   TERM 2 -TERM 2  |
|  | 9th – 13th /1/202316th – 20th/1/202323rd – 27th /1/202330th – 3rd /2/20236th – 10th /2/202314-18/02/202213th – 17th/2/202327th – 3rd/3/20236th – 10th/3/202313th – 17th/3/202320th – 24th /3/2023.27th – 31st/3/2022 | **1****2****3****4****5****6****7****8****9****10****11****12** | Unit.4**Environment** UNIT.5**Measurement**UNIT.6**Transport** UNIT.7**Hygiene and health** | Correction -Describing wildlife in Rwanda: flora and fauna-Vocabulary geographical features-Compass points-Wildlife-Language structures-Sounds and spelling-Describing Rwandan geographyAssessing-Describing dimensions-Measuring people in the classroom-Comparing places CalculatingAssessingTalking about different means of transport-Talking about the purposes of travel-Comparing means of transport-Describing the uses of means of transport.-Talking about visits in RwandaAssessment-Describing diet-Describing food groups and a balanced diet-Talking about diet and health-Talking about hygiene-Talking about illnessVocabulary on illnesses -Hygiene-Food groups-Language structuresIf clauses. Assessment**Revising****Examining and marking****Filling school reports and other pedagogical documents** | To correct the examsLearner should be able to:-Recognize the passive voice and prepositions of place.-Identify the vocabulary of geographical features, compass points, and wildlife.-Describe the location of Rwanda on a map of East AfricaDescribing the key geographical features of Rwanda using a map ,both orally and writingAssessmentLearner should be able to:-Identify the use of measurement language and of comparatives and superlatives.-State the vocabulary of measurement.-Measure and calculate dimensionsTo assessLearner should be able to:-Identify the use 0f comparatives.-List the means of transport-Describe how and why people travel-Compare means of transport and describe their uses in speech and writingAssessing-Learner should be able to:Identify the use of the first conditional.-State the vocabulary of illnesses, basic hygiene and food groups-Listen to a short text about health.-Define key food groups and give exampleOrally, describe what you eat and classify it into vegetables, meat, etc.Read about diet ,health and hygiene helps informs decisions about leading healthy life styleAssessment**Revision****Examination and marking****Filling school reports and other pedagogical documents** |  Written exercises-Oral and Written exercises-Group discussionsOral and written exercisesPersonal exercisesWritten exercises PracticeIndividual and group worksGroup activities-Oral and Writ ten exercises-Group discussionsSpeech and writing activities.Small testsSummative assessment**Revision****District Examination and marking****Filling school reports and other pedagogical documents** **END OF TERM II** | English p5 learner’s book for Rwanda primary schools page:74-79And other documentsEnglish p5 learner’s book for Rwanda primary schools page:89-96And other documentsEnglish p5 learner’s book for Rwanda primary schools page:106-117And other documentsTeacher’s book page 83-93English p5 learner’s book for Rwanda primary schools page:136-146And other documents |  |
|  |  |  |   TERM 3 |
|  | 17th – 31st/4/202324th – 28th/4/20231st – 5th /5/20238th – 12th /5/202315th – 19th/5/202322nd – 26th/5/202329th – 2nd /6/20235th – 9th/6/202312th – 16th /6/202326th – 30th /6/20233rd – 7th /7/202310th – 14th/7/202317th – 19th/7/2023  | **1****2****3****4****5****6**7**8****9****10****11****12****13** | UNIT. 8**Craft in Rwanda**AssessmentUNIT.9**Traditional and modern agriculture in Rwanda.**UNIT. 10**Geography of the world** | **Correction of term II**Language use describing what people made in the past-Describing what they used things forDescribing raw materials-Describing modern handcrafts-Describing how to make craft objects.-Vocabulary craft objectRaw materials-Making pots-Language structuresSincee,for,yet,already,…-Sounds and spellingAssessment-Describing -tools in the past -describing farming in the past-Describing agriculture in the past-Describing current areas-Agricultural export-Describing agriculture in the future-Vocabulary tools: axe, hoe ,machete etc. Farming: cattle, keep, grow, crop etc.Export: export, coffee, tea, etc.Language structures-past simple tense, present simple tense, future tense with will-Sounds and spellingDescribing the connectorsAssessment-Naming continents, countries and capitals.Rwanda is in Africa. which continent is chine in ?-Describing the position of countries. Russia is in northern hemisphere.-Describing the geography of a country. Rwanda is a mountainous , country-Describing a county. Kenya on the east coast of Africa. It has a coastline-VocabularyCountry names; Tanzania, China, Russia, The USA etc.-Continents.Africa ,Asia-Geographical features.Mountain, Desert.-Country features.Landlocked, National park-Language structures.There is or are in sentences each, very-SpeechesSounds and spelling.Use dictionaries and thesauruses (opposites and synonyms)**Assessment and revision****Examining****MARKING AND FILLING SCHOOL REPORTS** | **To correct the second term exams**-Recognise the use of passive voice-Identify the vocabulary of craft objects, raw materials and the way things are made-Orally describe what crafts people made, what they used them for ,and the raw materials they used-Appreciate the role of crafts in Rwanda culture**D**escribing, the conditionalsAssessmentLearner should be able to:-Identify the use of the past simple, present simple and the future tense.-List farming tools and practices from the past and future**-**Determine the use of since ,for ,yet, already, just ,… -Recounting a simple story talking about past events and use of anagrams.Conjunctions like: Unless, because, so….that ,such a….that,…Assessment-Recognize how to use of you can, there is/ are and prepositions of place-Identify the basic vocabulary of country names, continents, and some of the geographical and general features of a country-Write a short text about a country describing key features such as position, capital, exports and tourist destinationsOrally name countries, continents and capital citiesReport what somebody has said.-**Each** is used when you talk about all the individual people or things, in a group separately.**Very**: Is used when the speaker or the writer wants to talk about all the people in a group, together as a wholeWrite a short textAbout a country describing a key features such as position, capital, exports and tourist. **Assessment and revision****Examinations****MARKING AND FILLING SCHOOL REPORTS**. |  **Exercises on previous exam**.Written exercises.-Group work.Exercises in groups-Oral and Written exercises-Group discussionsAssessmentWritten exercises.-Group work.Exercises in groupsWritten exercisesGroup discussionsWritten exercisesUnit assessmentOrally and written exercisesGroup discussionsOrally activitiesGroup discussionsWritten exercises**NESA** **Examinations** **END OF THE SCHOOL YEAR** | English P5 learner’s book for Rwanda primary schools page:147-159And other documentsEnglish p5 learner’s book for Rwandan primary schools page:160-176And other documents |  |