|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 /9/2022  3rd -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 writing  To 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 tests  Individual quiz | English p5 learner’s book for Rwandan primary schools page:2-9  English p5 learner’s book for Rwanda primary schools page:9-23 |  |
| 10th - 14th /10/2022  17th -21st /10/2022  24th – 28th /10/2022  31st – 4th /11/2022  7th – 11th /11/2022  14th – 18th /11/2022  21st – 25th /11/2022  28th – 2nd /12/2022  5th – 9th /12/2022 | **3**  **4**  **5**  **6**  **7**  **8**  **9**  **10**  **11** | UNIT.2  **The language of study subjects**  UNIT.3  **Reading**  Assessment  UNIT. 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 functions  The 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 learners  Recognize 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 pairs  Group activities  Individual quiz  -Group discussions  To summarize the unit  Demonstration  Group work.  Oral and written exercises  Individual test  Oral and written exercises  **Revision**  **Examination**. | English p5 learner’s book for Rwanda primary schools page:24-35  English p5 learner’s book for Rwanda primary schools page:50-55  And other documents  English p5 learner’s book for Rwanda primary schools page:63-73  And other documents |  |
|  | 12th – 16th /12/2022 | **12** |  |  |  | **Revision** |  |  |
|  | 19th – 23rd /12/2022 | **13** |  |  |  | Examinations |  |  |
|  | TERM 2 -TERM 2 | | | | | | | |
|  | 9th – 13th /1/2023  16th – 20th/1/2023  23rd – 27th /1/2023  30th – 3rd /2/2023  6th – 10th /2/2023  14-18/02/2022  13th – 17th/2/2023  27th – 3rd/3/2023  6th – 10th/3/2023  13th – 17th/3/2023  20th – 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 geography  Assessing  -Describing dimensions  -Measuring people in the classroom  -Comparing places  Calculating  Assessing  Talking 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 Rwanda  Assessment  -Describing diet  -Describing food groups and a balanced diet  -Talking about diet and health  -Talking about hygiene  -Talking about illness  Vocabulary on illnesses  -Hygiene  -Food groups  -Language structures  If clauses.    Assessment  **Revising**  **Examining and marking**  **Filling school reports and other pedagogical documents** | To correct the exams  Learner 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 Africa  Describing the key geographical features of Rwanda using a map ,both orally and writing  Assessment  Learner should be able to:  -Identify the use of measurement language and of comparatives and superlatives.  -State the vocabulary of measurement.  -Measure and calculate dimensions  To assess  Learner 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 writing  Assessing  -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 example  Orally, describe what you eat and classify it into vegetables, meat, etc.  Read about diet ,health and hygiene helps informs decisions about leading healthy life style  Assessment  **Revision**  **Examination and marking**  **Filling school reports and other pedagogical documents** | Written exercises  -Oral and Written exercises  -Group discussions  Oral and written exercises  Personal exercises  Written exercises    Practice  Individual and group works  Group activities  -Oral and Writ ten exercises  -Group discussions  Speech and writing activities.  Small tests  Summative 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:74-79  And other documents  English p5 learner’s book for Rwanda primary schools page:89-96  And other documents  English p5 learner’s book for Rwanda primary schools page:106-117  And other documents  Teacher’s book page 83-93  English p5 learner’s book for Rwanda primary schools page:136-146  And other documents |  |
|  |  |  | TERM 3 | |
|  | 17th – 31st/4/2023  24th – 28th/4/2023  1st – 5th /5/2023  8th – 12th /5/2023  15th – 19th/5/2023  22nd – 26th/5/2023  29th – 2nd /6/2023  5th – 9th/6/2023  12th – 16th /6/2023  26th – 30th /6/2023  3rd – 7th /7/2023  10th – 14th/7/2023  17th – 19th/7/2023 | **1**  **2**  **3**  **4**  **5**  **6**  7  **8**  **9**  **10**  **11**  **12**  **13** | UNIT. 8  **Craft in Rwanda**  Assessment  UNIT.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 for  Describing raw materials  -Describing modern handcrafts  -Describing how to make craft objects.  -Vocabulary craft object  Raw materials  -Making pots  -Language structures  Sincee,for,yet,already,…  -Sounds and spelling  Assessment  -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 spelling  Describing the connectors  Assessment  -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  -Vocabulary  Country 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  -Speeches  Sounds 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 conditionals  Assessment  Learner 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 destinations  Orally name countries, continents and capital cities  Report 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 whole  Write a short text  About 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 discussions  Assessment  Written exercises.  -Group work.  Exercises in groups  Written exercises  Group discussions  Written exercises  Unit assessment  Orally and written exercises  Group discussions  Orally activities  Group discussions  Written exercises  **NESA** **Examinations**  **END OF THE SCHOOL YEAR** | English P5 learner’s book for Rwanda primary schools page:147-159  And other documents  English p5 learner’s book for Rwandan primary schools page:160-176  And other documents |  |