**REPUBLIC OF RWANDA**

**KIGALI CITY**

**GASABO DISTRICT**

**SECTOR: ……………………………**

**SCHOOL NAME: …………………………………………………SUBJECT TEACHER: …………………………………………………..**

**P6 ENGLISH SCHEME OF WORK: 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** | **OBSERVA**  **TIONS** |
| 26th -29th /9/2022  3rd -7th /10/2022/2021  10th - 14th /10/2022  17th -21st /10/2022 | **1**  **2**  **3**  **4** | UNIT 1**: leisure and sports** | **REVISION**  **Language use, talking about what you like doing.**  I like watching Tv.  She dislike reading novels.  What do you like doing?  Do they like playing football.  We prefer dancing music.  What do you prefer doing?  **Conducting a survey and describing the past activities.**  Did they dance? A few people danced.  Last weekend, I went shopping.  On Sunday, we visited our uncle.  **Describing famous entertainers in their music.**  Reading a story with the Rwandan musicians: Tom close, The ben,Meddy,Miss Jojo,King James,Riderman etc  **Describing sport people.**  Reading the story about famous footballers.  **Vocabulary on leisure activities and sports.**  Singing,watching,reading,playing football,volleyball,athletics  **Focus on language structure**  **-**Simple past tense: adverbials of time like: Yesterday,last,previous, long ago,…  -Like/prefer +ing form in BrE  -Determiners of quantity like:a few ,some ,a lot, most,…  **Word bank, crossword puzzle, anagrams, writing words and general assessment unit.** | **Having a class activity on different previous subjects from the ex-classes.**  -Design and administer orally a class questionnaire.  -Recognise the when to use:  The simple past tense  Like +verb with **“ing form”** in Br.E  The determiners. (Adjectives of quantity) like: a/few, many, much ,a/little ,scarce, plentiful ,one ,two,...  List the basic vocabulary of leisure activities and sports.  Listen to /a reading storybooks about a famous entertainers or sport person and describe some of them  Label an activity likely by forming sentences using leisure vocabulary.  Appreciate how sports activities build teamwork.  Rebuild sentences using simple past tense and the determiners of quantity or quantifiers.  Interpret ,re-fill, re-organise and write a correct spelling words then unit assessment | **Class work+**  **Home works**  -Asking and answering questions.  -Group discussions.  -Group work and explanations.  -In group, they interpret the bar graph orally.  Read and discuss.  Group works  Class discussion and reading discussions.  Short explanation and summary notes.  Written exercises in group works and assessment. | English for Rwandan schools.(SB) on page 1-7  English for Rwandan schools (SB) on pages 8-17 |  |
| 24th – 28th /10/2022  31st – 4th /11/2022 | **5**  **6** | UNIT 2:  **Making future plans** | **Language to use describing tourist destination.**  **Describing a trip or a study trip**  **Reading story at rondom or written in a book about a trip,**  **talking about tomorrow in a timetable. Making suggestions and vocabulary about daily plan activities.**  **EX:-** Let’s go and bathe  -Shall we sleep on time?  -Let us go and watch the wild animals.  **Vocabulary trip**: Visit, travel,come back ,see,go shopping,picnic, outing,...  **Language structure**:  **Adverbials of time like:**  Today,next,afternoon,soon, morning,..  Future with: “ going to”  Use of : “ let’s and shall we”  **General assessment** | Describe the favorite tourists destinations.  recognize where to use :**would like/going to**  Listen to and read texts about a planned trip or about people making suggestions about what to do. Write a timetable for a day, a week or a month. Make a full sentence using trip vocabulary.  Make or plan an action plan for a day, week or a month in a timetable.  Use the words and make full sentences using trip vocabulary.  **To assess** | Making group works for discussions.  Short explanation  with written exercises.  **Unit assessment** | English for Rwanda schools (SB) ,on pages 18-29 |  |
| 7th – 11th /11/2022  14th – 18th /11/2022  21st – 25th /11/2022  28th – 2nd /12/2022  5th – 9th /12/2022  12  12th – 16th /12/2022  19th – 23rd /12/2022  9th – 13th /1/2023  16th – 20th/1/2023  23rd – 27th /1/2023  30th – 3rd /2/2023  6th – 10th /2/2023  13th – 17th/2/2023  20th – 24th/2/2023  27th – 3rd/3/2023  6th – 10th/3/2023  13th – 17th/3/2023  20th – 24th /3/2023.  27th – 31st/3/2022  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 | **7**  **8**  **9**  **10**  **11**  **12**  **13**  **1**  **2**  **3**  **4**  **5**  **6**  **7**  **8**  **9**  **10**  **11**  **12**  **1**  **2**  **3**  **4**  **5**  **6**  **7**  **8**  **9**  **10**  **11**  **12**  **13** | Unit3:  **Weather**    Unit 4**:**  **Behaviour rules and laws.**  Unit 5:  **Family relationships**  Unit 6:  **Reading books, writing composition and examination**    Unit 7**:**  **Animals**  **Unit:8**  **Environnement**  Unit9**:**  **Maintaining harmony in the family**  **Unit 10:**  **Solar system** | **Language use,talking about weather now.**  It is raining now,it is **rainy**  Is the sun shining? Theday is **sunny,windy,cloudy,stormy,…**  Predicting the weather ,use the weather chart refer to the simple future tense.  **Language structure**:(**Speeches**)  The forecastor said; “The weather is cold today.” The forecastor said that the weather was cold that day.  **Planning future events:**  Present continuous tense with future meaning**.**    **Describing seasons ,r**eadingstory; **“ Seasons in Rwanda”** then a simple present tense**.**  **Since,for,yet,already,just,never,…in present perfect tense or continuous .**  **Conditional clauses:**  First conditional ,if clause I or open conditional ( IF I)  -If I am a mature boy ,I will marry you.  Second conditional,if clause II or present conditional (IF II)  -If I were a mature boy,I would marry you.  Third conditional,if clause III or past conditional (IF III)  -If I had been a mature boy,I would have married you.  **General assessment**  **Revision**  **Examination**  **Marking and**  **Filling the school reports**  **TERM II**  **Correction of term I exams.**  **Language use,describing people.**  **Reading a story; “ Acceptable social behaviour ”**  **Acceptable behaviour :**  **-**Obedien**t,** trustful, polite, humble ,generous ,famous , honest friendly…  **Bad behaviour:**  -Lasy, rude, unfriendly, cold, cruel, impolite,…  **Giving opinion on morality,necessity and obligation**  EX**: -**You shouldn’t smoke,take drugs,fight in class**,**drinkmuchalcohol**,**steal,**… -**Youmust respectothers,speak English, wear a clean school uniform,drink pure water, pay taxes…  **Making school rules**  We must clean the classroom.  Wemust write neatly.  We must come to school on time  We must keep quiet in class.  **Describing laws**  We must pay taxes.  We must not steal.  We mustnot bribe  **Describing punishment**  **-**If you steal,you will be arrested  **Vocabulary character**  **-** Kind, honest, hardworking ,lazy,emotional ,active,pessimistic ,optimistic,gentle,sympathic…  **Social behaviour**  **-**smoke ,take drugs,alcohol/steal**,**  make crimes,  **Vocabulary on laws and punishment**  **-**Arrest,prison(jail) tax,steal,crime,life imprisonment ,sentenced,offense,  **Sound and spellings and use of dictionaries.**    **General assessment**    Language use  -Describing a family tree  -Describing family members :  Father,mother,sister,brother  Describing personality in the family and whom you like to be **like.**  **Eg:**My father is strict,friendly,honest ,hardworking.  **Describing family members and their life story and personality.**  **-**Vocabulary on famiy relationship like:mother-in-law ,cousin, nephew ,niece,…  **Feeling**: sad ,unhappy ,happy,angry,bored,interested,lazy,  **Pesonality:** strict,friendly,cold,kind,warm,gloomy,hostile,entertaining,...  **Language structure.**  **-“** HAVE GOT**”/**HAS GOT  **-**What is he/she like?  **-**Clauses with because and because of or due to  -Past simple tense  -Adjectives and prepositions  -Sound spelling  **General assessment**  **Language use:**  **-**Finding information in books to improve reading skill,writing skill and good understanding of words  **Reading stories taken at rondom.**  One morning Helene ,set out early and go to market with her basket on her head.She was a real famous milkwoman who sold milk in her village,…  **Writing composition tips**  Understand the topic/motion  Plan your writing(title,…)  Write your imagination  Select your best ideas  Order your thoughts  Check your work  Evaluate the grammar use ,spelling words in proofreading.  Connectors or linking words in paragraphs  -Firstly,for example, by the way,meanwhile,unlsee, but ,secondly, after words ,however,finally,in summary,…  **Recounting some past events at rondom,**  **Eg: -**Wold war I and II  -Genocide against Tutsi in  Rwanda in 1994  **Concept words in examination questions.**  **-**Define -Classify -Explain  **-**Underline **-**Contrast - skim  -Examine **–**scan  -Table of contents  -Index  **Understanding instruction in examinations.**  **General assessment**  **Revision**  **Examinations**  **Marking and filling school reports and other pedagogical documents**  **TERM III**  **Correction of term II**  **Describing prehistoric animals**  **-**Brachiosaurus as large animals  -Dinosaur,Megalania,Diplodocus,..  **Classifying animals**  -Vertebrates have backbones, some feed their young ones with breast milk ,some are warm --blooded  -Invertebrates have not backbones.  **Recounting personal experiences of seeing animals.**  **-**Last year ,I saw a giraffe and monkey in game park  **Animals appearance**  **-**Sharp teeth**,**warm-blooded,long,heavy,cold-blooded,furry ,…  **Language structure**  **Adjectivesand prepositions**  **Past simple tense**  **Past continuous tense**  **Active and passive voice**  **-**Bees made much honey  -Much honey was made by bees  **Sounds ,spelling words and the use of dictionaries.**    **General assessment**  **Talking about resources and their location.**  **-**We get wood/timbers from forests  **-**We getlimestones from volcanic areas.  -Gold from gold mines  **Talking about dangers to the environment.**  **-**We use too much chemicals    **Talking about protecting the environment.**  **-**We should build terraces.  -We should prevent the spreead of rubbish in environment  **Vocabulary on resources**  **-**Glasslands,coltan,timber,animals,…  **Damage to the environment.**  Cutting down trees,soil erosion,flood  **Language structure**  Modal verbs:should,ought to,have to,must,can ,may  Recall on Conditionals  Recall on prepositions  **General assessment**  **Describing jobs in the family household,what parents require**  In our house I have to sweep the floor ,make the beds,wash kitchen utensils.fetch/draw water ,cook food.  **Report some family quarrels**  I wanted to go out with may friends for a help  **Saying why someone was angry**  My mother was angry with me because I refused to draw water.  **Giving advice**  I think you ought to apologise.  **Talking about family rules**  We will say sorry when we are wrong./apologise  Polite,respectful,obedient,quarrels  ome ,  **Vocabulary**  Household jobs: clean the house,fetch water,sweep the floor,  **Language structure**  Recall on modal verbs:Should, ought to,will  Reported commands: tell,command,order,…  Use the dictionary of thesaurauses to extend and deveolop vocabularies, correct spellings and pronunciation.  **General assessment**  **Describing the solar system,distance,diameter**  There are eight planets .  **Describing distance in space**  Jupiter is about 778,500,500 kilometre away from the sun.  **Describing planets**  Mercury is made of rock    **Describing the moons of planets**  The Earth has one moon  The Jupiter has…..  **Vocabulary**  Planets,satellite,asteroids,Earth,Saturn,Venus, solar system ,pluto(not considered as a planet)  Space travel,space craft,astronaut,telescope(radar),…  **Features of planet**  Temperature,hot,distant,cold  **Language structure**  Positive,comparative and superlative degrees.  Simple past tense  simple present tense  Use the dictionary of thesaurauses to extend and deveolop vocabularies, correct spellings and pronunciation  **General assessment**  **Previous examinations**  **Revision**  **EXAMINATION**  **MARKING AND FILLING SCHOOL REPORTS** | Describe the current weather and appreciate how weather forecast helps people to plan for the future.  Interpret a weather chart for a daily plan.  Produce the sentences with direct and indirect speeches.  Identify the present continuous tense with the future meaning, the 1st conditional and the future with: **will/shall**  recognize when to use simple present tense present perfect tense in both speaking and writing exercises .  To write a friendly letter.  Identify the parts of if I, if II , if III (dependent , independent clause) in the sentences and the tenses written in, for each clause.  **To assess**  **To revise**  **To examine**  **TERM II**  Correcting exams  **To correct**  Read and describe people’s character or about social behavior in the community**.**  Give opinion on morality**,** necessity, obligation using “**should** and **must**” as modal verbs in recent and future time both orally and writing.  Appreciate the importance of good behavior.  Remembering the use of conditionals.  Identify the silent letters in words, vowel sounds (Monophthongs (a vowel sound)Diphthongs(Two vowel sounds), Triphthongs (Three vowel sounds) and correct spelling words.  **To assess**  recognize when to use past simple tense, simple present tense and clauses with because.  Construct and describe a family tree both orally and in writing.  Appreciate the role of a family in our daily lives  -recognize the use of connectors :till, when, while ,before, after, since ,for, so…that, In order to, so as to, such a/an….that, prefer…to, too…to, enough…to, not only….but also ,no sooner …..than, scarcely …when  Classify the sounds according to their vowel sounds when pronouncing words./I:,aI, aI /  **To assess**  Trying to write a simple essay writing of a composition properly in his or her own words**,** read it publicly then answer the examination questions and language of key school functions.  -Read a story and retell it orally and in a summary writing notes on his/her own words  Rewrite the passage from wrong spellings to right spellings chronologically.  Defining some concept words  Appreciate the preparation for examinations take time and commitment.  **To assess**  **To revise**  **To examine**  **Marking and filling school reports and other pedagogical documents**  **TERM III**  **To correct the second term examinations**  Recognise when to use the simple past tense and past continuous tense.  Appreciate diverse flora and fauna found on the planet.  Use the past events in sentences ,underline the adjectives found in sentences and translate them in either passive or active voice.  Classify the words in the same way of vowel sounds      **To assess**  -Name natural resources and what they provide both orally and writing  recognize the use of conditionals ,use of should and need to.  Appreciate the environmental features of Rwanda  recognize how to care of the environment, respect and protect environment.  Construct sentences using if clauses.  **To assess**  List the basic vocabulary on household jobs and family rules.  Read text about household jobs and family quarrels and appreciate the role and responsibilities of family members.  Write and spell correctly the antonyms and synonyms of some words.  **To assess**  Describe the planets of the solar system and their distance, diameter .(measurements)  State the basic vocabulary of solar system and space travel  recognize when to use comparative and superlative degrees.  Use the synonyms and antonyms of some words in anagrams.  **To assess**  **Correcting some former National Exams,…**  **To revise**  **TO EXAMINE**  **MARKING AND FILLING SCHOOL REPORTS** | Group discussion with explanations.  Exercises and homework.  Short explanations and group works.  **Assessment unit**  **Revision**  **Sitting for the first term examinations for schools.**  **END OF TERM I**  **Written exercises**  Group discussion  and works    Group discussion and group works  Oral and written exercises  Research  **Unit assessment.**  Oral and written activities in pairs    Read and summarise a story in his or her own wordsin simple past tense  **Unit assessment**  Group work activities.    Classroom activity and home works  **Assessment unit**  **Revision**  **Sitting for District examinations**  **Written exercises on previous exam**  Group discussion  **Assessment unit**  Exercises in pairs and group works  **Unit assessment**  Having a role –play in a class and a group discussion.  Class room activities.  **Unit assessment in group works then done individually.**  Reading text in a group discussion.  Unit a**ssessment**  **Recapitulation of unit-exercises.**  **CLASSICAL EXAMS (**  **Summative evaluations)**  **END OF A YEAR** | English for Rwandan schools (SB),on pages 31-47  English for Rwandan schools (SB),on pages 48-62  English for Rwandan schools (SB),on pages 63-81  Personal research  Teacher’s guide  English for Rwandan schools (SB),on pages 82-100  **END OF TERM II**  English for Rwandan schools(SB),on pages 101-115  Research  English for Rwandan schools (SB),on 117-133  English for Rwandan schools(SB),on pages 132-146  English for schools(SB),on pages 147-165 |  |
| **FROM 18-20/07/2022 (PRIMARY 6 NATIONAL EXAMINATIONS) END OF A SCHOOL YEAR 2022-2023** | | | | | | | |