

ENGLISH SCHEME OF WORK GRADE 1 TERM ONE

NAME	
TSC NO.	
SCHOOL	

ENGLISH SCHEME OF WORK GRADE 1 TERM ONE

WEEK	LESSON	STRAND THEME	SUB STRAND	SPECIAL LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHODS	RMKS
2	1	Welcome and greetings	Language structures and functions	By the end of the lesson the learners should be able to:- <ul style="list-style-type: none"> Use the various realization of the verb 'to be' to introduce oneself or other to talk about objects and show politeness 	<ul style="list-style-type: none"> Who am i? Who is she? 	Learners use 'am' to talk about themselves in simple sentences and is to talk about others	<ul style="list-style-type: none"> Realia Pictures Flash cards (am, is) 	<ul style="list-style-type: none"> Observation Oral questions 	
	2	Welcome and greetings	Language structures and functions	Learners to recognize new words on greetings, read them, spell and pronounce them correctly	<ul style="list-style-type: none"> Which words do we use in greetings 	Learners to recognize new words on greetings, read them, spell and pronounce correctly	<ul style="list-style-type: none"> Flash cards Visual clips on greeting 	<ul style="list-style-type: none"> Observation Oral questions 	
	3	Welcome and greetings	Language structures and functions	Learners to demonstrate on greeting and greet others in reference to the time at that moment	<ul style="list-style-type: none"> How do we greet 	Learners to demonstrate on greetings as they role play the greetings	<ul style="list-style-type: none"> Flash cards (is, are) 	<ul style="list-style-type: none"> Observation Oral questions 	
3	1	Welcome and greetings	Language structures and functions	Learners to recognize the present tense forms of the verb 'to be' in sentences	<ul style="list-style-type: none"> How do we use is and are? 	Learners to use is and are in sample sentences using different forms of verb 'to be'	<ul style="list-style-type: none"> Flash cards (is, are) 	<ul style="list-style-type: none"> Observation Oral questions 	
	2	Welcome and greetings	Language structures and functions	Learners to recognize the present forms of the verb "to be in sentences	<ul style="list-style-type: none"> How do we use has and have? 	Learners to use has and have in simple sentences in correct form of verb "to be"	<ul style="list-style-type: none"> Flash cards (has, have) 	<ul style="list-style-type: none"> Observation Oral questions 	
	3	Welcome and greetings	Language structures and functions	Learners to appreciate different forms of the verb "to be" in their day to day communication	<ul style="list-style-type: none"> Which are the various forms of the verb "to be"? 	Learners to answer questions on various forms of the verb "to be" and on	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Written exercise 	

						greeting			
4	1	School subjects, verb agreement (am, is, are)	Language structures and functions	Learners to recognize the things/objects found at school	<ul style="list-style-type: none"> • What are the things found at school? 	Learners to recognize the things found at school, read the words, spell and pronounce them correctly	<ul style="list-style-type: none"> • Flash cards • Realia 	<ul style="list-style-type: none"> • Observation • Oral questions 	
	2	School (am, is, are)	Language structures and functions	Learners to construct simple sentences about objects found in classroom with correct subject verb agreement	<ul style="list-style-type: none"> • How do we construct simple sentences using am, is, are? 	Learners to construct simple sentences on objects in the classroom consisting subjects verb agreement	<ul style="list-style-type: none"> • Realia 	<ul style="list-style-type: none"> • Observation • Oral questions 	
	3	School (am, is, an)	Language structures and functions	Learners to recognize things found at school as one or as many	<ul style="list-style-type: none"> • How do we write objects as many? 	Learners to recognize and write objects found at school as many by adding "s"	<ul style="list-style-type: none"> • Realia 	<ul style="list-style-type: none"> • Observation • Written exercises 	
5	1	School	Language structures and functions	Learners to correctly recognize the actions in class as doing words	<ul style="list-style-type: none"> • How do we make doing words? 	Learners to make doing words by adding "ing" in consideration to demonstrations done in class	<ul style="list-style-type: none"> • Realia 	<ul style="list-style-type: none"> • Observation • Oral questions • Written exercises 	
	2	School	Language structures and functions	Learners to construct simple sentences in relation to actions demonstrated in class having subject verb agreement	<ul style="list-style-type: none"> • How do we use doing words to construct sentences • What are you doing? 	Learners to construct simple sentences using doing words consisting subject verb agreement	<ul style="list-style-type: none"> • Realia 	<ul style="list-style-type: none"> • Observation • Written exercises 	
	3	School	Language structures and functions	Learners to appreciate the importance of subject verb agreement for fluency	<ul style="list-style-type: none"> • What is she doing? 	Learners to write simple sentences with subject verb agreement about	<ul style="list-style-type: none"> • Realia 	<ul style="list-style-type: none"> • Observation • Written exercises 	

						school			
6	1	Family personal pronouns, I, You, It.	Language structures and functions	Learners to recognize words in family and identify pronouns in relation to gender	Who are found in a family	Learners to identify people and things in a family, read the words, spell and pronounce them correctly and construct sentences	Flash cards	Observation Oral questions	
	2	Family personal pronouns I, You, It	Language structures and functions	Learners to use personal pronouns in relation to gender (opposite)	<ul style="list-style-type: none"> • What are opposites 	Learners to recognize the words and write their opposites	Flash cards Pictures	Observation Oral questions Written exercises	
	3	Family personal pronouns, I, You, It	Language structures and functions	Learners to pick out personal pronouns from a conversation and construct sentences	<ul style="list-style-type: none"> • How do we construct sentences? 	Learners to use personal pronouns in constructing simple sentences	<ul style="list-style-type: none"> • Flash cards (on personal pronouns) 	Observation Oral questions	
7	1	Family personal pronouns, I, You, It	Language structures and functions	Learners to appreciate family and the family relations	What is a relation	Learners to recognize family members and their relationships and what they do	Flash cards Video clips	Observation Oral questions	
	2	Family personal pronouns, I, You, It	Language structures and functions	Learners to appreciate use of personal pronouns for effective communication	What are the personal pronouns?	Learners to listen to a text containing the personal problem and effect it in communications	Flash cards (personal pronouns)	Observation Oral questions	
	3	Family personal pronouns, I, You, It	Language structures and functions	Learners to appreciate use of personal pronouns and family for the effective communication	<ul style="list-style-type: none"> • What does your family do? 	Learners to write simple sentences on family	<ul style="list-style-type: none"> • 	Observation Written exercises Oral questions	
8	1	Home	Language	Learners to identify and	<ul style="list-style-type: none"> • What is found at 	Learners to	<ul style="list-style-type: none"> • Flash cards 	Observation	

		singular/plural (adding "s")	structures and functions	recognize the new words at home	home?	identify, read, spell and pronounce words correctly	<ul style="list-style-type: none"> • Video clips • Realia 	<ul style="list-style-type: none"> • Oral questions 	
	2	Home singular/plural (adding "s")	Language structures and functions	Learners to use singular and plural of nouns to talk about objects found at home ('es')	<ul style="list-style-type: none"> • How many tables are at your home? 	Learners to identify singular and plural of things found at home	<ul style="list-style-type: none"> • Chart • Realia 	<ul style="list-style-type: none"> • Observation • Oral questions 	
	3	Home singular/plural (adding "s")	Language structures and functions	Learners to ask questions about numbers using how many	<ul style="list-style-type: none"> • How many houses do you have? 	Learners to practice questions and answer on things at home using how many	<ul style="list-style-type: none"> • Realia 	<ul style="list-style-type: none"> • Observation • Oral questions 	
9	1	Home singular/plural (adding "s")	Language structures and functions	Learners to distinguish between singular and plural nouns correctly to demonstrate concept of numbers (use of that and those)	<ul style="list-style-type: none"> • How do we write the plural of these words? 	Learners in groups to group things found at home in columns of one and many	<ul style="list-style-type: none"> • Flash cards • Charts • Realia 	<ul style="list-style-type: none"> • Observation • Oral questions • Written exercises 	
	2	Home singular/plural	Language structures and functions	Learners to distinguish between singular and plural of sentences (that and those)	<ul style="list-style-type: none"> • How do we write the plural of sentences? 	Learners to distinguish singular and plural in sentences using that and those	<ul style="list-style-type: none"> • Realia 	<ul style="list-style-type: none"> • Observation • Oral questions • Written exercises 	
	3	Home singular/plural	Language structures and functions	Learners to appreciate use of singular and plural and write simple sentences about home	<ul style="list-style-type: none"> • What is found at home? 	Learners to write simple sentences about our home	<ul style="list-style-type: none"> • Realia 	<ul style="list-style-type: none"> • Observation • Oral questions • Written exercises 	
10	1	Time / present simple tense	Language structures and functions	Learners to identify, recognize, read, spell and pronounce words on telling time	<ul style="list-style-type: none"> • What is the time? 	Learners to identify, read, spell and pronounce words on telling time correctly	<ul style="list-style-type: none"> • Flash cards • Charts 	<ul style="list-style-type: none"> • Observation • Oral questions 	

	2	Time / present simple tense	Language structures and functions	Learners to talk about their daily routine in present simple tense	<ul style="list-style-type: none"> • What do you do in the morning 	Learners in groups and pairs to talk about what they do in a day in present simple tense	<ul style="list-style-type: none"> • Chart 	<ul style="list-style-type: none"> • Observation • Oral questions 	
	3	Time / present simple tense	Language structures and functions	Learners to talk about their daily routine in present and past tense	<ul style="list-style-type: none"> • What did you do yesterday? 	Learners to tell of their activities in present and past tense	<ul style="list-style-type: none"> • Chart 	<ul style="list-style-type: none"> • Observation • Oral questions • Written exercises 	
11	1	Time / present simple tense	Language structures and functions	Learners to apply simple tense in telling activities in terms of O'clock	<ul style="list-style-type: none"> • What is the time? 	Learners to tell time of activities done in O'clock	<ul style="list-style-type: none"> • Clock face 	<ul style="list-style-type: none"> • Observation • Oral questions 	
	2	Time / present simple tense	Language structures and functions	Learners to apply simple present tense and tell time in half past	<ul style="list-style-type: none"> • What is the time? 	Learners to observe and tell time in the half past	<ul style="list-style-type: none"> • Clock face 	<ul style="list-style-type: none"> • Observation • Oral questions 	
	3	Time / present simple tense	Language structures and functions	Learners to appreciate the daily activities and the time they do them	<ul style="list-style-type: none"> • When do you wake up? 	Learners to use materials available and make clock faces	<ul style="list-style-type: none"> • Cut outs • Pair of scissors • Thumb pins 	<ul style="list-style-type: none"> • Observation • Oral questions 	
12	1	Weather and our environment present continuous tense	Language structures and functions	Learners to recognize words used to tell the weather and describe the weather using present continuous tense	<ul style="list-style-type: none"> • What is the weather? 	Learners to identify, recognize, read, spell and pronounce words on weather and describe weather	<ul style="list-style-type: none"> • Flash cards • Chart Local environment 	<ul style="list-style-type: none"> • Observation • Oral questions 	
	2	Weather and our environment present continuous tense	Language structures and functions	Learners to use present continuous tense to describe on going actions (by dropping "e" then add "ing")	<ul style="list-style-type: none"> • What are you doing? 	Learners to tell of ongoing actions for words with letter "e" and make doing words	<ul style="list-style-type: none"> • Flash cards • Chart Local environment 	<ul style="list-style-type: none"> • Observation • Oral questions 	
	3	Weather and our environment	Language structures and functions	Learners to talk about on-going actions by constructing simple sentences in present	<ul style="list-style-type: none"> • What are you doing? 	Learners to describe actions by constructing	<ul style="list-style-type: none"> • Chart Local environment 	<ul style="list-style-type: none"> • Written exercises • Observation 	

		(continuous tense)		continuous tense		simple sentences in present continuous tense		• Oral questions	
13	1	Weather and our environment (continuous tense)	Language structures and functions	Learners to identify and recognize words used to describe our environment	• What is a round us?	Learners to identify, read, spell and pronounce words for describing our environment	• Flash cards • Chart Local • environment	• Observation • Oral questions	
	2	Weather and our environment present continuous tense	Language structures and functions	Learners to respond to questions using present continuous tense on words we double the consonant	• What are you doing?	Learners to describe on going actions using words which will double the consonant	• Flash cards • Local environment	• Observation • Oral questions • Written exercises	
	3	Weather and our environment present continuous tense	Language structures and functions	Learners to talk about on-going actions by constructing simple sentences in present continuous tense	• What are you doing?	Learners to describe actions by constructing simple sentences in present continuous tense	• Charts Local • environment	• Written exercises • Observation • Oral questions	

END OF TERM ASSESSMENT AND CLOSING