



P.3 ENGLISH GRAMMAR OF WORK FOR TERM ONE

The child understands ways of locating places and appreciates the various groups in the municipality.

W K	P D	THE ME	SUB- THEME	CONTENT	COMPETENCES	METHOD S	ACTI.	L/SKILL S	L/AIDS	REF	R E M
1	1 & 2	OUR MUNI CIPA LITY	Name and locatio n of our munici pality	Vocabulary: Nouns. A noun is a naming word. e.g. cup, table, telephone, clinic, teacher, Peter, Kenya, Kampala, Friday, November, car, gate, doctor, tree etc..	The learner; - describes a noun. - lists nouns - underlines nouns in sentences.	Explanat ion Discussi on discover y	Listing nouns Underlining nouns in sentences	Critical thinking Apprecia tion	Chalkb oard illustrat ions Real objects	Mk English Precise page 2	
	3 & 4			Classes of nouns - Proper nouns - Common nouns - Collective nouns Proper nouns Specific/particular names of things like schools, rivers, lakes, mountains, people, hills, buildings, markets, cars, town, countries e.g. Uganda, Kalerwe, Isa, James, Martin, Tom	The learner; - lists classes of nouns. - gives a few examples of every class of nouns. - lists proper nouns. - uses proper nouns in sentences	Guided discussi on brain storming Questio n and answer feed back	Listing proper nouns Using proper nouns in sentences	Effective commun ication Awarene ss Creative thinking	Flash cards	Basic English book 1 page 1 Themat ic curricul um book 3 page 15	

	5 & 6			Common nouns (Countable/ uncountable) Words used to refer to general things and people e.g. boy, girl, woman, man, doctor, hill, tree, footballer, village, town. Give a variety of common nouns in group. Common Proper lake - L. Katwe hospital – Mengo Hospital bank – Stanbic Bank	The learner; - identifies the common nouns and proper nouns listed together	Explanat ion Guided discussi on feed back	Identifying the common and proper nouns.	Concern Care Friendsh ip formatio n Fluency	Flash cards Chalkb oard illustrat ion	Themat ic curricul um for P.3 page 15	
2	1 & 2	OUR MUNI CIPA LITY	Name and locatio n of our munici pality	PLURALS Most singular nouns add 's' to make them plural .e.g stone – stones book – books pen – pens chick - chicks NB Y following a vowel just adds 's'. boy - boys tray - trays donkey - donkeys monkey - monkeys key - keys bay - bays day - days delay - delays	The learner; - changes the identifying nouns to plurals by: - adds s	Guided discussi on feed back Explanat ion	Spelling out the plurals of the identified nouns.	Problem solving Awarene ss Effective commun ication	Immed iate enviro nment	Mk Precise	
	3			If Y follows a consonant, y changes to 'i' before adding 'es' like; lady - ladies baby - babies lorry - lorries library - libraries country – countries bakery – bakeries county – counties company – companies, story - stories	The learner; - ends in es after changing y to i.	Questio n and answer brain storming	Using the nouns in sentences	Fluency			
	4 & 5			Nouns that add 'es' When changing to plurals. Those ending in o, x, ch, sh, ss. Examples' mango trench flamingo brush ranch scratch church branch pinch box match cargo	The learner; - identifies nouns ending in o, x, ch, sh and ss and change them to plural.	Guided discover y feed back	Reading out the identified nouns	Creative thinking Self reliance Apprecia tion	Immed iate enviro nment	Basic English page 5	

				fox march hiss dress potato bush tomato							
	6		Physical feature in our municipality	Some nouns that end in 'o' just add 's' to make plural. E.g. piano - pianos radio - radios video - videos photo - photos solo - solos igloo - igloos avocado, stereo, hippo, zoo, kangaroo, studio, audio, curio, dynamo	The learner; - lists nouns that end in 'o' but add 's'. - changes sentences to plural form.	Explanat ion Questio n and answer	Changing sentences to plural form	Logical thinking Friendsh ip formatio n	Flash cards	Mk Precise Grammar age 9	
3	1 & 2	OUR MUNICIPALITY		Some nouns that end in 'fe' or 'f' have them dropped for 'v' and end with 'es'. Examples wife - wives thief - thieves loaf - loaves leaf - leaves life - lives shelf - shelves scarf - scarves hoof - hooves. dwarf - dwarves handkerchief However, some nouns that end in 'f' only add 's' e.g. chief - chiefs chef - chefs roof - roofs reef - reefs motif, belief, cliff, tariffs	The learner; - changes the identified nouns to the plural form. - reads out the different plurals of nouns.	Guided discussion and discovery feedback Explanat ion Questio n and answer	Using the identified plurals of nouns in several sentences.	Critical thinking Apprecia tion Effective communication Self reliance	Chalkboard illustration Flash cards	Progress in English page 5 Thematic curriculum page 16	
	3 & 4		Occupations of people in our municipality.	Nouns that remain unchanged in plural. Examples furniture – furniture, baggage luggage – luggage rubbish – rubbish fish - fish money - money advice - advice, equipment information-information	The learner; - correctly reads out the nouns that remain unchanged in plural.	Questio n and answer guided discovery	Spelling out the nouns that don't change in plural.	Apprecia tion Awareness Peer resistance	Chalkboard illustration	Mk Precise page 2.	
	5 & 6			Compound nouns The compound nouns with two words make the last noun plural. e.g. mouse trap-mouse traps	The learner; - describes what compound nouns are.	Guided discussion feedback	Using compound nouns in sentences	Self esteem Decision making	Chalkboard	Thematic curriculum	

				toothbrush , bookshelf timekeeper, classroom- head teacher, he-goat cupful , handful , girlfriend flower garden, teapot, passer-by	- lists down 'double' compound nouns.	Explanat ion Questio n and answer		Interpret ation	illustrat ion	page 16	
LO: The child applies acquired skills and appreciates the benefits of participating in different activities.											
4	1 & 2	LIVE LYH OOD IN OUR MUNI CIPA LITY	Farmin g	Some nouns change completely in their plural. e.g. man - men woman - women louse - lice mouse - mice tooth - teeth goose - geese larva – larvae formula - formulae	The learner; - lists nouns whose spellings change in plural.	Questio n and answer Discussi on	Listing nouns whose spellings change completely in plural form	Negotiati ng Requesti ng	Real objects	Themat ic P.3 page 16	
	3 & 4	LIVE LYH OOD IN OUR MUNI CIPA LITY	Admini strative set up and leaders	Compound nouns with three words make the first noun plural e.g. - class-on duty - classes on duty - mother-in-law - - master-of- ceremonies – - inspector-of-schools- - head-of-state- - speaker of parliament – - teacher –on-duty - head of department – - director of studies etc.	The learner; - describes what compound nouns are. - lists compound nouns with three words. - uses the nouns in sentences	Eclectic Syllabic feed back	Writing down the compound nouns in plurals.		Chalkb oard use	Mk precise Gramm er page 12.	
	5 & 6			Nouns that are always used in plurals. Note: Majority are always used in pairs. e.g. pliers - pliers spectacles – spectacles trousers – trousers tongs (mostly used in hospitals)	The learner; - lists down the nouns which are used in plurals. - uses he nouns in sentences	Brain storming feed back Discussi on		Apprecia tion Awarene ss	Real objects	Teache rs collecti on	
5	1 & 2			Collective nouns Examples - a flock (sheep) - galaxy - stars - a shoal (fish) - bouquet - flowers - a herd (elephants/cattle) - a swarm (bees) - pride (lions) etc..	The learner; - describes the collective nouns. - uses the nouns in sentences	Brain storming Explanat ion			Chalkb oard illustrat ion	Junior English Revise d page 17.	

3 & 4			Conjunctions Use ofwho... Examples Annet is the girl. Annet lost her bag. Annet is the girl who lost her bag. The man is in prison. The man kidnapped Baby Kasozi. The man who kidnapped baby Kasozi is in prison.	The learner; - useswho...to join sentences	Explanat ion feed back Discussi on	Joining sentences using ..who..	Apprecia tion Respons ibility Concern	Chalkb oard illustrat ion	English Precise	
5 & 6			Use ofwhose... Examples The lady's car was stolen. The lady fainted. The lady whose car was stolen fainted.	The learner; - uses ...whose.. to join sentences.	Discussi on Explanat ion	Joining sentences using ...whose....	Decision making Creative thinking	Chalkb oard illustrat ion	English Precise	
6 1 & 2		Roles of leaders	Vocabulary: North, East, West, South, opposite, right, left, sunset, sunrise, along, below, on, at, under. Structure Where does....from.....? Where does...to...? Where isfound...?	The learner; - pronounces the new words. - spells the new words. - uses the new words in sentences. - uses structures correctly.	Explanat ion Demons tration Guided discover y feed back	Making sentences using structures	Logical thinking Creative thinking Toleranc e	Flash cards	Mk Primary English book 3 pages 114- 117	
3 & 4	LIVE LYH OOD IN OUR MUNI CIPA LITY		Conjunctions Use of and Feni has a cat Feni has a cat and a kitten. I like cakes. I like soda. I like cakes and soda.	The learner; - uses ...and.. to join sentences	Guided discussi on brain storming	Using ..and..to join sentences	Apprecia tion Decision making	Chalkb oard illustrat ion	MK English Precise Themat ic curricul um pg 23	
5 & 6			VERBS A verb is an action (doing) word. examples go, watch, walk, smile, stand, wash, comb, come etc..	The learner; - lists the verbs. - identifies verbs in sentences.	Explanat ion	Identifying verbs in sentences	Effective commun ication	Chalkb oard illustrat ion	Mk English Precise	

				<ul style="list-style-type: none">- We always eat food.- The librarian keeps books.- They wash clothes every Saturday.		Guided discovery brainstorming				Thematic curriculum page 23	
7	1 & 2	Challenges in social services	Tenses A tense is a change of a verb according to time. Blocks of tense Present tense Past tense Future tense Present Simple Tense (Everyday tense) This tense talk about actions that take place daily, annually, regularly, sometimes, seldom, always, rarely. <div><div>I We They You</div><div>} do</div><div>He She It</div><div>} does</div></div>	The learner; - reads the tense blocks. - identifies several verbs in sentences.	Explanation Brainstorming Question and answer brainstorming	Identifying verbs in sentences. Using the given verbs to construct sentences in the Present Simple Tense.	Self reliance Appreciation Problem solving Effective communication	Chalkboard illustration	Mk Precise English		
	3 & 4	LIVE LYH OOD IN OUR MUNICIPALITY	Most verbs change by adding 's' e.g. walk – walks stand – stands eat – eats jump – jumps kick – kicks And all verbs that end in 'e' e.g. write – writes drives – give – move – ride – dance – bake – make -	The learner; - changes the verbs to present simple tense by adding 's'. - completes sentences using the correct form of verbs given in the brackets.	Question and answer Syllabic feedback	Reading out the identified verbs	Self esteem Assertiveness Co-operation	Immediate environment	Progress in English		
	5 & 6	Importance of social services	Verbs that end with o, ch, ss, and sh, add 'es' Examples do - does catch – catches brush – brushes hiss – hisses gas – gases	The learner; - lists verbs that end with o, ch, ss and sh.	Demonstration	Listing verbs that end with o, ch, ss, and sh.	Self esteem Problem solving	Chalkboard illustrations	Teachers collection		

				miss – misses pass – passes mess – messes piss – pisses (urinate)	kiss – kisses go – goes	- changes such verbs to the present simple tense	Brain storming	Using the identified verbs in sentences	Appreciation			
LO: The child appreciates environmental changes and applies the acquired knowledge and skills to manage the environment.												
8	1 & 2	OUR ENVIRONMENT		Verbs that end in 'es' after changing 'y' to 'i' e.g. marry – marries hurry – hurries dry – dries pity – pities Note: Some words that end in 'y' following a vowel letter, only add 's' e.g. stay – stays play – plays pay – pays	carry – carries cry – cries try – tries dirty – dirties delay – delays pray – prays say – pays	The learner; - reads out the verbs that end with y. - uses the given verbs in their Present Simple Tense in sentences.	Explanation Guided discussion Demonstration	Changing the identified verbs to the Present Simple Tense	Awareness Effective communication Interpersonal relationship	Flash cards Chalkboard illustration	Basic English book 3 page 10	
	3 & 4			Present Continuous Tense Present continuous talks about actions that are taking place now. Verbs change by adding "ing" and use three helping verbs. i.e. are, am, is Examples do - doing cry – crying brush – brushing	walk – walking carry – carrying	The learner; - describes what the tense is about. - lists verbs that change by adding 'ing'	Explanation Discussion feedback	Describing what the tense is about.	Effective communication Fluency	Chalkboard illustration	English Precise	
	5 & 6			Verbs that end in 'e' drop it for 'ing' e.g. write – writing bathe – bathing dance – dancing arrange – arranging ride – riding circumcise-	give – giving drive – driving breathe -	The learner; - lists verbs that drop 'e' before adding 'ing' - uses the verbs changed in sentences.	Dramatization Explanation feedback		Appreciation Respect Fluency	Chalkboard illustration	MK English Precise	
9	1 & 2			Verbs that end in 'ie'. Change 'ie' to 'y' Examples die - dying lie – lying	tie - tying	The learner; - lists verbs that change the 'ie' to 'y' before adding 'ing'	Explanation Guided discussion	Using the listed words in sentences	Interpersonal relationship Sharing		Thematic curriculum P.3	

				Some verbs double their last letter before adding 'ing' (cvc) e.g. sit – sitting flap – flapping plan – planning mop – mopping skip – skipping		on and discover y brain storming		Decision making Copying with emotions.	Immediate environment	page 16	
9	3 & 4		Soil composition	Use of ...because.... Examples - She is always tired. Anita goes to bed early. Anita goes to bed early because she is always tired.	The learner; - uses because to join sentences.	Explanation Discussion	Joining sentences using because	Critical thinking Fluency Appreciation	Chalkboard illustration	MK English Precise	
	5 & 6	OUR ENVIRONMENT	Types of soil	Changing sentences in affirmative to negative and interrogative. Examples - Sarah does her work. - Sarah does not do her work. - Does Sarah do her work?	The learner; - reads, changes and writes sentences in affirmative to negative and interrogative but within the present simple tense.	Explanation Guided discovery feedback	Changing sentences in affirmative and interrogative	Effective communication Problem solving Fluency	Chalkboard illustration	Mk English Precise	
10	1 & 2			Conjunctions Use of both/and Examples Brian is a good boy. Richard is a good boy. Brian and Richard are both good boys. Use of Both... Both Brian and Richard are good boys.	The learner; - uses ... both to join sentences. - begins sentences using: both...	Guided discovery Explanation brain storming	Join sentences using both... Beginning sentences with Both	Appreciation Problem solving Critical thinking	Chalkboard illustration	Mk English Precise	
	3 & 4			Use of ...prefer....to/more than. Mariam likes eating. Mariam does not like working. Mariam prefers eating to working. Mariam likes eating more than working.	The learner; - uses---prefer..to join sentences	Dramatization Guided discussion	Joining sentences using ...prefer..	Effective communication Fluency		Mk English Precise	

	5 & 6		Natural causes of change in the environment. Examples I am eating a mango. I am not eating a mango. Am I eating a mango?	The learner; - changes sentences to negative and interrogative forms	Question and answer feedback	Changing sentences as instructed	Self esteem Problem solving	Chalkboard illustration	Teachers collection	
1 1 & 2			Conjunctions Use of ... but... Examples I like Samosas. I don't like chapat. I like samosas but I don't like chapat.	The learner; - uses ...but...to join sentences	Explanation Discussion feedback	Using ..but to join sentences	Self esteem Effective communication	Chalkboard illustration	English Precise	
3 & 4		Air	Use of ...so...that.. Examples Sandra is very bright. She will pass the interview. Sandra is so bright that she will pass the interview. (More revision on because)	The learner; - uses ...so.. that to join sentences. - uses the very sentences with because.	Explanation Discussion brain storming	Joining sentences using ...so..that..	Verbal expression Awareness	Chalkboard illustration	Mk English Precise	
5 & 6			Use of ...too...to... Examples She is very short. She cannot touch the top of the cupboard. She is too short to touch the top of the cupboard.	The learner; - uses ...too....to.. to join sentences.	Explanation Discussion Demonstration	Joining sentences using...too ...to	Effective communication Copying with emotions	Chalkboard illustration	Mk English Precise	
1 2 & 2			Contractions do not – don't did not - didn't does not – doesn't is not – isn't should not – shouldn't, wan't have not – haven't cannot - can't I am – I'm they are – they're	The learner; - contracts phrases with the word – not -	Guided discussion Eclectic Syllabic	Contracting phrase with the word – not -	Fluency Responsability Tolerance	Chalkboard illustration	MK English Precise page 216	
3 & 4		Components of air	Contractions She is she's It isit's She hasshe's I had I'd I would I'd he should he'd I could I'd	The learner; - contracts phrases with the words are had, would, should.	Explanation Imitation feedback	Contracting phrase with the words: is, has, had	Critical thinking Fluency Appreciation	Chalkboard illustration		

	5 & 6			I have I've they havethey've we have....we've you have....you've they have...they've we are we've	The learner; - clearly reads out the different contractions. - uses contractions in sentences.	Dramati sation Imitation	Contractin g phrase with the words have, and are	Critical thinking Fluency	Chalkb oard illustrat ion		
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