



## P.4 COMPREHENSION SCHEME OF WORK

SUBJECT: COMPREHENSION

CLASS: PRIMARY FOUR

TERM: THREE

W K	P D	TOPIC	SUBTOPIC	SKILLS	ASPECT	COMPETENCES	CONTENT	METHODS	ACTIVITIES	AVA	LIFE-SKILLS	REF
1	2	<b>HOLIDAY WORK AND COMPLETING TERM TWO'S WORK</b>										
2	2	EXPRESSION OF THE FUTURE	WORK PLAN	Listening Speaking Reading Writing	-vocabulary -table -passage -Namata's programme	-The learner constructs sentences using the vocabulary. -Asks and answers questions using the future tense. -Reports and narrates future events appropriately.	<u><b>Vocabulary</b></u> tomorrow, next week next month, next year, shall not, will not, shan't, won't  <u><b>structures</b></u> 'will' and 'shall' -work plan	-whole class discussion . -Group discussion .	-using the given vocabulary and structures to construct correct sentences. -Reading the work-plan, asking and answering questions about it.	printed notes	Using the appropriate tense.  -Narrating future events.	P.4 syllabus  Teacher's own collection

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<b>3</b>	2	EXPRESSION OF THE FUTURE	KEEPING A DIARY	Listening Speaking Reading Writing	-vocabulary -structures - Amany's diary  -Kivi's workplan	The learner asks and answers questions on future events. -constructs sentences using future. -Reports and narrates future events appropriately.	<b>Vocabulary.</b> diary, read note, date, day, daily month, year calendar, time  <b>Structures</b> No,.....will Yes,....will  Dialogue Kivi's Diary	-whole class discussion	-using vocabulary and structures in the future tense.  -Narrating events in the future tense.	printed notes	interacting freely with others  confidence	P.4 syllabus  Teacher's own collection
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<b>4</b>	2	EXPRESSION OF THE FUTURE	USING STUDY TIME	Listening Speaking Reading Writing	-vocabulary - structures - Mukaga's work plan - Nanono's time table	-The learner talks about future events.  -Explains activities done during.  -Uses the study time effectively	<b>Vocabulary</b> borrow, lend, library, librarian, revise, usually, return, notes, notebook text books. -structures -table -study time table.	-whole class discussion	-using given vocabulary correctly to construct sentences. -studying and answering questions about a study timetable. -Reading and interpreting a study timetable.	printed notes	Interacting freely with others.  Narrating events in future tense	P.4 syllabus  Teacher's own collection

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<b>5</b>	2	DEMOCRACY	<b>GAMES AND SPORTS.</b>	Listening Speaking Reading Writing	-vocabulary -words and their meaning  -structures --dialogue  -A passage	The learner will identify games and sports played.  -Uses appropriate  Vocabulary and structures when describing games and sports.	<b><u>Vocabulary</u></b> Captain, coach, defeat, foul spectator, team, race, linesman, player, umpire, referee, commentator  <b>Structures</b> passage Annual sports day)	-whole class discussion  -Group discussion	-using vocabulary and structures to construct meaningful statements.  -Listening and answering questions about sports activities.	printed notes	Appreciating oneself.  volunteering	P.4 syllabus.
<b>6</b>	2	DEMOCRACY	<b>MUSIC, DANCE AND DRAMA</b>	Listening Speaking Reading Writing	-vocabulary -structures  -Puzzle  -Passage	The learner: Describes a given music festival. -spells selected words correctly.  -Learns the vocabulary given. -participates in music, dance and drama festivals in the school.	<b>vocabulary</b> sing, recite, conductor, actor, actress, costume, drama, best, worst, choir, concert, instruments.  <b>structures</b> ...when... Which...will...?	-whole class discussion.  -Group discussion.	.Using vocabulary and structures to describe given music events.  -Reading passage related to music, dance and drama.	printed notes	Using appropriate body language  -Confidence.	P.4 syllabus

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<b>7</b>	2	<b>DEMOCRACY</b>	<b>ELECTIONS</b>	Listening Speaking Reading Writing	Vocabulary structures dialogue Passage	<p>The learner:- -uses appropriate language in convincing others. -Reads and interprets simple posters related to elections.</p> <p>-Participates in democratic activities at school level.</p>	<p><b>Vocabulary</b> prefect, vote , voter, ballot-paper, headgirl, heeadboy, elect, monitor, candidate, stand, leader, post , rig, election, campaign.</p> <p><b><u>Structures</u></b> <b><u>Puzzle</u></b> <b><u>Passage.</u></b></p>	<p>Whole class discussion</p> <p>-Group discussion.</p>	<p>-Using appropriate vocabulary and structures accurately.</p> <p>-Reading and answering questions about elections.</p>	Printed notes.	<p>Using appropriate body language</p> <p>Confidence</p>	P.4 syllabus.
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