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COMPOSITION SCHEME OF WORK FOR PRIMARY FIVE TERM ONE

WK	PD	TOPIC	SKILLS	ASPECT	COMPETENCE	CONTENT	METHOD	ACTIV.	LIFESKILLS/ VALUES	T.AID	REF	REMA RK
2	2	VEHICLE REPAIR	Speaking

Listening

Reading

Writing | -Vocabulary

-Structures

-Guided composition

-Drawing | The learner: - uses the vocabulary in sentence construction.

-constructs sentences using the structures.

-fills in suitable words to complete the story.

-identifies some parts of the vehicle and draws them. | -Vocabulary Chain,mudguard ,carrier,saddle,r eflector,brakes, bell,peddle,han dbar,tow,tube,g arage,mechanic, pump,rubber solution, steering wheel, wind screen, driving mirror, seat belt.

-Structures ….broken down/when did…..?

-Guided composition

-Drawing some parts of a vehicle | Whole class discussion

Explanatio n

Inquiry

Brain storming | Identifyin g common parts of a vehicle.

Constructi ng sentences

Reading and writing a guided compositi on | Problem solving

Negotiatio n

Decision making

appreciatio n | A chart showing a break down vehicle | P.5 syllabus MK.BK.5 PG.1-5 | |

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3	2	EQUIPMENT USED IN VEHICLE REPAIR	Speaking	-Vocabulary	The learner: - reads the vocabulary correctly - constructs	-Vocabulary Tool box, car jack, spanner, file, oil, wire, grease, sand	Whole class discussion	Identifying and describing equipment used in	Problem solving	Spanner, car jack, pliers, a tyre	P.5 syllabus	
									Negotiation			
			Reading	construction	sentences using the vocabulary - makes sentences using the structures given - describes some of the parts of the vehicle and gives their importance. -identifies some parts of the vehicle and draws them.	paper, tester - Oral sentence construction. - the use of …must/ mustn't …has/…have -Describing these parts of a vehicle: the spanner, pliers, battery, toolbox and wipers - Drawing some parts of a vehicle	Explanation	vehicle repair	Decision making		MK.BK.5 PG 5	
			Writing	-Structures			Inquiry	Drawing some parts of a vehicle	appreciation			
				-Drawing some parts of a vehicle			Brain storming					

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| 4 | 2 | AT THE GARAGE | Speaking

Listening

Reading

Writing | -Vocabulary

-Oral sentence construction

-Selecting the correct spelling.

-Structures

-Picture composition | The learner: -reads and spells the vocabulary correctly

-constructs sentences using the vocabulary

-tells the two tenses used in picture composition

-writes correct sentences about the pictures. | -Vocabulary. Break down, repair, spare parts, mechanic, garage, towing, driver, tool box, puncture, pressure, pump, heating, smoke, nail

-Oral sentence construction. -Choosing the correct spelling of words from the given ones to complete the sentences. -constructing | Whole class discussion

Explanation

Inquiry

Brain storming | Constructing sentences

Reading and writing the composition

Spelling words correctly

Drawing and colouring pictures | Problem solving

Negotiation

Decision making

appreciation | Tyre, tube

Text books | MK.BK 5 PG 2 | |

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					sentences using the structures given. -Picture composition and the tenses to be used: (present continuous and present perfect tense)						

5	2	PRINT MEDIA	Speaking	-Vocabulary	The learner: - Reads the vocabulary with correct pronunciation, and spelling.	-Vocabulary Article, column, columnist, editor, journalist, cartoon, brochure, pullout, front page, back page, puzzles, story, news, media, reporters, advertisements	Whole class discussion	Spelling words	Effective communication which include fluency, confidence and accuracy.	News papers	P.5 syllabus	
			Listening	- Oral sentences construction				Talking about different items related to print media				
					-constructs sentences using the words given.		Explanation				MK.BK.5 PG 54	
			Reading	Rearranging words to form sentences	-rearranges words to form meaningful sentences.	-Oral sentence construction using the vocabulary - Rearrange the words to form meaningful sentences	Inquiry	Constructing sentences related to print media.	Critical thinking Creative thinking Cooperation			
			Writing	- jumbled sentences	-rearranges jumbled sentences to form a meaningful story.		Brain storming		Appreciation sharing			
						-Rearranging the jumbled sentences to make a meaningful story						

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| 6 | 2 | DESIGNING ARTICLES AND ADVERTS | Speaking

Listening

Reading

Writing | -Vocabulary.

-Oral sentence construction

-Abbreviations

-Guided composition

-designing an advert | The learner: -reads the vocabulary and constructs sentences correctly.

-uses the correct form of the word in brackets to form sentences.

-writes the abbreviations in full.

-writes the guided composition correctly.

-designs an advert about Uganda Cranes and the Harambe Stars. | -Vocabulary Advert, design, articles, magazines, cartoon, editing, proof reading, diary, note book, recording, jot
-using the correct form of the word in brackets. -writing the abbreviations in full
-Guided composition about news papers.

-designing an advert about a football match between Uganda Cranes and Harambe Stars in Kenya. | Whole class discussion

Explanation

Inquiry

Brain storming | Spelling words

Writing articles and adverts

Writing the jumbled story | Effective communication which include fluency, confidence and accuracy.

Critical thinking Creative thinking Cooperation

Appreciation sharing | News papers magazine Text books | MK.BK.5 PG 62 | |

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7	2	TRAVELLING	Speaking	-vocabulary	The learner: - pronounces the vocabulary and uses it in correct sentences.	-Vocabulary Travelling, fare, about, conductor, ticket, seat, cycle, speed, fast, reduce, arrive, departure, destination, luggage, passenger, travel taxi, coach, by - structures The use of …when/ while… -imaginative composition.	Whole class discussion	Spelling words correctly	Effective communication	Printed notes	P.5 syllabus	
			Listening						Decision making		MK. BK.5 PG118-128	
			Reading	-Oral sentence construction	-constructs sentences using the given structures.			Reading texts on travelling		Text books		
							Explanation	Writing imaginative composition on travelling.	Punctuality			
			Writing		-writes a meaningful imaginative composition.		Inquiry		Respect			
				-Writing an imaginative composition			Brain storming		Responsibility			

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8	2	TRAVELLING BY AIR	Speaking	-Vocabulary	The learner: -uses the vocabulary in correct sentences.	-Vocabulary Tout, travel document, passport, boarding pass, aeroplane, flight,, fastest, arrival time, departure time, check in, check out	Whole class discussion	Spelling words correctly	Effective communication	Text books	P.5 syllabus	
			Listening	-structures				Reading texts on travelling	Decision making		MK.BK.5 PG132-134	
			Reading	-Jumbled story	-constructs sentences using the appropriate structures.		Explanation	Writing imaginative composition on travelling.	Punctuality			
			Writing		-rearranges the jumbled sentences to form a good	-oral sentence construction using the	Inquiry		Respect Responsibility			
					story.	vocabulary and the structures….prefer ….to/ like ….more than… -Rearranging the jumbled sentences to form a good story	Brain storming					

NOTE

THE WORK FOR DISPLAY

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