



**PRIMARY THREE SCHEME OF WORK FOR  
LITERACY 1B TERM 2**

Wk s.	PD	THEME	SUBTHEME	CONTENT	SUBCOMP	LANGUAGE	METHODS	ACTIVITIES	SKILLS / VALUES	INST. MAT	REF	RE M
1-8	1-40	Managing resources in our urban council	Saving our resources	<p><b>Concepts of resources</b></p> <ul style="list-style-type: none"> <li>- Definition of a resource</li> <li>- Definition of a basic resource</li> <li>- Examples of basic resources</li> <li>-Types of resources</li> <li>-Examples of natural resource</li> <li>Examples of artificial resources</li> </ul> <p><b>Minerals as a resource</b></p>	<p>Learner</p> <ul style="list-style-type: none"> <li>- defines resources</li> <li>- names basic resources</li> <li>- mentions types of resources</li> <li>- gives examples of natural resources</li> <li>- lists examples of artificial resources</li> </ul> <p>-mentions examples of minerals.</p> <p>-importance of minerals.</p>	<p>Learner</p> <ul style="list-style-type: none"> <li>- reads, names of basic resources</li> <li>- writes sentences about resources</li> </ul> <p>-reads, spells and writes words related to minerals.</p>	<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Observation</li> </ul>	<p>Reading names of basic resources from RS Thematic literacy book3 p.126</p> <p>Observing some resources like money, plants</p> <p>Observing things made out of minerals.</p>	<p><b>Effective communication</b></p> <ul style="list-style-type: none"> <li>- fluency</li> <li>- accuracy</li> </ul> <p><b>values</b></p> <ul style="list-style-type: none"> <li>- Appreciation</li> <li>- sharing</li> </ul>	<ul style="list-style-type: none"> <li>-land</li> <li>-Water</li> <li>-Money</li> <li>-Plants</li> </ul> <p>-Coin money</p> <p>-necklaces</p> <p>-watches</p> <p>-ear rings</p>	RS Thematic literacy Bk 3 pg 126	

				<p><b>water as a resource</b></p> <ul style="list-style-type: none"> <li>- natural sources of water</li> <li>- Artificial sources of water</li> <li>- uses of water</li> <li>- How to harvest water</li> <li>- Ways of protecting water sources</li> <li>- Dangers of not protecting water source</li> </ul>	<ul style="list-style-type: none"> <li>-mentions examples of minerals</li> <li>-lists the natural sources of water</li> <li>-lists artificial sources of water</li> <li>-mentions uses of water</li> <li>-states ways of harvesting water</li> <li>- states ways of protecting water sources and the dangers of not protecting water sources</li> </ul>	<ul style="list-style-type: none"> <li>- reads the uses of water</li> <li>- reads the natural source of water</li> <li>- constructs sentences about source of water</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion observation</li> </ul>	<ul style="list-style-type: none"> <li>- Observing water sources around the school</li> <li>- Drawing sources of water</li> <li>- Reading about sources of water from the P.3 RS Thematic course bk pg 126</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Effective communication</li> <li>- Fluency</li> </ul>	<ul style="list-style-type: none"> <li>- Water Basin</li> <li>- Taps</li> <li>- Water tanks</li> </ul>	<p>RS Thematic Literacy Bk 3 Pg 126</p>	
				<p><b>Forests as a resource.</b></p> <ul style="list-style-type: none"> <li>- Definition of a forest.</li> <li>- Types of forests</li> <li>- Examples of natural forests</li> <li>- Examples of artificial forests</li> <li>- importance of forests</li> <li>- dangers of forests.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner defines a forest</li> <li>- names types of forests</li> <li>- gives examples of forests</li> <li>- state the importance of forests to man</li> <li>- mentions dangers of forests.</li> </ul>	<ul style="list-style-type: none"> <li>- pronounces new words correctly</li> <li>- construct sentences about forests</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Guided discovery</li> <li>- observation</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing the importance of forests</li> <li>- Observing natural and artificial forests from a reference centre video</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> </ul>	<ul style="list-style-type: none"> <li>- A reference centre presentation showing natural and artificial forests</li> </ul>	<p>RS Thematic literacy Bk 3 pg 128</p> <p>Reference centre presentation</p>	



<p><b>Land as a resource</b></p> <ul style="list-style-type: none"> <li>-Definition of land</li> <li>-How people acquire land</li> <li>-Uses of land</li> <li>-How people misuse land</li> </ul>	<p>The learner; defines land states ways how people acquire land mentions uses of land explains ways in which people misuse land</p>	<p>read uses of land construct sentences about land</p>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> <li>- Field trip to Kadiba wetland</li> </ul>	<p>Visiting Kadiba swamp to observe how land is used.</p>	<p><b>Effective communication</b></p> <ul style="list-style-type: none"> <li>- Fluency</li> <li>- Articulation</li> <li>- Confidence</li> </ul> <p><b>Observation</b></p> <p><b>Value appreciation</b></p>	<p>Kadiba wetland</p>	<p>RS Thematic bk 3 Literacy pg</p>
<p><b>Plants and animals as a resource</b></p> <ul style="list-style-type: none"> <li>-Types of animals</li> <li>-Examples of domestic animals</li> <li>-Examples of wild animals</li> <li>-carnivorous and herbivorous</li> <li>-Importance of animals</li> <li>-Importance of plants</li> </ul>	<ul style="list-style-type: none"> <li>-names types of animals</li> <li>-lists examples of domestic animals</li> <li>-lists examples of wild animals</li> <li>-names carnivorous and herbivorous animals</li> <li>-states the importance of animals</li> <li>-states the importance of plants</li> </ul>	<ul style="list-style-type: none"> <li>-pronounce, spells and reads words related to plants and animals</li> <li>-reads and writes sentences related to plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Observation</li> </ul>	<ul style="list-style-type: none"> <li>-Watching a video about wild life</li> <li>-Drawing wild and domestic animals</li> <li>-classifying animals according to their types</li> <li>-observing plants at school premises</li> </ul>	<p><b>critical thinking</b></p> <p><b>effective communication</b></p> <ul style="list-style-type: none"> <li>-Drawing</li> <li>-fluency</li> <li>-Accuracy</li> </ul> <p><b>Value Appreciation</b></p>	<p>Plants at school premises</p> <p>A video showing wild life</p>	<p>RS Thematic Literacy book 3 p.128</p>
<p><b>Time as a resource</b></p> <ul style="list-style-type: none"> <li>-Definition of time</li> <li>-ways of managing time</li> <li>-Dangers of mismanaging time</li> </ul>	<p>The learner; defines time mentions ways of managing time</p>	<p>pronounces , spell and reads words about time correctly</p> <ul style="list-style-type: none"> <li>-reads and writes</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> </ul>	<p>Drawing time tables</p> <ul style="list-style-type: none"> <li>- Identifying different</li> </ul>	<p><b>Observation</b></p> <p><b>critical thinking</b></p>	<ul style="list-style-type: none"> <li>-watches</li> <li>-Wall clock</li> <li>-Class time table</li> </ul>	<p>RS Thematic literacy bk 3</p>

				-states dangers of mismanaging time	sentences about time correctly		activities on the class time table	asking questions -classifying activities on the class time table		pg 128	
				<b>Money as a resource</b> -Definition of money -Uses of money -ways how people get money -Examples of money(currencies) -Forms of money used in Uganda	The learner; -defines money -states the uses of money -mentions ways people get money -lists examples of currencies -mentions forms of money used in Uganda	-pronounces ,reads and spells words about money -reads and writes sentences about money	-guided discovery -discussion -exhibition	Observing money samples -Identifying different forms of money from the given samples. -matching different currencies to the countries that use them	<b>Effective communication</b> -audibility -accuracy – fluency  <b>Values</b> - appreciation	-different money notes and coins -pictures of money	RS Thematic literacy Bk 3 p. 131
				<b>Banking</b> -Definition of banking -Types of banks. -Examples of banks in Uganda -Importance of banks	The learner; -defines banking -Mentions the types of banks in Uganda. -gives examples of banks in Uganda -lists uses of banks to people	-Pronounces ,reads and spells words about banking -Reads and writes sentences related to banking	-discussion	-discussing the types and importance of banks	<b>Effective communication</b> -audibility -fluency  <b>Values</b> appreciation	RS thematic literacy bk 3 p. 133	RS Thematic literacy bk 3 p. 133
				<b>Saving money</b> -Definition of saving -ways of saving money	-defines saving	-pronounces, reads and writes words	-discussion	-Acting a short play about	<b>Critical thinking</b>	-A piggy box for saving money	RS Thematic



				-Reasons for saving mon	- explains how one can save money -mentions reasons for saving money -mentions the results of not saving	related to saving - reads and writes sentences about saving	-role play	saving and not saving  Discussing reasons for saving and results of no saving	-giving a reason for action taken - Responding to questions		literac y bk 3 pg 132	
				<b>Fuel as a resource</b> -Definition of a fuel -Examples of fuel -Examples of fuel station in Uganda -Ways of saving fuel	-defines a fuel -mention examples of fuel used in our communities. -lists examples of fuel stations in Uganda -states ways of saving fuel	-pronounces, reads and writes words about fuel -reads and writes sentences about fuel	- observation  - Guided discovery  - discussion	- visiting the school kitchen - observing fuels used in the school kitchen - discussing ways of saving fuel	<b>Effective communication</b> Fluency audibility accuracy	Fuels in the school kitchen like firewood charcoal	MK Junior Literacy book3 p.116	
				<b>-ways of saving resources</b>  <b>-reasons for saving resources</b>  <b>-ways how some people misuse resources</b>	-mentions ways of saving resources -states reasons for saving resources -explains how some people misuse resources	-pronounces ,reread and spells words related to saving resources -reads and writes sentences about saving resources	- Guided discussion	Discussing ways in which people misuse resources	<b>Critical thinking</b> Responding to questions	-Saving boxes -Piggy bank	RS Them atic literac y Bk 3 pg 131	
				<b>Keeping records</b> -Definition of records Examples of records kept at home -Examples of records kept at school -Importance of keeping records	-defines records -mentions examples of records -explains the importance of record keeping	-reads, spells and writes words related to records -reads and writes sentences about records	-observation  - Guided discovery - Discussion	- Filing their documents  -observing different records like report cards,	-Responsibility	-Note books -Files  -Receipt books Register	RS Them atic literac y Bk 3 pg 130	



							class register				
							- discussing the importance of keeping records				
			<b>Spending resources</b>	-Definition of spending -ways of spending -things on which money is spent -ways of spending wisely	-defines spending -mentions ways of spending -lists things on which money is spent -states ways of spending money wisely	-reads ,spells and writes words about spending -reads and writes sentences related to spending	-Guided discussion  -observation	Drawing and naming items on which money is spent  -Writing shopping lists  Observing a written budget	<b>Problem solving</b> -making choice -finding different things <b>Negotiation</b> -using persuasive language	A shopping list  sample budget for family	RS thematic literacy book 3 p.130
			<b>projects</b>	-Definition of a project -examples of projects -things needed to start a project Steps taken when starting a project	-Defines a project -lists examples of projects -mentions things needed to start a project- -explains the steps taken to start a project	-pronounces, reads and spells words related to projects -reads and writes sentences related to projects	- Discussion  - Guided discovery - Guided Project work	developing a class project of making crafts	<b>Creative thinking</b> -initiating new ideas - innovative ness <b>Effective communication</b> -audibility -fluency	-crafts materials e.g palm leaves, sisal	RS thematic literacy bk 3 pg 135

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			<ul style="list-style-type: none"> <li>-managing projects</li> <li>-importance of projects</li> </ul>	<ul style="list-style-type: none"> <li>-explains how to manage projects</li> <li>-States why it is good to start a project</li> </ul>	<ul style="list-style-type: none"> <li>-pronounces, reads and spells words about projects</li> <li>-writes sentences related to managing projects</li> </ul>	<ul style="list-style-type: none"> <li>-discussion</li> <li>-Use of a resource person to teach more about managing projects</li> <li>inquiry</li> </ul>	<ul style="list-style-type: none"> <li>-Listening to a resource person</li> <li>Inquiring from a resource person</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical thinking</b></li> <li>-selecting and evaluating information</li> <li>-making use of best information you have</li> </ul>	<ul style="list-style-type: none"> <li>A resource person in the poultry project</li> <li>questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>RS Thematic Literacy book3 p.113</li> </ul>	
	<b>Keeping peace in our urban council</b>	<b>Living in peace with others</b>	<ul style="list-style-type: none"> <li>-Definition of peace</li> <li>-Ways of living in peace</li> <li>-importance of peace in our community</li> <li>-people who help to keep peace and security in our Urban Council</li> </ul>	<ul style="list-style-type: none"> <li>The learner;</li> <li>-defines peace</li> <li>-explains how to live in peace with one another</li> <li>-states why peace is important in our community</li> <li>-names people who help to keep peace</li> </ul>	<ul style="list-style-type: none"> <li>-pronounces, reads and writes words about peace</li> <li>-reads and writes sentences about peace</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion</li> <li>-story telling</li> </ul>	<ul style="list-style-type: none"> <li>-telling stories about keeping peace</li> <li>-discussing the importance of keeping peace in our community</li> </ul>	<ul style="list-style-type: none"> <li><b>Self awareness</b></li> <li>-Knowing ones 'position and responsibility</li> <li><b>Interpersonal relationship</b></li> <li>-forgiving others</li> <li>-respecting other people</li> </ul>	<ul style="list-style-type: none"> <li>Rs thematic literacy bk 3 135</li> </ul>	<ul style="list-style-type: none"> <li>Rs Thematic literacy bk 3 pg 135</li> <li>MK Junior Literacy book 3 p.134</li> </ul>	
			<ul style="list-style-type: none"> <li>-How the police keeps peace and security</li> <li>-Importance of the army</li> <li>-things used to keep peace and security</li> </ul>	<ul style="list-style-type: none"> <li>-explains how the police and army keep peace</li> <li>-mentions things which the army and</li> </ul>	<ul style="list-style-type: none"> <li>-reads words correctly</li> <li>-constructs sentences</li> <li>-uses words related to security</li> </ul>	<ul style="list-style-type: none"> <li>-discussion</li> <li>-Guided discovery</li> <li>-Interviewing a resource person</li> </ul>	<ul style="list-style-type: none"> <li>Filling the questionnaires</li> <li>Inquiring from the resource person</li> </ul>	<ul style="list-style-type: none"> <li><b>assertiveness</b></li> <li>-listening and evaluating what others say</li> </ul>	<ul style="list-style-type: none"> <li>-questionnaires</li> <li>-a resource person</li> </ul>	<ul style="list-style-type: none"> <li>Thematic literacy bk 3 pg 135 - 136</li> </ul>	





				police use to keep peace							
			<p><b>Instability</b></p> <ul style="list-style-type: none"> <li>- Causes of insecurity</li> <li>- Outcomes of lack of peace</li> </ul>	<p>the learner;</p> <ul style="list-style-type: none"> <li>-mentions the causes of instability</li> <li>-states the outcomes of lack of peace</li> </ul>	<ul style="list-style-type: none"> <li>-pronounces, read , and spells words about instability</li> <li>-reads and write sentences about instability</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Story telling</li> </ul>	<ul style="list-style-type: none"> <li>- Telling stories about instability</li> <li>- Discussing the causes and outcomes of instability</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Problem solving</b></li> <li>-evaluating facts</li> <li>- <b>Non violent conflict resolution</b></li> <li>-resolving issues without fighting</li> </ul>	<ul style="list-style-type: none"> <li>- Reference centre presentation about instability</li> </ul>	<ul style="list-style-type: none"> <li>- Mk junior literac y bk3 p.135</li> </ul>	
			<ul style="list-style-type: none"> <li>-some common laws we must obey</li> <li>-importance of rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>-lists some laws we must obey</li> <li>-states the importance of rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>- reads and writes sentences about laws and rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discussion</li> </ul>	<ul style="list-style-type: none"> <li>- reading the class rules from the chart</li> <li>- discussing the importance of rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Friendship formation</b></li> <li>- responsibility</li> <li>-love</li> <li>-using polite language</li> </ul>	<ul style="list-style-type: none"> <li>- class rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>- RS Them atics literac y bk 3 pg 137</li> </ul>	
		<b>Child rights, needs and their importance</b>	<ul style="list-style-type: none"> <li>-Definition of a right, a child and children's rights</li> <li>-examples of children's rights</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-T</li> <li>-defines children's rights</li> <li>- defines a child</li> <li>-gives examples of children's rights</li> </ul>	<ul style="list-style-type: none"> <li>-pronounces, reads and spells words related to children's rights</li> <li>-reads and writes sentences related to children's rights</li> </ul>	<ul style="list-style-type: none"> <li>- discussion</li> <li>- story telling</li> <li>- role play about children's rights</li> </ul>	<ul style="list-style-type: none"> <li>- Role playing children's rights</li> <li>- Discussing the children's rights</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Self awareness</b></li> <li>-talking about one's potential, feelings and emotions</li> <li>-making choices</li> <li>- <b>Self esteem</b></li> <li>-talking about self</li> </ul>	<ul style="list-style-type: none"> <li>- A chart to show children's rights</li> <li>-Rs thematic literacy bk 3</li> </ul>	<ul style="list-style-type: none"> <li>- RS Them atic literac y bk 3 pg 143 - 144</li> <li>- Monit or SST bk 3 pg 59 - 60</li> </ul>	



									-expressing likes and dislikes			
			-examples of children's needs -importance of children's rights	The learner; -defines children's needs -gives examples of children's needs -mentions the importance of children's rights	-reading sentences about children's needs -constructs sentences about children's needs	-Discussion -Story telling -role play	Role playing the importance of children's rights	<b>Friendship formation</b> -playing with others -working in groups -concern <b>Values</b> - appreciation	-clothes -food	RS Thematic literacy bk 3 pg 143 - 144 Mk junior literacy book3 p.136		
			-people who help us to promote children's rights  Non-governmental organizations that protect children's rights	The learner; -names people responsible for promoting child's rights -names the 'NGOs' that protect child's rights	-pronounces, reads and writes words related to children's rights -writes and reads sentences about people who protect children's rights	Discussion	Discussing how NGOs protect children's rights	<b>-effective communication</b> -accuracy -audibility <b>Values</b> - appreciation	-clothes, food.	RS Thematic literacy bk 3 pg 144		
			<b>Child abuse</b> -definition of child abuse. -forms of child abuse -examples of child abuse -causes of child abuse	The learner; -defines a child abuse -mentions forms of child abuse	-pronounces, reads and spells words about child abuse	Story telling  observation  Role play	Role playing forms of child abuse	<b>Self esteem</b> -expressing likes and dislikes -talking about self	A video showing forms of child abuse	Rs Thematic Literacy Book		



