

GRADE 1 NEW PROGRESSIVE ENGLISH SCHEMES OF WORK TERM 2

Week	Lesson	Strand/ Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Questions	Learning Experience	Learning Resources	Assessment	Remarks
1									
2	1	Reading Weather and our Environment	Connected text and fluency	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound correspondence in preparation for phrasal reading. b) Read a text of about thirty (30) words containing decodable and non- decodable words, in phrases, in preparation for fluent reading. b) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension.	What do you do when reading a long word?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non- decodable words. 2.Learners read a text or view pictures for enjoyment and information. 3. Learners read simple sentences aloud in groups, pairs, and individually	Story book, poems, audio- visual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 48	Oral questions, portfolio, observation	
	2	Listening and Speaking Hygiene	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Discriminate the sounds /j/ /k/ in	1. How do you say these words? Cow, Bag, Grass.	1. Learners pronounce the sounds /j/ /k/ by taking turns as modeled by the teacher or audio	Plasticine or clay models of objects, realia, pictures/ photographs,	Oral questions, portfolio, observation	

				<p>different spoken words for comprehension.</p> <p>b) Pronounce the words with the sounds in isolation in preparation for reading.</p> <p>c) Recognise new words used in the themes to acquire a range of vocabulary and their meaning.</p>		<p>record.</p> <p>2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary.</p> <p>3. Learners practise matching simple short words with pictures and objects.</p> <p>4. Learners interact with audio material to listen to the correct pronunciation of the vocabulary, where applicable.</p>	<p>charts, posters, computer devices and flash cards bearing pictures of learnt words.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 50-51</p>		
	3	<p>Listening and Speaking</p> <p>Hygiene</p>	<p>Language structures and functions</p> <p>Simple past tense</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Talk about personal hygiene activities using simple past tense.</p> <p>b) Appreciate/enjoy communicating ideas using the simple past tense.</p>	<p>1. What did you do in the morning before coming to school?</p>	<p>1. Learners respond to simple questions on activities in the past.</p> <p>2. Learners engage in games, changing verbs from present simple to past simple tense, in small groups</p> <p>3. Learners group verbs/take part in fishing game on verbs in the simple past tense.</p>	<p>Charts, pictures/ photographs on grooming activities, audio-visual recordings of dialogues with sentence structures on Personal hygiene using simple past tense.</p> <p>New Progressive Primary English</p>	<p>Oral questions, portfolio, observation</p>	