



ENGLISH SCHEME OF WORK GRADE 3 TERM 2

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| NAME | |
| TSC NO. | |
| SCHOOL | |

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| School | Grade | Learning Area | Term | Year |
| | 3 | English Activities | 2 | |

| Week | Lsn | Strand/Theme | Sub Strand/Sub theme | Specific Learning Outcomes | Learning Experience | Key Inquiry Questions | Learning Resources | Assessment | Remarks |
|-------------|------------|-------------------------------|-------------------------------------|--|--|--|--|--|----------------|
| 1 | 1 | Listening and Speaking | Pronunciation and Vocabulary | By the end of the sub strand, the learner should be able to: a) Pronounce the consonant sounds /gr/ /dr/ correctly. b) Pronounce the vocabulary related to the theme correctly for effective communication. E.g. Fire fighter c) Demonstrate the understanding of new words by applying them in contexts, use the vocabulary learnt to communicate confidently in various contexts. | 1. Learners are guided to use the vocabulary correctly through dramatization and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms. 2. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. | How are these words spelt? (Dress, Green) | Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 56-57 | Oral questions, Portfolio, Observation | |

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| | 2 | Listening and Speaking Occupation (people and their work) | Language structures and functions Future time (will/shall) | By the end of the sub strand, the learner should be able to: a) Identify words that express future time/actions for effective oral communication. b) Enjoy using 'will' and 'shall' to communicate future time/intentions. | 1. Learners sing a song/rhyme using 'will' and 'shall', to express future time. 2. Learners listen to story read by the teacher or from computing devices, and respond to questions based on future time. | What will you do when you grow up? | Photos, pictures, charts, audio and video clips. New Progressive Primary English Learners Book/Grade 3 pg. 57 | Oral questions, Portfolio, Observation | |
| | 3 | Reading | Comprehension | By the end of the sub strand, the learner should be able to: a) Read words with the consonant blends /dr/ /gr/ correctly in preparation to reading the story. b) Read and retell the story 'Fire in the estate' to enhance oral communication. c) Answer simple oral and written questions relating to the story read. 'Fire in the estate' | 1) Learners talk about the picture/title before they read a short print or digital text and make predictions. 2) Learners talk about the characters and events in the story in pairs and small groups. 3) Learner answer questions after reading a text by getting clues from the story read. | 1) What do you think will happen in this story? | Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive Primary English Learners Book/Grade 3 pg. 59 | Oral questions, Portfolio, Observation | |
| 2 | 1 | Writing | Guided Writing | By the end of the sub strand, the learner should be able to: a) Write words from a prompt to demonstrate mastery of | 1. Learners are guided on the five steps of the writing process: planning, drafting, revising editing and writing the final piece. | 1) How do you put off a fire? | Charts, pictures and photographs New Progressive Primary English Learners Book/Grade 3 pg. | Oral questions, Portfolio, Observation | |

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| | | | | <p>vocabulary/complete sentences.</p> <p>b) Re-arrange sentences to tell a story.</p> | <p>2. Learners draw the given images.</p> <p>3. Learners write 4-5 simple short and correct meaningful sentences in response to a prompt.</p> | | 60-61 | | |
| 2 | Listening and Speaking | Pronunciation and Vocabulary | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Pronounce the sounds /gr/ and /shr/ correctly for effective communication.</p> <p>b) Pronounce the vocabulary related to the theme correctly for effective communication.</p> | <p>1. Learners are guided to use the vocabulary correctly through dramatisation and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms.</p> | <p>1) How are these sounds pronounced?</p> <p>/gr/ /shr/</p> | <p>Picture and word cards with the consonant blends, word wheels and computing devices that are available.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 62-63</p> | <p>Oral questions, Portfolio, Observation</p> | | |
| 3 | Listening and Speaking Technology (Using a Computer) | Language structures and functions Future time (will/shall) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use 'shall' to talk about what they would want to become in future.</p> <p>b) Identify words that express future time/actions for effective oral communication,</p> <p>c) Enjoy using 'will' and 'shall' to communicate future time/intentions.</p> | <p>1. Learners ask and answer questions using the future Time.</p> | <p>1. What will you do when you grow up?</p> | <p>Photos, pictures, charts, audio and video clips.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 63</p> | <p>Oral questions, Portfolio, Observation.</p> | | |

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| 3 | 1 | Reading | Connected text and fluency | By the end of the sub strand, the learner should be able to: a) Read words with the consonant sounds /gr/ and /shr/ correctly in preparation to reading. b) Read a text of about 200 words ‘Careless Mutema’ transitioning from phrasal to fluent reading. c) Read at 90 words per minute accurately and fluently with expression. | 1. Learners are guided to read in small groups and pairs 2. Learners interact with different materials such as poems and narratives in both print and digital formats for comprehension. 3. Learners read narratives, stories, poems and dialogues as they pay attention to punctuation marks and vary their voices in terms of pace, pitch and volume. | 1. When should we lower or raise our voice when reading? | Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression. New Progressive Primary English Learners Book/Grade 3 pg. 64-65 | Oral questions, Portfolio, Observation. | |
| | 2 | Writing | Handwriting | By the end of the sub strand, the learner should be able to: a) Demonstrate neat and legible handwriting for effective communication. b) Draw a tablet. | 1. Learners draw and label objects. 2. Learners copy sentences. 3. Learners write simple words as teacher or peer dictates. | 1. How do you take care of your tablet? | Flash cards, letter cards, charts and digital flash cards. New Progressive Primary English Learners Book/Grade 3 pg. 65 | Oral questions, Portfolio, Observation | |
| | 3 | Listening and Speaking | Pronunciation and Vocabulary | By the end of the sub strand, the learner should be able to: a) Recognise new words used in the theme to acquire a range of vocabulary. E.g. Keyboard, Laptop Screen. | 1. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words. 2. Learners interact with audio material to listen to the correct | 1. How are these words pronounced? Twenty. | Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive | Oral questions, Portfolio, Observation. | |

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| | | | | <p>b) Pronounce the consonant blends /dw/ and /tw/ and words with the blends correctly and accurately.</p> <p>c) Demonstrate the understanding of new words by applying them in relevant contexts, use the vocabulary learnt to communicate confidently in various contexts.</p> | pronunciation of the vocabulary. | | Primary English Learners Book/Grade 3 pg. 66-67 | | |
| 4 | 1 | <p>Listening and Speaking</p> <p>Technology (Using a computer)</p> | <p>Language Structures and functions.</p> <p>Future time (will/shall)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use ‘will’/‘shall’ to talk about what they would want to become in future,</p> <p>b) Identify words that express future time/actions for effective oral communication,</p> <p>c) Enjoy using ‘will’ and ‘shall’ to communicate future time/intentions.</p> | <p>Learners listen to story read by the teacher or from computing devices, and respond to questions based on future time.</p> <p>2. Learners ask and answer questions using the future Time.</p> <p>3. Learners talk about what they plan to do after school that day or the following day to express the future Tense.</p> | 1. What will you do when you get at home? | <p>Photos, pictures, charts, audio and video clips.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 67-68</p> | Oral questions, Portfolio, Observation. | |
| | 2 | Reading | Comprehension | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Make predictions</p> | 1. Learners talk about the picture/title before they read a short print or digital | 1. What have you learnt from the story? | Newspaper cuttings of simple stories, audio-visual | Oral questions, Portfolio, | |

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| | | | | <p>based on the pictures and titles and anticipate possible outcomes.</p> <p>b) Read words and sentences with the consonant blends /dw/ /tw/ correctly in preparation to reading 'Mose and the laptop' narrative.</p> <p>c) Answer simple direct and indirect questions based on the text 'Mose and the laptop.'</p> | <p>text and make predictions.</p> <p>2. Learners practice reading a short text and retell a story, poem or conversation according to their understanding.</p> <p>3. Learner answer questions after reading a text by getting clues from the story read.</p> | | <p>narrations, picture books</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 68-70</p> | <p>Observation.</p> | |
| | 3 | Writing | Guided Writing | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognize the correct form and meaning of the words to be used in filling in gaps.</p> <p>b) Use full stops, capital and small letters, question marks and exclamation marks correctly.</p> <p>c) Write correct meaningful words, phrases and sentences from the given pictures.</p> | <p>1. Learners fill in gaps correctly and sensibly.</p> <p>2. Learners write phrases in response to a picture prompt appropriately.</p> <p>3. Learners write 3-4 simple short and correct meaningful sentences in response to a Prompt.</p> | <p>1. What do you use a computer/tablet to do?</p> | <p>Charts, pictures and photographs</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 71</p> | <p>Oral questions, portfolio, observation.</p> | |
| 5 | 1 | Listening and Speaking | Pronunciation and Vocabulary | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Pronounce and read words with the</p> | <p>1. Learners are guided to use the vocabulary correctly through dramatization and</p> | <p>1. How is this word pronounced?</p> <p>Squirrel.</p> | <p>Picture and word cards with the consonant blends, word wheels and computing devices</p> | <p>Oral questions, portfolio, observation.</p> | |

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| | | | | <p>consonant blends /nk/ and /sq/ correctly.</p> <p>b) Pronounce the vocabulary related to the theme correctly for effective communication.</p> <p>c) Demonstrate the understanding of new words by applying them in relevant contexts, use the vocabulary learnt to communicate confidently in various contexts.</p> | <p>role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms.</p> <p>2. Learners access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups.</p> | | <p>that are available.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 72-73</p> | | |
| | 2 | <p>Listening and Speaking</p> <p>Safety</p> | <p>Language structure and functions</p> <p>Opposites</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use opposites of higher level difficulty to construct simple sentences about safety at home, school and the environment.</p> <p>b) Enjoy conversations using opposites in communicating ideas.</p> | <p>1. Learners use the opposites of a broad range of words (e.g. present/absent, left /right, top/ bottom, back/front, outside /inside)</p> | <p>1. What is the opposite of this word?</p> <p>Top</p> | <p>Realia, pictures, flash cards, photos</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 73</p> | <p>Oral questions, portfolio, observation</p> | |
| | 3 | Reading | Comprehension | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read words with the consonant blends /nk/ /sq/ in preparation to reading.</p> | <p>1. Learners talk about the picture/title before they read a short print or digital text and make predictions.</p> <p>2. Learners practise</p> | <p>1. What are the children in the picture doing?</p> | <p>Newspaper cuttings of simple stories, audio-visual narrations, picture books</p> <p>New Progressive</p> | <p>Oral questions, portfolio, observation.</p> | |

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| | | | | <p>b) read and retell the story ‘Muna and the toy car’ to enhance oral communication.</p> <p>c) Answer simple direct and indirect questions based on the text.</p> | <p>reading a short text and retell a story, poem or conversation according to their understanding.</p> <p>3. Learner answer questions after reading a text by getting clues from the story read.</p> | | <p>Primary English Learners Book/Grade 3 pg. 74-75</p> | | |
| 6 | 1 | Writing | Guided Writing | <p>By the end of the sub strand, the learner should be able to:</p> <p>1) Write down sentences about the doctor who treated them.</p> <p>2) Appreciate the importance of writing correct meaningful words, phrases and sentences.</p> | <p>1. Learners are guided on the five steps of the writing process: planning, drafting, revising editing and writing the final piece.</p> <p>2. Learners write a short paragraph on the topic a visit to the dentist following the five steps of writing.</p> | <p>1. Have you ever gone to a doctor for treatment?</p> | <p>Charts, pictures and photographs</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 75</p> | <p>Oral questions, portfolio, observation.</p> | |
| | 2 | Listening and Speaking | Attentive Listening | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Listen attentively during a conversation.</p> <p>b) Talk about the picture given.</p> <p>c) Appreciate the importance of listening attentively for effective communication.</p> | <p>1. Learners practise in small groups and pairs to allow others to speak without interrupting.</p> <p>2. Learners demonstrate and interpret facial expressions and gestures as seen from posters, pictures, demonstration, and</p> | <p>1. What can we tell from people’s faces and hand movements as they talk?</p> | <p>Pictures, photos, audio visual illustrations of attentive listening.</p> <p>New Progressive Primary English Learners Book/Grade 3 pg. 76-77</p> | <p>Oral questions, portfolio, observation</p> | |

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| | | | | | role play. 3. Learners take turns during group and pair work. | | | | |
| | 3 | Listening and Speaking Safety | Language structure and functions Opposites | By the end of the sub strand, the learner should be able to: a) identify the opposite of a group of words for effective oral communication. b) enjoy conversations using opposites in communicating ideas. | 1. In pairs and groups learners construct oral and written sentences using the opposites of familiar and unfamiliar words. 2. Learner listens to story read by the teacher or from computing devices and respond to questions based on the theme and opposites. | 1. Where does the sun rise/set? | Realia, pictures, flash cards, photos New Progressive Primary English Learners Book/Grade 3 pg. 77-78 | Oral questions, portfolio, observation | |
| 7 | 1 | Reading | Word Reading | By the end of the sub strand, the learner should be able to: a) Read more and longer words without letter- sound correspondence for effective communication. b) Read more and longer grade level vocabulary without letter sound correspondence in an appropriate text. c) Enjoy reading grade level vocabulary for | 1. Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills. 2. Learners play word ladder game by putting words on top of one another as they pronounce them. | 1) How do you read words you have not seen before? | Newspapers, word wheels, word slides, flash cards, New Progressive Primary English Learners Book/Grade 3 pg. 78-81 | Oral questions, portfolio, observation. | |

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| | | | | effective reading. | | | | | |
| | 2 | Writing | Guided Writing | By the end of the sub strand, the learner should be able to: a) Recognise the correct form and meaning of the words to be used in filling in gaps. b) Study pictures and write correct sentences describing the pictures. | 1. Learners filling in gaps correctly and sensibly. 2. Learners write phrases in response to a picture prompt appropriately. | 1) How do you get water from the river? | Charts, pictures and photographs New Progressive Primary English Learners Book/Grade 3 pg. 81 | Oral questions, portfolio, observation | |
| | 3 | Listening and Speaking | Pronunciation and Vocabulary | By the end of the sub strand, the learner should be able to: a) Pronounce the consonant blend /lt/ /rd/ correctly and accurately b) Recognise new words used in the theme to acquire a range of vocabulary. c) Pronounce the vocabulary related to the theme correctly for effective communication. | 1. Learners interact with audio material to listen to the correct pronunciation of the vocabulary. 2. Learners access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups. 3. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words. | 1. How are these words pronounced? Leather. | Picture and word cards with the consonant blends, word wheels and computing devices that are available New Progressive Primary English Learners Book/Grade 3 pg. 82-83 | Oral questions, portfolio, observation | |
| 8 | 1 | Listening and Speaking | Language structure and | By the end of the sub strand, the learner | 1. Learners work in groups to identify | 1. Where is Mary seated? | Realia, flash cards, pictures and photos | Oral questions, | |

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| | | Wild animals (A visit to the park) | functions Prepositions Next to, around, near, by, beside. | should be able to: a) Use prepositions to talk about the position and location of objects, people, animals and places around the park. b) Appreciate use of prepositions to describe the different positions and locations of people, animals, places and things for effective oral communication. | various positions of objects involving the prepositions learnt. 2. Learners listen to a song and talk about the position and location of objects, animals, people and places. 3. In pairs, learners construct sentences orally using prepositions. | | showing positions. New Progressive Primary English Learners Book/Grade 3 pg. 83 | portfolio, observation | |
| | 2 | Reading | Comprehension | By the end of the sub strand, the learner should be able to: a) Make predictions based on the pictures and titles and anticipate possible outcomes. b) Read and retell the story 'A visit from an Elephant' to enhance oral communication. c) Appreciate the importance of connecting personal experiences with what happens in the story. | 1. Learners talk about the picture/title before they read a short print or digital text and make predictions. 2. Learners practice reading a short text and retell a story, poem or conversation according to their understanding. 3. Learner answer questions after reading a text by getting clues from the story read. | 1. Have you ever seen an elephant? | Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive Primary English Learners Book/Grade 3 pg. 84-85 | Oral questions, portfolio, observation | |
| | 3 | Writing | Spelling | By the end of the sub strand, the learner should be able to: a) Spell and write | 1. In groups, learners form correct words from long words. | 1. How do you spell the words? | Charts, posters, multimedia word lists, flash cards | Oral questions, portfolio, | |

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| | | | | words correctly for effective communication, b) Appreciate the importance of writing words clearly, legibly and correctly for different purposes | 2. Learners write short sentences in exercise book or computer as the teacher dictates. | 1. Elephant 2. Girrafe. | New Progressive Primary English Learners Book/Grade 3 pg. 85 | observation | |
| 9 | 1 | Listening and Speaking | Pronunciation and Vocabulary | By the end of the sub strand, the learner should be able to: a) Pronounce the consonant blend /lk/ /lf/ correctly and accurately b) Recognise new words used in the theme to acquire a range of vocabulary. c) Pronounce the vocabulary related to the theme correctly for effective communication. | 1. Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words. 2. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. | 1. How do you pronounce the word shrub? | Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 86-87 | Oral questions, portfolio, observation | |
| | 2 | Listening and Speaking | Language structure and functions Prepositions Over, through, across, to and at. | By the end of the sub strand, the learner should be able to: a) Use prepositions to talk about the position and location of objects, people, animals and places around the park, b) Identify the correct use of prepositions in oral conversations. c) Appreciate use of | 1. Learners work in groups to identify various positions of objects involving the prepositions learnt. 2. Learners describe the locations of things in their homes using the prepositions they have learnt. 3. Learners look at some pictures that | 1. Where is the moon? | Realia, flash cards, pictures and photos showing positions. New Progressive Primary English Learners Book/Grade 3 pg. 87-88 | Oral questions, portfolio, observation | |

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| | | | | prepositions to describe the different positions and locations of people, animals, places and things for effective oral communication. | have been displayed and construct sentences using prepositions | | | | |
| | 3 | Reading | Word Reading | By the end of the sub strand, the learner should be able to: a) Read more and longer words without letter- sound correspondence for effective communication. b) Read more and longer grade level vocabulary without letter sound correspondence in an appropriate text. c) Read the comprehension passage 'A flamingo is not a hen' for accurately for enjoyment. | 1. Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills. 2. Learners play word ladder game by putting words on top of one another as they pronounce them. 3. Learners read words on print or digital format to get correct pronunciation as the teacher models. | 1. How many words can you make from a longer word? e.g. Elephant | Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts. New Progressive Primary English Learners Book/Grade 3 pg. 89-90 | Oral questions, portfolio, observation | |
| 10 | 1 | Writing | Guided Writing | By the end of the sub strand, the learner should be able to: a) Study the picture given and write correct sentences to describe it. b) Appreciate the importance of writing | 1. Learners write phrases in response to a picture prompt appropriately. 2. Learners write meaningful sentences in pairs from simple substitution table. 3. Learners write 3-4 | 1. How do you get water from the river? | Charts, pictures and photographs New Progressive Primary English Learners Book/Grade 3 pg. 91 | Oral questions, portfolio, observation | |

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| | | | | correct meaningful words, phrases and sentences. | simple short and correct meaningful sentences in response to a prompt. 4. Learners write a paragraph of up to three simple sentences on a familiar topic. | | | | |
| 2 | Listening and Speaking | Pronunciation and Vocabulary | By the end of the sub strand, the learner should be able to: a) Pronounce the consonant blend /mp/ /lm/ correctly and accurately. b) Recognise new words used in the theme to acquire a range of vocabulary. c) Pronounce the vocabulary related to the theme correctly for effective communication. | 1. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. 2. Learners pronounce words with the consonant blends /mp/ and /lm/ | 1. How do you pronounce the word a) Lamp? | Picture and word cards with the consonant blends, word wheels and computing devices that are available. New Progressive Primary English Learners Book/Grade 3 pg. 92-93 | Oral questions, portfolio, observation | | |
| 3 | Reading | Comprehension | By the end of the sub strand, the learner should be able to: a) Read words with the consonant blends /mp/ /lm/ in preparation to reading. b) Read and retell the story 'Left in the library' poem or conversation to | Learners talk about the picture/title before they read a short print or digital text and make predictions. 2. Learners practise reading the text 'Left in the Library' and retell the story, conversation | 1. What do you think will happen in this story? | Newspaper cuttings of simple stories, audio-visual narrations, picture books New Progressive Primary English Learners Book/Grade 3 pg. | Oral questions, portfolio, observation | | |

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| | | | | enhance oral communication. c) Answer simple direct and indirect questions based on a text of about 200 words. | according to their understanding. | | 94-95 | | |
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| 11 | END OF TERM ASSESSMENT AND CLOSING | | | | | | | | |
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