

GRADE THREE

GRADE THREE ENGLISH SCHEME OF WORK TERM TWO

WE EK	LESS ON	STRA NDS	S- STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
	1								
2	1	Lang uage structures and functi ons	Opposite s	By the end of the sub strand, the learner should be able to: use opposites of higher level difficulty to construct simple sentences about safety at home	What are the opposites of these words	Learners use the opposites of a broad range of words (e.g present /absent, left /right, top/ bottom , back / front, outside /inside	Realia charts	1.Observation 2.Oral questions	
	2		Opposite s	By the end of the sub strand, the learner should be able to: use opposites of higher level difficulty to construct simple sentences about safety at school	What are the opposites of these words	Learners use the opposites of a broad range of words (e.g present /absent, left /right, top/ bottom , back / front, outside /inside	Realia Charts	.Observation 2.Oral questions	
	3		Opposite s	By the end of the sub strand, the learner should be able to: use opposites of higher level difficulty to construct simple sentences about safety in the environment	What are the opposites of these words	Learners use the opposites of a broad range of words (e.g present /absent, left /right, top/ bottom , back / front, outside /inside	Realia Charts	.Observation 2.Oral questions	
3	1		Opposite s	By the end of the sub strand, the learner	Where does the sun rise/ set?	In pairs and groups learners construct oral	Realia charts	Observation	

				should be able to: identify the opposite of a group of words for effective oral communication,		and written sentences using the opposites of familiar and unfamiliar words			
	2		Opposites	By the end of the sub strand, the learner should be able to: identify the opposite of a group of words for effective oral communication,	Where does the sun rise/ set?	In pairs and groups learners construct oral and written sentences using the opposites of familiar and unfamiliar words	Realia Charts	.Observation 2.Oral questions	
	3		Opposites	By the end of the sub strand, the learner should be able to: enjoy conversations using opposites in communicating ideas	Where does the sun rise/ set?	Learner listens to story read by the teacher or from computing devices and respond to questions based on the theme and opposites	Realia Charts	.Observation 2.Oral Punting questions	
4	1		Prepositions	By the end of the sub strand, the learner should be able to use prepositions' next to, around, near' to talk about the position and location of objects, people, animals and places around the park	Where is Mary seated	Learners work in groups to identify various positions of objects involving the prepositions learnt	Realia Charts	.Observation 2.Oral questions	
	2		Prepositi	By the end of the sub	Where is Mary	Learners work in	Realia	.Observation	

			ons	strand, the learner should be able to use prepositions by 'beside, above' to talk about the position and location of objects, people, animals and places around the park	seated	groups to identify various positions of objects involving the prepositions learnt	charts	2.Oral questions	
	3		Prepositions	By the end of the sub strand, the learner should be able to use prepositions 'through, across, to and a't to talk about the position and location of objects, people, animals and places around the park	Where is Mary seated	Learners work in groups to identify various positions of objects involving the prepositions learnt	Realia Charts	.Observation 2.Oral questions	
5	1		Prepositions	By the end of the sub strand, the learner should be able to identify the correct use of prepositions in oral conversations	Where is the moon	In pairs, learners construct sentences orally using prepositions	Realia Charts	.Observation 2.Oral questions	
	2		Prepositions	By the end of the sub strand, the learner should be able to identify the correct use of prepositions in oral conversations	Where is the moon	In pairs, learners construct sentences orally using prepositions	Realia Charts	.Observation 2.Oral questions	
	3		Prepositions	By the end of the sub strand, the learner	Where is the moon	Learners describe the locations of things in	Realia Charts		

				should be able to appreciate use of prepositions to describe the different positions and locations of people, animals, places		their homes using the prepositions they have learnt			
6	1		Saving	By the end of the sub strand, the learner should be able to: ask questions using 'what', 'when' to learn about saving	Which words are used to ask questions?	Learners role play activities that lead to the use of 'what', 'when' 'whose', 'how', 'why' and 'where' Learners engage in meaningful question and answer dialogues using 'what', 'when' 'whose', 'how', 'why' and 'where' in pairs/small groups	Realia charts	.Observation 2.Oral questions	
	2		Saving	By the end of the sub strand, the learner should be able to: ask questions using , 'how', 'why' to learn about saving	Which words are used to ask questions?	Learners role play activities that lead to the use of 'what', 'when' 'whose', 'how', 'why' and 'where' Learners engage in meaningful question and answer dialogues using 'what', 'when' 'whose', 'how', 'why' and 'where' in pairs/small groups	Realia charts	.Observation 2.Oral questions	
	3		Saving	By the end of the sub strand, the learner	Which words are used to ask	Learners role play activities that lead to	Realia charts	.Observation 2.Oral	

				should be able to: ask questions using ‘ ‘why’ and ‘where’ to learn about saving	questions?	the use of ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ Learners engage in meaningful question and answer dialogues using ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ in pairs/small groups		questions	
7	1		Saving	By the end of the sub strand, the learner should be able to: identify wh-words in a story, poem or conversation for effective oral communication	How do you read these sentences?	Learners take part in games that allow them to ask questions using the wh- words	Realia charts	Prepositions Saving	
	2		Saving	By the end of the sub strand, the learner should be able to: identify wh-words in a story, poem or conversation for effective oral communication	How do you read these sentences?	Learners take part in games that allow them to ask questions using the wh- words	Realia charts	.Observation 2.Oral questions	
	3		Saving	By the end of the sub strand, the learner should be able to: appreciate the use of WH-Words for communication	How do you read these sentences?	Learners listen to a story, poem or conversation read by the teacher or from computing devices, and respond to questions about saving money or	Realia charts	.Observation 2.Oral questions	

						conserving other resources			
8	1		Describing words-size, shape, colour	By the end of the sub strand, the learner should be able to: use adjectives to describe people, things and actions in a festival	What colours are they?	Learners group objects in terms of size, colour, shape and numbers Learner describes objects in the classroom using size, colour and numbers	Realia charts	.Observation 2.Oral questions	
	2		Describing words-size, shape, colour	By the end of the sub strand, the learner should be able to: use adjectives to describe people, things and actions in a festival	What colours are they?	Learners group objects in terms of size, colour, shape and numbers Learner describes objects in the classroom using size, colour and numbers	Realia charts	.Observation 2.Oral questions	
	3		Describing words-size, shape, colour	By the end of the sub strand, the describe given nouns in relation to shape clearly in oral communication learner should be able to:	What are some of the shapes	Learners group objects in terms of size, colour, shape and numbers Learner describes objects in the classroom using size, colour and numbers	Realia charts	.Observation 2.Oral questions	
9	1		Describing words-size, shape, colour	By the end of the sub strand, the learner should be able to: describe given nouns in relation to colour clearly in oral communication	What are some of the shapes	Learners group objects in terms of size, colour, shape and numbers Learner describes objects in the classroom using size, colour and numbers	Realia charts	.Observation 2.Oral questions	

	2		Describing words- size, shape, colour	By the end of the sub strand, the learner should be able to: describe given nouns in relation to size clearly in oral communication	What things can you see outside	Learners group objects in terms of size, colour, shape and numbers Learner describes objects in the classroom using size, colour and numbers	Realia charts	.Observation 2.Oral questions Dribbling	
	3		Describing words- size, shape, colour	By the end of the sub strand, the learner should be able to: appreciate the use of colour, size ,shape and number to describe nouns	What things can you see outside	Learners listen to a descriptive story read by the teacher or from computing devices and identify adjectives	Realia charts	.Observation 2.Oral questions	
10	1		Comparatives and superlatives	By the end of the sub strand, the learner should be able to: identify comparatives that are used to describe people and things during play time and sports day	What is the size of a football	Learners put objects into 3 groups of different sizes Learners observe and describe objects	Realia charts	.Observation 2.Oral questions	
	2		Comparatives and superlatives	By the end of the sub strand, the learner should be able to: identify superlatives that are used to describe people and things during play time and sports day	What is the size of a football	Learners put objects into 3 groups of different sizes Learners observe and describe objects	Realia charts	.Observation 2.Oral questions	

	3		Comparatives and superlatives	By the end of the sub strand, the learner should be able to: identify comparatives and superlatives that are used to describe people and things during play time and sports day	What is the size of a football	Learners put objects into 3 groups of different sizes Learners observe and describe objects	Realia charts	.Observation 2.Oral questions	
11	1		Comparatives and superlatives	By the end of the sub strand, the learner should be able to: enjoy using comparatives and superlatives to describe people, things and places	What is the size of a football	Learners construct sentences using comparatives and superlatives to describe objects inside and outside the classroom, in pairs Learners read a story, poem or conversation from text book or computing device identify comparatives and superlatives.	Realia charts	.Observation 2.Oral questions	
	2		Comparatives and superlatives	By the end of the sub strand, the learner should be able to: form comparatives and superlatives appropriately based on the given examples for effective communication	What is the size of a football	Learners construct sentences using comparatives and superlatives to describe objects inside and outside the classroom, in pairs Learners read a story, poem or conversation from text book or computing device	Realia charts	.Observation 2.Oral questions	

						identify comparatives and superlatives.			
	3		Comparatives and superlatives	By the end of the sub strand, the learner should be able to: form comparatives and superlatives appropriately based on the given examples for effective communication	What is the size of a football	Learners construct sentences using comparatives and superlatives to describe objects inside and outside the classroom, in pairs Learners read a story, poem or conversation from text book or computing device identify comparatives and superlatives.	Realia charts	.Observation 2.Oral questions	
12	1		Conjunctions 'and' 'but' 'because	By the end of the sub strand, the learner should be able to: use conjunction 'and' to talk about nutrition and diseases	Why is it important to have a healthy diet?	In groups, learners group items and talk about them using more than one conjunction as individuals, Learners contrast objects or people in the class room using 'but' in pairs/small groups	Realia charts	.Observation 2.Oral questions	
	2		Conjunctions 'and' 'but' 'because	By the end of the sub strand, the learner should be able to use conjunction 'but' to talk about nutrition and diseases	Why is it important to have a healthy diet?	In groups, learners group items and talk about them using more than one conjunction as individuals, Learners contrast objects or people in the class room using 'but' in pairs/small groups	Realia charts	.Observation 2.Oral questions	

	3		Conjunctions 'and' 'but' 'because'	By the end of the sub strand, the learner should be able to use conjunction 'because' to talk about nutrition and diseases	Why is it important to have a healthy diet?	In groups, learners group items and talk about them using more than one conjunction as individuals, Learners contrast objects or people in the class room using 'but' in pairs/small groups	Realia charts	.Observation 2.Oral questions	
13 \$ 14		CAT		CAT	CAT	CAT	CAT		