ENGLISH LANGUAGE SYLLABUS FOR

LOWER PRIMARY (P1-P3)

Second Edition

KIGALI, 2026

Experimental version

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FOREWORD

The Rwanda Basic Education Board (REB) is honoured to present the second edition of the Lower Primary English Syllabus (P1–P3). This syllabus provides an official guide for the implementation of competence-based teaching and learning, ensuring coherence and quality in English education across the country. It reflects Rwanda's commitment to developing learners' knowledge, skills, values, and positive attitudes.

Aligned with Rwanda Vision 2050 and the National Strategy for Transformation (NST2), the syllabus promotes learner-centred pedagogy, active learning, critical thinking, creativity, inclusiveness, and the practical application of knowledge. It aims to equip learners with relevant competencies and values that enable them to succeed academically, participate responsibly in society, and contribute to Rwanda's development.

The successful implementation of this syllabus depends on the commitment and professionalism of teachers and school leaders. REB therefore calls upon all educators to embrace the recommended teaching, learning, and assessment approaches and to create inclusive, engaging classrooms that nurture curiosity, creativity, confidence, and lifelong learning.

On behalf of REB, I extend my sincere appreciation to all subject specialists, educators, curriculum developers, and other stakeholders who contributed to the development of this syllabus. Together, we can strengthen the quality of English education and ensure that every learner develops the competencies needed to contribute meaningfully to Rwanda's future.

Dr. MBARUSHIMANA Nelson

Director General, REB

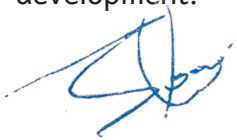
ACKNOWLEDGEMENT

The development of this syllabus has been a collective effort that reflects the dedication, expertise, and commitment of many stakeholders. On behalf of the Curriculum, Teaching and Learning Resources Department of the Rwanda Basic Education Board (REB), I wish to express my deepest appreciation to all who contributed to the successful preparation of this Lower Primary English syllabus (P1–P3).

Special thanks go to the subject experts, curriculum developers, teachers, and education partners whose insights, feedback, and professional contributions have been invaluable in shaping this syllabus. Your collaboration has ensured that the syllabus is not only aligned with Rwanda's Competence-Based Curriculum but also responsive to the aspirations of Vision 2050 and the National Strategy for Transformation (NST2).

We also acknowledge the invaluable support of development partners and education stakeholders who have consistently provided technical assistance in curriculum adaptation. Your partnership has greatly contributed to strengthening the quality of Rwanda's education system.

Finally, we call upon teachers, school leaders, and all education practitioners to use this syllabus with commitment and professionalism, ensuring that classrooms become vibrant learning environments that nurture knowledge, skills, values, and positive attitudes among learners. Through your dedication, this syllabus will fulfil its purpose of empowering learners to realize their full potential and contribute meaningfully to Rwanda's sustainable development.



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1. INTRODUCTION

1.1. Background to syllabus adaptation

The adaptation of the English syllabus for lower primary reflects Rwanda's ongoing commitment to strengthening the Competence-Based Curriculum (CBC), first rolled out in 2015. Continuous feedback from teachers, school leaders, and education partners highlighted the need for improvements in content delivery, time allocation, and responsiveness to learner needs.

This second edition incorporates the Ministerial directive to harmonize school hours to five per day, 33 weeks of learning and 6 week of revision and assessment annually and ensures greater coherence, inclusiveness, and alignment with national priorities such as *Vision 2050* and the *National Strategy for Transformation (NST2)*, which emphasize a knowledge-based economy, responsible citizenship, and sustainable development.

Through this subject, pupils acquire knowledge, skills, attitudes, and values that prepare them to address real-life challenges, make sound judgments, and grow into responsible, productive citizens.

2. TEACHING AND LEARNING ENGLISH

2.1. Rationale

English is a global language of education, information, trade, diplomacy, science, technology, the internet, and travel. It is the international common tongue and the most widely learned foreign language in the world. In Rwanda—an English-speaking nation, and a member of both the East African Community and the Commonwealth—English serves as the language of instruction and a vital link to regional and global communities. Mastery of English at the upper primary level is essential not only for enhancing learning across the curriculum but also for

preparing learners to communicate effectively in diverse national and international contexts.

The current English curriculum is competence-based, focusing on developing the whole learner by equipping them with strong oral, reading, and writing skills, alongside critical thinking, collaboration, and positive attitudes. Learning activities are designed to move beyond mere language knowledge, enabling pupils to use English to reason, express themselves, and solve problems in varied real-life situations. This approach ensures that learners can compete favourably, participate fully in East Africa and the wider global community, and achieve higher levels of learning achievement.

2.1.1. English and society

Communication lies at the heart of every development trend in any country, and this is especially true for Rwanda. Learning English will not only help pupils succeed in their examinations but will also equip them with skills that will enable them, after school, to conduct business effectively and seize opportunities both locally and internationally, particularly in contexts where English proficiency is a key requirement.

For this reason, English is taught as a subject from nursery through to university and is fully used as the language of instruction from Primary level onwards. At lower primary level, pupils are expected to build on the solid language foundation acquired in pre-primary education.

Before English was adopted as both an official language and the language of instruction in Rwandan schools, Rwandans faced challenges in engaging effectively, conducting business, and fully benefiting from opportunities in East Africa, the Commonwealth, and the wider English-speaking world. The introduction of English in Rwanda addresses these challenges and opens up broader social, academic, and economic prospects for learners.

2.1.2. English and the Pupils

English is essential for pupils at this level as it enables them to progress and succeed in other subjects at higher levels of education, since it serves as the medium of instruction from primary school onwards. As one of Rwanda's official languages, English also equips pupils with the skills needed to participate effectively in business and

professional settings within the country.

As a member of the East African Community and the Commonwealth, Rwanda offers opportunities through these political and economic alliances. Mastery of English allows students to take advantage of these opportunities and to remain competitive in the job market.

Furthermore, English is a global language, particularly in the fields of science and technology. Students with higher educational aspirations will benefit greatly from learning English, as it opens doors to educational opportunities abroad and access to a vast range of international knowledge and resources.

2.2. Competences

A competence is the ability to use an appropriate combination of knowledge, skills, attitudes, values, and behaviours to accomplish a task successfully. In this syllabus, competences reflect a holistic blend of these elements, enabling learners to apply them confidently and appropriately in diverse real-life situations.

By acquiring these competences, learners become better equipped to handle challenges, make informed decisions, act responsibly, and contribute positively as active members of society. The competences are embedded in the broad subject competences, yearly objectives, and unit-specific learning comptencies. Both generic competences and basic competences must be emphasized and consistently reflected in the teaching and learning process.

Teachers are encouraged to design learning experiences that engage learners in meaningful tasks, allowing them to practice and demonstrate competences both during and at the end of the learning process.

2.2.1. Generic competences

- **Critical and problem-solving skills:** Learners develop the ability to think broadly and objectively, evaluate their causes and consequences, and suggest peaceful and practical solutions that contribute to harmony and sustainable living in their communities.

- **Creativity and innovation:** The acquisition of such skills will help learners to take the initiative and use imagination beyond the knowledge provided, to generate new ideas and construct new concepts.
- **Research**: This will help learners acquire the ability to gather, analyze, and interpret information from a variety of sources, including community elders, English texts, and cultural traditions. This competence enables them to solve problems related to morality, cultural values, technologies, and everyday behaviors based on informed and ethical principles.
- **Communication in official languages:** Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction. This will help learners develop the capacity to communicate clearly, confidently, and respectfully in both spoken and written forms. By using appropriate vocabulary and structures in social, economic, political, religious, and cultural contexts, they engage in meaningful dialogue, debates, and discussions that promote coherent and logical exchange of ideas.
- **Cooperation, interpersonal management and life skills:** This competence helps learners to work collaboratively with others, respect diverse opinions, and demonstrate empathy in group tasks. It also cultivates positive moral values, responsibility, and participation in practical activities such as environmental protection, health promotion, community service and responding creatively to the variety of challenges encountered in life.
- **Lifelong learning**: Learners cultivate curiosity and adaptability by linking classroom knowledge to real-life experiences. This equips them with the ability to update knowledge and skills independently, cope with evolving societal needs, and pursue personal growth and continuous development.

2.2.2. Broad English syllabus competences

The syllabus competences listed below describe the educational purposes of a course based on this syllabus. They outline the educational context in which the syllabus content should be viewed. These competences are the same

for all pupils and are not listed in order of priority. Some of these competences may be delivered by the use of suitable local, international or historical examples and applications, or through collaborative experimental work.

By the end of lower primary, pupils should be able to:

- Participate in simple to extended dialogues, role-plays, and everyday conversations using polite expressions, appropriate greetings, and social language.
- Listen attentively to stories, instructions, and conversations and respond accurately through actions, answers, or follow-up questions.
- Form and respond to questions about personal information, routines, preferences, events, and locations using correct sentence patterns.
- Use familiar vocabulary and appropriate structures to describe actions, people, animals, places, and daily or past events.
- Write short, complete sentences using correct spelling, punctuation, and grammar to express ideas clearly.
- Recognize, pronounce, and spell high-frequency words to build decoding and encoding skills.
- Show confidence, respect, collaboration, and enthusiasm during language use in group discussions, storytelling, songs, games, and classroom tasks.

2.2.3. English and developing competences

National policies highlight the need to develop competences that foster higher-order thinking and guide learners to become responsible, virtuous, and engaged citizens. These competences are built through interactive activities such as discussions, group work, presentations, role-plays, case studies, and practical problem-solving.

Through English, learners acquire critical thinking, analytical skills, observation, research, communication, interpersonal awareness, intercultural understanding, and cooperation. These skills enable them to navigate

challenges, participate responsibly in society, and express ideas, argue, and debate logically and respectfully.

3. PEDAGOGICAL APPROACH

The pedagogical approach in English under the CBC emphasizes learner-centered, participatory, and inclusive methods that develop knowledge, skills, values, and competences for responsible citizenship. Teaching is interactive and active, engaging learners through debates, discussions, role-plays, storytelling, field visits, projects, research, case studies, and reflective activities. These approaches ensure that learning is enjoyable, personalized, and connected to real-life situations, while also fostering critical thinking, moral reasoning, and problem-solving.

3.1. Role of the teacher

Teachers serve as facilitators and guides, moving away from rote instruction. They organize learners individually, in pairs, or in groups, and design purposeful tasks that foster inquiry, collaboration, creativity, and autonomy. Instruction follows principles of progression—moving from simple to complex, concrete to abstract, and from learners' everyday language use to broader knowledge of grammar, vocabulary, and communication skills. Teachers integrate cross-cutting issues such as peace, gender equality, environmental conservation, health, and cultural values through reading, writing, speaking, and listening. English instruction embraces inclusivity by using varied texts and contexts, encouraging respect for perspectives, and fostering language as a tool for expression, critical thinking, and inter-cultural understanding.

3.2. Role of the learner

Learners are active participants and co-creators of knowledge. They engage in inquiry, discussions, debates, role-plays, and collaborative tasks. By linking personal experiences, social realities, and language use, they build creativity, communication, and critical thinking. These activities foster respect for diversity and equip learners to apply English effectively in academics, daily life, and wider society.

3.3. Inclusive and Special Needs Education

In line with Rwanda's inclusive education policy, all learners regardless of ability have the right to access quality education. Teachers adapt teaching methods, materials, and assessment strategies to meet diverse needs, including those of learners with disabilities. Differentiated instruction, assistive technologies, peer support, and individualized approaches are used to ensure equitable participation and achievement of learning outcomes. This inclusive approach recognizes learners' varied paces, experiences, and abilities, creating an environment where every learner can thrive.

4. Assessment Approach

Assessment within the CBC is a fundamental component of the teaching and learning process. It is designed to evaluate learners' progress across knowledge, skills, attitudes, and values, while simultaneously supporting continuous learning and development. Unlike traditional models, CBC assessment emphasizes real-life problem-solving, requiring learners to apply acquired competences to complex, everyday situations.

Assessment entails the systematic collection and interpretation of evidence to measure learner performance against established standards. Beyond measuring achievement, it informs instructional improvement and provides constructive feedback to learners, parents, and educators, thereby fostering accountability and guiding educational decision-making.

4.1. Levels of assessment across terms and national examinations

To provide a comprehensive picture of learner achievement and development, assessment is conducted at multiple levels:

i) **Diagnostic**: Conducted before instruction to identify learners' prior knowledge and skills; administered at the beginning of a unit or lesson to guide teaching.

ii) **Formative / Continuous**: Carried out during the learning process to track progress and provide feedback; implemented continuously through quizzes, projects, class activities, and teacher observations.

iii) **Summative assessment:**

- End Term I: Administered after instruction to evaluate learners' achievement of Term I content; conducted at the end of the first term as a school-based assessment.
- End Term II: District-coordinated assessment designed to measure achievement of Term II content; developed by schools and quality-checked at district level.
- End Term III: National assessment to evaluate mastery of the entire year's content; prepared, set, and moderated by NESA at the end of the third term.
- National Examinations (NESA): High-stakes assessments for certification, selection, and accountability; administered nationally at the end of key education cycles (P6, S3, S6) under NESA's authority. This examination integrates objective questions, structured responses, and applied tasks aligned with CBC principles to holistically measure learner achievement.

Average scores from school, district, and comprehensive summative assessments will be weighted and included in the final national examination grading, initially contributing **10%**, with the percentage gradually increasing as teachers gain experience and confidence in assessment practices.

4.2. Record keeping

Accurate record keeping is essential for monitoring learner progress and informing instructional decisions. Teachers use tools such as portfolios, checklists, and report books to collect evidence of learning. Portfolios include samples of learners' work, test results, projects, and self-reflections, serving as both a record of achievement and a diagnostic tool for guiding remedial action. These records provide data for feedback to learners, teachers, and parents, and contribute to final evaluations.

4.3. Item writing in summative assessment

Summative assessment items must be valid, fair, reliable, and aligned with CBC principles. They should test a range of competencies, including knowledge recall, application, analysis, and values integration, while reflecting real-life contexts. Item writers follow a structured process that involves:

- Identify topic areas to be tested from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Preparing a test blueprint or table of specifications;
- Using verbs that require higher-order thinking beyond memorization;
- Applying transparent and consistent marking schemes.
- Greater weight is given to higher-order cognitive skills as stated in the syllabus.

4.4. Structure and format of assessment for English Language:

Assessment of English in lower primary will be simple, continuous, and skill-based. It will focus on checking how well pupils are building the basic skills of **listening, speaking, reading, and writing** step by step. The aim will be to guide learning, not to rank pupils.

Main areas of assessment:

1. **Letter and sound knowledge**: Pupils recognize letter names and produce the correct sounds.
   - *Example task:*
     - Show the letter "m" and ask the pupil to say the sound /m/ and its letter name.
     - Show the letter "b" and ask the pupil to say its sound /b/ and its letter name.
2. **Sound awareness**: Pupils blend sounds to make words and break words into parts.
   - *Example task:*
     - Teacher says /c/ – /a/ – /t/; pupil blends and says cat.
     - Ask pupil to clap for each syllable in ba-na-na (3 claps).
3. **Word reading and decoding**: Pupils read common words and use sounds to read new words.
   - *Example task:* Pupil reads words like *book, dog, sun.*
4. **Oral reading and comprehension**: Pupils read short texts aloud with accuracy and answer simple questions to show understanding.
   - *Example task:* Pupil reads*: "This is a cat. It is black."* Question*: What colour is the cat?*

5. **Listening comprehension**: Pupils listen to short stories or instructions and respond to questions.
    - *Example task:* Teacher reads: *"Mary has a red bag." Question: What colour is Mary's bag?*
6. **Vocabulary and spelling**: Pupils understand and use basic words, and spell them correctly.
    - *Example task: Show a picture of a chair; pupil names it. Say the word sun; pupil writes it.*
7. **Speaking**: Pupils communicate using short, clear sentences in simple conversations.
    - *Example task:* Teacher asks: *"What is your name?"* Pupil answers: *"My name is ..."*
8. **Early writing**: Pupils write letters, words, and short sentences neatly and meaningfully.
    - *Example task:* Ask pupils to copy*: "I like my bag."* Show a picture of a dog and ask them to write*: "This is a dog."*

4.5. Reporting to parents

Regular communication with parents is an essential component of the CBC. This is achieved through progress reports, parent–teacher meetings, and school community activities. Since the CBC emphasizes a wide range of learning outcomes: knowledge, skills, attitudes, and competences—a single mark is insufficient to capture learner progress. Effective reporting should highlight areas where learners are excelling as well as those requiring improvement. Using descriptive feedback or simple rating scales (e.g., meeting expectations very well, meeting expectations, not meeting expectations) across knowledge, subject-specific skills, and competences provides a clearer and more comprehensive picture than numerical grades alone. This approach fosters meaningful parental involvement and supports learners' continued growth.

5. RESOURCES

The effective implementation of the English syllabus requires the provision and utilization of appropriate resources. These resources include both teaching and learning materials and qualified human personnel, without which the delivery of the syllabus would be ineffective.

5.1. Materials needed for implementation

Teaching and learning of English are presented in context to give pupils meaningful opportunities to practice the language. Effective implementation of this curriculum requires a variety of teaching and learning materials. These include: pupil work books, teacher read aloud storybooks, textbooks, teachers' guides, audio-visual resources, charts, flashcards, real objects, maps, pictures, graded readers, and supplementary reading materials. ICT tools such as language learning software, videos, and digital dictionaries can also enhance learning. To cover all language skills, teachers should use materials that support listening (audio recordings, songs, dialogues), speaking (role-play materials, conversation cards), reading (graded texts, storybooks), writing (workbooks, writing prompts), grammar and vocabulary (posters, word cards, games), and sounds/spelling (phonics charts, letter-sound cards). The careful use of these resources ensures that pupils engage actively with all components of English and develop balanced language competence.

5.2. Human Resource

The successful implementation of this syllabus relies heavily on qualified, competent, and motivated human resources. The following are key personnel required:

- **Teachers:** Professional and well-trained teachers with subject expertise and strong pedagogical skills in learner-centered, participatory, and inclusive methods. Teachers should model integrity, tolerance, respect, and responsibility, and apply effective assessment strategies.

- **Community resource persons:** cultural leaders, and professionals from different sectors who can be invited as guest speakers, mentors, or facilitators to enrich classroom learning with practical, authentic perspectives and contextual insights.
- **Parents and guardians:** Partners in education who provide moral support, monitor learner progress, and collaborate with teachers to reinforce values, attitudes, and competences at home, thereby ensuring holistic learner development.

Effective collaboration among these stakeholders fosters an enabling learning environment, equipping learners not only with academic knowledge but also with values and competences required for responsible citizenship, ethical conduct, and social harmony.

5.3. Skills Required for the English teachers

Effective teaching of English requires teachers to possess a broad set of professional, pedagogical, and interpersonal skills. These competencies enable them to deliver accurate subject content, promote values and attitudes, and foster holistic learner development in line with the Competence-Based Curriculum. The essential skills include:

A) Subject matter expertise

- Strong mastery of English, ethics, and cultural practices to ensure accurate and comprehensive content delivery.
- Ability to make meaningful connections between English and other disciplines, linking classroom learning to real-life contexts.

B) Pedagogical and instructional skills

- Capacity to design and implement learner-centered, participatory, and inclusive lessons using debates, role-plays, storytelling, projects, and discussions.

- Competence in integrating cross-cutting issues such as peace, gender, human rights, and environmental sustainability.
- Creativity and innovation in developing and applying diverse teaching resources, including ICT tools, realia, and community-based materials.
- Ability to adjust instruction to learners' levels, ensuring inclusivity and engagement for all.

C) Assessment skills

- Proficiency in designing and applying formative and summative assessments aligned with curriculum competencies.
- Effective use of rubrics, portfolios, checklists, and performance tasks to monitor knowledge, skills, and values acquisition.
- Skill in giving constructive feedback that motivates learners and guides improvement.

D) Classroom management and facilitation

- Ability to establish a respectful, safe, and inclusive learning environment that promotes tolerance and values diversity.
- Proficiency in managing group work, discussions, and collaborative learning activities.
- Sensitivity and neutrality in addressing religious, ethical, and cultural issues.

E) Communication and interpersonal skills

- Strong oral and written communication to simplify complex ideas, stimulate dialogue, and foster critical reflection.
- Active listening and empathy to respond effectively to learners' academic and personal needs.

- Collaboration with colleagues, parents, school leaders, and community stakeholders to support holistic learner growth.

F) Guidance and counseling skills

- Ability to provide moral, spiritual, and emotional guidance to learners, supporting their ethical development and social well-being.
- Demonstrating passion, impartiality, and genuine care for children in the teaching and learning process.

G) Professional and ethical competence

- Commitment to continuous professional development through reflective practice, training, and peer collaboration.
- Integrity, impartiality, and ethical conduct, serving as a role model for learners.
- Capacity to balance academic instruction with the cultivation of values and responsible citizenship.

H) Research and innovation skills

- Engagement in reflective practice and classroom-based research to improve teaching and learning.
- Adaptation of innovative approaches and ICT tools to enhance learner participation.
- Ability to contextualize global knowledge within Rwanda's socio-cultural environment.

6. SYLLABUS UNITS

6.1. Presentation of the structure of the syllabus

The English syllabus is designed as a single, integrated syllabus implemented uniformly across all grades. Its structure follows a logical progression that ensures clarity, consistency, and alignment with the Competence-Based Curriculum approach.

At each grade level, the syllabus is organized into two main topic areas: **oral communication** and **written communication**, which apply across all levels of education. English is taught through different contexts and situations, which are presented as learning units.

Every unit is characterized by the following features:

1. **Alignment with Lessons**: Each unit corresponds to a specified number of lessons, ensuring effective time allocation and instructional planning.
2. **Key Unit Competence**: Every unit is built around a *Key Unit Competence* that guides all teaching and learning activities. This competence represents the overall learning goal to be achieved by both teacher and learners.
3. **Learning Objectives**: Each key unit competence is translated into specific learning objectives, categorized as follows:
    - **Type I (Knowledge and Understanding):** Focused on foundational knowledge and comprehension, often referred to as *Lower Order Thinking Skills (LOTS).*
    - **Type II and Type III (Skills, Attitudes, and Values):** Aimed at developing practical skills, critical thinking, ethical values, and positive attitudes. These objectives, known as *Higher Order Thinking Skills (HOTS),* form the core focus of the adapted Competence-Based Curriculum.
4. **Content Specification:** Each unit outlines the scope of content to be taught and learned, ensuring that teachers and learners work within the boundaries set by the stated learning objectives.

6.2. English Syllabus for Primary one

6.2.1. Key competences at the end of P1

At the end of P1, the learner should be able to:

- Understand and orally respond appropriately to simple spoken English related to familiar themes and everyday situations.
- Communicate orally using familiar vocabulary and simple expressions for greetings, introductions, people, objects, actions, routines and preferences.
- Follow simple classroom instructions, ask and answer basic questions, and participate appropriately in short conversations.
- Listen attentively to theme-based read-aloud stories and respond to related listening comprehension questions.
- Participate actively in songs, rhymes, role-plays, action games and oral storytelling activities.
- Demonstrate phonological awareness by recognizing and producing sounds, syllables and beginning sounds in spoken words.
- Say the alphabet song and associate letter names with their corresponding written forms.
- Write letters of English alphabet in both small and capital cases building from what they already know in Kinyarwanda.

6.2.2. P1 English Syllabus Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English	**UNIT 1: WELCOME TO THE CLASSROOM**			**Periods: 20**
Key unit competence: Pupils communicate appropriately through greetings, introductions and classroom routines, and respond meaningfully to theme-based read-aloud stories and songs.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Recognize basic greetings phrases such as Good morning, Good afternoon through listening. Demonstrate understanding of self-introduction phrases ("My name is...")	– Listen and speak in the context of greeting in a school – Identify greetings represented in pictures. – Practise simple dialogues using greetings.	Show respect when greeting teachers and classmates. Display politeness in classroom conversations (*e.g., saying thank you*).	**Listening Comprehension and vocabulary:** ***Greeting children in the classroom:*** *Good morning, good afternoon, good evening, hello, how are you? I am fine, thank you.*	Greet pupils in class and let them respond appropriately. (*Good morning, children! Good morning, teacher!*) Pupils practice greeting one another. (*Hello! How are you? I am fine, thank you.*) Pupils introduce themselves to their colleagues (*Hello. My name is Keza. What is your name?*)

Recognize the language to use while introducing others (This is my friend. Her name is Gatesi. She is my friend) Recognize and respond to simple classroom instructions (stand up, sit down) Sing songs to practise pronunciation.	– Listen and speak in the context of introducing oneself and others at school. – Listen, speak and do actions in the context of receiving and responding to instructions (Stand up, sit down) – Take turns when introducing themselves and listening to others. – Sing songs on the themes	Follow classroom rules and instructions from the teacher. Cooperate with others during group or pair activities. Demonstrate a positive attitude toward participating in classroom routines.	– Introducing oneself: My name is Felix. I am Felix. What is your name? – Introducing others: This is Felix. He is Felix. His name is Felix. He is my friend. Who is this?/ Possessives: my, his, her, - This is, I am, she is/ Demonstratives (This/That) – Giving and responding to instructions : Stand up, sit down, clap, listen carefully, look, repeat, speak, sing, etc. **Key words and phrases:** **Greetings**: Good morning, Good afternoon, Good evening, Hello, how are you?	Pupils introduce one another. (*This is my friend. His name is Peter.*) Role-play & dialogue on greetings and introductions (*e.g: Pupil A: "Hello, my name is Keza." Pupil B: "I am John."*) Match greetings with times of day (*e.g: "Point to the picture of when we say good evening"*) Practice classroom instructions (*e.g: Teacher says "sit down," "stand up," "Clap your hands," learners clap. / e.g: Teacher says "Point to the window," learners do so*)

			Introductions: My name is..., What is your name? **Classroom instructions:** Stand up, sit down, clap, stamp, point, listen, sing... **Pronouns:** I, you, he, she, they, we **Phonological Awareness:** Count the words in familiar songs and sentences. Clap for each word.	Listen to stories about greetings, introducing one another and classroom instructions. Learners respond to comprehension questions and orally create simple sentences with new words from the story.
Links to other subjects: *Social Studies (self and others), Kinyarwanda (different greetings depending on the time in a day, same as in English)*				
Assessment criteria**:** *Can greet and introduce themselves and other appropriately, follow and respond to instructions correctly, match common greetings to the appropriate time of day and count words in familiar songs and sentences.*				
Materials: *Flash cards, wall charts, pictures, read aloud stories and pupil books*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		**UNIT 2: CLASSROOM OBJECTS**		**Periods: 15**
Key unit competence: Pupils communicate appropriately about classroom objects, and respond meaningfully to theme-based read-aloud stories and songs.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Differentiate between singular and plural forms (book/books) Identify color of classroom objects Formulate simple questions using "What is this/ that?"	– Listening to and speaking using words in relation to classroom objects. – Name/ identify classroom objects based on their descriptions	Appreciate and care for classroom resources. Respect others' belongings by identifying and naming them properly. Be proud of keeping their materials organized	**Listening Comprehension and Vocabulary:** **Describing classroom objects:** What is this? What is that? (Pointing to classroom objects) This is a pen/these are books/ It is a school bag?	**Language structure** Questions with ''what'' **Describing colours:** What colour is this? Red, blue, yellow, green, black, white, orange – This is a red pen. What colour is this? These are red pens. It is blue. Is it blue? Role play dialogue using classroom objects and possessions.

Understanding the language to use while describing classroom objects and their colours Sing songs to practice using English language sounds. Recognize that words in a spoken sentence have endings, are separated by spaces, and can be counted.	– Classify objects by color (blue pen, yellow ruler) – Listen to items, read out to them and show understanding by possessives orally. – Identify English language sounds through songs. – Sing songs on the themes	Work cooperatively in sorting or identifying classroom items. Participate actively in oral colour games and object-naming tasks. Show curiosity and interest in their classroom environment.	Plurals/plural: *This is, these are, it is, what is this?* ***Talking about possession:*** *My, your, his, her (my pen, her notebook)* **Key words and phrases:** **Objects:** Desk, chair, blackboard, pencil, book, cupboard, ruler **Colours:** Red, blue, yellow, green, black, white, orange	Classify different objects in the classroom based on their colours. Match classroom objects with names (*e.g: Point to the picture of a desk .* Match objects with colours (e.g: Red pen → red circle.) Point to and name classroom objects (*e.g: Learners point to the chalkboard and say "blackboard."*) Play Odd One Out e.g. put three things together, two are yellow one is blue, pupils then determine which is the odd one out? Use "this is / that is" to identify objects (*e.g: "This is a book." "That is a window."*) Say the correct object names (*e.g: Learners are able to identify a"ruler, chair, pen.")*

	– Point or represent words in a memorized sentence using the spaces between them.		**Questions:** What is this? What is that? What colour is this? **Possession:** My, your, his, her, our, their. **Phonological Awareness:** Count the words in a sentence or song.	*Sing a song about classroom objects.* *Listen to simple sentences from Classroom objects or color song, rhyme. Repeat the sentence as you count words in each.* Place one object per word or clap hands per word spoken in a rhyme. Listen to the story about classroom objects, colors and possessions, respond to comprehension questions and orally create simple sentences with new words from the story.
Links to other subjects: *Social studies and SET, Kinyarwanda*				
Assessment criteria: *Can name and orally describe classroom objects and their colours, use demonstratives like this is and that is, talk about possessions in relation to classroom objects (Eg: my pen, your notebooks) and speak clearly when describing items; can count words in familiar songs and sentences.*				
Materials: *Flashcards, picture books, pictures, photographs, wall charts, coloured chalk/pens and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		**UNIT 3: PEOPLE AT HOME AND AT SCHOOL**		**Periods: 15**
Key unit competence: Pupils communicate appropriately about people at home and at school, and respond meaningfully to theme-based read-aloud stories.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Learn about names of family members and their relationships Construct simple sentences orally about family ("This is my father") State ages using "I am…years old"	– Listen and pronounce some high frequency words: this is, that is, I am, he is, she is etc. – Point to, name family members, and name family relationships. Name people in school.	Express love and respect for their family members. Demonstrate care when talking about others. Value roles of parents, siblings, and teachers. Be proud of their family identity.	**Listening comprehension and vocabulary:** **Introducing family members** – This is my/her/ his father, mother, sister, brother. Who is this? Who is he/ she/they? – These are my sisters. I have 2 sisters. Their names are Mutesi and Keza.	Make a family tree using pictures and photos/word cards. Look and say family members' names *(e.g: Picture of mother → say "This is my mother.")* *Match family members to pictures (e.g: Point to the picture of father)* Ask and answer questions about age *(e.g: "How old are you?" → "I am six years old.")*

Identify school personnel and their roles Ask and answer simple questions about family and people at school Recognize that words in a spoken sentence have endings, are separated by spaces, and can be counted.	– Listen to stories read out aloud, identify the names of family relationships and their age – Point or represent words in a memorized sentence using the spaces between them.	Show respect for school staff and colleagues at school. Practice polite interaction when speaking about others.	**Describing people in school** Who is this? This is a teacher. He is my teacher. She is the head teacher. These are my friends/colleagues **Talking about people's age** How old are you? How old is she? I am 10. She is ten years old **Key words and phrases:** **Family members:** Father, mother, brother, sister **School people:** Teacher, head teacher, friends **Questions:** Who is this? Who is that? How old are you?	Sing the family song *(e.g: "This is my mother, this is my father...")* Practice saying numbers *(Count from 1 to 10 aloud.)* Describe pictures using simple sentences *("This is my brother. He is nine years old.")* Role-play introducing family members *Recite rhymes to practice counting words in sentences.*

			Numbers: 1–30 (for age) **Phonological Awareness:** Count the syllables in 2 or 3 syllable words.	*Listen to stories about family members, people at school and their age. Learners respond to related comprehension questions*
Links to other subjects: *Social Studies: family and age.*				
Assessment criteria: *Can name family members correctly, ask and answer questions about name and age, introduce family members in full sentences, pronounce related vocabulary accurately; can count syllabes in 2 or 3 syllabe words.*				
Materials: *Charts, flash cards, photographs, family photographs, drawings, drawing paper, pens and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION		
P1 English	**UNIT 4: CLOTHES AND PARTS OF MY BODY**	**Periods: 15**

Key unit competence: Pupils communicate appropriately about clothes and parts of the body, and respond meaningfully to theme-based read-aloud stories.

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Recognize and name different items of clothing. Understand the concept of *he is wearing / she is wearing.* Identify and describe parts of the body.	– Listen to the names of clothes and parts of the body and repeat them after the teacher. – Look and say the parts of the body. – Repeat after the teacher the names of clothes and colours.	Demonstrate respect for their own and others' bodies. Take care of personal hygiene and clothing. Show confidence when identifying their body parts.	**Listening Comprehension and vocabulary:** **Describing parts of my body** – Head, eyes, ears, nose, mouth, etc. – This is my head. These are my arms. These are her/his legs. – This, these.	Name body parts and clothes. Point to body parts and name them (*"This is my hand. These are my ears."*) Match spoken words to body part pictures (*Point to the picture of a leg.*) Act out body actions (*e.g., clap, stamp*) Sing and act out "*Head, Shoulders, Knees and Toes*"

Follow instructions involving body movements Know that spoken words can be divided into syllables Learn the alphabet song	Match clothing items with their colours Associate body parts with actions (clap hands, stamp feet) Describe what someone is wearing Follow directions during action songs and games. Repeat words while clapping or feeling the syllables in words	Appreciate cleanliness and neat dressing. Respect individual differences in appearance.	**Describing clothes** – Red shirt, long dress **Describing what people are wearing** – He is wearing a shirt. She is wearing a blue skirt. **Key words and phrases:** Body parts: Eyes, ears, nose, mouth, hands, feet, legs, arms **Clothes:** Shirt, dress, trousers, skirt, shoes, socks, hat **Actions:** Wear, clap, stamp **Descriptions:** Colours + clothing (*e.g., "blue shirt"*)	Match clothes with body parts (*Trousers go on legs. Shirt goes on body.*) Use "he/she is wearing" in sentences (*"He is wearing a blue shirt."*) In pairs and groups, ask about and name body parts and clothes. Learn and sing the alphabet song (*ABC song*) in parts and sing along with the teacher while pointing to the alphabet chart

	Sing the alphabet song		**Phonological Awareness:** Count syllables in words **Alphabetic Awareness:** The ABC song to learn letter names.	*Count syllabes in words.* Listen to stories about body parts and clothes. Learners respond to related comprehension questions and orally create simple sentences with new words from the story
Links to other subjects: *SET (body parts and clothing); Kinyarwanda (oral syllable segmentation)*				
Assessment criteria*: can identify and name body parts, describe clothing, match items to body parts, perform actions and sing body-themed song, can count syllabes in words.*				
Materials: *Wall charts, pictures, flash cards, photographs, drawing paper, coloured chalk/pens, pupil book and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English	**UNIT 5: COUNTING AND LOCATING OBJECTS**			**Periods: 20**
Key unit competence: Pupils communicate appropriately about counting and locating objects, respond meaningfully to theme-based read-aloud stories, and Recognize, read and write the letter *a* and its corresponding short sound.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Use possessive forms (*"Mary's book"*) Identify prepositions to describe locations (*on, under, in, behind, in front of)* Ask and answer quantity questions (*"How many...?" and whose..*)	Point to and locate items using spatial terms. Count and report quantities of objects. Ask and answer questions using whose, how many, and where.	Respect others' belongings. Demonstrate responsibility for personal items. Show honesty when identifying ownership. Appreciate order and cleanliness in the classroom.	**Listening Comprehension and vocabulary:** **Identifying places** (on, under, behind, etc.) **Describing positions:** (Where is it?) – Where is my book? My book is on the table	Draw pictures showing the position and number of objects and talk about them in groups. Listen to and role play a short, simple dialogue about locating classroom objects Match spoken words with pictures (*Point to the picture of the pen.*) Use spatial prepositions (in, on, under, behind, in front of)

Respond appropriately to yes/no questions Identify ownership of objects Distinguish between singular and plural items. Recognize ownership using possessive nouns (*Mary's book*). Know that spoken words can be divided into syllables	Match items to owners (*e.g., This is John's pen.*). Play interactive question-and-answer games. Clap and identify the number of syllables in a spoken word. Sing the alphabet song. Say the name of the letter *a*.	Cooperate during peer games and Q&A sessions. Value the use and care of school property. **Prepositions:** On, under, in, behind, in front of. **Questions:** Where is…? Whose… is this? **Possession:** Mine, yours, his, hers, ours, theirs,…	**Describing numbers:** **How many…?** How many cups are on the table? There are five cups on the table. **Yes or No:** – Is there a green ball on the table? No, there is a blue cup on the table. – Are there four books under the desk? Yes, there are four books under the desk. Key words and phrases: Objects: Notebook, pen, table, bag, pencil	("*Where is the ball?*" → "*The ball is under the table.*") Describe object positions ("*The bag is behind the chair.*") Say whose item it is (possessive nouns) ("*Whose pencil is this?*" → "*It is Mary's pencil.*") Ask and answer 'How many…?' ("*How many books are in the cupboard?*" → "*There are four books.*") Complete simple sentences describing pictures showing a number or place. Listen to and repeat sounds. Play a game in class by asking questions Whose book is this?

Sing the alphabet song. Know the name of letter *a* A Write the form of the letter *a* A			**Phonological awareness:** Syllable counting (fat=one syllable). **Alphabetic Awareness:** Alphabet (ABC) song; Say and write the letter *a* A.	It is Mary's book. Clap and identify the number of syllables in words. Read and write the letter *a*. Listen to stories about places, positions and numbers. Learners respond to related comprehension questions and orally create simple sentences with new words from the story
Links to other subjects: *Mathematics: numbers, and spatial representation. Kinyarwanda (oral syllable segmentation; alphabet; writing letters).*				
Assessment criteria: *Can identify belongings, describe object positions using prepositions, express ownership, ask/answer about possession; and can sing the alphabet song.*				
Materials: *Pictures, line drawings, flashcards, picture books, pupil book and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		**UNIT 6: HOME**		**Periods: 15**
Key unit competence: Pupils communicate appropriately about parts of a house, respond meaningfully to theme-based read-aloud stories, and Recognize, read and write the letter *a* and its corresponding short sound.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify the language to use while saying where you live. Identify parts of the home and rooms (*e.g., kitchen, bedroom*). Recognize household items found in different rooms.	Locate where their home is using prepositions of place. Describe their homes and rooms using simple sentences. Name household objects and which rooms they are located in.	Show care for household tools and equipment. Demonstrate responsibility in doing simple chores. Respect cleanliness and organisation at home. Express pride in their home and surroundings.	**Listening Comprehension and vocabulary:** ***Saying where you live:*** In town, in the village, near the market **Describing a house and its rooms: Sitting room, bed room, wash room, kitchen** – There are 3 rooms. How many rooms are there? Is there a living room?	In groups, pupils talk about their home, using oral support, e.g. sentence starters Name rooms and match with activities (*Kitchen → cooking; Bedroom → sleeping.*) Match pictures of household objects to the correct room (*Bed → bedroom; Fork → dining room.*)

Associate specific items with appropriate rooms. Recognize words (through pictures) related to home and household tools. Know that short spoken words in English are made up of sounds. Know letter names e, o Know how to write the letters e and o.	Sort items by room or function. Say letter names of letters: a,e, o Listen to short spoken words and identify the sounds heard. Read and write the letters a, e, o.		**Describing the content of rooms:** Where is the lamp? In the dining room there are six chairs. **Key words and phrases:** **Localities:** town, village, city, etc. **Rooms:** Sitting room, kitchen, bedroom, bathroom **Furniture:** Table, chair, bed, lamp, mosquito net **Prepositions of place:** in, under, behind, on, near, etc.	Pupils draw 'My Ideal Room' with favourite objects and colours Complete simple sentences orally about a home or a room using picture support. Listen and respond to household vocabulary (*Teacher says "chair," learners point to it and repeat.*) Describe where objects are in the home (*"The jug is on the table." "The chair is near the bed."*)

			Questions: Where do you live? What do you see? **Phonological awareness:** Identify the sounds at the beginning of spoken words **Alphabetic Awareness:** Alphabet (ABC) song Name and form letter a A and letter o O	Read and write the letters e E, o O. Listen to stories about places, positions and numbers. Learners respond to related comprehension questions and orally create simple sentences with new words from the story
Links to other subjects: *Social studies: homes, household objects; Kinyarwanda (alphabet; writing letters).*				
Assessment criteria: *Can identify home areas, describe rooms in their home using present tense, name home tools and where they are located in different rooms, practice home-related vocabulary, and describe item locations; can identify sounds at the beginning of spoken words.*				
Materials: *Photographs, pictures, flashcards, plans, realia, drawing paper, and pens*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		**UNIT 7: ANIMALS AT HOME**		**Periods: 15**
Key unit competence: Pupils communicate appropriately about animals at home, respond meaningfully to theme-based read-aloud stories, and recognize, read and write the target letters.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Name common domestic animals (*e.g., dog, cow, pig*). Identify the foods that animals eat. Describe animal sounds (*e.g., a cow moos*).	Match animals with their sounds and foods. Talk about animals using full sentences. Sing or chant animal sound patterns. Ask and answer questions about animal care.	Show care and love for animals. Respect all creatures and avoid cruelty. Express interest in animals and their well-being. Demonstrate empathy when talking about pets.	**Listening Comprehension and vocabulary:** ***Name domestic or home animals :*** Do you have animals at home? Yes, we have a cat.	Identify and name different animals at home. Say animal names (*"Cow, cat, hen".)* Using pictures, match animals with what they eat. (*Cow → grass; Dog → meat.)*

Understand basic animal needs (*food, care*). Know letter names u, r, k, b Know how to write the letters: i, u, r, k, and b.	Role-play talking making sounds of animals . Say letter names of letters: a, u, r, k, b	Value the contributions of animals (milk, eggs, security). Be kind when playing animal games or activities.	***The food that animals at home eat :*** – Our dog eats meat. What do goats eat? Goats eat grass. – Does your dog eat meat? What do rabbits eat? What sound does a cat make? What sound does a dog make? What sound does a cow make? A cat meows. , A dog barks. , A cow moos. **Key words and phrases:** **Animals:** Cow, dog, cat, rabbit, chicken, pig Animal sounds: Meow, bark, moo, cluck **Food for animals:** Grass, meat, maize, vegetables	Act out animal sounds ("*The cow moos." Pupils say "Moo!"*) Play games making animal sounds. Sing animal songs (*e.g. Old McDonald*). Listen to and identify sounds in spoken words. Copy the letters i and u, r, k, and b.

	Read and write the letters i I, u U, r R, kK and b B		**Questions:** What animals do you have at home? What do they eat? What sounds do they make? **Phonological awareness:** Listen to and identify sounds in spoken words. **Alphabetic Awareness:** Read and write letters: aA, eE, oO, uU, rR, kK, bB	Listen to stories about domestic animals (names, what they eat, sounds they make). Learners respond to related comprehension questions and orally create simple sentences with new words from the story
Links to other subjects: *Social studies and SET (domestic animals and animal food) Kinyarwanda (alphabet; writing letters).*				
Assessment criteria: *Can identify domestic animals, describe the food they eat and sounds they make, express preferences, match names to pictures, and imitate animal sounds. Can identify sounds at the beginning of spoken words.*				
Materials: *Charts, pictures of animals, photographs, flash cards, table on board, drawing paper, pens ,pupil book and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		**UNIT 8: WHAT WE DO EVERY DAY**		**Periods: 15**
Key unit competence: Pupils communicate appropriately about their daily routines, respond meaningfully to theme-based read-aloud stories, and recognise, read and write the target letters.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify daily routines (*e.g., wake up, brush teeth*). Describe morning routines ***(I wake up., I brush my teeth. I eat breakfast.)*** Recall time expressions.	Describe daily routines orally. Tell time using clocks or visuals. Sequence events in order (first, then, after that). Match pictures to correct routine actions. Tell the time orally.	Develop a sense of punctuality. Show responsibility in personal hygiene. Respect family and school time schedules.	**Listening Comprehension and vocabulary:** **Morning activities:** What do you do in the morning? – I get up in the morning and clean my teeth, shower, take breakfast, etc. Does she clean her teeth? Do you do your homework in the morning?	Listen to the teacher talking about daily routine or time and respond. Match actions to pictures (*"Brush teeth" matched to a child brushing.*) Put pictures of daily routines in order (*1. Wake up, 2. Wash body, 3. Eat breakfast.*)

Recognize clock parts (hour hand, minute hand). Understand sequencing of daily activities. Use correct time-related vocabulary. Recognize common action words related to hygiene and routine. Follow instructions about daily activities Know that short spoken words are made up of sounds.	Listen to poems or stories about routines. Listen to a text read aloud about activities they do every day Listen to words and identify the first sound in it.	Be consistent in performing daily tasks. **Be proud of** maintaining a healthy routine. Appreciate the importance of order and planning.	**Telling time:** **What time is it?** – What time is it? It is six o'clock, half past six, a quarter to/past six, five/ ten/twenty/twenty- five past/to six. **Daily routines:** What time do you wake up? - I wake up at 6 o'clock. When do you do your homework? - In the evening Key words and phrases: Morning activities: Wake up, shower, breakfast, go to school, etc. **Daily routines:** **Morning:** Wake up, brush teeth, wash, eat breakfast, go to school	Match pictures of people doing daily routines with spoken words and sentences Tell the time using clock faces (*"What time is it?"* → *"It is seven o'clock."*) Match time with daily activities (*"I go to school at seven o'clock."*) Role play daily activities. Mime daily activities and the pupils guess the activity. Listen and answer questions (*"What do you do in the morning?"* → *"I brush my teeth."*) Listen and perform a dialogue, read aloud text about daily activities or time.

Recognize the first sound in spoken words. Know letter names of n, m, g, y, t, z	Copy the letters n, m, g, y, t, and z.		**Day time:** Study, play, etc. **Evening:** do homework, have dinner, watch TV, etc. **Time:** O'clock, half past, quarter to/past **Questions:** What time is it? What do you do in the morning? **Phonological awareness:** Identifying the first sound in spoken words **Alphabetic Awareness:** Letters: nN, mM, gG, yY, tT, zZ	Play games to review letter names. Identify the beginning sounds in spoken words. Practice reading and writing the letters n, m, g, y, t, and z. Listen to stories about daily activities. Learners respond to related comprehension questions and orally create simple sentences with new words from the story.
Links to other subjects: *Maths: numbers. Kinyarwanda (alphabet; writing letters).*				
Assessment criteria: *can list and sequence daily activities, describe daily routines, match actions to times, and tell time using time expressions and can identify sounds at the beginning of spoken words.*				
Materials: *Wall charts, pictures, photographs, coloured chalk/pens, charts, pupil book and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		**UNIT 9: LIKES AND DISLIKES**		**Periods: 15**
Key unit competence: Pupils communicate appropriately about their likes and dislikes, respond meaningfully to theme-based read-aloud stories, and recognize, read and write the target letters.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify and name different food items. Express food preferences using "**I like/don't like**" Ask and answer questions about food preferences Express other preferences using "I like/don't like". Eg: I like cats, I don't like dogs	Say what they like or dislike using full sentences. Count, name food items accurately and use them in context. Ask and answer simple preference questions (Use food items or other things they learned from previous units). Eg: Do you like pants? No. I don't like pants. I like shorts.	Respect others' food preferences. Show appreciation for healthy eating habits. Participate in sharing and turn-taking activities. Demonstrate honesty when expressing preferences.	**Listening Comprehension and vocabulary:** ***Likes and dislikes "food"*** Which food do you like eating? **What food do you like?** What do you like? What don't you like? I like rice. She likes rice. They don't like rice.	In groups, pupils name foods and say what they like. Listen to and mime words, stories, nursery rhymes, chants, poems and songs about food and colours. Sing about food preferences (*"I like bananas, I don't like cassava..."*) Say what you like or don't like (*"I like rice. I don't like carrots."*)

Understand singular vs plural nouns in food contexts. Count objects (1 to 30) using number words. Match food with their correct names and numbers. Recognize the ending sound in a spoken word Know letter names of h, s, v, w, c, d Know how to write the letters: h, s, v, w, c, and d.	Match foods with names and colours. Pronounce and spell food-related vocabulary. Say letter names of letters: h, s, v, w, c, d Listen to words and identify the last sound in it. Copy the letters h, s, v, w, c, and d.	Value local and natural foods. Enjoy learning about variety in food choices.	He doesn't like rice. What food do you like? What is your favourite food? Do they like bananas? **Likes and dislikes "other topics"** What colours do you like? (Yellow), What is your favorite animal? (dog), What do you like to do in the morning? (Pray) ***Counting "preferences":*** Let's count from (1-30) - How many of you like cats? How many of you like banana? Who don't like rice? Raise your hands	Count food items *("How many apples? → Three apples."*) Say what else you like, don't like based on what you have leaned so far. Eg: *I like cows. I don't like goats.* Colour foods based on preference (*Colour your favourite food green.*) *Count how many children like this (eg: rice) or that (potatoes). Or how many don't like this or that*

			Key words and phrases: **Food:** Apple, banana, potato, rice, eggs, milk, meat **Phrases:** I like..., I don't like..., Do you like...? **Numbers:** 1–30 (for counting food items) **Questions:** What food do you like? What do you dislike? How many likes singing? How many do not like cows? Read Aloud story: Likes and dislikes. **Phonological awareness:** Identify the ending sounds in words.	*Play games to identify the ending sounds in words.* *Practice saying and writing the letters h, s, v, w, c and d* *Listen to stories about likes and dislikes. Learners respond to related comprehension questions and orally create simple sentences with new words from the story.*

			Alphabetic Awareness: Letters: h H, s S , v V, w W, c C, and d D.	
Links to other subjects *Social Studies: time and pupil's day. Kinyarwanda (alphabet; writing letters).*				
Assessment criteria: *can express food preferences* ***using*** *"I like..." and "I don't like...", identify common foods, match quantities, count how many people likes or don't like certain things(eg: food or animals), and practice food vocabulary pronunciation; can identify the ending sounds in words.*				
Materials: *Pictures, photographs, drawing papers, pens, pupil book and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		**UNIT 10: STORY TELLING**		**Periods: 20**
Key unit competence: Pupils communicate through simple stories, respond meaningfully to theme-based read-aloud stories, and recognize, read and write the target letters.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Recall activities done on different days of the week. Recognize structure of a simple story (beginning, middle, and end). Identify main characters and actions in stories.	Retell a simple story orally. Answer questions about a story's content. Rearrange story events in correct order. Describe what characters do on each day.	Appreciate the value of stories in teaching lessons. Respect the act of listening to others' stories. Show confidence in sharing their own experiences.	**Listening Comprehension and vocabulary:** **Story structure:** Beginning, middle, end, once upon a time, then, after that, next, ... ***Eg:*** On Monday, he ate one apple but he was still hungry. On Friday, he ate five oranges but he was still hungry. Then he ate potatoes and beans. Finally, he was not hungry anymore.	Listen to a story and look at pictures (if possible flashcards). Sequence story events (Arrange events from Daniel's week in correct order.) Match the pictures with spoken sentences.

Use time expressions related to days (on Monday...). Understand the role of storytelling in expressing events. Recognize family and community values in stories. Recognize rhyming words. (cat/mat/hat) Know letter names of f, j, p, l, q, x Know how to write the letters: f, j, p, l, q, and x.	Say letter names of letters: f, j, p, l, q, x Listen to spoken words and change the first sound to make rhyming words. Copy the letters f, j, p, l, q, and x.	Participate willingly in group storytelling activities. Express enjoyment in listening to oral literature.	**Key words and phrases:** **Days of the week:** Monday, Tuesday, etc. **Activities**: Play football, sing, visit grandparents, go to church **Story words:** Once upon a time, happy, sad, animals **Questions:** What do you do on...?	Listen to the story again and predict what will happen next using key connectors: and, then... Retell a story, drawing attention to connectors on flashcards. (Learners narrate Daniel's week using visual aids.) Pupils retell the story, with strong support. ("On Sunday, Daniel goes to church.") Sequence story events (Arrange events from Daniel's week in correct order.)

			Phonological awareness: Rhyming words **Alphabetic Awareness:** Letters: f F, j J, p P, l L, q Q, and x X.	Answer comprehension questions ("What does Daniel do on Friday?" → "He cleans the fish pond.") Play games with rhyming words Practice reading and writing the letters f, j, p, l, q, and x.
Links to other subjects: *Kinyarwanda: stories; alphabet; writing letters*				
Assessment criteria: *Can listen to and retell stories, identify characters/events, describe weekly activities, answer story questions, and use time expressions orally. Can identify ryming words*				
Materials: *Pictures, photographs, story books, flash cards, pupil book and read aloud stories.*				

6.3. English Syllabus for Primary two

6.3.1. Key competences at the end of P2

At the end of P2, the learner should be able to:

- Understand and respond appropriately to spoken English in familiar, theme-based contexts, including conversations, instructions, songs and stories.
- Communicate effectively about familiar people, activities, places, objects and experiences.
- Ask and answer simple questions, express preferences, describe routines and participate confidently in everyday oral interactions.
- Demonstrate phonemic awareness by identifying, blending, segmenting sounds in simple words.
- Listen attentively to theme-based read-aloud stories and respond to related listening comprehension questions.
- Read and spell words using the letter–sound patterns taught.
- Read decodable words, sentences and short texts based on the target sound patterns with increasing accuracy and fluency, showing understanding through appropriate comprehension responses.
- Write words and simple sentences using taught letter–sound patterns, appropriate spacing, capital letters and full stops.

6.3.2. P2 English Syllabus Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		**UNIT 1: GREETINGS, INTRODUCTIONS AND TALKING ABOUT SCHOOL**		**Periods: 15**
Key unit competence: Pupils listen attentively and communicate about greetings, introductions and talking about school; read and write words with target sounds; read decodable texts accurately, and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and under-standing	**Skills**	**Attitudes and values**		
Identify letters of the alphabet, their names and their sounds Recognize common school vocabulary	Greet and introduce oneself and others correctly Express age, location, and school details orally and in writing Follow and give simple instructions	Show respect when greeting teachers and peers Participate actively in school activities Cooperate and take turns during class games Develop punctuality by observing time	**Alphabetic awareness:** Let's sing My ABC song A, B, C, D, E, F, G H, I, J, K, L, M, N, O, P Q, R, S, T, U, V..... **Listening and comprehension and vocabulary**	Greet the teacher using simple phrases like "good morning, teacher." Introduce themselves by saying their name, age, and where they live. Sing the alphabet song while pointing to each letter on a classroom chart.

Know how to form simple sentences using “I am”, “My name is”, “I like…” Understand school timetables and telling time (o’clock, quarter past, half past) Identify and name school subjects and daily routines Understand basic instructions and permission expressions	Ask and answer questions using “What time is it?” Identify beginning sounds in spoken words.	Value personal and school identity Appreciate the importance of asking for permission politely	**Introductions** Talk about yourself Hello. Good morning. My name is …… I am ……..years old I live in …….. **Asking for permission** Please teacher, may I go out Please teacher, may I open the window? Please teacher, may I go to the toilet? Text and read aloud stories (greetings, Introductions, talking about schools	Ask and answer: “what subject do you have on Monday at 9:00?” In small groups, learners talk about a one-day class timetable. Play games to review beginning sounds. Read and spell short words with the specified letter-sound patterns.

Know the English and Kinyarwanda alphabets, including their similarities and differences. Understand that words can be broken into parts and that sounds can be deleted or substituted. Know how to read and spell 2 and 3 letter words with short /a/, short /e/, /s/, /m/, /t/, /p/, /g/ and /w/ sounds	Compare the letters in the English and Kinyarwanda alphabets. Read and spell 2 and 3 letter words with short /a/, short /e/, /s/, /m/, /t/, /p/, /g/ and /w/ sounds Read decodable texts with these letters.	***Talking about the school*** Look at the picture. What can you see? I can see a school. **Using timetables** "A timetable shows subjects with their scheduled times. It helps students know when to study English or have lunch. (e.g: On Monday mornings, the first lesson is Mathematics.)	**Key words and phrases:** Hello, Good morning, Good afternoon, Goodbye My name is, I am, I live in, How are you? How old are you? Fine, Thank you, Teacher, Pupil, School, Classroom, Subject, Timetable Days of the week (Monday, Tuesday…) Time words (o'clock, half past)	Read decodable texts that contain the target letter-sound patterns. Listen to stories about greetings, introductions and talking about schools. Learners respond to related comprehension questions and orally create simple sentences with new words from the story. Phonics: Learn a, m, s, t, p, e, w, g Read short words and decodable texts containing words with short /a/, short /e/, /m/, /s/, /t/ /p/, /g/ and /w/ sounds

			Phonological Awareness and phonics: a, m, s, t, p, e, w, g at the beginning of words. Eg: /a/: ant, apple, /m/: man, mat, /s/: sun, sit, /t/: tap, ten, /p/: pen, pet, /e/: egg, elephant, /g/: girl, get, /w/: win, white	
Links to other subjects: *Social Studies: classroom activities and localities; Kinyarwanda (alphabet; blending letter-sounds to read words; reading left to right; writing letters and words using letter-sound relationships they know)*				
Assessment criteria: *Can confidently greet and introduce themselves, describe personal details like age and residence, tell the time using a clock, and talk about school subjects and timetables, can read and spell words and short texts with letter patterns studied.*				
Materials: *Visuals, charts and tables, drawing paper and pencils, a model clock, workbooks, pupil book and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		**UNIT 2: GAMES AND SPORTS**		**Periods: 20**
Key unit competence: Pupils listen attentively and communicate about games and sports; read and write words with target sounds; read decodable texts accurately, and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Recognize vocabulary related to sports and games Know verbs related to abilities (run, jump, swim, cycle) Understand short responses for likes/ dislikes and abilities	Talk about favourite sports orally. Describe personal and others' abilities Use "**can**" and "**can't**" to describe abilities	Respect others' abilities and interests Participate actively in physical activities Show sportsmanship in classroom games Express oneself honestly Encourage peers during games Appreciate the role of sports in health and teamwork	**Listening Comprehension and vocabulary:** ***Talking about sports:*** Which sport/game do you do/play? Football, basketball, skipping a rope, etc. Do you swim? **Short answers:** yes, I do/ no, she doesn't.	Name and draw two sports they like and two they do not like. Act out sports and games they like and what they dislike: "I like playing football." Mime different sports as the teacher calls them out. Orally, complete simple sentences using "**can**" and "**can't**" (e.g., "**I can run**.").

Learn sentence structures using "**can**", "**like**", "**don't like**" Understand how to use "**wh**" questions (**wh**at, **wh**ere, **wh**en) Understand how to identify beginning, middle, and end sounds in spoken and written words. Know how to stretch sounds in spoken and written words.	Ask and answer questions about sports Match vocabulary with pictures Listen and interpret spoken information Identify beginning, middle, and end sounds in spoken words. Stretch sounds in spoken and written words.		**Describing ability:** What can they do? Can they swim? Can Bob swim? No, he can't or yes, he can. **Talking about favourite sports.** Which sport do you like? Football, basketball, volleyball, running, etc. Do you like swimming? Yes, I like swiming. I don't like football Copy the sports words and say whether you like it or you don't like it. e.g: Running: I like running.	Colour pictures of sports and labels them correctly. In pairs, practice asking and answering: "**Can you swim?" – "Yes, i can.**" In groups, learners match sport names with related equipment pictures Practice sound identification and deleting/substituting sounds in words. Engage in word sorting activities that contrast words with short /a/ and short /e/ sounds.

	Read and spell 2 and 3 letter words with short /a/, short /e/, short /o/, short /i/ and /l/, /h/, /f/, /d/, /j/, /k/ and /z/ sounds		Cycling: I don't like cycling. **Key words and phrases:** Games: Hide and seek, Ball, Jump, Run, Catch Sports: Football, Volleyball, Running, Swimming Actions: Kick, Throw, Catch, Hit, Play Equipment: Ball, Bat, Net, Rope Likes/Dislikes: I like..., I don't like... Abilities: Can, Cannot, Good at	Stretch spoken and written words and identify sounds at the beginning, middle, and end. Practice reading and spelling words with the specified letter- sound patterns. Read decodable texts individually and in pairs to practice reading with the targeted letter-sound patterns. Listen to stories about games and sports. Learners respond to related comprehension questions and orally create simple sentences with new words from the story.

Know how to read and spell 2 and 3 letter words with short /a/, short /e/, short /o/, short /i/ and /l/, /h/, /f/, /d/, /j/, /k/ and /z/ sounds	Read decodable texts with these letter patterns.		**Phonological Awareness phonics:** Short /a/, short/e/, short /o/, short /i/ in the beginning or middle of words. Eg: egg, men, pen, ant, hat, ham, hot, dog, ink, lip, jig h/h/, /f/, /d/, /j/ and /k/ at the beginning of words, e.g. hat, him, fat, dad, jug, jet, kit, kid	Read and spell short words and decodable text containing words with /h/, /o/, /f/, /d/, /i/, /j/, /k/, /z/
Links to other subjects: *Sport, Kinyarwanda (alphabet; blending letter-sounds to read words; writing letters and words using letter-sound relationships).*				
Assessment criteria: *can name, talk about different sports they like or dislike, express abilities using "can/can't," respond to questions about games, and show active participation and fairness during physical and speaking activities. Can read and write words and short texts with letter-sound patterns studied.*				
Materials: *Visuals, photographs, pictures, drawing paper, pencil, pupil workbook, pupil book and read aloud stories*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		**UNIT 3: TELLING THE TIME**		**Periods: 15**
Key unit competence: Pupils listen attentively and communicate about telling the time; read and write words with target sounds; read decodable texts accurately, and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Understand the use of clocks and timetables Identify daily routines and associated times Recognize days of the week and months of the year Know ordinal numbers (1st–10th)	Tell the time using analogue clock terms Describe personal daily routines Fill in and interpret daily timetables Say days, months, and dates correctly Match routines with visuals	Appreciate punctuality and planning Take responsibility for personal routines Respect others' schedules Show commitment to daily tasks	**Listening Comprehension and Vocabulary:** **Telling the time:** What time is it? It is six o'clock, half past six, a quarter to/past six, five/ten/twenty/twenty-five past/to six. **Describing the time of the day:** I get up at 6:30. I go to fetch water at 7:00. I walk to school at 8:00...	Sing the days of the week song/sing the months of the year song Make a clock using cardboard and labels the hours. Orally, talk about daily routine with two sentences about their daily routine with the time (e.g., "I wake up at 6.").

Understand how to identify beginning, middle, and end sounds in spoken and written words. Understand how to delete/ substitute letter-sounds to create new words. Know how to read and spell short words with letter sounds studied: short /i/, short /o/, short /u/, /b/, /r/, /v/, /n/ and /c/.	Identify beginning, middle, and end sounds in spoken words. Stretch sounds in spoken and written words. Read and spell 2 and 3 letter words with short /i/, short /u/, short /o/, /b/, /r/, /v/, /n/, and /c/ sounds	Demonstrate interest in calendars and celebrations Express care for cleanliness and order	**A daily timetable** A daily timetable helps you to plan your day. e.g: 6:30 am : wake up 7:00 am : leave for school 8:30 am : school starts **Talking about days of the week, months and year:** Seven days of the week are: M o n d a y , T u e s d a y. Wednesday... What time/day/date/ month is it? It is..... **Days of the month** There are twelve months in a year. What is the first month of the year?	Pupil arranges days of the week flashcards in the correct order. Name ordinal numbers from 1st to 10th in their exercise books. Draw a picture of what they do in the morning and label the time. In pairs, pupils quiz each other using paper clocks (e.g., "What time is it?"). In groups, learners act out their school routine based on time cues. Practice sound identification and deleting/substituting sounds in words. Engage in word sorting activities that contrast words with short /i/ and short /o/.

	Read decodable texts with these letter patterns.		**Dates on a calendar** How many days are there in a month? (e.g: September, April, June and November have 30 days.) First March, 2023: 01/03/2023 **Key words and phrases:** Time phrases: O'clock, Half past, Quarter to, Quarter past Daily routines: Wake up, Brush, Eat, Go to school, Sleep Time tools: Clock, Watch, Time Days of the week Months of the year Ordinal numbers: 1st–10th When, What time, In the morning, At night	Stretch spoken and written words and identify sounds at the beginning, middle, and end. Practice reading and spelling words with the specified letter- sound patterns. Read decodable texts individually and in pairs to practice reading with the targeted letter-sound patterns. Listen to stories about telling time and months of the year. Learners respond to related comprehension questions and orally create simple sentences with new words from the story.

			Phonological Awareness and phonics: short /u/, /b/, /r/, /v/, /n/: net, nose, and /c/: cat, come	Read short words and decodable text containing words with /u/, /b/, /r/, /v/, /n/, /c/
Links to other subjects: *Social Studies: time and daily routine. Mathematics: numbers. Kinyarwanda (alphabet; blending letter-sounds to read words; writing letters and words using letter-sound relationships they know).*				
Assessment criteria: *Can tell the time accurately (o'clock, half past), orally describe daily routines and school schedules, timetables, and calendars, and show responsibility in following routines and appreciating the value of time. Can read words and short texts with letter-sound patterns studied.*				
Materials: *Visuals, photographs, pictures, drawing paper and pencils, a calendar pupil book, pupil workbook and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		**UNIT 4: FOOD**		**Periods: 20**
Key unit competence: Pupils listen attentively and communicate about food; read and write words with target sounds; read decodable texts accurately, and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify names of common foods and meals Differentiate countable vs. uncountable foods Know expressions of quantity (much, many, few, a lot of, no) Classify food types (vegetables, fruits, cereals, etc.)	Talk about food likes and dislikes Classify foods based on type and countability Draw and label favourite food Read and interpret simple bar graphs	Appreciate healthy eating habits Show politeness in expressing likes/dislikes Respect cultural food differences Show interest in healthy diets	**Listening Comprehension and Vocabulary:** **Talking about meal times** I eat breakfast in the morning. I have lunch in the afternoon. I eat dinner in the evening. **Talking about meals:** I have milk and bread for breakfast.	Draw their favourite food and name it. Pupils complete sentences **like "I eat…… for lunch."** Colour healthy and unhealthy foods in two different colours. Classify food items into countable and uncountable categories. Name three foods they like and two they don't like.

Understand what a balanced diet is Read bar graphs about food preferences Understand how to identify beginning, middle, and end sounds in spoken and written words. Understand how to delete/ substitute letter-sounds to create new words.	Spell and pronounce food-related vocabulary correctly Complete sentences and activities using food vocabulary Remove "middle" and "end" Identify beginning sounds of /q/, /y/, sh/, /th/ Stretch sounds in spoken and written words. Break and blend words	Share and discuss with others what they eat Promote good hygiene practices related to food	I have sweet potatoes and beans for lunch. What do you have for dinner? **Talking about food we "like" and food we "don't like":** What's your favourite food? I like bananas. What food your friend likes, Example: He/ She likes... **Describing food types:** We can divide food into groups e.g: A banana is a fruit. Rice is a cereal. **Describing diet:** I eat fruit. She eats cereals. Do you eat vegetables? You need a balanced diet to be healthy.	In pairs, pupils practise asking and answering questions: "Do you like bananas?" – "Yes, i do." In groups, learners make a poster showing a healthy balanced meal Practice sound identification and deleting/substituting sounds in words. Engage in word sorting activities that contrast words with short "u" and short "a". "Tap and say" each sound in a word as they read it then blend it. e.g: /f/-/i/-/t/ Fit

Know how the letter "q" and "x" are formed and that the letter "q" is always followed by "u" (qu) and that "x" makes two sounds (/k/ /s/) Know how to read and spell short words with letter patterns studied: /q/, /x/, /y/ as a consonant, /sh/ /th/.	Read and spell short words with long "i," "qu," "x," long "e," "y" (as a consonant), short "u," short "a," "sh," and "th". Read decodable texts with these letter patterns.		**Making a bar graph** A bar graph has two lines: Vertical line and Horizontal line Questions forms: (*How many children like oranges?*) **Key words and sentences:** **Food items:** Bread, Rice, Banana, Milk, Water, Meat, Fish, Eggs **Meals:** Breakfast, Lunch, Dinner **Food types and diets:** Fruits, Vegetables, Drinks, healthy, **Taste:** Sweet, Sour, Bitter, Salty **Countable/Uncountable:** Apple, Sugar, Rice, Bananas **Likes/Dislikes:** I like..., I don't like...	Stretch spoken and written words and identify sounds at the beginning, middle, and end. Practice reading and spelling words with the specified letter- sound patterns. Read decodable texts individually and in pairs to practice reading with the targeted letter-sound patterns. Listen to stories about food. Learners respond to related comprehension questions and orally create simple sentences with new words from the story.

			Healthy, Unhealthy, Balanced meal Text and read aloud stories about food **Phonological Awareness and phonics:** /q/ (e.g., quit, quiz) , /x/ (e.g., six, mix, box, fox) , long /e/ (e.g., he, me, we, be) , /y/ (e.g., yet, yes, yip, yam) , short /u/ (e.g., cup, cut, sun) and short /a/ (e.g., bat, bag, mat), /sh/ and /th/ (e.g., ship, shop, thin, this).	Read short words and decodable text containing words with /q/, /x/, /y/, /sh/, /th/
Links to other subjects: *SET (food, diet, and nutrition) Kinyarwanda (alphabet; blending letter-sounds to read words; writing letters and words using letter-sound relationships they know).*				
Assessment criteria: *Can orally identify and classify foods (countable/uncountable), express food preferences, describe meals and balanced diets, and show interest in healthy eating habits and hygiene. Can read words and short texts with letter-sound patterns studied.*				
Materials: *Objects from every day life, pictures, photographs, drawing paper , pencils, pupil book, pupil workbook and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		**UNIT 5: STORIES AND DESCRIPTIONS**		**Periods: 15**
Key unit competence: Pupils listen attentively and describe simple stories; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify parts of a story (beginning, middle, end) Know sentence structure using full stops and capital letters Understand the steps in a process (e.g., letter writing)	Listen and comprehend simple stories Answer questions based on a story read Describe a process orally and in writing Use capital letters and punctuation correctly	Listen attentively during story time Respect others when they share stories Demonstrate appreciation for storytelling Express feelings and ideas creatively	**Listening Comprehension and vocabulary:** **Describing a process:** - Punctuation and capitalization **Key words and sentences:** **Story elements:** Beginning, Middle, End, Character, Setting	Draw the main character from a story they heard. Underline capital letters and full stops in sample sentences. In pairs, pupils describe a story scene while the other draws it. In small groups, pupils orally build a story by adding one sentence at a time.

Understand descriptive vocabulary (big, old, family, friend, etc.) Know how to sequence events Understand how to identify beginning and end sounds in spoken and written words. Understand how to tap and pronounce each sound when reading a new word.	Write simple sentences and personal letters Identify beginning and end sounds in spoken words. Stretch sounds in spoken and written words. "Tap and say" letter sounds to read each sound in a word. Read and spell words with /ch/, /wh/ and /ck/.	Show kindness and empathy through stories Value communication with distant relatives	Description: Tall, Short, Big, Small, Happy, Sad Sentence parts: Capital letter, Full stop Letter, Envelope, Write, Dear, From Adjectives and simple descriptive language **Phonological Awareness and phonics:** Words with /ch/ (e.g., chop, chat, chip) and /wh/ (e.g., whip, when, which). Words with /ck/ (e.g., back, pack, pick, lock). Review of /sh/ (e.g., ship, shop, shut) and /th/ (e.g., thin, this, them).	"Tap and say" each sound in a word as they read it then blend it. e.g: /th/-/i/-/s/→this Stretch spoken and written words and identify sounds at the beginning and end of words. Engage in word sorting activities that contrast words with "ch" and "wh" and "sh" and "th". Practice reading and spelling words with the targeted letter- sound patterns. Read decodable texts individually and in pairs to practice reading with the targeted letter-sound patterns.

Read and spell words with /ch/, /wh/ and /ck/.	Read decodable texts with these letter patterns.			Read short words and decodable text containing words with /ch/, /wh/ and /ck Listen to stories and respond to related comprehension questions, and orally create simple sentences with new words from the stories.
Links to other subjects: *Kinyarwanda: stories.*				
Assessment criteria: *Can listen to and retell simple stories, use capital letters and punctuation correctly, describe a process like letter writing, and demonstrate respectful listening, turn-taking, and enjoyment of storytelling. Can read and write words and short texts with letter-sound patterns studied.*				
Materials: *Pictures, flashcards, pupil book, pupil workbook and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		**UNIT 6: FAMILY MEMBERS AND HOUSEHOLD ACTIVITIES**		**Periods: 15**
Key unit competence: Pupils listen attentively and communicate about family members; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify family members (father, mother, brother, aunt, uncle, etc.) Recognize vocabulary for common household chores and tools Understand basic job names and roles (teacher, nurse, farmer)	Describe your family and their occupations Ask and answer questions about family members Talk about what you and others do at home Fill tables or tick checklists about who does what in the home	Show appreciation and respect for all family members Participate in household activities Be responsible for one's duties at home	**Listening comprehension and vocabulary:** ***Family members:*** This is my grandmother. She lives in Butare. She is 73. This is my uncle. He lives in Musanze. He is 42. Uwera is young. Where does she live? How old is he?	Draw their family members and label them. Talk about what each family member does.

Learn verbs related to household tasks (cook, fetch, clean, wash, milk) Use simple present tense to describe routines Understand word spellings with missing letters Understand how to identify beginning sounds in spoken and written words. Understand how to delete/ substitute letter-sounds to create new words.	Identify beginning sounds in spoken words. Read and spell short words with s blends: /st/, /sk/, /sw/, /sn/ /sp/ and /sm/ Read decodable texts with these letter patterns.	Express gratitude for parents' and guardians' efforts Practice helpfulness and cooperation at home Be proud of your family and their contribution to the community	**Family jobs:** **What job do they do?** What job does Mr. Kagabo do? Mr. Kagabo is a police officer. What is your mother's job? She is a nurse. ***Household activities:*** My mother cooks food. Uwera milks the cow. I make the beds. My sister collects firewood. He fetches water. What do you do? Do you clean the house **Describing daily activities:** My mother gets up at 6.00. I arrive at school at 7.30. After that I start classes. When do you come home? **Timing the journey** It takes 2 hours to get to school. How long does it take to get to school?	Identify and match pictures of people to their jobs. Name activities they help with at home. In pairs, pupils act out doing a chore and guess each other's action. In small groups, learners make a family chart and describe it aloud. "Tap and say" each sound in a word as they read it then blend it. e.g: /th/-/i/-/s→this

Know how to read and spell short words with s blends: /st/, /sk/, /sw/, /sn/ /sp/ and /sm/			**Key words and sentences:** **Family:** Mother, Father, Sister, Brother, Uncle, Aunt, Cousin **Household activities:** Cook, Clean, Wash, Sweep, Fetch water **Places:** Home, House, Kitchen, Bedroom Occupations: Farmer, Teacher, Doctor Days and parts of the day (morning, evening) Helping, Sharing, Respect **Phonological Awareness and phonics:** Beginning/end sounds of /st/ (e.g: stop, nest), /sk/ (e.g: skip, desk), /sw/ (e.g: swim, sweep), /sn/ (e.g: snake, snail), /sp/ (e.g: spoon, spider), /sm/ (e.g: small, smile)	Break and blend words while reading words with "s" blends. Practice reading and spelling words with the specified letter-sound patterns. Read decodable texts individually and in pairs to practice reading with the targeted letter-sound patterns. Listen to stories about family members, household activities and respond to related comprehension questions and orally create simple sentences with new words from the story.

				Read short words and decodable text containing words with /st/, /sk/, /sw/, /sn/, /sp/, /sm/
Links to other subjects: *Mathematics: time sequence, Social Studies: family and jobs.*				
Assessment criteria: *Can name and describe family members and their roles, talk about household routines using correct verbs, listen and respond to related texts, and express respect and appreciation for family responsibilities. Can correctly read words and short decodable texts with letter-sound patterns studied. Can write patterns and words with target sounds.*				
Materials: *Pictures, photographs, tables, pupil book, pupil workbook and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		**UNIT 7: WEATHER**		**Periods: 20**
Key unit competence: Pupils listen attentively and communicate about Weather; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify different weather conditions (sunny, rainy, cloudy, windy) Understand weather-related vocabulary and adjectives Read simple weather bar graphs and thermometers	Describe daily and seasonal weather Ask and answer questions about weather in Rwanda Use weather vocabulary in complete sentences	Appreciate the diversity of weather in Rwanda Respect the environment and understand weather impact Take care when weather changes (carry umbrella, dress warmly) Show curiosity about climate and seasons	**Listening comprehension and vocabulary:** **Describing the weather:** It is sunny/rainy/ windy/ cloudy. It is raining. Is the sun shining? It isn't raining. What is the weather like?	Draw today's weather and write a short description of it. Copy and label pictures of weather conditions. Complete sentences like " Today is ___ and ___." Classify clothes as suitable for hot or cold weather.

Know months of the year and when seasons occur Understand temperature in degrees Celsius Understand how to identify beginning sounds in spoken and written words. Know how to break and blend words to read words quickly.	Read and interpret graphs related to temperature and rainfall Complete sentences and match visuals with correct weather terms Identify beginning sounds in spoken words. "Tap and say" letter sounds to read each sound in a word.	Work cooperatively during weather-based group tasks Develop observation skills by describing real weather conditions	**The weather in Rwanda:** Rwanda has mild weather—rainy/cold in April, sunny/hot in June-July and August, with light rain in October." **Describing temperature:** It is 28°C (Celsius). It is cold. What is the temperature? **Describing rainfall throughout the year:** In April it rains a lot. In July it rains a little. **Key words and sentences:** Weather conditions: Sunny, Rainy, Cloudy, Windy, Hot, Cold	In pairs, pupils ask and answer: "**What's the weather like today?**" In groups, pupils create a simple weekly weather chart. Practice identifying sounds at the beginning of words (blends).

Know how to read and spell short words with letter patterns studied: r blends; l blends and tw blend.	Read and spell short words with consonant blends: /tr/, /dr/, /bl/, /cl/, /gl/, /tw/, /cr/ and /tw/. Contrast words with the r and l blends. Read decodable texts with these letter patterns.		**Clothes:** Jacket, Sweater, Umbrella, Boots **Seasons:** Rainy season, Dry season **Actions:** Wear, Stay indoors, Play **Weather tools:** Thermometer, Weather chart Weather expressions: It is..., Today is..., The weather is..... **Describing temperature:** thermometer, temperature, degrees Celsius, high, low, warm, freezing, boiling **Phonological Awareness and phonics:**	Engage in word sorting activities that contrast words with "r," and "l" blends. Read and spell short words with consonant blends: /tr/, /dr/, /bl/, /cl/, /gl/, /tw/, /cr/ and /tw/. Read and spell short words with "r," "l," and "tw" blends. Read decodable texts individually and in pairs to practice reading with the targeted blends. Listen to stories about weather and respond to related comprehension questions and orally create simple sentences with new words from the story.

			Beginning/end sounds of /tr/ (e.g: tree, truck) /dr/ (e.g: dress, drink), /bl/ (e.g: black, blanket), /cl/ (e.g: clock, class), /gl/ (e.g: glass ,gloves), /tw/ (e.g: twins, twenty), / cr/ (e.g: cry, crocodile)	Read short words and decodable text containing words with /tr/, /dr/, /bl/, /cl/, gl/, /tw/, /cr/
Links to other subjects: *SET (Temperature and weather) Mathematics: months, and line and bar graphs.*				
Assessment criteria: *Can describe weather conditions using basic vocabulary and show awareness and appreciation of Rwanda's climate and environmental care. Can read and spell words, and write short texts using the letter-sound patterns taught.*				
Materials: *Pictures, photographs, thermometer, model thermometer, temperature graphs, pupil book, pupil workbook and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		**UNIT 8: WILD ANIMALS**		**Periods: 15**
Key unit competence: Pupils listen attentively and communicate about the wild animals; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify animals, birds, and insects (lion, monkey, butterfly, etc.) Know how animals move (fly, crawl, swim, climb) Learn about animal sounds (quack, meow, bow wow) Understand where animals live (forest, water, park)	Name and describe animals from visuals Ask and answer questions about animals and their movements Match animals with their homes and food Read and interpret bar graphs about animal categories	Show love and care for animals Appreciate Rwanda's wildlife and national parks Develop respect for all living creatures Be curious and observant about animal habits Practice environmental protection and conservation	**Comprehension and Vocabulary:** ***Naming & Describing animals:*** What is this? It's a lion., elephant, butterfly, crane, lion, mosquito, monkey, eagle, etc. **Describe the pictures of animals:**	Draw and label three animals found at the. Copy a short description of an animal and read it aloud. Match animals to their homes (e.g., jungle). Provide one fact about their favourite animal.

Categorize animals into mammals, birds, reptiles, insects Understand animal colours and their physical features Understand how to identify beginning and end sounds in spoken and written words. Know how to break and blend words to read words quickly.	Talk about visits to national parks or the Spell animal names and describe pictures correctly Identify beginning and end sounds in spoken words. Stretch sounds in spoken and written words. Read and spell short words with r blends gr, fr, br, pr, fl, pl, sl; l blends gr, fr, br, pr, fl, pl, sl; tw blend and the ending blends: -st, -nt, and -mp	Value animals as part of our natural heritage	The lion is sleeping. The elephants are eating grass. The monkeys are not eating. What is the elephant doing? **Types of animals** Mammals, reptiles, birds, insects **Animals have colours** Lions are brown. Zebras are black and white. What colour is a lion? **How do animals move:** How do these animals move? Can snakes fly? no they can't. can birds fly? yes they can.	In pairs, pupils act like animals and guess acted animal. Practice identifying beginning and ending sounds in words. Engage in activities that stretch sounds to identify the final sounds in words. Engage in word sorting activities that contrast words with "s," "r," " l, " and " tw " blends and ending (final) blends: gr, fr, br, pr, fl, pl, sl. Read and spell short words with "s," "r," "l," and "tw" blends and with final blends gr, fr, br, pr, fl, pl, sl.

Know how to read and spell short words with letter patterns studied: r blends ; l blends; tw blend and the ending.	Read decodable texts with these letter patterns.		**Animal sounds:** Meow, says the little cat. Bow wow, says the dog. Quack, says the duck. **What do animals eat:** Lions eat antelope. Birds eat insects. What do monkeys eat? Do monkeys eat grass? **Saying where animals live:** Animals like fish, crocodiles, hippopotamuses and frogs live in water.	Read decodable texts individually and in pairs to practice reading with the targeted blends. Listen to stories about animals in the . Learners respond to related comprehension questions and orally create simple sentences with new words from the story. Read short words and decodable text containing words with /gr/, /fr/, /br/, /pr/, /fl/, /pl/, sl/

			Elephants, monkeys and chimpanzees live in Nyungwe National Park. **Key words and sentences:** **Animals:** lion, elephant, monkey, zebra, giraffe, crocodile **Animal features:** tail, trunk, teeth, legs, wings **Animal actions:** run, roar, eat, sleep **Animal sounds:** roar, hiss, growl, bark **Places:** jungle, river, park **Descriptions:** big, small, wild, fast, slow	

			Animal food: meat, grass, weeds, grains, millet, maize, leaves, insects, fruit **Phonological Awareness and phonics:** Beginning sounds of /gr/ (e.g: grain, grapes), /fr/ (e.g: frog, fruits), /br/ (e.g: brush, broom), /pr/ (e.g: pray, print), /fl/ (e.g: flag, flower), /pl/ (e.g: plate, plant), /sl/ (e.g: slip, sleep)	
Links to other subjects: *Social studies and SET: animals, animal classification and habitats.*				
Assessment criteria: *Can identify and describe animals, their sounds, movements, colours, homes, and food, read and write sentences about animals and national parks, and show respect for animals and enthusiasm about wildlife conservation. Can correctly read words and short decodable texts with letter-sound patterns studied. Can write patterns words with target sounds.*				
Materials: *Pictures, photographs, world map, pupil book, pupil workbook and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		**UNIT 9: COUNTING AND WRITING**		**Periods: 15**
Key unit competence: Pupils listen attentively and communicate about numbers; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Recognize basic arithmetic: addition, subtraction, multiplication, division Recognize mathematical symbols **(+, −, ×, ÷, =)** Know the difference between number names and numeric symbols	Write numbers in figures Perform and write simple arithmetic operations Match calculations with correct operations Count backwards from 20 to 1	Show accuracy and attention to detail in math activities Be confident when performing calculations Appreciate the importance of numbers in daily life Take pride in completing math tasks neatly	**Comprehension and Vocabulary:** Count objects from 1 to 10 and say numbers aloud as you count **Writing numbers from 1-10 in words and in figures** Write the numbers from 1 to 10 in figures	Talk about numbers from 1 to 50 in words and figures. Draw and colour items, then count and write the totals. Copy and say out loud math operation sentences (e.g., "3 + 2 = 5"). Practice identifying ending sounds in words.

Understand how to identify end sounds in spoken and written words. Know how to break and blend words to read words quickly. Know how to read and spell short words with letter patterns studied: ending (final) blends.	Identify end sounds in spoken words. Stretch sounds in spoken and written words. Read and spell short words with the ending (final) blends: st, nt, mp, nd, ng, nk. Read decodable texts with these letter patterns.	Develop logical thinking and problem-solving	**Addition:** Four plus seven is eleven. Three plus five equals eight. What is four plus seven? **Multiplication:** Three times three equals nine. Four multiplied by five is twenty. What is three times one? Ten divided by five is two. Eight divided by two equals four. What is ten divided by five? **Key words and sentences:** Numbers: One to One Hundred (1–100)	Specify which sounds. These are: st, nt, mp, nd, ng, nk. Engage in activities that stretch sounds to identify the final sounds in words. Engage in word sorting activities that contrast words with "r," "l," and "tw" blends and ending (final) blends: st, nt, mp, nd, ng, nk. Read and spell short words with ending (final) blends: st, nt, mp, nd, ng, nk. Read decodable texts individually and in pairs to practice reading with the targeted blends.

			Number words: First, Second, Third..., Tenth Operations: Add, Subtract, Multiply, Divide Symbols: **+, −, ×, ÷, =** Quantity: More, Less, Equal Patterns: Before, After, Between **Phonological Awareness and phonics:** Beginning/end sounds of /st/ (e.g: list, fist), /nt/ (e.g: tent, ant) , /mp/ (e.g: jump, lamp), /nd/ (e.g: hand, wind), /ng/ (e.g: sing, king), /nk/ (e.g: ink, tank)	Listen to stories about counting and writing. Learners respond to related comprehension questions and orally create simple sentences with new words from the story. Read short words and decodable text containing words with /st/, /nt/, /mp/, /nd/, /ng/, /nk/
Links to other subjects: *Mathematics: basic operations.*				
Assessment criteria: *Can say numbers in figures and words, orally explain simple addition, subtraction, multiplication and division problems, and demonstrate accuracy, logical thinking, and confidence in number-related tasks. Can correctly read words and short decodable texts with letter-sound patterns studied. Can write patterns words with target sounds.*				
Materials: *Visuals, drawing paper, pencils, pupil book, pupil workbook, read aloud stories*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		**UNIT 10: PAST AND FUTURE EVENTS**		**Periods: 15**
Key unit competence: Pupils listen attentively and communicate about past and future events; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Differentiate between present, past, and future tenses Identify regular and irregular past tense verbs (e.g., went, played, ate) Understand story elements (characters, sequence, ending) Recognize sequencing words (first, then, next, finally)	Talk about past activities using simple past tense Write about daily routines in the past and plans for the future Retell stories (e.g., Hare and the Tortoise) in your own words	Appreciate storytelling as a way of learning Be reflective about one's own daily activities Show responsibility by making plans for the future	**Listening comprehension and vocabulary:** ***Recounting past events:*** I went to school yesterday. Last week she played football. On Saturday they visited their grandmother. What did you do yesterday? Where did he go on Sunday? When did you get up?	Draw what they did yesterday and write one sentence about it. Complete sentences like "Yesterday, I ____." Match verbs in present and past tense (e.g., go/went). Talk about what they will do tomorrow. Listen to and repeat past tense sentences read by the teacher.

Know vocabulary about daily activities in past and future Understand how to identify ending sounds in spoken and written words. Know how to break and blend words to read words quickly. Know how to read and spell short words with letter patterns studied: -ff, -ll, and -ss,	Ask and answer questions about yesterday's lessons or tomorrow's plans Create and write weekly future plans Read and write simple timelines Identify ending sounds in spoken words. "Tap and say" letter sounds to read each sound in a word. Read and spell short words with -ff, -ll, and -ss endings	Be honest when recounting past events Encourage creativity and imagination in storytelling Respect time and plan tasks ahead	***Describing a day in the past:*** I got up at 6.00. Then I got dressed. After that I had breakfast. **Daily routine in the past:** When we talk about something in the past. What did we study yesterday? On Monday, I went to school. On Tuesday, I ate an apple. **Describing lessons in the past:** What lesson did we have at 8:45 am to 9:25 am yesterday? At 8:45 am to 9:25 yesterday we had.	In pairs, pupils ask and answer: **"What did you do yesterday?"** In groups, learners talk about past and future, weekend activities. Practice identifying ending sounds in words. "Tap and say" each sound in a word as they read it then blend it. e.g: /f/-i/-/l→fill Engage in word sorting activities that contrast words with endings: -ff, -ll, and -ss Read and spell short words with endings: -ff, -ll, and -ss

	Read decodable texts with these spelling patterns.		They did their science homework. We had maths. **Story Telling** The elephant visited his mother. He asked his mother… His mother said… Then he visited his uncle. He asked his uncle… His uncle said… After that he visited his grandmother **Describing future plans using "going to"** On Sunday we are going to watch TV. On Saturday he's going to go shopping. What is she going to do? **Key words and sentences:** Time words: Yesterday, Today, Tomorrow Verbs (present/past): Go/went, Eat/ate, Play/played, Sleep/slept	Read decodable texts individually and in pairs to practice reading with the targeted spelling patterns. Listen to stories about past and future events. Respond to related comprehension questions and orally create simple sentences with new words from the story. Read short words and decodable text containing words that ends with -ll, -ss, -ff

			Future words: Will, Going to, Later, Soon Story sequence: First, Then, After that, Finally Past actions: Visited, Watched, Helped Plans: I will..., I am going to..., Next weekend **Future plans**: tomorrow, next week, next month, next year, soon, later, will, going to **Phonological Awareness and phonics:** End sounds of -ll (e.g: bell, ball), -ss (e.g: dress, grass), -ff (e.g: sniff, off)	
Links to other subjects: *Social Studies: leisure, and school subjects.*				
Assessment criteria: *Can describe past events, talk about future plans using "going to" and "will," and show reflection on personal experiences and readiness for future tasks. Can read and spell words, and write short texts, using the letter-sound patterns taught.*				
Materials: *Pictures, flashcards, connector cards, pupil book, pupil workbook and read aloud stories.*				

6.4. English Syllabus for Primary three

6.4.1. Key competences at the end of P3

Key competencies by the end of P3

By the end of P3, the pupil should be able to:

- Understand and respond appropriately to conversations, instructions, descriptions, stories and other spoken texts related to familiar themes and everyday situations.
- Communicate confidently about people, places, activities, events, routines, experiences and plans.
- Ask and answer questions, give and follow directions, describe experiences, retell events, and express ideas appropriately in oral interactions.
- Listen attentively to theme-based read-aloud stories and respond to related listening comprehension questions.
- Read and spell words using the sound and spelling patterns taught, including long-vowel patterns, r-controlled vowels, diphthongs and other progressively introduced patterns.
- Read decodable sentences and increasingly extended texts with accuracy, appropriate fluency and understanding, identifying main ideas and relevant details.
- Write words, sentences and short texts using taught spelling patterns.

6.4.2. P3 English Syllabus Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		**UNIT 1: PLACES IN THE COMMUNITY**		**Periods: 20**
Key unit competence: Pupils listen attentively and communicate about places in their community; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Recognize and understand vocabulary related to community places (e.g., district office, church, bank, market, taxi park, shop).	Listen to and correctly repeat the names of community places. Read simple texts about places in the community and answer related questions.	Show interest in learning about different places in the community. Value the importance of community buildings and their functions.	**Listening comprehension and vocabulary:** **Talking about where you live:** I live in Musanze. Where does she live? Do they live in a town? **Describing your town or village:**	Listen and repeat names of community places (district office, church, bank, market, taxi park, shop).

– Understand and use present simple tense to talk about where people live and functions of community buildings. – Identify the location of community buildings using prepositions of place (e.g., opposite, next to, behind, in front of). – Understand the functions of key community buildings (e.g., hospital, bank, post office, hair salon).	– Give and follow oral and written directions using prepositions of place and directional verbs (turn left, go straight, etc.). – Describe the place where they live orally and in writing. – Spell simple community-related words with correct sounds and letters. – Recite poems or chants related to directions and road safety.	– Appreciate the need to respect and take care of community buildings. – Develop confidence in using English to communicate about their environment. – Encourage practicing English pronunciation at home and in class. – Develop awareness of road safety rules and responsible behavior in the community.	There is a post office in our village. There are five shops in our town. Is there a post office in your town? How many shops are there? **Types and functions of community buildings:** You can buy fruit at a fruit stall. This shop sells bread. Where can you buy bread? You can get money at a bank. **Describing the location in our community:** The shop is opposite the post office. Where is the shop? The church is next to the market. Where is the church?	**Pair work:** Ask and answer questions about where you live and what places are in your village or town. **Role-play:** Practice giving directions from one place to another in the community or school. Recite the "Junction" poem in groups to practice rhythm, pronunciation, and road safety awareness. Read short texts about community places and answer questions (e.g., Who works at the health centre? What is a bakery?). Read dialogues or descriptions about children living in different towns or villages and discuss.

Understand how to break and blend words using onset and rime. Understand how to delete and substitute sounds in words. Hear and see the difference between short and long vowel sounds, noting that the silent «e» at the end of a word makes the vowel have a long vowel sound.	– Break and blend words (p-in→pin) – Differentiate and contrast between short a, i, and o and long a, i, and o vowel sounds in sound and spelling. – Read and blend words with short and long 'a', 'i', and 'o' patterns.		**Giving directions** – Go along the street. Turn right/left. Go straight ahead. **Key words and sentences:** **Directions:** – Go, turn, right, left, straight ahead, etc. **Community buildings:** - Post office, bakers, bank, hair salon, food shop, etc. **Places where you live in**: town, village, district, sector, city, home, house, street, road, neighborhood **Position of community buildings:** in front of, opposite, behind, across, next to, near, between, far from	Learners respond to comprehension questions" Look at pictures of places in the community and answer comprehension questions about quantity and location (e.g., How many banks? Where is the church?). Practice pronouncing community building names correctly. Draw and label a simple map of the village or town showing key community buildings. Take a tour around the school or local area to observe and name community buildings.

Know how to read and spell short words with letter patterns studied: short and long 'a', 'i', and 'o' sounds.	– Read a decodable text with these patterns.		**Giving directions:** go straight, turn left, turn right, go along, cross, corner, road junction, go past **Phonological Awareness and phonics:** Beginning sound identification of long: /a/ (e.g: cake, lake), /i/ (e.g: bike, fire), /o/ (e.g: rope, rose)	Match building names to places on a map or picture. Group discussion: Describe what places are in your village or town. Ask and answer questions about the number of shops, banks, churches, etc., in each student's community. Share personal experiences about visiting places like the hair salon, market, or health center. Discuss the importance of road safety at junctions.

				Practice the poem "Junction" with gestures showing looking left and right before crossing. Practice breaking and blending words with short /a/, /i/, /o/ and long vowel /a/, /i/, /o/ patterns. Engage in word sorts to contrast short and long vowel sounds (silent "e") and spellings Read and spell words with short a, i, o, and long a, i, o. Read decodable texts individually and in pairs to practice reading with the targeted letter patterns.

				Listen to stories about the community and respond to related comprehension questions and create simple sentences with new words from the story.

Links to other subjects: Social studies: *Community places and their functions; learning about local government offices, markets, and health center.* ***Creative arts:*** *Drawing maps and community buildings; creating posters on road safety or community places.*

Assessment criteria: *Can give and follow simple directions using correct phrases, Recognize names of community places in spoken texts and describe community buildings clearly,, read short texts about places and answer comprehension questions correctly, write simple sentences describing locations and community buildings, write short directions using appropriate prepositions and verbs. Can read and spell words, and write short texts, using the letter-sound patterns that have been taught.*

Materials: *Pictures or flashcards of community places (church, bank, market, health center, post office, etc.), simple maps of a village, town, or school layout for practice with directions and locations,* ***Audio resources:*** *Recordings of directions, community place names, poems, pupil book, pupil workbook and read aloud stories.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		**UNIT 2: JOBS IN OUR COMMUNITY**		**Periods: 15**
Key unit competence: Pupils listen attentively and communicate about jobs in their community; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Recognize common jobs in the community and the places where these jobs are done. State the roles and responsibilities associated with different jobs.	Use correct vocabulary and simple sentences to talk about jobs and workplaces. Ask and answer questions about jobs and future career plans.	Appreciate the importance of various jobs in the community. Show respect for people in different professions. Express positive attitudes towards future career aspirations.	**Listening comprehension and vocabulary:** **Talking about people's jobs:** – Gatesi is a teacher. What is his job? What is Gatesi's job? – He is a taxi driver. He drives a taxi. She is a doctor. She treats sick people. What does she do? What does a doctor do?	Role-play describing your own or family members' jobs. Ask and answer questions about jobs, what people do, and where they work with a partner. Recite poems about jobs in groups to practice pronunciation and rhythm. Practice dialogues about future jobs using phrases like "When I grow up, I want to be...". Listen to short stories describing various jobs and their functions.

Identify vocabulary related to jobs and workplaces. Identify the use of the present simple tense and language for wishing. Understand how to segment and blend Sounds to read words. Understand how to delete and substitute sounds in words.	Read and comprehend short texts about community jobs. Write clear and simple sentences about jobs and what people do. Pronounce job-related words and key sounds accurately. Write a short text saying what job they would like to do in the future, paying attention to want to.	Demonstrate confidence in communicating about jobs in English.	**Future jobs:** I want to be a journalist when I grow up. I want to be an air hostess when I grow up. What does he/she want to be when she grows up? **Key words and sentences:** **Jobs:** Teacher, doctor, nurse, farmer, driver, shopkeeper, builder, police officer, cleaner, carpenter **Workplaces:** School, hospital, farm, market, shop, construction site, police station, office	Answer comprehension questions based on the reading (e.g., "Who treats sick people?", "Where does a teacher work?") and orally create simple sentences with new words from the story. Match pictures of workers with their jobs and workplaces. Write simple sentences about different jobs and their functions (e.g., "A carpenter makes furniture."). Write answers to questions about jobs and workplaces in notebooks. Play matching games linking job titles with their tools or places of work. Discuss in groups the importance of community jobs. Create and perform short role-plays acting out different jobs.

Hear and see the difference between short and long vowel sounds, noting that the silent «e» at the end of a word makes the vowel have a long vowel sound. Know how to read and spell short words with letter patterns studied: short vowels with -ck pattern and long vowels with -ke pattern	Break and blend words (h-ut→hut) Differentiate between short and long vowel sounds for **u** and **e**, and recognize the spelling differences between words ending in **-ck**, **-ke**		**Tools and Equipment:** Chalk, stethoscope, hoe, steering wheel, hammer, uniform, badge, cash register **Actions:** Teach, heal, plant, drive, sell, build, protect, clean, repair **Qualities of Workers:** Helpful, hardworking, honest, kind, strong, careful, friendly **Phonological Awareness and phonics:** Words with short/u/ (e.g: us, hug), long /u/ (e.g: mute, cube), short e (e.g: bed, pen), long e (e.g: bee, sheep), end sound for ke (e.g: bike, snake), ck (e.g: duck, back)	Share personal aspirations about future jobs with classmates. Solve riddles related to jobs (e.g., "I treat people's teeth. Who am I?"). Practice breaking and blending words short and long 'u' and 'e' sounds; ck/ke patterns. Engage in word sorts to contrast short and long vowel sounds (silent "e") and spellings and to contrast the spelling of the k sound (ck/ke).

	Read and spell words with short and long '**u**' and 'e'' patterns. Read a decodable text with these patterns -ck, -ke.			Read and spell words with short and long 'u' and 'e' sounds; ck/ke/k. Read decodable texts individually and in pairs to practice reading with the targeted spelling patterns. Phonics: Learn short /u/, /e/ and long /u/, long /e/ and -ck and -ke Read words and decodable text containing words with short /u/, /e/ and long /u/, /e/ and -ck, -ke
Links to other subjects: *Social Studies: jobs and professions.*				
Assessment criteria: *Can identify at least 8 common jobs and their workplaces correctly, explain the main roles of different jobs in the community, use simple sentences to describe jobs and places of work , ask and answer questions about jobs clearly in oral and written form, read and understand short texts about jobs and answer related questions correctly, spell and pronounce key job-related vocabulary. Can read and spell words, and write short texts, using the spelling patterns that have been taught.*				
Materials: Flashcards or pictures of different jobs and workplaces (e.g., teacher, doctor, farmer, police officer, school, hospital). Posters illustrating community jobs and their roles. Visual aids for phonics practice (e.g., words with /tr/ sounds), Audio recordings of job-related vocabulary and dialogues, pupil book, pupil workbook and read aloud stories.				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		**UNIT 3: TIME**		**Periods: 20**
Key unit competence: Pupils listen attentively and communicate about time telling; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify the use of questions about time in the present simple tense. Differentiate between day and night, morning, afternoon, and evening.	Listen to people talking about clock time and dates. Read a short text about a daily routine and show understanding using visuals or in writing.	Being on time for class, turning in assignments by deadlines, and managing personal belongings are all aspects of valuing time	**Listening comprehension and vocabulary:** **Telling the time:** It is three o'clock. It is twenty minutes past eight. It is a quarter to ten. It is half past four. **Giving the date in days months, years:** Today is Wednesday.	Listen and repeat sentences about clock hands and time. Look at clock pictures and tell the time aloud. Read and write the time shown in words and digital form. Match clock faces with digital times. Draw clock times in your notebook.

Understand the sequence of events in their day, like waking up, eating breakfast, and going to school. Understand the concept of days, weeks, months, and years. Grasp the concept of how long an activity takes (e.g., how long it takes to eat lunch). Associate specific times with activities in their daily lives.	Develop basic time management skills, such as planning their day and estimating how long tasks will take. Establishing daily routines helps them understand the structure of time and its predictability. Tell time to the minute and half-hour on an analog clock. Identify middle and ending sounds in spoken and written words.	Developing the ability to plan ahead, break down tasks, and organize materials helps students manage their time effectively. Develop patience and the ability to persevere through challenges	It is the first of March, 2023. My birthday is in July. 21/07 is the twenty-first of July. What day is it today? What is the date? **Stating minutes/hours/ months:** - How many minutes/hours/ days/months are there in…? There are 12 months in a year. There are 60 minutes in one hour. There are 24 hours in one day. There are 12 months in one year. ***Daily routines:*** – I get up at 7.00. When/what time do you get up? She gets up at 7.00. What time does he/she get up? I usually / always/ sometimes/ never get up at 6.00.	Answer questions about days, months, and dates using a calendar. Rewrite scrambled names of days and months. Read the months of the year. Listen and write ordinal numbers (1st, 2nd, 3rd, etc.) Practice reading dates in groups. Listen to stories and answer questions about minutes, hours, days, weeks, months, and years and orally create simple sentences with new words from the story.. Solve problems about time units (e.g., how many minutes in three hours).

Understand how to identify middle and ending sounds in spoken and written words. Hear and see the difference between short and long vowel o and u sounds, noting that the silent -e at the end of a word makes the vowel have a long vowel sound.	Differentiate between long vowel sounds for **u** and **o**, and recognize the spelling differences between long o: -oa, -ow, -spelling patterns and between long "a" with -ay and -ai spelling patterns. Read and spell words with long 'u' and 'o' patterns; long "o" with the -oa and -ow spelling patterns; and long "a" with -ay and -ai spelling patterns	Recognizing that time can be used for focused work, collaborative activities, creative expression, and leisure is important for well-rounded development.	**Key words and sentences:** **Time and Daily Routine:** wake up, have breakfast, walk to school, study, do homework, sleep, morning, afternoon, evening, o'clock, half past, quarter past, quarter to. **Places:** school, church, market, library, home **Days of the Week:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. **Months of the Year:** January, February, March, April, May, June, July, August, September, October, November, December. **Phonological Awareness and phonics:** Words with /-ow/ (e.g: cow, snow) /-oa/ (e.g: goat, soap) /-ay/ (e.g: day, play) /-ai/ (e.g: snail, rain)	Read about the number of days in months and answer related questions. Listen and read a passage about the importance of telling time. Listen and repeat words describing frequency (usually, sometimes, always, etc.). Talk about which activities happen in the morning, afternoon, and evening. Fill in a daily routine based on a given example. Ask a friend about their daily routine and write it down.

Know how to read and spell short words with spelling patterns studied: long /u'/and /o/ patterns; long /o/ with the -oa and -ow spelling patterns; and long "a" with -ay and -ai spelling patterns.	Read decodable texts with these spelling patterns.			Read and act out a dialogue about daily routines in pairs. Listen to words read by the teacher and write them down (dictation). Practice identifying sounds in the middle or end of spoken and written words. Engage in word sorts to contrast long vowel sounds "o" and "u" and to contrast the spelling of the long /a/ sound (-ay and -ai) and the long /o/ sound (-oa, -ow).

				Read and spell words with short and long /u/; long /o/ (-oa, -ow) and long /a/ (-ay and -ai). Read decodable texts individually and in pairs to practice reading with the targeted spelling patterns. Read and spell short words and decodable text containing words with -ow/-oa/-ow/-ay/-ai
Links to other subjects: *Mathematics: numeracy and time.*				
Assessment criteria: *Can* name jobs in the community correctly, *tell the time, give the date, and describe daily activities, ask and answer simple questions about jobs and duties. Can read and spell words, and write short texts, using the spelling patterns that have been taught.*				
Materials*: Charts, pictures, model clock, illustration of clocks, calendars, pupil book, pupil wprkbook and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		**UNIT 4: EVENTS IN THE PAST AND FUTURE**		**Periods: 15**
Key unit competence: Pupils listen attentively and communicate about events in the past and future; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify and name key vocabulary for present, past, and future events. Recognize correct verb forms for the simple present, past, and future tenses. Explain the meaning of common time expressions (yesterday, today, tomorrow, etc.).	Talk about their daily routines using the present tense. Recount past activities and events clearly using the past tense. Describe future plans using future tense structures.	Develop a positive attitude towards sharing personal experiences and plans with others. Value punctuality and the importance of organizing their daily routines.	**Language use** **Listening comprehension and vocabulary:** ***Reporting events:*** Tomorrow, I will wake up at 6:00 am. I will have breakfast at 6:30 am. I will walk to school at 7:00 am. I will be in class at 8:00 am Last Wednesday, I played football. They didn't play football.	Talk about what you are doing now, what you did yesterday, and what you will do in the future. Read a story about Mutesi and complete sentences using past tense verbs. Practice dialogues asking and answering questions about past, present, and future activities.

Match sentences to the correct time frame (present, past, future). Distinguish between regular and irregular verbs in the past tense. Describe the order of events using appropriate sequencing words. Understand how to identify middle and ending sounds in spoken and written words.	Write simple letters and short paragraphs recounting past experiences and future intentions. Listen and comprehend spoken dialogues about daily activities and events. Identify middle and ending sounds in spoken and written words. Differentiate between long o: -oa and -ow spelling patterns; between	Appreciate the importance of	Did she play football on Wednesday? What did you do on Wednesday? **Recounting a daily routine (Telling stories)** Kaliza woke up early in the morning. Then, she brushed her teeth. After, she combed her hair. Next, she had her breakfast and finally she went to school. When did you visit your aunt? Where did you go in August? **Describing future plans:** I will study mathematics on Monday. I am going to visit my uncle on Saturday.	Share and talk about first day of school experience. Complete sentences using words related to daily activities (e.g., dressed, walked, waved). Tell friends about what you did during holidays or last weekend. Fill in missing words in dialogues related to past events. Put jumbled words into correct sentences about past activities. Retell a story read by the teacher using sequencing words like then, next, finally. Learners respond to comprehension questions

See the difference between spellings of long /o/ (-oa, -ow); long /a/ (-ay and -ai); long /i/ (-ie, -igh); and long /e/ (-ea, -ee) Know how to read and spell short words with spelling patterns studied: long /o/ (-oa, -ow); long /a/ (-ay, and -ai); long /i/ (-ie, -igh); and long /e/ (-ea, -ee).	long /a/ with -ay and -ai spelling patterns; between long /i/ (-ie, -igh) spelling patterns; and between long /e/ (-ea, -ee) spelling patterns. Read and spell short words with these spelling patterns: long /o/ (-oa, -ow); long /a/ (-ay, and -ai); long /i/ (-ie, -igh); and long /e/ (-ea, -ee)		What will you do on Wednesday? I will join the English Club. Where are you going tomorrow? I am going to visit my aunt.	Answer comprehension questions based on a story about animals. Talk about future plans and answer questions about what someone will do. Read and answer questions about a letter. Listen toa poem or story expressing feelings about past experiences.

	Read decodable texts with these spelling patterns.		**Key words and sentences:** **Past events**: it happened..../ I visited the museum..../ yesterday/ last week/ , last month, last year, ... If the time has already passed: this morning/ afternoon/ evening **Story parts:** Title, beginning, middle, end, pictures, words, **Story key words**: once upon a time, then, after that, next, ending (finally) **Future plans/ events**: tomorrow, next week, next month, next year, next term	Practice identifying sounds in the middle or end of spoken and written words. Engage in word sorts to contrast the spelling of long /o/: /-oa, -ow ; contrast the spelling of long /a/ : /-ay, and -ai; contrast the spelling of long /i/ (-ie, -igh) ; and contrast the spelling of long /e/ (-ea, -ee). Read and spell words with long /o/ (-oa, -ow); long/a/ (-ay, and -ai); long /i/ (-ie, -igh); and long /e/ (-ea, -ee).

		Communicating clearly about time and events. Show respect and interest when listening to others' stories and plans.	**Phonological and phonics :** Words with long /i/ patterns: -i_e (e.g., time, ride), -igh (e.g., high, night), -ie (e.g., tie, pie); Long 'e' patterns: -ea (e.g., eat, sea), -ee (e.g., see, tree); Review of: -ay (e.g., day, play), -ai (e.g., rain, mail), -oa (e.g., boat, coat), and -ow (e.g., low, grow). Phonics: i-e, -igh, -ie, -ea, -ee	Read decodable texts individually and in pairs to practice reading with the targeted spelling patterns.
Links to other subjects: *Social studies: places. Kinyarwanda: stories.*				
Assessment criteria: *Can read a simple story, follow a story read aloud, retell the story orally, report events in the past, recount a trip, write a short letter describing an event in the recent past, and write a short text describing future plans. Can read and spell words, and write short texts, using the spelling patterns that have been taught.*				
Materials: *Charts, pictures, model clock, watch, illustrations of clocks, calendar, pupil book, pupil workbook and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		**UNIT 5: DOMESTIC ANIMALS**		**Period: 15**
Key unit competence: Pupils listen attentively and communicate about domestic animals; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify common domestic animals using present simple tense: «A cow gives us milk.» Recognize wild animals and describe their habitats with simple prepositions of place: «The lion lives in the forest.»	Read aloud names of animals and animal products, using correct pronunciation and plurals: «Sheep,» «dogs.» Participate in dialogues using question forms with «How many»: «How many goats do you have?»	Appreciate the role of domestic animals in the community. Respect and care for animals and their habitats. Show interest in learning about animals and their benefits.	**Listening Comprehension and vocabulary:** **Talking about domestic animals:** We have cows. Do you have a cat? They do not have chickens. How many cows do you have? They have 2 cows. We have a few/lot of hens.	Look at pictures of domestic animals and say their names aloud. Complete animal name puzzles using pictures as clues. Practice dialogues about how many animals someone has at home. Draw your favourite domestic animal.

List products obtained from domestic animals using quantifiers: «Many hens give us eggs.» Understand the use of plurals when naming animals: «Sheep,» «goats,» «rabbits.» Explain the importance of domestic animals using modal verbs: «We can get meat from goats.» Understand question forms with «How many» to ask about animals: «How many cows do you have?»	Use modal verbs in sentences about animal uses: «We can make cheese from milk.» Describe animals and their products orally and in writing using simple prepositions of place: «The cow is near the farm.» Identify beginning, middle and ending sounds in spoken and written words.	Value the products that animals provide. Be responsible in protecting animals and their environment. ·Develop empathy towards living creatures.	***Domestic animals food:*** Do you have a cow at home? What does it eat? Grass (cow, goat), meat (dog), maize (Hen) etc, ... ***Uses of animal products:*** We get milk from cows. Cows give us milk. What do we get from cows? Which animals give us milk? What do cats do? What do you do with the milk? We sell the milk **Key words and sentences:** ***Domestic animals:*** cow, goat, sheep, rabbit, pig, hen, dog, donkey, duck, cat	Identify and list wild animals vs. domestic animals. Say simple sentences describing domestic animals people have. Draw and name domestic animals found at home. Read a story about uses of animal products like milk, meat, eggs, and cheese. Learners respond to comprehension questions" Listen, repeat, and identify animal products like meat, milk, cheese, and eggs. Learners respond to comprehension questions. Use a sentence table to make sentences about animal products.

Understand how to identify beginning, middle and ending sounds in spoken and written words. See the difference between spellings of long /i/ : -igh, -ie; long "e" : -ee, -ea; long /u/: -ew, -oo, and /o/ : -or.	Differentiate between long /i/ -igh, -ie spelling patterns; long /e/ : -ee, -ea spelling patterns; long /u/: -ew, -oo, long /o/ -or and -ore spelling patterns. Read and spell words with these spelling patterns: long /i/ : -igh, -ie; long /e/ : -ee, -ea; long /u/: -ew, -oo, and /o/ : -or.		***Animal products:*** Cheese, wool, hide, feather, butter, sausage **Actions and verbs** Give, eat, drink, guard, walk, jump, fly, catch, make, protect **Phonological Awareness and phonics:** Long i patterns: (e.g.mine, like, line), -ie (e.g. tie), -igh (light, bright); Long u patterns: -ew (e.g., new, few), -oo (e.g., moon, food), -u_e (e.g., cube, tune); -or (e.g., for, nor)	Answer questions about animals used for transport, protection, and chasing rats. Read aloud sentences about things made from animal skins and milk products. Name products made from domestic animals (shoes, handbags, cheese, belts). Practice identifying sounds in the beginning, middle or end of spoken and written words. Engage in word sorts to contrast the spelling of long "i" : -igh, -ie; long "e" : -ee, -ea; contrast the spelling of long "u": -ew, -oo, and contrast the spelling of -or

Know how to read and spell short words with spelling patterns studied: long /i/ : -igh, -ie; long /e/ : -ee, -ea; long /u/: -ew, -oo, long /o/ -or.	Read decodable texts with these spelling patterns.			Read and spell short words with long /i/ : -igh, -ie; long /e/ : -ee, -ea; long /u/: -ew, -oo, long /o/ : -or. Read decodable texts individually and in pairs to practice reading with the targeted spelling patterns.
Links to other subjects: *SET and social studies: animals, farming and pets.*				
Assessment criteria: *Can identify and name domestic and wild animals correctly, describe the products obtained from different domestic animals using simple sentences, explain the uses of animal products in daily life, use language structures such as "have," "give," and "can" accurately in sentences about animals and their products, spell and pronounce key vocabulary words related to animals and their products correctly. Can read and spell words, and write short texts, using the spelling patterns that have been taught.*				
Material: *Pictures or flashcards of domestic and wild animals, real or toy animal models (cow, goat, sheep, rabbit, dog, hen, lion, elephant, monkey, snake), charts showing animal products (milk, eggs, meat, cheese, wool, hide), audio recordings or videos of animal sounds and names, pupil book, phonics pupil workbook, read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		**UNIT 6: BODY AND HEALTH**		**Periods: 10**
Key unit competence: Pupils listen attentively and communicate about body and health; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify and name common body parts (head, shoulders, knees, toes, eyes, ears, mouth, nose, hands, fingers, arms, legs). Understand simple instructions related to body movements (clap, jump, wave, bend).	Listen and repeat names of body parts and actions accurately. Ask and answer questions about the number of body parts. Follow and give simple oral instructions involving body movements.	Show interest and confidence in talking about their body and health. Appreciate the importance of personal hygiene and healthy habits. Participate actively in group and pair activities.	**Listening comprehension and vocabulary:** ***Naming parts of the body:*** What is this? What are these? This is my head. These are her arms. How many fingers do you have? I have ten fingers.	Listen to the teacher say the names of body parts and repeat them aloud. Point to each body part on yourself or a picture as it is named. Sing "Head, Shoulders, Knees and Toes" together as a class to reinforce body part vocabulary.

Recognize the importance of hygiene and health care routines. Understand basic vocabulary and sentence structures for talking about body parts and actions. Understand and respond to questions about the body and health habits. Understand how to identify middle and ending sounds in spoken and written words. See and hear the difference between spellings of -ar, -are, and -air.	Read and write vocabulary related to body parts and hygiene. Identify middle and ending sounds in spoken and written words. Differentiate between -ar, -are, and -air spelling patterns. Read and spell short words with these spelling patterns: -ar, -are, and -air. Read decodable texts with these spelling patterns.	Respect peers when giving and following instructions. Value cleanliness and daily care routines to stay healthy. Develop positive attitudes towards physical activities and taking care of the body.	**Giving instructions related to body parts:** Bend forward. Nod your head. Clap your hands. Stand on one leg. **Taking care of our body:** What do you use to wash your hands/ comb your hair/ brush your teeth? I use soap to wash my hands. **Key words and sentences;** **Body parts:** head, shoulders, knees, toes, eyes, ears, mouth, nose, hands, fingers, arms, legs, neck, teeth, nails, face	Count how many body parts are mentioned in the song. Practice asking and answering questions about how many body parts you have (e.g., "How many eyes do you have?" "I have two eyes."). Pair up and quiz each other using these questions. Listen carefully to teacher's commands (e.g., "Clap your hands," "Bend forward") and perform the actions. Take turns giving instructions to a partner.

Know how to read and spell short words with spelling patterns studied: -ar, -are, and -air.			**Actions / Instructions:** clap, jump, wave, bend, stretch, stand, nod, greet, swing **Hygiene and health:** wash, brush, clean, soap, water, toothbrush, toothpaste, comb, towel, handkerchief, healthy food, sleep, exercise **Phonological Awareness:** Words with -ar (e.g., car, far), -are (e.g., care, fare), and -air (e.g., air, hair).	Look at pictures showing actions and write the correct instruction under each period Read a story about taking care of the body (e.g., Mugeni's story). Answer comprehension questions about hygiene habits and daily routines. Describe what children are doing in pictures related to hygiene and health. Learn and recite a short poem about being healthy and taking care of the body. Practice identifying sounds in the middle or end of spoken and written words.

				Engage in word sorts to contrast the spelling of -ar, -are, and -air. Read and spell words with -ar, -are, and -air. Read decodable texts individually and in pairs to practice reading with the targeted spelling patterns.

Links to other subjects: *Health. SET: the body.*

Assessment Criteria: *Can identify and name major parts of the body correctly using appropriate vocabulary and sentence structures, responds accurately to spoken instructions related to body movements and actions, demonstrates correct hygiene practices (e.g., washing hands, brushing teeth) and explains their importance, uses simple present tense sentences to describe personal hygiene routines and healthy habits. Can read and spell words, and write short texts, using the spelling patterns that have been taught.*

Materials: *Flashcards or pictures of body parts, Flashcards or pictures of the body,audio or video of the song: "Head , shoulders Knees and Toes, Illustrated instruction cards (e.g., «Clap your hands», «Jump»), Hygiene items (toothbrush, soap, towel) for demonstration, Audio recordings for pronunciation practice (especially /sp/ sound), Mirrors for pupils to identify and point to their own body parts, Pupil book, phonics pupil workbook and read aloud stories.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		**UNIT 7: CLOTHES**		**Periods: 15**
Key unit competence: Pupils listen attentively and communicate about clothes; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify and name common clothing items. Recognize vocabulary for colours. Understand how to describe clothing items using colour and type. Recognize words and phrases for talking about clothing prices.	Use sentences to describe people's clothing. Ask and answer questions about clothing prices. Match clothing items to weather conditions orally. Spell clothing-related words correctly.	Show interest in dressing neatly for school and daily life. Appreciate the importance of cleanliness in clothing. Respect cultural and personal choices in clothing. Value dressing appropriately for the weather.	**Listening comprehension and vocabulary:** **Naming & describing Clothes:** This is a jacket. These are sweaters. I am wearing my pyjamas. (Roy's dialogue)	Students describe their clothes (e.g., «I am wearing a blue shirt and black trousers») while walking on a «classroom runway.» Match clothing items (raincoat, sweater) to weather conditions (rainy, cold) using flashcards.

Understand how to match clothing with different weather conditions. Know basic sentence structures for describing what someone is wearing. Understand how to identify middle and ending sounds in spoken and written words.	Use "He/She is wearing..." correctly in sentences about clothes Participate in a role-play about buying clothes. Identify middle and ending sounds in spoken and written words. Differentiate between -ar, -are, and -air spelling patterns; between -ir and -ire; and between -or and -oar.	Show care for personal belongings, including clothes. Be willing to share knowledge about clothes with others.	**What Are They Wearing?** She is wearing a green dress. They are wearing school uniforms. **Matching Clothes with Weather:** When it is cold, I wear a jacket. We need raincoats when it is rainy. **Talking About the Cost of Clothes:** How much does this dress cost? It is 5,000 frw.	Group classroom objects by colour (e.g., "These socks are green") and label them. Students act as shopkeepers and customers, comparing prices (e.g., "This dress is cheaper than the jacket"). Draw and label an outfit for a specific occasion (school, party) and describe it in writing. Compete to spell words like "blouse," "blanket," and "blue." Play a matching game with pictures of clothes and their names.

Recognize and compare the spellings of -ar, -are, and -air; -ir and -ire; and -or and -oar. Know how to read and spell short words with spelling patterns studied: -ar, -are, and -air; -ir and -ire; and -or and -oar.	Read and spell words with these spelling patterns: -ar, -are, and -air; -ir and -ire; and -or, and -oar. Read decodable texts with these spelling patterns.		The skirt is cheaper than the shirt. **Key words and sentences:** **Clothing Items:** T-shirt, shirt, trousers, dress, skirt, sweater, jacket, raincoat, scarf, gloves, socks, shoes, sandals, gumboots, uniform, pyjamas **Colours:** Red, blue, yellow, green, black, white, orange, pink, purple, brown, grey **Weather Terms:** Sunny, rainy, windy, cold, hot, cloudy **Shopping Terms:** Cheap, expensive, price, cost, buy, sell, discount,	Use flashcards to make sentences (e.g., "This is a scarf. These are gloves."). Create a poster showing appropriate clothing for rainy, sunny, and cold weather. Teacher reads a shopping dialogue (from the book), and students respond to comprehension questions about it. Engage in word sorts to contrast the spelling of -ar, -are, and -air; -ir and -ire; and -or and -oar.

			Phonological Awareness and phonics: Review of /a/: -ar (e.g., car, star), -air (e.g., hair, pair), -are (e.g., care, fare); /o/: -or (e.g., for, nor), and /i/: -ir (e.g., sir, bird) and -ire (e.g., dire, fire).	Read and spell words with -ar, -are, and -air; -ir and -ire; and -or. Read decodable texts individually and in pairs to practice reading with the targeted spelling patterns.
Links to other subjects: *Social studies and mathematics: clothes, shops, and price.*				
Assessment criteria: *Can correctly name items of clothing in English, describe clothing items with colours using full sentences, ask and answer questions about the cost of clothes in exchanges, match clothing items to suitable weather conditions in a given activity. Can read and spell words, and write short texts, using the spelling patterns that have been taught.*				
Materials: *Charts, pictures, clothing, text books, readers, and word walls. Real clothing items (T-shirts, scarves, hats) for tactile learning, Weather flashcards (sunny/rainy icons paired with clothing), Color swatches (fabric samples or painted cards for matching games), Price tags (with «500 frw,» «1,200 frw» for role-play), pupil book, pupil phonics workbook and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		**UNIT 8: RWANDA**		**Periods:20**
Key unit competence: Pupils listen attentively and communicate about Rwanda; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and Values**		
Name important places in Rwanda. Explain the use of compass points to describe location. Recognize vocabulary for home location and directions. Identify geographical features (mountain, river, lake, hill).	Give clear oral directions using compass points. Describe home location in speech and writing. Read a simple map and identify key places. Use "near," "next to," "opposite" correctly in sentences.	Show interest in learning about Rwanda's places and features. Respect and value Rwanda's natural and built environment. Appreciate the diversity of landscapes in Rwanda.	**Listening Comprehension and vocabulary:** **Naming places on a map:** Rwanda has four provinces: Northern, Southern, Eastern, and Western. Lake Kivu is bordered by five districts.	Map Drawing Challenge – Students sketch Rwanda's map, labeling provinces and major landmarks. Province Presentation – Research and present key facts about one province (districts, lakes, mountains). Compass Direction Game – Use a compass to locate places (e.g., "Rubavu is in the west»).

Understand how to give and follow simple directions. Recognize map symbols for basic locations. Understand how to identify middle and ending sounds in spoken and written words. Recognize and compare the spellings of : -ir, -ur, and -er; -ou and -ow; and -oo (as short and long u) patterns.	Answer questions about geographical features in Rwanda. Draw and label a simple map. Identify middle and ending sounds in spoken and written words. Differentiate between -ir, -ur, and -er -ou and -ow spelling patterns and -oo (as short and long u) pattern.	Be proud of one's home location and community. Show care when using maps and geographical materials. Encourage others to learn about Rwanda's geography.	***Compass points:*** Musanze is in the northern part of Rwanda. Rubavu is to the west of Kigali. **Where people live:** **Where do you live?** I live in Rwamagana. My aunt lives in Rubavu. **Naming basic geographical features:** A lake is a body of water surrounded by land. Mount Karisimbi is the tallest mountain.	True/False Quiz – Test knowledge with statements (e.g., "Lake Kivu is in the east – False!"). Role-Play: Asking for Directions – Practice dialogues like, «Where is Musanze? It's in the north.» Flag Coloring Activity – Color Rwanda's flag and explain its symbols (sun, colors).

*Understand that the 'r' after the vowels 'i', 'e', and 'u' can make them all sound the same. They will also understand that a doubled 'r' after a vowel can keep the vowel's short sound. Know how to read and spell short words with spelling patterns studied: -ir, -ur, and -er; -ou and -ow; and -oo (as short and long u) patterns.	Read and spell words with these spelling patterns: -ir, -ur, and -er; -ou and -ow; and -oo (as short and long u). Read decodable texts with these spelling patterns.		**Key words and sentences:** **Places and directions:** Northern, Southern, Eastern, Western, Kigali, district, province, compass **Geographical Features:** Lake, river, mountain, volcano, hill, valley, forest, Land of a Thousands Hills **Map Terms:** Map, border, location, capital, direction, symbol	Matching Lakes to Districts – Pair lakes (e.g., Lake Muhazi) with their locations (Rwamagana, Gatsibo). Students move north/south/east/west based on teacher instructions. Practice identifying sounds in the middle or end of spoken and written words. Engage in word sorts to contrast the spelling of -ir, -ur, and -er; -ou and -ow; and -oo (as short and long u) patterns. Read and spell words with -ir, -ur, and -er; -ou and -ow; and -oo (as short and long u) patterns.

			Phonological Awareness and phonics: Words with -ir (e.g., bird, girl), -er (e.g., her, herb), -ur (e.g., fur, burn); -ou (e.g., out, mouse), -ow (e.g., now, cow); -oo as short u (e.g., book, cook, foot) and -oo as long u (e.g., school, food) **Phonics**: -er, -ur, -ou, -ow	Read decodable texts individually and in pairs to practice reading with the targeted spelling patterns. Listen to stories about informational story/ text about Rwanda and respond to related comprehension questions and orally create simple sentences with new words from the story.
Links to other subjects: *Social Studies: Map and compass points.*				
Assessment criteria: *Can correctly name places on a map of Rwanda, Use compass points accurately, describe one's home location with relevant vocabulary, identify and describe basic geographical features in writing or speaking. Can read and spell words, and write short texts, using the spelling patterns that have been taught.*				
Materials: *Maps, paper for drawing, photographs, pictures, pupil book, pupil phonics, workbook and read aloud stories.*				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		**UNIT 9: COUNTING WITH GRAPHS**		**Periods: 15**
Key unit competence: Pupils communicate about graphs; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Recognize numbers up to 100 in English. Understand vocabulary for quantities and amounts. Know the terms for addition, subtraction, multiplication, and division. Understand how to read data in a table.	Perform 4 basic arithmetic operations and say results in English. Classify items into correct groups in English. Fill in a table with data from observation or counting.	Show accuracy when counting and recording data. Be honest when presenting information. Appreciate the value of organising information clearly. Work cooperatively during group data tasks. Show patience when solving problems.	**Listening comprehension and vocabulary:** **Survey and interpreting data:** Most children like beans. Some children eat Irish potatoes. How many children like cassava? What is your favourite food? What is the most liked food?	Poll classmates on favorite foods and create a graph Solve real-life problems (e.g., "If 3 bananas cost 300 frw, how much for 6?"). Arrange objects and describe positions ("The red ball is 1st"). Compare prices (e.g., "1 kg rice = 1,200 frw; 2 kg = ?").

Recognize parts of a bar graph (title, axis, bars). Know food category vocabulary (fruits, vegetables, proteins, etc.). Understand how to identify middle and ending sounds in spoken and written words. Recognize and compare the spellings of -ou, -ow patterns; -oi, and -oy patterns; and -aw pattern.	Describe trends from a bar graph Spell number words from one to twenty correctly. Work in pairs or groups to collect and present data. Identify middle and ending sounds in spoken and written words. Differentiate between -ou, -ow patterns; -oi, and -oy patterns; and -aw pattern.	Value mathematics as a useful communication tool.	***Counting:*** How many? number, figure, one, Two, Three, ..., Fifty, Hundred **Addition/ Subtraction** How many green bananas left? Twenty-nine take away sixteen equals thirteen. **Language structure:** **Math operations vocabulary:** Plus, minus, equals. ***Multiplication & Division:*** multiply, divide, division, multiplication, divided by, multiply by	Physically hop on a number line to practice addition/ subtraction. Arrange number cards from smallest to largest. Plan a meal with 5,000 frw, listing items and quantities. «How Many Bananas?» Story Problems: Solve the banana-themed word problems **Distance Calculation:** Measure steps from classroom to school gate and convert to meters.

Know how to read and spell short words with spelling patterns studied: -ou, -ow patterns; -oi, and -oy patterns; and -aw patterns.	Read and spell words with these spelling patterns: -ou, -ow; -oi, and -oy; and -aw pattern. Read decodable texts with these spelling patterns.		**Using a bar graph to show the distance children walk to school:** 5 pupils walk six Kilometres to school. 19 pupils walk 1 km to school every day. How many pupils walk 5 km? 12 pupils walk 1 km to school. Which is the longest distance pupils walk to school? **Language structure:** **Numbers in context:** How many ...? **Key words and sentences:** **Food types:** Rice, beans, cassava, potatoes, bananas, vegetables, fruits, milk, meat	Practice identifying sounds in the middle or end of spoken and written words. Engage in word sorts to contrast the spelling of -ou, -ow patterns; -oi, and -oy patterns; and -aw pattern. Read and spell short words with -ou, -ow patterns; -oi, and -oy patterns; and -aw pattern. Read decodable texts individually and in pairs to practice reading with the targeted spelling patterns.

			Math terms: Add (+), subtract (−), multiply (×), divide (÷), equal (=), total, difference **Measurement words:** Kilometre (km), metre (m), kilogram (kg), litre **Graph terms:** Bar graph, table, survey, data, most, least **Phonological Awareness and phonics:** Words with -**ou** (e.g., out, loud, shout); -**ow** (e.g., cow, now, plow); -**oi** (e.g., oil, coil), -**oy** (e.g., boy, toy), -**aw** (e.g., saw, paw, crawl, dawn, yawn)	Listen to stories about counting. Learners respond to related comprehension questions

Links to other subjects: *Mathematics: numeracy and graphs.*
Assessment Criteria: Correctly perform and state results of basic arithmetic operations in English, classify items into correct groups using English labels, fill in a simple table with data from a given source with accuracy, describe trends or findings from a bar graph full sentences. Can read and spell words, and write short texts, using the spelling patterns that have been taught.
Materials: *Charts, tables, graphs, pictures, photographs, flash cards, bottle caps, pupil book, pupil phonics workbook and read aloud stories*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		**UNIT 10: SHOPPING**		**No of lessons: 20**
Key unit competence: Pupils listen attentively and communicate about shopping; read and write words with target sounds; read decodable texts accurately; and answer comprehension questions correctly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and Values**		
Identify goods found in markets. Recognize the difference between countable and uncountable nouns. Know polite expressions for buying and selling.	Role-play a buying and selling conversation using polite language. Write a shopping list with correctly spelled items. Ask and answer questions about prices.	Show politeness when interacting with sellers and buyers. Appreciate the work of sellers and market workers. Value honesty in buying and selling. Plan purchases carefully to avoid waste.	**Listening Comprehension and Vocabulary:** **The market: What do we find in the market?** I buy rice and beans at the market.(Grace's story) This is where I buy my food. At the butcher, I buy meat.	Set up a mock market with price tags; students «buy» items using play money. Plan a balanced meal budget (e.g., «1 kg tomatoes + 1 kg rice»). Examine food packaging (real or printed) to identify expiry dates. **Role-Play:** Practice dialogues (e.g., «This costs 1,000 frw. Can I pay 800?»).

Understand simple sentences for asking about prices. Recognize vocabulary for weights and quantities (kilo, litre, dozen). Understand how to make a shopping list in English. Understand how to identify middle and ending sounds in spoken and written words. Recognize and compare the spellings of -aw, -au patterns; -all and alk patterns.	Use "How much...?" and "How many...?" correctly. Classify nouns as countable or uncountable. Identify middle and ending sounds in spoken and written words. Differentiate between -aw, -au patterns; -all and alk patterns.	Show respect for market rules and order. Encourage fair trade and respect for others' goods.	***Buying and Selling*** Do you have a loaf of bread? How much is a loaf of bread? It is 1,200 frw. How much is a kilogram of sugar? A kilogram of sugar is 1,000 frw. **Key words and sentences:** **Market Items:** Sugar, salt, bread, tomatoes, onions, meat, fruits, vegetables, flour, eggs **Quantities:** Kilogram (kg), litre, packet, loaf, dozen **Shopping Actions:** Buy, sell, pay, bargain, pack, choose, check (expiry date)	Classify items (e.g., «bananas» vs. «sugar») into two groups: **countable and uncountable** Fill in blanks with **"Much», «Many»** (e.g., «How ____ sugar do we need?»). **Receipt writing**: Write a mock receipt for groceries, calculating totals. **Story retelling**: Summarize the «Grace at the Market» story from the book. Practice identifying sounds in the middle or end of spoken and written words. Listen to stories about counting. Learners respond to related comprehension questions Engage in word sorts to contrast the spelling of -aw, -au patterns; and -all and alk patterns.

Know how to read and spell short words with spelling patterns studied: -aw, -au, -all, and alk patterns.	Read and spell words with these spelling patterns: -aw, -au, -all,- and alk patterns. Read decodable texts with these spelling patterns.		**Phonological Awareness and phonics:** Words with -au (e.g., haul, cause), -aw (e.g., saw, paw), -all (e.g., ball, call), -alk (e.g., walk, talk).	Read and spell words with -aw, -au, -all, and alk patterns. Read decodable texts individually and in pairs to practice reading with the targeted spelling patterns.
Links to other subjects: *Social studies and mathematics: Shopping, weight, quantity, price, buying and selling.*				
Assessment criteria: *Name market goods correctly in English, correctly classify nouns as countable or uncountable in a given activity, participate in a short buying and selling role-play using polite expressions, write a shopping list of items using correct vocabulary and spelling. Can read and spell words, and write short texts, using the spelling patterns that have been taught.*				
Materials: ***Play Money*** *(Rwandan francs for role-play),* ***Empty Food Packaging*** *(with price tags and expiry dates),* ***Shopping List Templates*** (with columns for item/quantity/price). *Pictures, photographs, and drawing paper, pupil book, pupil phonics workbook and read aloud stories.*				

7. Bibliography

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8. SUBJECTS AND WEEKLY TIME ALLOCATION FOR DOUBLE SHIFT IN LOWER PRIMARY (P1-P3)

	Subjects to be taught in P1-P3	**Number of periods (Period= 40 minutes)**
1	Kinyarwanda	5
2	English	5
3	Mathematics	5
4	Social and Religious Studies	2
5	Science and Elementary Technology (SET)	2
6	French	2
7	Creative Arts (Fine Arts and Music)	2
8	Physical Education and Sports	1
9	Co-Curricular activities	1
	Total number of contact *periods* per week	**25**
	Total number of contact *hours*/Week	**16.6**
	Total number of contact *hours* per year (39 weeks: 33 weeks of learning plus 2 weeks each term for revision and exams)	**647.4**