~~P1 ENGLISH NATIONAL SCHEME OF WORK -- ACADEMIC YEAR 2025-2026~~

SUBJECT: ENGLISH

Teacher's Name		**Academic year**	**2025/2026**
School name		**Nº of students**	
Class		**Term**	
Subject		**Number of period per week**	**5**

TERM ONE

Unit 1: Welcome to the classroom **20 Periods** **Key Unit Competence:** Pupils will be able to greet, introduce themselves and others, and respond to basic classroom instructions using simple present tense							
Lesson title	**Learning objectives**	**Content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly Observatº/ Remarks**
Week 1: 8-12 Sept 2025 **Theme: Greeting children in the classroom**							
Lesson 1: Morning Greetings	Listen and speak in the context of greeting in the morning	Good morning, hello, hi, how do you do	Teacher greets learners with "Good morning!" and models responses. Pupils repeat greetings and practice in pairs. Use time-of-day visuals to match greetings to morning scenes.	Pictures/charts related to greeting based on time: sunrise, noon, sunset and night	Pupils should use morning greeting phrases correctly in role-play and conversation.	P1 Pupil's English Book. (Page 2)	
Lesson 2:	Identify basic greeting words used in the morning and	Good afternoon	Show pictures of morning and afternoon; ask learners to identify the	Time-of-day flashcards,	Pupils should identify and use appropriate	P1 Pupil's English Book.	

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Greeting in the afternoon	afternoon		correct greeting. Pupils practice saying "Good afternoon" in pairs. Use flashcards to match greetings to time-of-day images.	Greeting posters	greetings for morning and afternoon.	(Page 2–3)	
Lesson 3: Greeting in the evening and night	Identifying basic greetings used in the evening	Good evening, See you tomorrow, Good night	Pupils sing a greeting song with phrases like "Good evening" and "Good night." Use visuals to prompt time-cued greetings. Role-play saying goodbye and "See you tomorrow."	Greeting song chart/audio, evening/night visuals	Pupils should respond with correct evening and night greetings based on visual cues.	P1 Pupil's English Book.	
Lesson 4: Greetings and goodbye	Use greetings and farewells appropriately	Good morning, Good afternoon, Goodbye	Pupils sing the full greeting song with gestures. Practice saying "Goodbye" in pairs and small groups. Use posters to reinforce greeting and farewell vocabulary.	Greeting posters, audio	Pupils should use greetings and farewells appropriately during peer interactions	P1 Pupil's English Book.	
Lesson 5:	Consolidate understanding of	All greetings from previous	Rotate through greeting stations (morning,	Flashcards, visuals	Pupils should demonstrate	P1 Pupil's English	

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Review greetings	greetings across different times of day	lessons	afternoon, evening, night). Pupils say the correct greeting at each station. Use flashcards to prompt greeting recall.		correct use of greetings across different times of day.	Book.	
Week 2: 15-19 Sept 2025 **Weekly Theme: Greeting children in the classroom**							
Lesson1: Listening comprehension about self-introduction	Demonstrate understanding of self-introduction phrases	My name is ..., I am ..., What's your name?	Pupils greet each other in pairs using simple phrases like "Hello, how are you?" and respond appropriately. Pupils introduce themselves to classmates using "My name is…" and ask "What's your name?" Pupils match greeting phrases to pictures showing different times of day (e.g. morning, evening).	Dialogue cards, name tags	Pupils should demonstrate understanding of self-introduction phrases by greeting and introducing themselves clearly.	P1 Pupil's English Book.	
Lesson 2:	Recognize language used while introducing others	He, she, his, her, my, Hello, Nice to meet you	Pupils work in pairs to introduce a classmate using phrases like "This is my friend. His name is	Pictures/images of people	Pupils should use correct pronouns and phrases to introduce others	P1 Pupil's English Book.	

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Dialogue			Peter." Use picture cards to match pronouns (he, she) with names and practice saying full sentences. Role-play short dialogues using greetings and introductions: "Hello, this is my friend. Her name is Amina."		confidently in dialogue.		
Lesson 3: Presentation (Role play)	Practice introducing others using key words	This is my friend. Her name is ...	Pupils prepare and present short introductions of classmates using phrases like "This is my friend. Her name is Amina." Use name tags and learner photos to support role-play presentations in front of the class. Practice introductions through guided repetition and peer modeling.	Name tags, learner photos	Pupils should confidently present introductions using full sentences and correct pronouns	P1 Pupil's English Book.	
Lesson 4: Oral practice using greetings and introducing oneself	Use greetings and introductions in context	Hello, My name is ..., This is my friend	Pupils practice greeting and introducing themselves in pairs using phrases like "Hello, my name is…" Use flashcards to prompt	Flashcards, classroom visuals	Pupils should use greetings and introductions fluently and respond accurately in oral exchanges	P1 Pupil's English Book.	

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			pupils to build short oral sentences with greetings and names. Pupils take turns introducing a friend to the class using "This is my friend. His name is…				
Lesson 5: Introducing oneself song	Learn and sing a song with self-introduction phrases	Hello, My name is ..., Nice to meet you	Pupils sing a simple song using phrases like "Hello, my name is…" and "Nice to meet you." Learners act out the song with gestures that match the lyrics (e.g. waving, pointing to self). Pupils perform the song in small groups to reinforce pronunciation and confidence	Song chart/audio	Pupils should sing and gesture correctly using self-introduction phrases from the song.		
Week 3: 22–26 Sept 2025 **Theme: Introducing others**							
Lesson 1: Listening comprehension about introducing others	Recognize and respond to introductions using pronouns	Who is this? He is … She is … This is my friend	Pupils listen to the teacher model introductions using "He is…" and "She is…"	Classroom visuals, flashcards	Pupils should respond to introductions using correct pronouns and phrases.	P1 Pupil's English Book.	

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Lesson 2: Dialogue	Use sentence patterns to introduce others	He is … She is … Her name is …	Pupils practice short dialogues in pairs using "Her name is…" and "He is my friend." Use flashcards to match names and pronouns. Pupils take turns introducing someone in front of the class.	Name tags, flashcards	Pupils should use polite and accurate sentence patterns to introduce others.	P1 Pupil's English Book.	
Lesson 3: Presentation (Role play)	Present short introductions of classmates	This is my friend. He is … She is …	Pupils prepare short introductions of classmates using "This is my friend…" Use learner photos and name cards to support presentations. Pupils present in front of the class with teacher guidance.	Learner photos, name cards	Pupils should confidently present introductions using full sentences and correct pronouns.	P1 Pupil's English Book.	
Lesson 4: Oral practice using greetings and introducing others	Ask and answer questions about others	Who is this? He is my friend. Her name is …	Pupils ask and answer questions in pairs: "Who is this?" "He is my friend." Use visuals to prompt oral responses. Practice introductions in	Flashcards, visuals	Pupils should respond politely and accurately when introducing others.	P1 Pupil's English Book.	

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			small groups with peer support.				
Lesson 5: Introducing oneself and others songs	Sing and act out songs about introductions	Hello, My name is … This is my friend …	Pupils sing a song using phrases like "Hello, my name is…" and "This is my friend…" Use gestures and name cards to act out the song. Perform the song in small groups to reinforce fluency.	Song audio/chart	Pupils should sing and gesture correctly using introduction phrases from the song.		
Week 4: 29 Sept – 3 Oct 2025 **Theme: Giving and following instructions**							
Lesson 1: Listening comprehension about instructions	Listen, understand, and respond to classroom instructions using action words	Stand up, clap, stamp, sit, sing, point, raise your hand, look, listen	Pupils listen to the teacher and act out instructions like "Stand up," "Clap your hands," "Sit down." Use flashcards to match action words with pictures. Sing a simple song that includes classroom commands.	Flashcards, classroom visuals, action posters	Pupils should follow and respond to oral instructions using correct actions.	P1 Pupil's English Book. (Page 10–12)	
Lesson 2: Dialogue	Recognize and use simple classroom instructions in	Sit down, stand up, listen, sing a	Pupils practice short dialogues using classroom commands: "Sit down,"	Sentence strips, role-play props	Pupils should use classroom instructions	P1 Pupil's English Book.	

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	conversation	song, point to	"Point to the board." Use sentence strips to build command-based conversations. Role-play classroom routines in pairs.		clearly and politely in speech.		
Lesson 3: Presentation (Role play)	Present short role-plays using classroom instructions	Clap your hands, raise your hand, point to the board	Pupils perform short role-plays using phrases like "Raise your hand," "Clap your hands." Use real classroom objects to support the role-play; Practice routines in pairs with teacher guidance.	Real classroom objects	Pupils should present classroom instructions confidently and in context.	P1 Pupil's English Book.	
Lesson 4: Oral practice	Practice giving and following instructions orally	Listen to me, look at the board, sing	Pupils give and follow instructions in pairs: "Look at the board," "Sing a song." Use wall charts to prompt action-based responses. Practice commands in small groups with peer feedback.	Flashcards, wall charts	Pupils should respond accurately and promptly to oral instructions.	P1 Pupil's English Book.	
Lesson 5:							

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End unit assessment

Unit 2: Classroom objects

Key Unit Competence: Pupils will able to identify classroom objects and describe their colour using demonstratives and plural forms

Week 5: 6–10 Oct 2025
Theme: Describing classroom objects

Lesson title	Learning objectives	Content summary	Teaching and learning activities	Teaching and learning aids	Assessment	References	Weekly observations/ Remarks
Lesson 1: Listening comprehension about classroom objects	Identify and name classroom objects using demonstratives	What is this? What are these? Desk, pencil, book, chair	Pupils point to real classroom items as the teacher names them using "What is this?" and "What are these?" Use flashcards to match object names to pictures. Pupils play "Odd One Out" using coloured objects to identify differences.	Real classroom items, flashcards	Pupils should identify and name classroom objects correctly using demonstratives.	P1 Pupil's English Book.	
Lesson 2: Dialogue	Use simple sentences to describe classroom items	This is a pen. These are books.	Pupils practice short dialogues using "This is a pen." "These are books." Use object cards and sentence strips to build simple sentences. Pupils match objects to colours and describe them	Object cards, sentence strips	Pupils should describe classroom items clearly using simple sentence patterns.	P1 Pupil's English Book.	

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			orally.				
Lesson 3: Presentation (Role play)	Classify and describe classroom objects by colour	Blue pen, yellow ruler	Pupils sort classroom items by colour and describe them: "This is a blue pen." Use coloured flashcards to support vocabulary. Learners present their sorted items to the class using full sentences	Coloured objects, flashcards	Pupils should classify and describe classroom objects confidently using colour words.	P1 Pupil's English Book.	
Lesson 4: Oral practice	Practice object vocabulary and sentence patterns	This is a desk. These are pencils.	Pupils name and describe objects in pairs using "This is a desk." "These are pencils." Use real classroom items to prompt oral responses. Pupils clap syllables while reciting object names in a rhyme.	Real objects, visuals	Pupils should use object vocabulary accurately and respond promptly in oral practice.	P1 Pupil's English Book.	
Lesson 5: Classroom objects song	Sing and act out a song about classroom items	Book, pen, ruler, bag	Pupils sing a song using classroom vocabulary: "Book, pen, ruler, bag…" Act out the song with gestures matching each item. Use one object per word while reciting a rhyme to reinforce word boundaries.	Song chart/audio	Pupils should sing and gesture classroom object names correctly during the song.	P1 Pupil's English Book.	
Week 6: 13–17 Oct 2025 **Theme: Describing colours**							
Lesson 1: Listening comprehension about	Identify and name colours using classroom vocabulary	What colour is this? Red, blue, green, yellow, black	Pupils listen and repeat colour words after the teacher. Match colour flashcards to	Colour flashcards, classroom items	Pupils should identify and name colours correctly using	P1 Pupil's English Book.	

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instructions			classroom objects. Point to items in the classroom and name their colours.		classroom vocabulary.		
Lesson 2: Dialogue	Use colour words in simple sentences	This is a red pen. These are blue books.	Pupils practice dialogues in pairs: "This is a red pen." "These are blue books." Use sentence strips to build colour-based sentences. Match coloured objects to written phrases.	Coloured objects, sentence strips	Pupils should describe colours accurately in spoken sentences.	P1 Pupil's English Book.	
Lesson 3: Presentation (Role play)	Describe colours of familiar objects	My bag is green. The board is black.	Pupils point to classroom items and describe their colours: "My bag is green." Use colour charts to support vocabulary. Learners present short descriptions in front of the class	Real objects, colour charts	Pupils should describe object colours confidently using full sentences.	P1 Pupil's English Book.	
Lesson 4: Oral practice	Practice colour vocabulary and sentence patterns	What colour is this? It is blue.	Pupils play a guessing game: "What colour is this?" "It is blue." Use visuals to prompt oral responses. Practice colour matching in pairs	Flashcards, visuals	Pupils should respond accurately to colour questions using correct vocabulary.	P1 Pupil's English Book.	
Lesson 5: Colours song	Sing and act out a song about colours	Red, blue, yellow, green	Pupils sing a song using colour words: "Red, blue, yellow, green…" Perform gestures to match each colour in the song.	Song chart/audio	Pupils should sing and identify colours correctly through song	P1 Pupil's English Book.	

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			Use coloured objects while singing to reinforce meaning.		and gesture.		
Week 7: 20–24 Oct 2025 **Theme: Talking about possession**							
Lesson 1: Listening comprehension about possession	To identify and respond to possessive phrases using correct pronouns and vocabulary.	I have got, have you got? - My, your (Eg: my notebooks, your pen, his, etc…) etc	Pupils listen to the teacher say sentences like: "This is my book," "That is her bag," "Whose pencil is this?" Use flashcards of school items and people to match sentences to visuals. Pupils repeat sentences and point to the correct objects or people.	**Flashcards of common school items** – Book, pencil, bag, ruler, shoes, etc.	Pupils identify and respond to possessive phrases using correct pronouns and vocabulary.	P1 Pupil's English Book. (Page 13–14)	
Lesson 2: Dialogue	To ask and answer questions about possession using correct sentence structure.	I have got, have you got? - My, your (Eg: my notebooks, your pen, etc.	Pupils practice short dialogues: "Whose bag is this?" "It's my bag." "Is this his pencil?" "Yes, it is." Use sentence strips and props (e.g. books, pencils, bags) to support pair work. Pupils role-play classroom scenes using possessive language.	**Flashcards of common school items** – Book, pencil, bag, ruler, shoes, etc.	Pupils should ask and answer questions about possession using correct sentence structure.	P1 Pupil's English Book.	
Lesson 3: Presentation (Role play)	To describe possession clearly using *my*, *your*, *his*, *her* in full sentences.	I have got, have you got? - My, your (Eg: my notebooks	Pupils bring or select classroom items and describe them: "This is my ruler," "That is her book." Use name tags or labels to show ownership and practice possessive	**Flashcards of common school items** – Book, pencil, bag, ruler, shoes, etc.	Pupils describe possession clearly using *my*, *your*, *his*, *her* in full sentences.	P1 Pupil's English Book.	

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			pronouns.				
Lesson 4: Phonological awareness: Identify when words end by noticing spaces between them; count words in sentences; clap hands and point to boxes or count manipulatives to signal words (Rhyme)	To demonstrate understanding of possession through expressive singing and correct use of pronouns.	Rhyming words	Pupils clap once for each word in a spoken sentence (e.g. "I like rice"). Pupils arrange word cards to form a sentence and count the total words. Pupils listen to word pairs and identify which ones rhyme. Pupils sing a simple rhyme and clap on each rhyming word.	Word cards and sentence strips Counters or bottle tops for word counting Rhyming picture flashcards	Pupils correctly identify individual words in spoken sentences and demonstrate understanding of word boundaries and rhyming patterns through clapping, pointing, or manipulatives.	P1 Pupil's English Book.	
Lesson 5: End of unit assessment							

Unit 3: People at home and at school Key unit competence: Pupils will able to talk about their family members and people at school using correct subject pronouns and possessive forms							
Lesson titles	**Learning objectives**	**Content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observ/ Remarks**
Week 8: 27-31 Oct 2025 **Weekly theme: Introducing family members**							
Lesson 1: Listening comprehension about instructions	Learn names of family members and their relationships	Mother, Father, Brother, Sister, Grandfather, Grandmother	Pupils listen and repeat family member names: "Mother," "Father," "Brother," etc. Match flashcards to pictures of family	Charts, flash cards, family photographs	Pupils should name family members correctly and match them to visuals.	P1 Pupil's English Book. (Page 24–25)	

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			members. Use family photographs to identify and name relationships.				
Lesson 2: Dialogue	State ages using "I am … years old"	I am 6. How old are you?	Pupils practice saying their age: "I am 6 years old." Ask and answer: "How old are you?" "I am 7." ; Use drawings to represent family members and write their ages	Drawing paper, pens	Pupils should state their age clearly and respond accurately to age questions.	P1 Pupil's English Book.	
Lesson 3: Presentation (Role play)	Identify school personnel and their roles	Teacher, head teacher, friends	Pupils identify school people: "This is my teacher." "He is the head teacher." Use drawings to show school roles and describe them. Role-play introducing school personnel to the class.	Pictures, drawings	Pupils should describe school personnel and their roles using full sentences.	P1 Pupil's English Book.	
Lesson 4: Oral practice	Ask and answer simple questions about family and school people	Who is this? This is my teacher.	Pupils ask and answer: "Who is this?" "This is my sister." Use wall charts to prompt oral responses. Practice in pairs using flashcards and visuals	Flashcards, wall charts	Pupils should ask and answer questions about family and school people clearly.	P1 Pupil's English Book.	
Lesson 5: <u>Phonological awareness</u>: Identify when words end; count	Sing and act out a song about family members	Mother, Father, Sister, Brother	Pupils sing a song using family member names: "Mother, Father, Sister, Brother…" Use gestures to act out each role in the song.	Song chart/audio	Pupils should sing and identify family members correctly through song and gesture.	P1 Pupil's English Book.	

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words in sentences; clap hands and point to boxes or count manipulatives to signal words (Rhyme)			Perform the song in small groups with props.				
Week 9: 3-7th November 2025 Weekly theme: **Describing people in school**							
Lesson 1: Listening comprehension about people in school	To identify school personnel and respond correctly using "This is my/her/his…"	Who is this? This is my/her/his head teacher, English teacher, friends, deputy head, school secretary, school guard, school nurse	Pupils listen to the teacher ask: "Who is this?" and respond with: "This is my/her/his head teacher, English teacher, friend, deputy head, school secretary, school guard, school nurse." Pupils repeat action words and act out related activities (e.g. teaching, guarding, helping); **Use visuals from** P1 Pupil's English Book (Pages 10–11) to support vocabulary.	Visual pictures	Pupils identify school personnel and respond correctly using "This is my/her/his…"	P1 Pupil's English Book. (Page 10–11)	
Lesson 2: Dialogue	To use correct vocabulary and sentence structure to describe people and their roles.	Who is this? This is my/her/his	Pupils practice asking and answering: "Who is this?" "This is my/her/his…" Role-play daily routines of different school people	Use visuals and sentence strips from P1 Pupil's English Book	Pupils use correct vocabulary and sentence structure to describe people and their roles.	P1 Pupil's English Book.	

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			(e.g. “The nurse helps pupils,” “The guard opens the gate”). Use visuals and sentence strips from **P1 Pupil’s English Book** to support dialogue.				
Lesson 3: Presentation (Role play)	Pupils present short role plays and answer questions clearly using learned vocabulary.	Head teacher, English teacher, friends, deputy head, school secretary, school guard, school nurse	Pupils role-play as different school people using phrases like: “I am the head teacher,” “I help pupils learn.” Conduct pair interviews using question prompts: “Who are you?” “What do you do?”	**Visuals from** P1 Pupil’s English Book**.**	Pupils should present short role plays and answer questions clearly using learned vocabulary.	P1 Pupil’s English Book.	
Lesson 4: Oral practice	Pupils describe school routines accurately using simple sentences.	Who is this? This is my/her/his	Pupils take turns describing what different people do at school: “The teacher teaches,” “The secretary writes.” Group sharing using sentence starters and flashcards.	gestures	Pupils should describe school routines accurately using simple sentences.	P1 Pupil’s English Book.	
Lesson 5: <u>Phonological</u>	Pupils will be able to identify rhyming words and recognize alliteration by listening to word pairs	Rhyming words have similar ending sounds (e.g. cat/hat, run/fun).	Pupils listen to word pairs and decide which ones rhyme. Teacher introduces a chant	Rhyming word flashcards Alliteration	Pupils correctly identify rhyming words and respond to alliterative		

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awareness: Identify which words rhyme (Alliteration)	and repeating sound patterns through songs, games, and oral practice	Alliteration, sound patterns in words	like "Silly snakes slide slowly" and pupils repeat. Pupils match rhyming word cards to pictures (e.g. sun/fun, dog/log). Pupils sit in a circle and take turns saying words that rhyme or start with the same sound; Sing a simple rhyme-based song and clap on rhyming words.	phrase strips Picture cards for rhyme matching	patterns through oral repetition and matching activities.		
Week 10: 10-14 Nov 2025 **Weekly theme: Talking about people's ages**							
Lesson 1: Listening comprehension about people's ages	Identify names of family relationships and state ages using "I am … years old"	I am 7, How old are you? How old is she/he? I am 6. I am 6 years old.	Pupils listen to stories and repeat phrases like "I am 6 years old." Use number flashcards to match ages to family members. Practice asking and answering age questions in pairs.	Pictures of family members, number flashcards	Pupils should ask and answer age questions using full sentences.	P1 Pupil's English Book.	
Lesson 2: Dialogue	Use correct sentence patterns to ask and answer about age	How old are you? She is 7. He is 6.	Pupils practice short dialogues: "How old are you?" "I am 7."	Flashcards, sentence strips	Pupils should respond accurately to	P1 Pupil's English Book.	

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			Use sentence strips to build age-related questions and answers. Role-play age conversations in pairs.		age-related questions.		
Lesson 3: Presentation (Role play)	Present short introductions including age	This is my sister. She is 8 years old.	Pupils present family members: "This is my sister. She is 8 years old." Practice in front of the class with teacher guidance.	Learner photos, name tags	Pupils should present introductions including age confidently and clearly.	P1 Pupil's English Book.	
Lesson 4: Oral practice	Practice asking and answering age questions	I am 6. He is 7. She is 5.	Pupils ask and answer age questions in pairs: "He is 7." "She is 5." Use visuals to prompt oral responses; Practice in small groups with peer feedback.	Flashcards, visuals	Pupils should use age phrases confidently in oral exchanges.	P1 Pupil's English Book.	
Lesson 5: **End of unit assessment**							

Unit 4: Clothes and Parts of my body **Key Unit Competence:** Pupils will be able to name clothes and body parts and describe what people are wearing using appropriate sentence structures.							
Week 11: 17–21 Nov 2025 **Theme: Describing parts of the body**							
Lesson 1:	Identify and	Nose, eyes,	Pupils listen and repeat body	Body charts,	Pupils should name	P1 Pupil's	

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Listening comprehension about describing parts of the body	name body parts using demonstratives	mouth, neck, shoulder, chest, stomach	part names: "nose," "eyes," "mouth," etc.; Use body charts and flashcards to point and name body parts. Pupils play a pointing game: teacher names a body part, pupils touch it on themselves.	flashcards	and point to body parts correctly using demonstratives.	English Book.	
Lesson 2: Dialogue	To use simple sentences to describe body parts	This is my nose. These are my eyes.	Pupils practice dialogues in pairs: "This is my nose." "These are my eyes." Match spoken words to body part pictures using flashcards. Use visuals to describe classmates' body parts in full sentences.	Flashcards, visuals	Pupils should describe body parts clearly using full sentences.	P1 Pupil's English Book.	
Lesson 3: Presentation (Role play)	To present short descriptions of body parts	She has two eyes. He has one nose.	Pupils present short descriptions: "She has two eyes." "He has one nose." Use posters and name tags to support presentations. Role-play describing a friend's body parts in front of the class.	Body part posters, name tags	Pupils should present body part descriptions confidently and accurately.	P1 Pupil's English Book.	
Lesson 4:	To practice naming and	What is this? This is my	Pupils ask and answer: "What is this?" "This is my	Flashcards, sentence strips	Pupils should describe body parts	P1 Pupil's English	

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Oral practice	describing body parts orally	hand.	hand." Group sharing: pupils describe body parts of classmates. Use sentence strips to build oral descriptions		fluently and respond accurately to questions.	Book.	
Phonological awareness: Rhyme to count words in sentences and to identify words that rhyme	To be able to count the number of words in a spoken sentence and identify rhyming words by listening carefully and using gestures, manipulatives, and oral repetition.	Spoken sentences are made up of separate words that can be counted. Rhyming words have similar ending sounds (e.g. sun/fun, cat/hat)	Pupils clap once for each word in a spoken sentence (e.g. "I like rice"). Pupils listen to word pairs and decide which ones rhyme. Teacher says a short rhyming sentence (e.g. "The cat sat on a mat") and pupils count the words and identify the rhymes.	Word cards and sentence strips Rhyming word flashcards	Pupils should be able to count the number of words in a spoken sentence and identify rhyming words by listening carefully and using gestures, manipulatives, and oral repetition.		
Week 12: 24–28 Nov 2025 **Theme: Describing clothes**							
Lesson 1: Listening comprehension	Identify and name clothing items and their colours	Shirt, dress, trousers, socks, shoes, red, blue, green	Pupils listen and repeat clothing words: "shirt," "dress," "trousers," "socks," "shoes." Match flashcards of clothing	Clothing flashcards, colour charts	Pupils should identify and name clothing items correctly using demonstratives.	P1 Pupil's English Book.	

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about describing clothes			items to spoken words. Point to real clothes or pictures and name them aloud.				
Lesson 2: Dialogue	Use simple sentences to describe clothes	This is a red shirt. These are blue trousers.	Pupils practice dialogues in pairs: "This is a shirt." "These are trousers." Use visuals to prompt clothing descriptions. Role-play asking and answering about what someone is wearing.	Flashcards, visuals	Pupils should describe clothing items clearly using full sentences.	P1 Pupil's English Book.	
Lesson 3: Presentation (Role play)	Present short descriptions of clothing	She is wearing a green dress.	Pupils describe what they are wearing: "I am wearing a dress." Use real clothes and name tags to support presentations. Learners present their outfits in front of the class.	Real clothes, name tags	Pupils should present clothing descriptions confidently and fluently	P1 Pupil's English Book.	
Lesson 4: Oral practice	Practice describing clothes and colours orally	What colour is your shirt? It is blue.	Pupils ask and answer: "What are you wearing?" "I am wearing trousers." Use sentence strips to build oral responses. Practice in pairs and small	Flashcards, sentence strips	Pupils should respond accurately to questions about clothing.	P1 Pupil's English Book.	

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			groups with flashcards.				
Phonemic awareness: Syllable awareness - clapping syllables Alphabet: Learning the ABC song (grapheme names)	Sing and act out the alphabet song	A, B, C, D, E, F, G...	Pupils sing a song using clothing words: "shirt, dress, trousers, socks…" Use gestures to act out each item in the song. Perform the song in small groups using props or visuals.	Alphabet chart/audio	Pupils should sing and identify clothing items correctly through song and movement.	P1 Pupil's English Book.	
Week 13: 1–5 Dec 2025 **Theme: Saying what people are wearing**							
Lesson 1: Listening comprehension about descriptions of what people are wearing	Use present continuous tense to describe clothing	Shirt, dress, shorts, vest, T-shirt, jacket, skirt, trousers, blouse, scarf, jumper, sweater, socks, shoes, cap, belt	Pupils listen and repeat phrases like "He is wearing a shirt," "She is wearing a dress." Match flashcards of clothing items to visuals of people wearing them. Read aloud short texts describing what someone is wearing	Flashcards of clothing items, visuals of people wearing different clothes	Pupils should describe what someone is wearing using the present continuous tense.	P1 Pupil's English Book.	
Lesson 2: Dialogue	Use present continuous tense to describe clothing	Shirt, dress, shorts, vest, T-shirt, jacket, skirt,	Pupils practice dialogues in pairs: "What are you wearing?" "I am wearing a sweater."	Flashcards of clothing items, visuals of people wearing different	Pupils should describe what someone is wearing	P1 Pupil's English Book.	

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	accurately in speech.		Use visuals to prompt clothing descriptions in context. Role-play asking and answering about clothing using full sentences.	clothes			
Lesson 3: Presentation (Role play)	To present clothing descriptions confidently and fluently	Shirt, dress, shorts, vest, T-shirt, jacket, skirt,	Pupils describe what they or classmates are wearing: "He is wearing trousers and a belt." Use real clothes or learner drawings to support presentations; Present descriptions in front of the class using name tags.	Flashcards of clothing items, visuals of people wearing different clothes	Pupils should present clothing descriptions confidently and fluently	P1 Pupil's English Book.	
Lesson 4: <u>Phonemic awareness</u>: Syllable awareness - clapping syllables <u>Alphabet</u>: Learning the ABC song (grapheme names)	To clap to identify syllables in spoken words and sing the alphabet song to recognize and name graphemes correctly.	Letter names. Counting syllables	Picture cards with syllable-rich words Alphabet chart or wall display Letter flashcards (uppercase and lowercase) Clapping instruments (e.g. tambourine, drum) Syllable sorting mats or grids	Clap syllables in words like "banana," "teacher," "school." Group words by number of syllables. Sing the ABC song while pointing to letter cards.	Pupils should identify syllables in spoken words and sing the alphabet song to recognize and name graphemes correctly.		
Lesson 5: End of unit assessment							

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SECOND TERM

Unit 5: Counting and locating objects							**Periods: 20**
Key unit competence: Pupils will be able to describe the position, number and ownership of classroom items using prepositions and possessive forms							
Lesson title	**Learning objectives**	**Content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observati°/ Remarks**
Week 1: 5–9 Jan 2026 **Weekly theme: Identifying places**							
Lesson 1: Listening comprehension about locations	Point to and locate items using spatial terms; Ask and answer questions using "whose," "how many," and "where"	Under, in, in front of, behind, next to, between, near, far	Pupils listen and respond to questions using spatial prepositions: "Where is the ball?" "It is under the table." Use real classroom items and flashcards to point and name object positions. Practice asking and answering "Whose pencil is this?" and "How many books are in the cupboard?"	Real classroom items, flashcards, wall charts	Pupils should describe object positions using correct prepositions and respond to "where" and "whose" questions.	P1 Pupil's English Book.	
Lesson 2: Dialogue	Use prepositions to describe location	On, under, behind, next to	Pupils practice dialogues using location phrases: "The bag is behind the	Picture cards, sentence strips	Pupils should use spatial terms accurately in	P1 Pupil's English Book.	

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			chair." Use sentence strips and picture cards to match spoken phrases to visuals. Role-play locating classroom objects using "on," "under," "next to," and "behind."		speech to describe object positions.		
Lesson 3: Presentation (Role play)	Present short descriptions of object positions	The book is on the table. The bag is under the chair.	Pupils describe object positions in front of the class: "The book is on the table." Use real objects and visuals to support role-play. Learners complete simple sentences based on classroom scenes.	Real objects, visuals	Pupils should present object positions confidently using full sentences.	P1 Pupil's English Book.	
<u>Phonemic awareness</u>: Syllable awareness - clapping syllables	To clap and count syllables in spoken words and sing the alphabet song to recognize and name graphemes correctly	Counting syllables Alphabet song	Clap syllables in words like "banana," "teacher," "school." Group words by number of syllables. Sing the ABC song while pointing to letter cards. Letter hunt around the classroom.	Picture cards with syllable-rich word Alphabet chart or wall display Letter flashcards	Pupils correctly clap and count syllables in spoken words and sing the alphabet song while identifying grapheme names.		

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			Syllable hop: pupils jump for each syllable.				
Alphabet: Learning the ABC song (grapheme names)	To sing the alphabet song and correctly identify and name graphemes (letters of the alphabet).	Each letter has a name (grapheme) and a sound. The alphabet has 26 letters in a fixed order.	Sing the ABC song with the class using gestures or pointing Pupils match letter flashcards to alphabet chart	Alphabet chart or wall display Letter flashcards (uppercase and lowercase) ABC song lyrics or audio Letter tracing worksheets	Pupils should sing the alphabet song confidently and correctly identify grapheme names when shown flashcards or chart.		
Week 2: 12–16 Jan 2026 **Theme: Describing positions**							
Lesson 1: Listening comprehension about texts with preposions of place: on, under, next to, behind	Describe object positions using prepositions; identify syllables in spoken words	On, under, next to, behind; There are, how many	Pupils listen and repeat phrases using prepositions: "on," "under," "next to," "behind." Use flashcards to match spoken phrases to object positions. Clap and count syllables in common classroom words (e.g. "table," "pencil").	Flashcards, visuals	Pupils should describe object positions using correct prepositions and count syllables accurately.	P1 Pupil's English Book.	
Lesson 2:	Use	Where is the	Pupils practice dialogues in	Sentence strips,	Pupils should	P1 Pupil's	

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Dialogue	prepositions in simple questions and answers	ball? It is under the desk.	pairs: "Where is the ball?" "It is under the desk." Use sentence strips to build question-and-answer exchanges. Match visuals to spoken location phrases.	classroom visuals	ask and answer questions about object positions clearly and politely.	English Book.	
Lesson 3: Presentation (Role play)	Present short descriptions of object positions	The pencil is in the box.	Pupils describe object positions using full sentences: "The pencil is in the box." Use real classroom items and name tags to support presentations. Learners present their descriptions in front of the class.	Real objects, name tags	Pupils should present object positions confidently using complete sentences.	P1 Pupil's English Book.	
Lesson 4: Oral practice	Practice describing positions orally	The bag is near the chair.	Pupils ask and answer: "Where is the bag?" "It is near the chair." Use flashcards to prompt oral responses. Practice in pairs and small groups with classroom visuals.	Flashcards, visuals	Pupils should respond accurately to questions about object positions.	P1 Pupil's English Book.	
Lesson5:	Sing and act	On, under, next	Pupils sing the ABC song	Song chart/audio	Pupils should	P1 Pupil's	

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Clapping syllables and a song about ABC Song	out a song about object positions	to, behind	while pointing to letters. Clap syllables in words from the song and classroom vocabulary. Sing and act out a song using prepositions: "on," "under," "next to," "behind."		sing and demonstrate understanding of object positions and syllables through movement and sound.	English Book.	
Week 3: 19–23 Jan 2026 **Theme: Describing numbers**							
Lesson 1: Listening comprehension about numbers	Count and report quantities; match items to owners; identify syllables	There are, how many	Pupils count classroom items aloud using phrases like "There are…" Use real objects and flashcards to match quantities to owners. Clap and count syllables in spoken classroom words.	Real objects, number flashcards	Pupils should count and describe quantities accurately using full sentences.	P1 Pupil's English Book.	
Lesson 2: Dialogue	Use "how many" in questions and answers	How many books are on the table?	Pupils practice dialogues in pairs: "How many books are on the table?" Use number cards to prompt question-and-answer exchanges. Match visuals to spoken	Number cards, visuals	Pupils should ask and answer quantity questions clearly and politely.	P1 Pupil's English Book.	

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			quantity phrases.				
Lesson 3: Presentation (Role play)	Present short descriptions of object quantities	There are five pencils in the box.	Pupils present object counts using full sentences: "There are five pencils in the box." Use real classroom items and name tags to support presentations. Learners describe quantities in front of the class	Real objects, name tags	Pupils should present object quantities confidently and accurately.	P1 Pupil's English Book.	
Lesson 4: Oral practice	Practice counting and describing quantities orally	I have three notebooks.	Pupils say what they have: "I have three notebooks." Use flashcards to prompt oral responses. Practice in pairs and small groups with visuals	Flashcards, visuals	Pupils should respond accurately to questions about quantities.	P1 Pupil's English Book.	
Phonemic awareness: Syllable awareness - identify the number of syllables in a word Alphabet: Singing the ABC song	To count syllables in spoken words by clapping and sing the ABC song to recognize and name graphemes correctly.	Syllables, letter names,	Pupils clap syllables in words like "banana," "teacher," "school." Pupils sort words by number of syllables (1, 2, or 3). Pupils sing the ABC song while pointing to letter cards	Picture cards with syllable-rich words Alphabet chart	Pupils correctly clap and count syllables in spoken words and sing the alphabet song while identifying grapheme names.		

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Week 4: 26TH-30th JAN, 2026 **Theme: Talking about possessions**							
Lesson 1: Listening comprehension about possessions	Match items to owners; describe possession using possessive forms	Mutesi's notebook, ours, hers, his, theirs	Pupils listen and repeat phrases like "This is Mutesi's notebook," "It is hers." Match flashcards of items to their owners using possessive forms. Blend and stretch words with the short /a/ sound using onset and rime (e.g. "b-ag," "s-at").	Flashcards, sentence strips, picture support	Can describe possession clearly; can blend and stretch words with /a/ sound	P1 Pupil's English Book.	
Lesson 2: Dialogue	Use possessive forms in questions and answers	Whose pen is this? It is John's pen.	Pupils practice dialogues in pairs: "Whose pen is this?" "It is John's pen." Use possession cards to prompt question-and-answer exchanges. Match visuals to spoken ownership phrases.	Possession cards, visuals	Pupils should ask and answer possession questions using correct possessive forms.	P1 Pupil's English Book.	
Lesson 3: Presentation (Role play)	Present short descriptions of ownership	This is my bag. That is her book.	Pupils present short statements: "This is my bag." "That is her book." Use real objects and name	Real objects, name tags	Pupils should present possession statements confidently and	P1 Pupil's English Book.	

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			tags to support presentations.		clearly.		
Phonemic awareness: Onset and rime (c-at-->cat) using stretching out words and blending strategies with support from pictures (Sound identification through pictures) of words with the /a/ sound Alphabetic awareness: Learning the letter "a" name, the short /a/ and long /ā/ sounds, and writing it	To blend onset and rime to form simple words and identify the letter "a" by name, sound (short /a/ and long /ā/), and written form.	Onset is the first sound in a word; rime is the ending part (e.g. c-at, m-an) Sounds through pictures and write the letter "a" correctly.	Stretch and blend words with /a/ sound using onset and rime cards (e.g. b-at, m-an, s-ad). Use picture cards to identify words with the /a/ sound. Pupils trace and write the letter "a" on worksheets or chalkboards. Sing a short chant or song featuring words with short and long "a" sounds.	Onset and rime flashcards Picture cards with /a/ sound words	Pupils should blend onset and rime to form simple words and identify the letter "a" by name, sound (short /a/ and long /ā/), and written form.		
End unit assessment							
Unit 6: Home Key unit competence: Pupils will be able to describe different parts of a house, and home activities using correct vocabulary and sentence structures							
WEEK 5: **2ND-6TH FEB. 2026**							

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Weekly theme: Saying where you live							
Lesson 1: Listening comprehension about where you live	To describe household items and their locations clearly using correct vocabulary and sentence patterns.	Prepositions of place: in, under, behind, on, near, etc.	Pupils listen to household vocabulary (e.g. "chair," "bed," "jug") and point to the correct item in the classroom or on flashcards. Pupils match pictures of household objects to the correct room (e.g. "Fork → dining room," "Bed → bedroom") and say the room name aloud. Pupils draw "My Ideal Room" and describe it orally using sentence starters like "In my room, there is a…"	Pictures, flashcards, chart	Pupils should describe household items and their locations clearly using correct vocabulary and sentence patterns.	P1 Pupil's English Book	
Lesson 2: Dialogue	To describe rooms and related activities accurately using full sentences.	Prepositions of place: in, under, behind, on, near, etc.	Pupils practice short dialogues in pairs using sentence starters: "In the kitchen, I cook." "In the bedroom, I sleep." Pupils match rooms to activities using flashcards and say full sentences aloud. Pupils complete oral	Pictures, flashcards, chart	Pupils should describe rooms and related activities accurately using full sentences.	P1 Pupil's English Book.	

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			sentences using picture support: “This is the bathroom. I … here.”				
Lesson 3: Presentation (Role play)	To present descriptions of their home confidently using correct vocabulary and sentence structure.	Prepositions of place: in, under, behind, on, near, etc.	Pupils role-play describing their home: “This is my house. It has a kitchen and a bedroom.” Pupils use real objects or drawings to present what is found in each room. Pupils describe where objects are in the home using prepositions: “The jug is on the table.” “The chair is near the bed.”	Pictures, flashcards, chart	Pupils should present descriptions of their home confidently using correct vocabulary and sentence structure.	P1 Pupil’s English Book.	
Lesson 4: Oral practice	To describe household items and their positions confidently using full oral sentences.	Prepositions of place: in, under, behind, on, near, etc.	Pupils work in pairs to describe where objects are in the home using prepositions: “The chair is near the bed.” “The jug is on the table.” Pupils complete oral sentences using picture support: “This is the kitchen. I … here.” Pupils take turns pointing to classroom visuals and saying what room or object	Pictures, flashcards, chart	Pupils should describe household items and their positions confidently using full oral sentences.	P1 Pupil’s English Book.	

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			it represents.				
Phonemic awareness: Onset and rime (p-et-->pet) using stretching out words and blending strategies with support from pictures (Sound identification through pictures) of short vowel e Alphabetic awareness: Learning the letter "e" name, the short /3/ and long /ē/ sounds, and writing it	To blend onset and rime to form words with the short vowel /e/, identify the letter "e" by name and sound, and write it correctly.	- Blending -The letter "e" has a name and two sounds: short /e/ (as in "pet") and long /ē/ (as in "me").	Stretch and blend onset and rime using word cards (e.g. p-et, s-et, m-en). Use picture cards to identify words with the short /e/ sound. Pupils trace and write the letter "e" on worksheets or chalkboards. Sound sorting: pupils group pictures by short /e/ and long /ē/ sounds. Sing a short chant or rhyme featuring "e" words.	Onset and rime flashcards Picture cards with short /e/ and long /ē/ words Alphabet chart	Pupils correctly blend onset and rime to form words with short /e/, identify and pronounce the letter "e" sounds, and write the letter accurately.		
Week 6: 9TH-13TH FEB. 2026 **Theme: Describing a house and its rooms**							
Lesson 1: Listening comprehension about a house and	Identify and name colours using classroom	Plurals. - Indefinite article: What colour is this pen? What colour is the	Pupils listen to the teacher name rooms (e.g. kitchen, bedroom, bathroom, sitting room) and point to matching visuals.	Colour flashcards, classroom items	Pupils should identify and name rooms in a house and describe their functions using	P1 Pupil's English Book.	

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its rooms	vocabulary	ruler?, What colour are these books? blue, yellow, white, Red, Black, Green, Indigo, Orange, Violet, brown, purple, pink, grey	Pupils match household activities to rooms: "We cook in the kitchen," "We sleep in the bedroom." Pupils complete oral sentences using picture support: "This is the … I … here."		correct vocabulary.		
Lesson 2: Dialogue	To ask and answer questions about rooms clearly using full sentences.	What colour is this? Red, blue, green, yellow, black	Pupils practice short dialogues in pairs: "Where do you sleep?" "I sleep in the bedroom." Use flashcards to prompt room-based questions and answers. Pupils role-play asking and answering about rooms and their uses.	Colour flashcards, classroom items	Pupils should ask and answer questions about rooms clearly using full sentences.	P1 Pupil's English Book.	
Lesson 3: Presentation (Role play)	To describe parts of a house confidently and fluently using correct sentence structure.		Pupils describe their house using sentence starters: "My house has a kitchen and a bathroom." Use drawings or classroom visuals to support presentations.	Colour flashcards, classroom items	Pupils should describe parts of a house confidently and fluently using correct sentence structure.	P1 Pupil's English Book.	

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			Learners present their house description in front of the class using full sentences.				
Lesson 4: Oral practice	To describe rooms and their uses confidently using full oral sentences	Plurals. - Indefinite article: What colour is this pen? What colour is the ruler?, What colour are these books? blue, yellow, white, Red, Black, Green, Indigo, Orange, Violet, brown, purple, pink, grey	Pupils work in pairs to describe what happens in each room: "In the bathroom, I wash." "In the sitting room, we talk." Use flashcards to prompt oral responses about room functions. Pupils take turns pointing to classroom visuals and saying what room it is and what activity happens there.	Colour flashcards, classroom items	Pupils should describe rooms and their uses confidently using full oral sentences.	P1 Pupil's English Book.	
<u>Phonemic awareness</u>: Onset and rime (d-ot-->dot) using stretching out words and blending strategies with support from pictures (Sound identification	To blend onset and rime to form words with short /o/, identify and name the letter "o", and write it correctly.	Onset + rime = whole word (e.g. d-ot → dot) Short /o/ (dot), long /ō/ (go)	Stretch and blend words with short /o/ Match pictures to /o/ words Trace and write "o" Sort short /o/ vs. long /ō/ sounds	Onset-rime cards Picture flashcards Letter "o" tracing sheets	Pupils blend and read /o/ words, identify and pronounce "o" sounds, and write the letter correctly		

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through pictures) of short vowel o Alphabetic awareness: Learning the letter "o" name, the short /o/ and long /ō/ sounds, and writing it		Letter "o" has a name and two sounds		Alphabet chart			
Week 7: 16TH-20th FEB 2026 **Theme: Describing possession**							
Lesson1: Listening comprehension and vocabulary about the contents of a room	To identify and name household items correctly and match them to the appropriate room	I have got, have you got? - My, your (Eg: my notebooks, your pen, his backpack, etc…) etc	Pupils listen to the teacher name household items (e.g. table, spoon, bed, mirror) and point to matching visuals or real objects. Pupils match items to rooms using flashcards: "Spoon → kitchen," "Bed → bedroom." Pupils complete oral sentences with picture support: "There is a … in the …"	Flashcards, pictures	Pupils should identify and name household items correctly and match them to the appropriate room.	P1 Pupil's English Book.	

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Lesson2: Dialogue	To ask and answer questions about room contents clearly using full sentences.	I have got, have you got? - My, your (Eg: my notebooks, your pen, his backpack, etc…) etc	Pupils practice short dialogues in pairs: "What is in the kitchen?" "There is a stove." Use sentence strips to build question-and-answer exchanges about room contents. Pupils role-play asking and answering about what is found in different rooms.	Flashcards, pictures	Pupils should ask and answer questions about room contents clearly using full sentences.	P1 Pupil's English Book.	
<u>Phonemic awareness</u>: Review onset and rime of short vowels a, e, o <u>Alphabetic awareness</u>: Reviewing the letters "a", "e", "o" name and their sounds	Pupils will blend onset and rime to form words with short vowels *a*, *e*, and *o*, and correctly identify, pronounce, and write the letters "a", "e", and "o".	Onset + rime = whole word (e.g. c-at, p-et, d-ot) Short vowel sounds: /a/ as in "cat", /e/ as in "pet", /o/ as in "dot" - Letters "a", "e", and "o" each have a name and sound	Blend onset and rime using word cards (e.g. m-an, s-et, h-op) Match pictures to short vowel words Sing a review chant with "a", "e", "o" words Trace and write the letters "a", "e", and "o"	Onset-rime flashcards Picture cards with short vowel words Letter tracing worksheets Alphabet chart	Pupils correctly blend and read short vowel words and identify, pronounce, and write the letters "a", "e", and "o".		
End unit assessment							

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Unit 7: Animals at home **Key Unit Competence: Pupils will be able to name domestic animals, describe what they eat, and the sounds they make using appropriate language**							
Week 8: 23RD-27TH FEB 2026 **Theme: Naming domestic animals**							
Lesson 1: Listening comprehension and vocabulary about names of domestic animals	Identify and name domestic animals	Listen and repeat animal names; match spoken names to pictures	Pupils listen to the teacher name domestic animals (e.g. cow, goat, hen, dog, cat) and point to matching pictures or real-life visuals. Pupils match animals to their homes or uses: "Hen → coop," "Cow → milk." Pupils listen to animal sounds (audio or imitation) and identify the animal: "Moo → cow," "Baa → sheep."	Domestic animal flashcard pictures	Pupils should identify and name domestic animals correctly using pictures and sounds.	P1 Pupil's English Book.	.
Lesson2: Dialogue	Ask and answer questions about animals	Practice: "What is this?" "It's a goat."	Pupils practice short dialogues in pairs: "What is this?" "It is a goat." "What does it eat?" "It eats grass." Use flashcards to prompt questions and answers about animals and their food. Pupils role-play asking and answering about animal	Domestic animal flashcard pictures	Pupils should ask and answer questions about domestic animals clearly using full sentences.	P1 Pupil's English Book.	.

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			names, sounds, and feeding habits.				
Lesson3: Presentation	Present short sentences about animals	Learners present: "This is a cow. It gives us milk."	Pupils describe domestic animals using full sentences: "A cow gives us milk. It eats grass." Use visuals or drawings to support presentations. Learners present their favourite domestic animal to the class, describing its name, food, and sound.	Domestic animal flashcard pictures	Pupils should describe domestic animals confidently using correct vocabulary and sentence structure.	P1 Pupil's English Book.	.
Lesson4: Oral practice	Describe animals orally	Group sharing: "The dog is brown."	Pupils work in pairs to describe animals orally: "A dog eats bones." "A hen lays eggs." Use flashcards to prompt responses about animal names, sounds, and food. Pupils take turns identifying animals and saying what they eat or the sound they make: "This is a cow. It says moo."	Domestic animal flashcard pictures	Pupils should describe domestic animals clearly using correct vocabulary and sentence structure.	P1 Pupil's English Book.	.
Phonemic awareness: Onset and rime (k-it-->kit) using stretching out words and blending	Pupils should be able to break and blend words into onset and rime using	Phonemic awareness: onset and rime for short vowel i. Examples: k-it → kit, s-it →	Show pictures and model stretching out the word into onset and rime. Pupils repeat and blend to say the full word. Show the letter, model the	Picture cards of kit, sit, pin. Flashcards of letter i, writing materials.	Pupils should be able to correctly segment and blend words into onset and rime, orally in pairs or		

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strategies with support from pictures (Sound identification through pictures) of short vowel i <u>Alphabetic awareness</u>: Learning the letter "i" name, the short /i/ and long /ī/ sounds, and writing it	short vowel /i/ (e.g., k-it → kit) with support from pictures. Pupils should be able to recognize the letter "i" and produce short /i/ and long /ī/ sounds.	sit, p-in → pin. Alphabetic awareness: Letter name i; sounds /i/ (short) and /ī/ (long).	short and long sounds, and have pupils repeat. Trace the letter in the air or on paper while saying sounds.		individually. Pupils should be able to name the letter and produce both sounds correctly, orally in pairs or individually.		
Week 9: 2-6 MARCH 2026 **Theme: What domestic animals eat**							
Lesson 1: Listening comprehension and vocabulary about what domestic animals eat.	Identify what animals eat	meat, grass, maize, vegetables, leaves, hay	Pupils listen to the teacher name animals and their food: "A cow eats grass," "A hen eats grains," and point to matching visuals. Pupils match animal pictures to food items using flashcards Pupils complete oral sentences using picture support: "The … eats …"	**Flashcards of Domestic Animals** Cow, goat, hen, dog, rabbit, etc. **Flashcards of Animal Food Items** Grass, grains, bones, leaves, ..	Pupils should identify domestic animals and describe what they eat using correct vocabulary.	P1 Pupil's English Book.	

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Lesson 2: Dialogue	To ask and answer about animal diets	"What does a cow eat?" "It eats grass."	Pupils practice short dialogues in pairs: "What does a cat eat?" "It eats fish." Use sentence strips to build question-and-answer exchanges about animal diets. Pupils role-play asking and answering about different animals and their food.	**Flashcards of Domestic Animals** Cow, goat, hen, dog, rabbit, etc. **Flashcards of Animal Food Items** Grass, grains, bones, leaves, ..	Pupils should ask and answer questions about what domestic animals eat using full sentences.	P1 Pupil's English Book.	
Lesson 3: Presentation	To describe animal diets	Learners present: "A hen eats grains."	Pupils choose a domestic animal and present what it eats: "A goat eats leaves and grass." Use drawings or classroom visuals to support presentations. Learners describe two or more animals and compare their food: "A hen eats grains. A dog eats bones."	**Flashcards of Domestic Animals** Cow, goat, hen, dog, rabbit, etc. **Flashcards of Animal Food Items** Grass, grains, bones, leaves, .. **Picture Charts**	Pupils should describe what domestic animals eat confidently and accurately.	P1 Pupil's English Book.	
Lesson 4: Oral practice (Role-	To practice describing diets	Group sharing: "A dog eats meat."	Pupils work in pairs to describe what different animals eat: "A hen eats grains." "A cat eats	**Flashcards of Domestic Animals** Cow, goat,	Pupils should describe what domestic animals eat	P1 Pupil's English Book.	

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play)			fish." Use flashcards to prompt oral responses about animal diets. Pupils take turns pointing to animal visuals and saying what each animal eats using full sentences.	hen, dog, rabbit, etc. **Flashcards of Animal Food Items** Grass, grains, bones, leaves, ..	clearly and confidently using correct vocabulary.		
<u>Phonemic awareness</u>: Onset and rime (h-ut-->hut) using stretching out words and blending strategies with support from pictures (Sound identification through pictures) of short vowel u <u>Alphabetic awareness</u>: Learning the letter "u" name, the short /u/ and long /ü/ sounds, and writing it	Pupils should be able to break and blend words into onset and rime using short vowel /u/ (e.g., h-ut → hut) with support from pictures. Pupils should be able to recognize the letter "u" and produce short /u/ and long /ü/ sounds.	Phonemic awareness: onset and rime for short vowel u. Examples: h-ut → hut, c-up → cup, b-ug → bug. Alphabetic awareness: Letter name u; sounds /u/ (short) and /ü/ (long).	Show pictures and model stretching out the word into onset and rime. Pupils repeat and blend to say the full word. Show the letter, model the short and long sounds, and have pupils repeat. Trace the letter in the air or on paper while saying sounds.	Picture cards of hut, cup, bug. Flashcards of letter u, writing materials.	Pupils should be able to correctly segment and blend words into onset and rime, orally in pairs or individually. Pupils should be able to name the letter and produce both sounds correctly, orally in pairs or individually.		

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Week 10: 9TH-13TH March **Theme: Sounds domestic animals make**							
Lesson 1: Listening comprehension and vocabulary about sounds animals make	To identify animal sounds	Moo (cow), Baa (sheep), Oink (pig), Meow (cat), Bark (dog), Woof (dog), Cluck (chicken), Crow	Pupils listen to recorded or imitated animal sounds (e.g. moo, baa, cluck, meow) and identify the correct animal. Match animal pictures to sound words using flashcards: "Cow → moo," "Hen → cluck." Pupils repeat animal sounds after the teacher and act out the animal's movement.		Pupils should identify and name domestic animals based on the sounds they make.	P1 Pupil's English Book.	
Lesson 2: Dialogue	To ask and answer about sounds	Moo (cow), Baa (sheep), Oink (pig), Meow (cat), Bark (dog), Woof (dog), Cluck (chicken), Crow	Pupils practice short dialogues in pairs: "What sound does a dog make?" "It barks." Use sentence strips to build question-and-answer exchanges about animal sounds. Pupils role-play asking and answering about different animals and their sounds.		Pupils should ask and answer questions about domestic animal sounds clearly using full sentences.	P1 Pupil's English Book.	
Lesson 3:	To present	Moo (cow), Baa	Pupils work in pairs to		Pupils should	P1 Pupil's	

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Presentation	animal sounds	(sheep), Oink (pig), Meow (cat), Bark (dog), Woof (dog), Cluck (chicken), Crow."	describe what different animals eat using full sentences: "A hen eats grains." "A cow eats grass." Use flashcards showing animals and food items to prompt oral responses. Pupils play a matching game where they say the animal and its food aloud as they connect the two cards.		describe what domestic animals eat clearly and confidently using correct vocabulary.	English Book.	
Lesson 4: **<u>Phonemic awareness</u>:** Beginning sounds with support from pictures (Sound identification through pictures) : r, k, b **<u>Alphabetic awareness</u>:** Learning the letter "r / R, k / K, b / B" names, the r, k, b	Pupils should be able to identify the beginning sounds /r/, /k/, /b/ in words using pictures. Pupils should be able to recognize the letters r / R, k / K, b / B and produce their corresponding sounds.	Phonemic awareness: beginning sounds r, k, b. Examples: r – rabbit, k – kite, b – ball. Alphabetic awareness: Letter names r, k, b; sounds /r/, /k/, /b/.	Show pictures of objects and ask pupils to say the first sound. Play "I spy" with sounds. Show letters and model the sound; have pupils repeat. Trace letters in air or on paper while saying sounds.	Picture cards of rabbit, kite, ball. Flashcards of letters r, k, b; writing materials.	Pupils should be able to say the beginning sound of each picture correctly, orally in pairs or individually. Pupils should be able to name the letters and produce the correct sound when prompted, orally in pairs or individually.		

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sounds, and writing them End unit assessment							
Lesson 5: End unit assessment							

Unit 8: What we do everyday							**Periods: 15**
<u>Key unit competence:</u> Pupils will be able to describe their daily routine using correct sentence patterns and time expressions							
Week 11: 16TH-20TH March 2026 **Theme: Describing morning activities**							
Lesson 1: Listening comprehension and vocabulary about morning activities	To identify and describe morning activities using correct vocabulary and actions	wake up, wash my body, brush my teeth, put on clothes, have my breakfast, comb my hair, go to school, get dressed	Pupils listen to the teacher describe morning actions (e.g. "I wake up," "I brush my teeth," "I eat breakfast") and act them out. Match pictures of morning activities to spoken phrases using flashcards. Pupils complete oral sentences using visual prompts: "I … in the morning."	A set of images showing morning routines	Pupils should identify and describe morning activities using correct vocabulary and actions.	P1 Pupil's English Book.	
Lesson 2: Dialogue	To ask and answer questions about morning activities clearly using full sentences.	wake up, wash my body, brush my teeth, put on clothes, have my breakfast, comb my hair, go to school, get	Pupils practice short dialogues in pairs: "What do you do in the morning?" "I wash my face." Use sentence strips to build question-and-answer exchanges about morning routines. Pupils role-play asking and	A set of images showing morning routines	Pupils should ask and answer questions about morning activities clearly using full sentences.	P1 Pupil's English Book.	

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		dressed	answering about their own morning habits.				
Lesson 3: Presentation	To present morning routines confidently and fluently using correct sentence structure.	wake up, wash my body, brush my teeth, put on clothes, have my breakfast, comb my hair, go to school, get dressed	Pupils describe their morning routine using full sentences: "I wake up at six. I brush my teeth. I eat breakfast." Use drawings or picture cards to support presentations. Learners present their routine in front of the class using gestures and props.	A set of images showing morning routines	Pupils should present morning routines confidently and fluently using correct sentence structure.	P1 Pupil's English Book.	
Lesson 4: Oral practice	To describe morning activities clearly and confidently using correct vocabulary and sentence structure.	wake up, wash my body, brush my teeth, put on clothes, have my breakfast, comb my hair, go to school, get dressed	Pupils work in pairs to describe their morning routines orally: "I wake up," "I wash my face," "I go to school." Use flashcards showing morning actions to prompt sentence building and repetition. Pupils take turns acting out a morning activity while others guess and describe it using full sentences.	A set of images showing morning routines	Pupils should describe morning activities clearly and confidently using correct vocabulary and sentence structure.	P1 Pupil's English Book.	
Lesson : **<u>Phonemic awareness</u>:** Review short vowels i, u and beginning sounds: r, k, b **<u>Alphabetic awareness</u>:** Review the	Pupils should be able to identify short vowels /i/, /u/ and beginning sounds /r/, /k/, /b/ in words using pictures. Pupils should be able to recognize letters i, u, r, k, b and produce their correct sounds.	Phonemic awareness: short vowels i, u; beginning sounds r, k, b. Examples: i – ink, u – umbrella, r – rabbit, k – kite, b – ball. Alphabetic awareness: Letters i, u, r, k, b; sounds /i/, /u/, /r/, /k/, /b/.	Show pictures and ask pupils to identify sounds. Play "I spy" or sound matching games. Review letters and sounds through games like "Flashcard Bingo" or "Letter-Sound Match."	Picture cards of corresponding objects. Flashcards of letters, picture cards, writing materials.	Pupils should be able to say the vowel or beginning sound correctly, orally in pairs or individually. Pupils should be able to name the letters and produce the correct sounds, orally in pairs or individually.		

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letters "short and long vowels i and u and r, k, b" and their sounds (game)							

THIRD TERM

Week 1: 20TH-24TH April 2026 **Theme: Telling time**							
Lesson 1: Listening comprehension and vocabulary about the practice of telling time on a face clock	To identify and say the correct time using a face clock and match it to daily actions	Face clock, short hand, long hand, o'clock, what time it? Half past, quarter	Pupils listen as the teacher says different times (e.g. "It is seven o'clock") and point to the correct time on a face clock. Use flashcards showing clock faces and match them to spoken time phrases. Pupils listen and repeat time expressions, then act out what they do at those times (e.g. "At eight o'clock, I go to school").	Face clock model Clock flashcards Daily routine picture cards Sentence strips Time matching worksheets	Pupils should identify and say the correct time using a face clock and match it to daily actions	P1 Pupil's English Book.	
Lesson 2: Dialogue	To ask and answer questions about time clearly using full sentences.	Face clock, short hand, long hand, o'clock, what time it? Half past, quarter	Pupils practice short dialogues in pairs: "What time is it?" "It is nine o'clock." Use sentence strips to build question-and-answer exchanges about time. Pupils role-play asking and answering about daily routines linked to specific times.	Face clock model Clock flashcards Daily routine picture cards Sentence strips	Pupils should ask and answer questions about time clearly using full sentences.	P1 Pupil's English Book.	

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				Time matching worksheets			
Lesson 3: Presentation	To present time-linked daily routines confidently and fluently using correct sentence structure.	Face clock, short hand, long hand, o'clock, what time it? Half past, quarter	Pupils describe their daily routine using time phrases: "At six o'clock, I wake up. At seven o'clock, I eat breakfast." Use drawings or clock visuals to support presentations. Learners present their schedule in front of the class using full sentences and gestures.	Face clock model Clock flashcards Daily routine picture cards Sentence strips Time matching worksheets	Pupils should present time-linked daily routines confidently and fluently using correct sentence structure.	P1 Pupil's English Book.	
Lesson 4: Oral practice	To describe daily actions linked to specific times clearly and confidently	Face clock, short hand, long hand, o'clock, what time it? Half past, quarter	Pupils work in pairs to say what they do at different times: "At ten o'clock, I read." Use flashcards showing clock faces to prompt oral responses. Pupils take turns pointing to a time and saying what activity matches it.	Face clock model Clock flashcards Daily routine picture cards Sentence strips Time matching worksheets	Pupils should describe daily actions linked to specific times clearly and confidently.	P1 Pupil's English Book.	
Lesson 5:	Pupils should be able to identify the beginning sounds /n/, /m/,	Phonemic awareness: beginning sounds n, m, g. Examples: n –	Show pictures of objects and ask pupils to say the first sound. Play "I spy" with sounds.	Picture cards of nest, map, goat, ginger.	Pupils should be able to say the beginning sound of each picture		

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Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures): n, m, g **Alphabetic awareness:** Learning the letter "n / N, m / M, g / G" names, the n, m, g (/g/ as in goat and /j/ as in ginger) sounds, and writing them	/g/ in words using pictures. Pupils should be able to recognize the letters n / N, m / M, g / G and produce the correct sounds.	nest, m – map, g – goat / ginger. Alphabetic awareness: Letter names n, m, g; sounds /n/, /m/, /g/ (/g/ as in goat, /j/ as in ginger).	Show letters and model the sound; have pupils repeat. Trace letters in air or on paper while saying sounds.	Flashcards of letters n, m, g; writing materials.	correctly, orally in pairs or individually. Pupils should be able to name the letters and produce the correct sound when prompted, orally in pairs or individually.		
Week 2: 27/4-1/5/2026 **Theme: Describing daily routine**							
Lesson 1: Listening comprehension and vocabulary about daily routines	To identify and describe daily activities using correct vocabulary and actions.	**Morning Routine: wake up, brush teeth, wash face, take** **Daytime Activities: attend class, play with friend**	Pupils listen to the teacher describe daily actions (e.g. "I wake up," "I go to school," "I eat lunch") and act them out. Match spoken phrases to pictures of daily activities using flashcards.	Daily routine picture cards Sentence strips Sequencing charts Role-play	Pupils should identify and describe daily activities using correct vocabulary and actions.	P1 Pupil's English Book.	

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		Evening Routine: eat dinner, wash dishes, do chores, take a bath, do	Pupils complete oral sentences using visual prompts: "I … every day.	props (e.g. toothbrush, school bag, plate) Routine matching worksheets			
Lesson 2: Dialogue	To ask and answer questions about daily routines clearly using full sentences.	**Morning Routine: wake up, brush teeth, wash face, take** **Daytime Activities: attend class, play with friend** **Evening Routine:** eat dinner, wash dishes, do chores, take a bath, do	Pupils practice short dialogues in pairs: "What do you do every day?" "I brush my teeth." Use sentence strips to build question-and-answer exchanges about daily routines. Pupils role-play asking and answering about their own daily habits.	Daily routine picture cards Sentence strips Sequencing charts Role-play props (e.g. toothbrush, school bag, plate) Routine matching worksheets	Pupils should ask and answer questions about daily routines clearly using full sentences.	P1 Pupil's English Book.	
Lesson 3: Presentation	To present daily routines confidently and fluently using correct sentence structure.	**Morning Routine: wake up, brush teeth, wash face, take** **Daytime Activities: attend class, play with friend**	Pupils describe their daily routine using full sentences: "I wake up at six. I go to school at seven." Use drawings or picture cards to support presentations. Learners present their routine in	Daily routine picture cards Sentence strips Sequencing charts	Pupils should present daily routines confidently and fluently using correct sentence structure.	P1 Pupil's English Book.	

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		Evening Routine: eat dinner, wash dishes, do chores, take a bath, do	front of the class using gestures and props.	Role-play props (e.g. toothbrush, school bag, plate) Routine matching worksheets			
Lesson 4: **<u>Phonemic awareness</u>:** Beginning sounds with support from pictures (Sound identification through pictures) : y, t, z **<u>Alphabetic awareness</u>:** Learning the letter "y / Y, t / T, z / Z " names, the y, t, z sounds, and writing them	To identify the beginning sounds /y/, /t/, /z/ in words using pictures. Pupils should be able to recognize the letters y / Y, t / T, z / Z, and their corresponding sounds.	Phonemic awareness: beginning sounds y, t, z. Examples: y – yo-yo, t – tree, z – zebra. Alphabetic awareness: Letter names y, t, z; sounds /y/, /t/, /z/.	Show pictures of objects and ask pupils to say the first sound. Play "I spy" with sounds. Show letters and model the sound; have pupils repeat. Trace letters in air or on paper while saying sounds.	Picture cards of yo-yo, tree, zebra. Flashcards of letters y, t, z; writing materials.	Pupils should be able to say the beginning sound of each picture correctly, orally in pairs or individually. Pupils should be able to name the letters and produce the correct sound when prompted, orally in pairs or individually.		
Lesson 5: End unit assessment							

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Unit 9: Likes and Dislikes **Periods: 15**

Key unit competences: Pupils will be able to express their likes and dislikes about food, drinks, colours, clothes, family members, animals, and things at home or school using simple words and expressions

Week 3: 4th-8th May 2026
Theme: Describing food

Lesson 1: Listening comprehension and vocabulary about food and demonstratives in plurals	To name food items and use of plural demonstratives	bananas, rice, beans, milk, bread, meat, maize, vegetables, eggs, fish	Pupils listen to the teacher name food items and use demonstratives in context: "This is a mango," "These are bananas," "That is a tomato," "Those are carrots." Match spoken phrases to flashcards showing food items near and far, singular and plural. Pupils repeat demonstrative phrases and point to real or pictured food items to show understanding.	Food flashcards /pictures: Common items: bananas, rice, beans, milk, bread, meat, maize, vegetables, eggs, fish	Pupils should name food items and express likes or dislikes using correct vocabulary and demonstratives.	P1 Pupil's English Book.	
Lesson 2: Dialogue		bananas, rice, beans, milk, bread, meat, maize, vegetables, eggs, fish	Pupils practice short dialogues in pairs: "What is this?" "This is an apple." "What are those?" "Those are oranges." Use sentence strips and visuals to build question-and-answer exchanges with demonstratives. Pupils role-play asking and	Food flashcards /pictures: Common items: bananas, rice, beans, milk, bread, meat, maize, vegetables, eggs, fish	Pupils should ask and answer questions about food items using appropriate demonstratives clearly and correctly.	P1 Pupil's English Book.	

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			answering about food items using "this," "that," "these," and "those."				
Lesson 3: Presentation	To present food items confidently using correct demonstratives in both singular and plural forms.	bananas, rice, beans, milk, bread, meat, maize, vegetables, eggs, fish	Pupils present food items using demonstratives: "This is a pineapple," "These are grapes," "That is a lemon," "Those are tomatoes." Use real objects or drawings to support presentations and reinforce near/far distinctions. Learners take turns presenting two singular and two plural food items using full demonstrative sentences.	Food flashcards /pictures: Common items: bananas, rice, beans, milk, bread, meat, maize, vegetables, eggs, fish	Pupils should present food items confidently using correct demonstratives in both singular and plural forms.	P1 Pupil's English Book.	
Lesson 4: Oral practice	To use singular and plural demonstratives accurately when describing food items in speech.	bananas, rice, beans, milk, bread, meat, maize, vegetables, eggs, fish	Pupils work in pairs to describe food items using demonstratives: "This is a mango," "These are bananas," "That is a tomato," "Those are carrots." Use flashcards and real objects to prompt oral responses with correct demonstratives. Pupils play a pointing game where one pupil selects a food item and another says the correct demonstrative phrase aloud.	Food flashcards /pictures: Common items: bananas, rice, beans, milk, bread, meat, maize, vegetables, eggs, fish	Pupils should use singular and plural demonstratives accurately when describing food items in speech.	P1 Pupil's English Book.	
Lesson 5:	Pupils should be	Phonemic awareness:	Show pictures of objects and ask	Picture cards of	Pupils should be		

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Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures) : h, s, v Alphabetic awareness: Learning the letter "h / H, s / S, v / V " names, the h, s (/s/ as in soap and /z/ as in rose), and v sounds, and writing them	able to identify the beginning sounds /h/, /s/, /v/ in words using pictures. Pupils should be able to recognize the letters h / H, s / S, v / V, and their corresponding sounds.	beginning sounds h, s, v. Examples: h – hat, s – soap / rose, v – van. Alphabetic awareness: Letter names h, s, v; sounds /h/, /s/ (/s/ as in soap, /z/ as in rose), /v/.	pupils to say the first sound. Play "I spy" with sounds. Show letters and model the sound; have pupils repeat. Trace letters in air or on paper while saying sounds.	hat, soap, rose, van. Flashcards of letters h, s, v; writing materials.	able to say the beginning sound of each picture correctly, orally in pairs or individually. Pupils should be able to name the letters and produce the correct sound when prompted, orally in pairs or individually.		
Week 4: 11TH-15th May 2026 **Theme: Talking about likes and dislikes**							
Lesson 1: Listening comprehension and vocabulary	To express likes and dislikes	Listen and repeat: "I like rice." "I don't like milk."	Pupils listen to the teacher read declarative sentences using plural demonstratives: "I like these bananas." "I don't like those onions." Match spoken sentences to food	Pictures, flashcards	Pupils should express food preferences using correct plural demonstratives and present	P1 Pupil's English Book.	

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talk about food they like, food they do not like using present simple tense, declarative sentences and plural demonstrative			flashcards placed near or far to reinforce "these" vs. "those." Pupils repeat the sentences and point to the correct food items while saying whether they like or dislike them.		simple declarative sentences.		
Lesson 2: Dialogue	To ask and answer questions about food preferences using plural demonstratives and present simple tense accurately.	"Do you like bananas?" "Yes, I do."	Pupils practice short dialogues in pairs: "Do you like these apples?" "Yes, I like these." "Do you like those tomatoes?" "No, I don't like those." Use sentence strips and visuals to build question-and-answer exchanges with plural demonstratives. Pupils role-play asking and answering about food they like and don't like using full declarative responses.	Pictures, flashcards	Pupils should ask and answer questions about food preferences using plural demonstratives and present simple tense accurately.	P1 Pupil's English Book.	
Lesson 3: Presentation	Present personal preferences	"I like oranges. I don't like meat."	Pupils describe food they like and don't like using full sentences: "I like these grapes." "I don't like those onions." Use real objects or drawings to support presentations and reinforce near/far distinctions.	Pictures, flashcards	Pupils should present food preferences confidently using declarative sentences and correct plural demonstratives.	P1 Pupil's English Book.	

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			Learners present 2–3 food items they like and 1–2 they don't like, using plural demonstratives in speech.				
Lesson 4: Oral practice	To Practice expressing likes/dislikes	Pair sharing: "I like juice." "I don't like eggs."	Pupils work in pairs to say what they like and don't like using plural demonstratives: "I like these bananas." "I don't like those onions." Use flashcards showing food items placed near and far to prompt correct use of "these" and "those." Pupils take turns pointing to food visuals and forming full declarative sentences about their preferences.	Pictures, flashcards	Pupils should express food preferences clearly using present simple tense and correct plural demonstratives.	P1 Pupil's English Book.	
Lesson 5: <u>Phonemic awareness</u>: Beginning sounds with support from pictures (Sound identification through pictures) : w, c,	Pupils should be able to identify the beginning sounds /w/, /c/, /d/ in words using pictures. Pupils should be able to recognize the letters w / W, c / C, d / D, and their corresponding	Phonemic awareness: beginning sounds w, c, d. Examples: w – watch, c – cat / city, d – dog. Alphabetic awareness: Letter names w, c, d; sounds /w/, /c/ (/c/ as in cat, /s/ as in city), /d/.	Show pictures of objects and ask pupils to say the first sound. Play "I spy" with sounds. Show letters and model the sound; have pupils repeat. Trace letters in air or on paper while saying sounds.	Picture cards of watch, cat, city, dog. Flashcards of letters w, c, d; writing materials.	Pupils should be able to say the beginning sound of each picture correctly, orally in pairs or individually. Pupils should be able to name the letters and produce the correct sound when prompted,		

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d Alphabetic awareness: Learning the letter "w / W, c / C, d / D" names, the w, c (/c/ as in cat and /s/ as in **c**ity), and d sounds, and writing them	sounds.				orally in pairs or individually.		
Week 5: 18TH-22nd May 2026 **Weekly theme: Talking about likes and dislikes**							
Lesson 1: Listening comprehension and vocabulary about things they like or they do not like using vocabulary learned from previous units	To identify familiar items and express likes or dislikes using correct vocabulary and sentence structure.	I like, I don't like + vocabulary from previous units. Eg: I like cats. I don't like dogs How many likes singing? How many do not like cows?	Pupils listen to the teacher read declarative sentences using familiar vocabulary: "I like red," "I don't like cats," "I like these pencils." Match spoken sentences to visuals from previous units: food, colours, animals, clothes, school items. Pupils repeat the sentences and point to the correct items, identifying whether it's a like or dislike.	Flashcards	Pupils should identify familiar items and express likes or dislikes using correct vocabulary and sentence structure.	P1 Pupil's English Book.	
Lesson 2: Dialogue	To ask and answer questions about familiar items using full sentences	I like, I don't like + vocabulary from previous units. Eg: I like cats. I don't like dogs How many likes	Pupils practice short dialogues in pairs: "Do you like dogs?" "Yes, I do." "Do you like green?" "No, I don't." Use sentence strips and flashcards to build exchanges across	Flashcards	Pupils should ask and answer questions about familiar items using full sentences and	P1 Pupil's English Book.	

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	and appropriate vocabulary.	singing? How many do not like cows?	different categories (e.g. clothes, animals, colours). Pupils role-play asking and answering about their preferences using vocabulary from previous units.		appropriate vocabulary.		
Lesson 3: Presentation	To present the likes and dislikes confidently using correct vocabulary from previous units.	Each letter has a unique sound; pictures help link sounds to letters.	Pupils prepare a short presentation listing things they like and don't like: "I like rice and dogs. I don't like onions and spiders." Use drawings or classroom visuals to support their speech. Learners present 3–5 items from different categories, using full declarative sentences and gestures.	Flashcards	Pupils should present their likes and dislikes confidently using correct vocabulary from previous units.	P1 Pupil's English Book.	
Lesson 4: <u>Phonemic awareness</u>: Review beginning sounds with support from pictures (Sound identification through pictures) : n, m, g, y, t, z, h, s, v, w, c, d <u>Alphabetical awareness</u>:	Pupils will identify beginning sounds using picture cues and review the names and sounds of letters *n, m, g, y, t, z, h, s, v, w, c, d* through interactive games.	Each letter has a unique sound; pictures help link sounds to letters.	Sound-picture matching, sorting by initial sound, alphabet games.	Picture cards, letter flashcards, alphabet chart, simple game props	Pupils should match sounds to letters correctly through oral and game activities.		

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Review the letters “n, m, g, y, t, z, h, s, v, w, c, d” and their sounds (game)							
Lesson 5: **End of unit assessment**							
Unit 10: Storytelling **Periods: 20** **Key Unit competence:** Pupils will able to listen to and retell simple stories and describe events and activities done throughout the week using time-related language							
Week 6: 25-29/05/2026 **Theme: Enjoy listening to stories in English**							
Lesson 1: Listening comprehension and vocabulary about about story structure and key elements of a story	To listen attentively and answer questions about the story’s characters and events using simple vocabulary	Title, beginning, middle, end, pictures,, words	Pupils listen to a short, simple story read aloud by the teacher (e.g. a tale about a clever animal or a helpful child). Pupils identify characters, setting, and key events using picture prompts. Pupils respond to oral questions about the story: “Who is in the story?” “Where does it happen?” “What happens first?”	Flashcards	Pupils should listen attentively and answer questions about the story’s characters and events using simple vocabulary.	P1 Pupil’s English Book.	
Lesson 2:	To retell parts of the story clearly using	Title, beginning, middle, end,	Pupils practice short dialogues in pairs based on the story: “Who is the boy?” “He is Tom.” “What	Flashcards	Pupils should retell parts of the story clearly	P1 Pupil’s English	

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Dialogue	short sentences and correct vocabulary.	pictures,, words	does he do?" "He helps the dog." Use sentence strips and visuals to support retelling parts of the story. Pupils role-play parts of the story using simple lines and gestures		using short sentences and correct vocabulary.	Book.	
Lesson 3: Presentation	To perform a short role play showing understanding of the story's events and characters.	Title, beginning, middle, end, pictures,, words	Pupils act out the story in small groups using simple props or masks. Teacher guides pupils to use key phrases from the story: "I am the lion," "Let's help each other." Pupils perform their role play for the class, focusing on clear speech and expressive movement.	Flashcards	Pupils should perform a short role play showing understanding of the story's events and characters.	P1 Pupil's English Book.	
Lesson 4: Oral practice	To retell story events clearly and in order using simple sentences and correct vocabulary	Title, beginning, middle, end, pictures,, words	Pupils work in pairs to retell parts of the story using sentence starters: "First…," "Then…," "Finally…" Use picture cards to prompt pupils to describe what happened in sequence. Pupils take turns summarizing the story orally using simple past and present tense verbs: "The boy helps the dog," "The lion was	Flashcards	Pupils should retell story events clearly and in order using simple sentences and correct vocabulary	P1 Pupil's English Book.	

			kind.				
Lesson 5: <u>Phonemic awareness</u>: Beginning sounds with support from pictures (Sound identification through pictures) : f, j, p <u>Alphabetical awareness</u>: Learning the letter "f / F, j / J, p / P" names, the f, j, and p sounds, and writing them	Pupils should be able to identify the beginning sounds /f/, /j/, /p/ in words using pictures. Pupils should be able to recognize the letters f / F, j / J, p / P, and their corresponding sounds.	Phonemic awareness: beginning sounds f, j, p. Examples: f – fan, j – jam, p – pen. Alphabetic awareness: Letter names f, j, p; sounds /f/, /j/, /p/.	Show pictures of objects and ask pupils to say the first sound. Play "I spy" with sounds. Show letters and model the sound; have pupils repeat. Trace letters in air or on paper while saying sounds.	Picture cards of fan, jam, pen. Flashcards of letters f, j, p; writing materials.	Pupils should be able to say the beginning sound of each picture correctly, orally in pairs or individually. Pupils should be able to name the letters and produce the correct sound when prompted, orally in pairs or individually.		
Week 7: 1st-5th June 2026 **Theme: Enjoy listening to stories in English**							
Lesson 1: Listening comprehension	Listen attentively and identify key vocabulary from the story using visuals	Title, beginning, middle, end, pictures,, words, once upon a time, then, after that,	Teacher reads aloud a short story (e.g. about a helpful animal, a clever child, or a family adventure). Pupils listen and identify key	Flashcards	Pupils should listen attentively and identify key vocabulary from the story using visuals and oral	P1 Pupil's English Book.	

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and vocabulary of a story read aloud to support children talk about key vocabulary from a story	and oral responses.	next, ending (final)ly	vocabulary (e.g. names of characters, actions like “run,” “help,” “find,” and objects like “bag,” “tree,” “food”). Pupils match words from the story to pictures or flashcards as they hear them.		responses.		
Lesson 2: Dialogue	To use key vocabulary from the story in short, clear conversations.	Title, beginning, middle, end, pictures,, words, once upon a time, then, after that, next, ending (final)ly	Pupils practice short dialogues using words from the story: “Who is in the story?” “The girl.” “What does she do?” “She helps the dog.” Use sentence strips and visuals to build simple exchanges based on story events. Pupils role-play short scenes using key vocabulary and expressions from the story.	Flashcards	Pupils should use key vocabulary from the story in short, clear conversations.	P1 Pupil’s English Book.	
Lesson 3: Presentation	To retell the story using correct vocabulary and logical sequence	Title, beginning, middle, end, pictures,, words, once upon a time, then, after that, next, ending (final)ly	Pupils retell the story in small groups using key vocabulary: “The boy runs,” “They find food,” “The dog is happy.” Use picture cards to guide sequencing and vocabulary recall. Pupils present their retelling to the class using gestures and	Flashcards	Pupils blend and read /i/ words, identify and pronounce “i” sounds, and write the letter correctly.	P1 Pupil’s English Book.	

			props.				
Lesson 4: Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures) : l, q	To blend onset and rime to form words with short /i/, identify and name the letter "i", and write it correctly.	Onset + rime = whole word (e.g. k-it, s-it, p-in) Short /i/ (kit), long /ī/ (kite) Letter "i" has a name and two sounds	Stretch and blend short /i/ words using onset-rime cards Match pictures to /i/ words Trace and write the letter "i" Sort short /i/ vs. long /ī/ sounds	Onset-rime flashcards Picture cards with short /i/ and long /ī/ words Letter "i" tracing sheets Alphabet chart	Pupils should blend and read /i/ words, identify and pronounce "i" sounds, and write the letter correctly.		
Lesson 5: Alphabetical awareness: Learning the letter "l / L, q/Q" names, the L and q sounds, and writing them (note: q/Q is a new letter)	To identify and name the letters "l" and "q", pronounce their sounds correctly, and write them in both uppercase and lowercase forms.	"L" makes the /l/ sound as in *lamp*. "Q" makes the /kw/ sound as in *queen* (often paired with "u"). "Q/q" is a new letter for pupils.	Introduce letter names and sounds with visuals (e.g. *lamp*, *queen*). Pupils trace and copy "L/l" and "Q/q" on worksheets. Match letters to pictures and words. Sing a short chant or ABC song including "L" and "Q"	Alphabet chart Picture flashcards (lamp, leaf, queen, quilt) Letter tracing worksheets ABC song audio or lyrics	Pupils should correctly name, pronounce, and write the letters "L/l" and "Q/q" using visual and written prompts		

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Week 8: 8th-12th June 2026 **Theme: Enjoy listening to stories in English**							
Lesson 1: Listening comprehension and vocabulary of a story read aloud to support children talk about key vocabulary from a story	To listen and identify key vocabulary from the story using visuals and oral responses.	Title, beginning, middle, end, pictures,, words, once upon a time, then, after that, next, ending (final)ly	Teacher reads aloud a short story (e.g. about a helpful animal, a clever child, or a family adventure). Pupils listen and identify key vocabulary (e.g. names of characters, actions like "run," "help," "find," and objects like "bag," "tree," "food"). Pupils match words from the story to pictures or flashcards as they hear them.	Flashcards	Pupils should listen attentively and identify key vocabulary from the story using visuals and oral responses.	P1 Pupil's English Book.	
Lesson 2: Dialogue	To use key vocabulary from the story in short, clear conversations.	Title, beginning, middle, end, pictures,, words, once upon a time, then, after that, next, ending (final)ly	Pupils practice short dialogues using words from the story: "Who is in the story?" "The girl." "What does she do?" "She helps the dog."; Use sentence strips and visuals to build simple exchanges based on story events.; Pupils role-play short scenes using key vocabulary and expressions from the story.	Flashcards	Pupils should use key vocabulary from the story in short, clear conversations.	P1 Pupil's English Book.	
Lesson 3:	To retell the story using correct vocabulary and	Title, beginning, middle, end, pictures,, words, once upon a	Pupils retell the story in small groups using key vocabulary: "The boy runs," "They find food," "The dog is happy."	Flashcards	Pupils should retell the story using correct vocabulary and		

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Presentation	logical sequence	time, then, after that, next, ending (final)ly	Use picture cards to guide sequencing and vocabulary recall. Pupils present their retelling to the class using gestures and props.		logical sequence		
Lesson 4: Oral practice	To retell story events clearly and in order using simple sentences and correct vocabulary	Title, beginning, middle, end, pictures,, words, once upon a time, then, after that, next, ending (final)ly	Pupils play a vocabulary guessing game: one pupil acts out a word from the story, others guess it. Use flashcards for a "What's missing?" game to reinforce word recognition. Pupils take turns saying a word and using it in a sentence: "Tree – The boy climbs the tree."	Flashcards	Pupils should retell story events clearly and in order using simple sentences and correct vocabulary	P1 Pupil's English Book.	
Lesson 5: <u>Phonemic awareness</u>: Beginning sounds with support from pictures (Sound identification through pictures) : x <u>Alphabetical</u>	Pupils should be able to identify the beginning sound /x/ in words using pictures. Pupils should be able to recognize the letter x / X and its corresponding sound.	Phonemic awareness: beginning sound x. Example: x – xylophone. Alphabetic awareness: Letter name x; sound /x/. Note: x/X is a new letter.	Show pictures of objects and ask pupils to say the first sound. Sing the letter-sound song including x. Show the letter and model the sound; have pupils repeat. Trace the letter in the air or on paper while saying the sound.	Picture cards of xylophone, letter-sound song audio/lyrics. Flashcard of letter x; writing materials; letter-sound song.	Pupils should be able to say the beginning sound of the picture correctly, orally in pairs or individually. Pupils should be able to name the letter and produce its correct sound, orally in pairs or individually.		

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awareness: Learning the letter "x / X" names, the x sound, and writing it(note: x/X is a new letter) & Learn the letter-sound song							
Week 9: **15th-19th June 2026** Weekly theme: General revision							
Lesson 1: Review on Listening comprehension and vocabulary	To identify and categorize vocabulary from previous units.	Food items, domestic animals, colours, clothes, school objects	Food items, domestic animals, colours, clothes, school objects Pupils match flashcards to word labels Sort vocabulary into categories (e.g. fruits vs. vegetables, animals vs. objects)	Flashcards Charts Pictures	Pupils correctly identify and categorize vocabulary from previous units.	P1 Pupil's English Book.	
Lesson 2: Sentence Building	To identify and categorize vocabulary from previous units.	Present simple tense, demonstratives, likes/dislikes, daily routines	Pupils build sentences using sentence strips: "I like these bananas." "Do you like cats?" Rearranging jumbled words to form correct sentences Pair work: ask and answer using learned structures	Various flashcards and pictures	Pupils correctly identify and categorize vocabulary from previous units.	P1 Pupil's English Book.	
Lesson 3:	To respond	**Food items** (e.g.	Pupils listen to short dialogues	**Flashcards of:**	Pupils respond		

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Listening and Speaking – Mini Dialogues and Role Play	appropriately and speak clearly using learned expressions	bananas, rice, milk, beans) **Domestic animals** (e.g. cow, goat, hen, dog) **Colours** (e.g. red, blue, green) **Clothes** (e.g. shirt, dress, shoes) **School objects** (e.g. book, pencil, ruler)	and answer questions Role-play scenes: "At breakfast," "Going to school," "Helping a friend" Use props or flashcards to support speech	**Food items** (e.g. bananas, rice, milk, beans) **Domestic animals** (e.g. cow, goat,..**Colours** (e.g. red, .. **Clothes** (e.g. shirt, dress, ..	appropriately and speak clearly using learned expressions		
Lesson 4: <u>Phonemic awareness</u>: Review beginning sounds: z, l, b, v, n, c, q, x, y <u>Alphabetical awareness</u>: review letters f / F, j / J, p / P, l / L, q/Q, x/ X	Pupils should be able to identify the beginning sounds /z, l, b, v, n, c, q, x, y/ in words using pictures. Pupils should be able to recognize and produce the sounds of letters f / F, j / J, p / P, l / L, q / Q, x / X.	Phonemic awareness: beginning sounds z, l, b, v, n, c, q, x, y. Examples: z – zebra, l – leaf, b – ball, v – van, n – nest, c – cat, q – queen, x – xylophone, y – yo-yo. Alphabetic awareness: Letter names f, j, p, l, q, x; sounds /f/, /j/, /p/, /l/, /q/, /x/.	Show pictures of objects and ask pupils to say the first sound. Play "I spy" or matching games with sounds. Review letters and sounds through games and sing the letter-sound song.	Picture cards of corresponding objects. Flashcards of letters, picture cards, audio/lyrics of letter-sound song, writing materials.	Pupils should be able to say the beginning sound of each picture correctly, orally in pairs or individually. Pupils should be able to name the letters and produce their correct sounds, orally in pairs or individually.		
Lesson 5: End of unit assessment							

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