SAMPLE OF SCHEME OF WORK

Teacher's Name	……..	**Academic year**	**2025/2026**
School name	…….	**No of students**	**…….**
Class	**P2**	**Term**	**1**
Subject	**ENGLISH**	**Number of periods per week**	**5 periods**

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Unit title :1	Greetings, introductions and talking about school				**Periods : 15**		
Key unit competence	To greet people and introduce them using simple social expressions correctly in everyday interactions.						
Lesson title/periods	**Learning objectives**	**Key points/words/content summary**	**Teaching and learning activities /Approach**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
Week 1: 8-12/9/ 2025 **Weekly theme:** Introductions **Weekly sounds:** 26 English alphabet and their sounds							
Lesson 1: Greetings and farewells	Identify common greetings and farewells used in daily life. Use appropriate greetings and farewells in role-plays according to time of day and situation.	**Greetings** Hello, hi, Good morning, Teacher Good afternoon, Good evening,… how are you? Fine thank you. **Farewells** Goodbye, Good night, Bye	Role-play meeting a friend at different times of the day and leaving. Match words with pictures showing parts of the day. Learners copy short greetings and farewells from the board	Parts of the day flash cards. (Sunrise, Sunsets, noon, night)	Pupils should be able to identify greetings and farewells used in everyday life.Use appropriate greetings and farewells to greet people according to time of day and situation	*Text book, Primary 2* Page 2. **Introductory activity**	

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Lesson 2: Introducing oneself	Say their name, age, where they are from, and where they live correctly to introduce themselves	My name is, what is your name? I am, years old, I live in…, What about you?, Nice to meet you.	Introduce themselves in pairs. Say their names in a circle. Complete a fill-in-the-blank exercise about themselves.	A picture of a pupil introducing themselves. Blackboard/flashcards with target phrases. Ball game (throw ball: the catcher says "My name is …").	Pupils should be able to introduce themselves by saying their name, age, where they are from, and where they live correctly	*Text book, Primary 2* Page 2. **Activity 1,2,3**	
Lesson 3 Introducing others	Introduce a friend or classmate	This is/ that is my friend, …. His/her name is …	Practice introductions in groups of three. Present introductions in front of the class. Sing the alphabet song and compare letters	Flashcards with names or photos of learners	Pupils should be able to introduce a friend to others using simple sentences (This is …/ that is…).		
Lesson 4: Phonemic and alphabetical	Review the English and Kinyarwanda	Review English alphabet letters and their sounds.	Alphabet song; compare	Alphabet strip, pupil workbook, alphabet chart.	Sing the alphabet song		

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awareness Review English alphabet letters and their sounds.	alphabets to identify similarities and differences in letters (graphemes).		English/Kinyarwanda letters.		and point to the letters. Identify the sounds letters make in both languages.		
Lesson 5: Phonemic and alphabetical awareness Review English alphabet letters and their sounds.	Review the English and Kinyarwanda alphabets to identify similarities and differences in letters (graphemes).	Review English alphabet letters and their sounds.	Alphabet song; compare English/Kinyarwanda letters.; name all English letters and say their sounds	Alphabet strip, pupil workbook, chalkboard.	Sing the alphabet song and point to the letters. Identify the sounds letters make in both languages.		

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Week 2: 15-19/2025 **Weekly theme:** Talking about subjects and using school timetable **Weekly sounds: s, m, short a, t**							
Lesson 1 Talking about the school	Say their school name Identify and name parts of their school (e.g., classroom, library, playground). Ask and answer simple questions about their school.	What is the name of your school? My school's name is…. What is in school? In my school there is/are… School, classroom, library, playground, computer room, garden	Answer questions about where they go every day. Work in pairs asking and answering about their school. Tell the class about their school in full sentences. Repeat key words and target language together.	Pictures/ flash cards of school buildings and facilities	Pupils should be able to name and identify parts of the school by asking and answering questions about it	*Pupils book P2. Activity 4 P4.*	
Lesson 2 Naming and Talking About School Subjects	Name common school subjects. Ask and answer about their favorite subject. Use short sentences to talk about subjects.	Subjects: Mathematics, English, French, Creative Art, Kinyarwanda, Social Studies, science, sport My favorite subject is …../ I like…..	Work in groups and say the subjects they study. Answer the question "What do you study at school? in pairs. Ask and answer in pairs about their favorite subject.	Pictures/ flash cards of school buildings and facilities	Pupils should be able to name common school subjects, ask and answer about their favorite subject, and use short sentences to talk about subjects, orally or by writing.	*Pupils book P2. Activity 5 P4*	

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Lesson 3 Talking about Timetable	Recognize timetable parts Reading simple timetables Practice asking and answering questions about their daily timetable, such as "What do we do on Monday?" Use Time Words(on Monday, at 9:00….)	What do you have on Monday? I have Mathematics on Monday. We have English on Tuesday. Monday, Tuesday, Wednesday, Thursday, Friday English, Mathematics, Science, Kinyarwanda, Music, PE Time words (o'clock, half past)	Sing or chant the days of the week with the teacher. Answer the question "What day is it today?" Repeat sentences after the teacher. Listen and repeat as the teacher reads the timetable. Match pictures with the subjects on the timetable.	Pictures/ flash cards of school buildings and facilities	Pupils should be able to recognize parts of a timetable, read simple timetables, ask and answer questions about their daily timetable (e.g., "What do we do on Monday?"), and use time words such as "on Monday" and "at 9:00," orally or in writing.	*Pupils book P2. Activity 5 P4*	
Lesson 4: Phonics Read and spell short words with s, m, short a, and t letter-sounds.	Read and spell short words with s, m, short a, and t.	**Words with s, m, short a, t:** sat, mat, sam, tap, map.	Introduce new letter-sounds; Blend sounds to read words, contrast words in a word sort.	Alphabet strip, pupil workbook, chalkboard, letter cards, letter-sound mouth chart	Read words by tapping and saying each letter-sound.		
Lesson 5: Phonics Read a decodable text with s, m, short	Read a decodable text with words containing s, m, short a, and t.		Whisper-read words, read a decodable text with target letter-sounds, answer basic	Pupil workbook, chalkboard, decodable text.	Complete words with missing sounds and read the sentences.		

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a, and t letter-sounds.			comprehension questions.				
Week 3: 22-26/9/2025 Weekly theme: **Asking for permission:** **Target sounds: p, short e, w, g**							
Lesson 1 Asking for permission with: May I …	Use *May I … ?* to ask for permission politely. Practice short classroom requests.	May I ? Please teacher, may I go out? Excuse me teacher, may I open the window? Please teacher, may I go to the toilet? May I sit in front? go out, open, window, toilet, please, sit	Sing a short classroom song. Practice in pairs asking and answering with *May I …?* Act out role-plays (one pupil is the teacher, the other asks permission).	Flashcards with different contexts or situations where permission might be needed. Short audio clips of conversations where permission is asked, for listening practice	Pupils should be able to use "May I …?" to ask for permission politely and practice making short classroom requests, orally or in writing.	Pupils book P2. Activity 13, 14 P9,10	
Lesson 2 Review asking for permission	Review polite permission questions with may I …? Answer quickly and confidently. Practice permission structures in	May I ? Please teacher, may I go out? Excuse me teacher, may I open the window? Please teacher, may I go to the toilet? May I sit in front? Excuse	Play a *Yes or No* game. Repeat and practice sentences. Use flashcards to ask permission in chorus. Work in groups of 3 to role-play. Say one permission question alone.	Flashcards (door, window, toilet) Real objects (classroom door, window) Blackboard Worksheets or board exercises Flashcards/pictures (door, toilet,	Pupils should be able to review polite permission questions using "May I …?", answer quickly and confidently, and practice permission	Pupils book P2. Activity 13, 14 P9,10	

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	speaking and writing.	me teacher, may I come in? go out, open, window, toilet, please, sit	Complete gap-fill exercises. Match pictures to sentences.	window, water, book, etc.)	structures in speaking and writing.		
Lesson 3: Phonics Read and spell short words with p, short e, w, and g patterns.	Read and spell short words with p, short e, w, and g.	**Words with p, short e, w, g:** pet, get, wet, peg, wag, met, gap, gem, web, pat, peg.	Introduce new letter-sounds; Blend sounds to read words, contrast words in a word sort.	Alphabet strip, pupil workbook, chalkboard, letter-sound mouth chart.	Raise hands when hearing a specific sound. Complete words with the correct letter-sound.		
Lesson 4: Phonics Read a decodable text with p, short e, w, and g patterns	Read a decodable text with words containing p, short e, w, and g.		Whisper-read words, read a decodable text with target letter-sounds, answer basic comprehension questions.	Pupil workbook, chalkboard, decodable text.	Complete words in a sentence and read the full sentence.		
Lesson 5: End of unit assessment							

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Unit title :2	Games and Sports					Periods : 20	
Key unit competence	Pupils will be able to name, talk, read, and write about sports; express abilities/preferences; show fairness/teamwork.						
Lesson title/periods	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
Week 4: 29/9-3/10/2025 **Weekly theme:** Talking about sport **Targeted sounds:** *Short e, Short a*							
Lesson 1 Naming sports	Correctly identify and orally name different sports Use *this is*…. To name sport using pictures Orally reproduce the names of the sports with intelligible pronunciation, following the teacher's model	What sport is this? This is football. This is basketball. It is football, basketball, volleyball, rope skipping, running, Cycling, Swimming	Look at sport pictures and say what they know. Repeat sport names after the teacher. Play "point and say" game: teacher shows a picture, pupils say the sport. Practice question/answer: What sport is this? – It is football.	Pictures/ sports flashcards Drawings of sports and sports materials	Pupils should be able to correctly identify and orally name different sports, use "This is …" to name sports using pictures, and orally reproduce the names of the sports with clear pronunciation	**Pupils book activity 1 P12,13**	

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					, following the teacher's model.		
Lesson 2 Asking About Sports	Identify a sport from a visual cue (flashcard, drawing, or mime) and respond to the question "do you play…? Correctly formulate the question **"do you play…?"** to ask a peer for information using sport image. Answer correctly with short answer: Yes, I do. No, I don't	Do you play….? Yes I do. No, I don't. football, basketball, volleyball, rope skipping, running, Cycling, Swimming	Identify and respond to sports to recognize different activities Ask a peer about sports to practise question formation Answer questions to use correct short responses Work in pairs to practise speaking and listening Play a guessing game to reinforce vocabulary and understanding Answer questions in pairs to consolidate sentence use	Pictures/ sports flashcards	Pupils should be able to identify a sport from a visual cue (flashcard, drawing, or mime) and respond to the question "Do you play…?", correctly formulate the question "Do you play…?" to ask a peer using a sport image, and answer with short responses: "Yes, I do." or "No, I don't."	**Pupil's book activity 2 page 15**	

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Lesson 3 Talking About Sports	Identify and match sports, actions, and equipment from the lesson's vocabulary sets Construct a simple, grammatically correct sentence about personal sports activities using the target structures	Games: Hide and seek, Ball, Jump, Run, Catch Sports: Football, Volleyball, Running, Swimming Actions: Kick, Throw, Catch, Hit, Play Equipment: Ball, Bat, Net, Rope	Identify and respond to sports to recognize different activities Ask a peer about sports to practise question formation Answer questions to use correct short responses Work in pairs to practise speaking and listening Play a guessing game to reinforce vocabulary and understanding Answer questions in pairs to consolidate sentence use	Pictures/ sports flashcards	Pupils should be able to identify and match sports, actions, and equipment from the lesson's vocabulary sets, and construct simple, grammatically correct sentences about their personal sports activities using the target structures.	**Pupils book P2. Activity 3 P15**	
Lesson 4: Phonics Read and spell	Read and spell short words with short a and e, and	**Short a:** bat, bag, man, sat, pan, tag, gap, set;	Phonemic awareness game to isolate short vowel	Pupil workbook, chalkboard.	Identify words with target sounds.		

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short words with short a and e, and contrast short a and e sounds patterns.	contrast short a and e sounds.	**Short e**: men, pen, met, peg, leg, set, net.	sounds; decode new words by breaking and blending; Contrast short a and short e vowels through a word sort.		Complete a word sort.		
Lesson 5: Phonics Read a decodable text with short a and short e letter-sounds.	Read a decodable text with words containing short a and short e.		Whisper-read words, read a decodable text with target letter-sounds, answer basic comprehension questions.	Pupil workbook, chalkboard, decodable text.	Write dictated words with short /a/ and /e/ sounds.		
Week 5: 6-10/10/2025 **Weekly theme:** Talking about favorite sport **Weekly sounds**: long o , l, and h							
Lesson 1 Talking About Liking Sports	Orally express their own likes and dislikes concerning different sports using the correct sentence structures: **"I like**	Like +-ing yes, I do/ no, she doesn't.	Look at sport pictures and say: *I like … / I don't like …*	Pictures and sports flash cards	Pupils should be able to express their own likes and dislikes concerning different sports using	**Pupils book P2. Activity 1,2 P14**	

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	swimming" and **"I don't like running."** Correctly ask a peer about their sports preferences using the question form: **"Do you like basketball?"** Provide appropriate short answers (**"Yes, I do"** or **"No, I don't"**) when asked about their preferences.	Swimming, running, playing,	Do a "Stand up if you like it" game. Listen and repeat Practice in pairs: ask and answer question about sport they like/don't like. Write the sports words and say whether you like it or you don't like it.		correct sentence structures ("I like swimming" / "I don't like running"), correctly ask a peer about their sports preferences using "Do you like…?", and provide appropriate short answers ("Yes, I do" / "No, I don't").		
Lesson 2 Asking About Favorite Sport	Ask and answer questions about favourite sport.	What is your favourite sport? My favourite sport is… Football, basketball, volleyball, running,, et	Practice dialogue Interview classmates in pairs. Report to class: *His/Her favorite sport is …*	Pictures and sports flashcards	Pupils should be able to ask and answer questions about their favorite sport, orally or in writing.	**Pupils book P2. Activity 3 P15**	

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Lesson 3 Review Favorite Sport	Recall the names of common sports. Ask and answer about favorite sports correctly. Say and share their own favorite sport in a complete sentence. Listen to classmates and identify their favorite sports.	Do you like …? Yes, I do, no she doesn't **Structures:** *What is your favorite sport?* *My favorite sport is football.* - Like +-ing: She likes swimming. favorite, sport, volleyball, football, basketball, running, cycling, swimming, jumping, skipping, playing	Play a quick "sport flashcard" game to recall sports names. Practice asking and answering in pairs: *What is your favorite sport?* → *My favorite sport is* _ Take part in a short class survey: walk around, ask three friends their favorite sport.	Sports flashcards Word cards (names of sports)	Pupils should be able to recall the names of common sports, ask and answer questions about favorite sports correctly, say and share their own favorite sport in a complete sentence, and listen to classmates to identify their favorite sports.	**Pupils book P2. Activity 3 P15**	
Lesson 4: Phonics Read and spell short words with long o (open syllable), l, and h letter-sounds.	Read and spell short words with long o (open syllable), l, and h.	**Words with long o:** go, no, so, hoe; **Words with l:** leg, lit, leg, lap;	Introduce new letter-sounds; Blend sounds to read words, contrast words in a word sort.	Alphabet strip, pupil workbook, chalkboard, letter-sound mouth chart.	Can read words by tapping and saying each letter-sound.		

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Lesson 5: Phonics Read a decodable text with long o, l, and h letter-sounds.	Read a decodable text with words containing long o, l, and h.	**Words with h:** ham, hat, hen, hem.	Whisper-read words, read a decodable text with target letter-sounds, answer basic comprehension questions.	Pupil workbook, chalkboard, decodable text.	Complete words with missing letter-sound and read short sentences.		
Week 6: 13-17/10/2025 **Weekly theme: Describing ability** **Targeted letter-sounds: Short o, f, d/t**							
Lesson 1 Talking About Different Abilities	Use **"can"** and **"can't"** to describe abilities	Can, can't Jump, swim, skip, play, etc.	Look at pictures and say *He/She can…*, pair description, present to class. Listen and read what they say about sports	Picture cards of boys/girls doing sports, blackboard/ whiteboard, pupils' drawings.	*Pupils should be able to express abilities using "can/can't,* orally or by writing	Pupils book P2. Activity 4. P16	
Lesson 2 Asking About Ability	Ask and answer about abilities using "can"	Can you….? Yes I can. Can linda swim? Swim . play football,	Listen and repeat questions and answers. Practice in pairs asking and answering.	cards of boys/girls doing sports, blackboard/ whiteboard,	Pupils should be able to Ask and answer about abilities using "can"	**Pupils book P2. Activity 4. Pg. 16**	

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		He/She can run. He/She can't swim. Can you…? Yes, I can. / No, I can't.	Look at a picture and ask/answer in groups. Ask a friend about their ability and report back. Write 3 sentences: *I can … / I can't …*	pupils' drawings			
Lesson 3 Review about describing abilities	Recall and use *can* and *can't* to describe abilities. Ask and answer questions about abilities using *Can you…?* Talk about their own and classmates' abilities in sports.	can, can't Can you…? Yes, I can. / No, I can't. He/She can… / He/She can't… jump, swim, run, skip, play football	Sing a chant with actions. Look at flashcards and describe sports. Practice asking and answering in pairs: *Can you …?* Participate in a group quiz about abilities.	Flashcards of children doing sports Blackboard /whiteboard Pupils' drawings Real objects (ball, skipping rope) for mime game	Pupils should be able to recall and use "can" and "can't" to describe abilities, ask and answer questions about abilities using "Can you…?", and talk about their own and classmates' abilities in sports.	**Pupils book P2. Activity 4. Pg. 16**	
Lesson 4: Phonics	Read and spell short words with	**Words with short o, f, d:** fog,	Introduce new letter-sounds;	Alphabet strip, pupil	Read words by blending		

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Read and spell short words with short o, f, and d, and contrast t and d sounds letter-sounds.	short o, f, and d, and contrast t and d sounds.	dot, dog, cod, log, hot, hop, pod, rod, fad, sod, bog; **Contrasting t and d:** tap/dap, ten/den, tip/dip, top/dot, tan/dan, tag/dag.	Blend sounds to read words, contrast words in a word sort.	workbook, chalkboard, letter-sound mouth chart.	sounds and can pronounce and differentiate between the sounds made by t and d.		
Lesson 5: Phonics Read a decodable text with short o, f, and d letter-sounds.	Read a decodable text with words containing short o, f, and d.		Whisper-read words, read a decodable text with target letter-sounds, answer basic comprehension questions.	Pupil workbook, chalkboard, decodable text.	Complete words in a sentence and read the full sentence.		
Week 7: 20-24/10/2025 **Weekly theme: Describing abilities** **Weekly sounds: short i, j, k**							
Lesson 1 Talking About What I Can Do	Identify sports or activities from listening prompts Respond to questions about ability using "I can…" / "I can't…"	Can, can't Jump, swim, skip, play, etc.	Listen and repeat sentences about ability Pair work: Ask and answer "Can you…?" Group activity: Show pictures;	Flashcards or pictures of sports/activities Audio recording	Pupils should be able to identify sports or activities from listening prompts and respond to questions	**Pupils book P2. Activity 4. Pg. 16**	

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			pupils say what they can do Class discussion: Each pupil shares one thing they can do	of short dialogues Board for writing example sentences	about ability using "I can…" or "I can't…".		
Lesson 2 Talking about what others can do	Ask about and describe the abilities of others Use short answers correctly in conversation ("Yes, he can." / "No, she can't.")	Can, can't Jump, swim, skip, play, etc.	Listen to a short dialogue about abilities of different people Pair work: ask a friend about their abilities and report back Game: "yes/no sorting" – pupils decide if someone can or can't do an activity shown in a picture Drawing activity: pupils draw a person doing a sport and write	Flashcards or pictures of people doing sports Whiteboard for sentence examples Pupils' notebooks for writing activity	Pupils should be able to ask about and describe the abilities of others, and use short answers correctly in conversation ("Yes, he can." / "No, she can't.").	**Pupils book P2. Activity 4. Pg. 16**	

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			"he/she can…" or "he/she can't…"				
Lesson 3: Phonics Read and spell short words with short i, j, and k letter-sounds.	Read and spell short words with short i, j, and k.	**Words with short i, j, k:** jig, kid, kit, jam, kin, jet, jog, kip, jig, kick.	Introduce new letter-sounds; Blend sounds to read words, contrast words in a word sort.	Alphabet strip, pupil workbook, chalkboard, letter-sound mouth chart.	Can read words by blending sounds.	**Pupils book P2. Activity 1**	
Lesson 4: Phonics Read a decodable text with short i, j, and k letter-sounds.	Read a decodable text with words containing short i, j, and k.		Whisper-read words, read a decodable text with target letter-sounds, answer basic comprehension questions.	Pupil workbook, chalkboard, decodable text.	Complete words in a sentence and read the full sentence.		
Lesson 5: End of unit assessment						**Pupils book P2. Page 19**	

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Unit title :3	Telling the time					**Periods : 15**	
Key unit competence	Pupils will be able to use language learnt in the context of time to tell the time, talk about daily routines, and use days, dates, and months accurately in oral and written communication						
Week 8: 27-31/10/2025 **Weekly theme: Describing the time of the day** **Weekly sounds: Short I, Short o**							
Lesson 1 Morning and Afternoon	Describe the morning and afternoon using daily activities.	Morning, afternoon, in the morning, in the afternoon Wake up, brush teeth, go to school, have lunch I get up at 6:30. I go to fetch water at 7:00. I walk to school at 8:00… School starts at…. When do you get up?	Say whether activities happen in the morning or afternoon to identify daily routines Match pictures with labels to recognize vocabulary for times of day Ask and answer in pairs to practise speaking and using sentences correctly Complete sentences to reinforce sentence structure Draw activities and write sentences to connect writing with daily routines Repeat key phrases to improve pronunciation and recall	Pictures of daily routines, board. Parts of the day flashcards	Pupils should be able to describe the morning and afternoon using daily activities.	**Pupils book P2. Activity 1, 2, 3, 4, 5,6**	

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Lesson 2: Evening and night	Describe the evening and night using daily activities	In the evening, at night, Go to bed, eat dinner,	Pupils act out an evening/night activity others guess. Pair work: Ask and answer about routines. Group activity: Arrange pictures under evening or night on a chart. Listening game: Teacher says "evening" or "night," pupils raise the right picture card.	Pictures of activities, board Parts of the day flashcards	Pupils should be able to describe the evening and night using daily activities.	**Pupils book P2. Activity 1, 2, 3, 4, 5,6**	
Lesson 3 Review of Time of the Day	Consolidate knowledge of morning, afternoon, evening, and night.	Morning, afternoon, in the morning, in the afternoon, in the evening, at night, Wake up, brush teeth, go to school, have lunch I get up at 6:30. I go to fetch water at 7:00. I walk to school at 8:00… School starts at….	Group sorting game: Match activities to correct time of day. Teacher asks "When do you…?" then pupils answer orally. Quiz: Pupils write 2 activities they do in each time of day.	Pictures of activities, board Parts of the day flashcards	Pupils should demonstrate understanding of time of the day and match them with activities	**Pupils book P2. Activity 1, 2, 3, 4, 5,6**	

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Lesson 4: Phonics Read and spell short words with short i and o, and contrast short i and o sounds patterns.	Read and spell short words with short i and o, and contrast short i and o sounds.	**Short i:** pin, sit, kit, hit, lip, tin, pig; **Short o:** pot, hot, log, hop, top.	Phonemic awareness game to isolate short vowel sounds; decode new words by breaking and blending; Contrast short i and short o vowels through a word sort.	Pupil workbook, chalkboard.	Identify words with target sounds. Complete a word sort.		
Lesson 5: Phonics Read a decodable text with short i and short o patterns.	Read a decodable text with words containing short i and short o.		Whisper-read words, read a decodable text with target letter-sounds, answer basic comprehension questions.	Pupil workbook, chalkboard, decodable text.	Write dictated words with short /o/ and /i/ sounds.		
Week 9: 3-7/11/2025 **Weekly theme: Talking about days of the week, months and year** **Weekly sounds: short u, b, r:**							
Lesson 1 Days of the Week	Name and order the days of the week	Seven days of the week are: M o n d a y , T u e s d a y. Wednesday…	Sing or chant the days of the week with the teacher. Answer the question: "What day is it today?" Repeat the days of the week after the teacher. Arrange cards or pictures of days in the correct order.	Days of the week cards. calendar	Should demonstrate Ability to name in order all the days of the week, answer "What day is it today?" correctly during individual oral	Pupils book P2. Activity 8. Pg.27	

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			Work in pairs: ask and answer "What day comes after…?" Participate in a class chain game, saying one day each in order. Say aloud their favorite day and why.		responses orally or written		
Lesson 2 Days of the Week	Ask and answer the question: What day is it today?	Monday,Tuesday, Wednesday, Thursday , Friday, Saturday, Sunday What day is it today?	Repeat days of the week song/chant. Pair practice: Ask/answer: "What day is it today?" – "It's Monday."	Days of the week cards. Calendar.	Pupils should be able to ask and answer the question "What day is it today?".	**Pupils book P2. Activity 8. Pg. 28**	
Lesson 3 Months of the Year	Identify and Name 12 months of the year	There are twelve months in a year. Months of the year: January, February, etc…	Repeat months of the year after the teacher. Sing a song of months of the Year Match months to special events (e.g., January – New Year). Arrange the months from the first month to the Twelfth	Month cards, calendar, board.	Pupils should be able to identify and name the 12 months of the year orally and in writing, and practice ordering them in pairs or small groups.	**Pupils book P2. Activity 9. Pg. 28**	
Lesson 4: Phonics Read and spell short	Read and spell short words with	**Words with short u, b, r:** rub, bun,	Introduce new letter-sounds; Blend sounds to read words, contrast words in a word sort.	Alphabet strip, pupil workbook, chalkboard,	Check that students can read words by blending sounds.		

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words with short u, b, and r letter-sounds.	short u, b, and r.	tub, bus, run, bug, bud, cup, sun, mud.		letter-sound mouth chart.			
Lesson 5: Phonics Read a decodable text with short u, b, and r letter-sounds.	Read a decodable text with words containing short u, b, and r.		Whisper-read words, read a decodable text with target letter-sounds, answer basic comprehension questions.	Pupil workbook, chalkboard, decodable text.	Complete words in a sentence and read the full sentence.		
Week 10: 10-14/11/2025 **Weekly theme: Talking about days of the week, months and year** **Weekly sounds: v, n, c (/k/)**							
Lesson 1 Months of the year	Ask and answer the question "What is the first month of the year? What month is it?	There are twelve months in a year. Months of the year: January, February, etc… What is the first month of the year? What month is it? This months ….., last month was …	Repeat months of the year after the teacher. Pair practice: What is the first month of the year? "It's in May." What month is it?	Month cards, calendar, board.	Pupils should be able to ask and answer the questions "What is the first month of the year?" and "What month is it?" orally in pairs, and reinforce through short written exercises.		

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Lesson 2 Days of the month	Recognize days of a month. Name and use ordinal numbers for dates (1st, 2nd, 3rd, 4th …). Answer and ask simple questions about the days of a month. Say today's date using the correct form.	There are 30 (or 31) days in a month. What is the first day of the month? The first day is the 1st. Today is the … (5th / 10th / 15th …).	Read aloud the numbers 1–31 in order. Match numbers (1–31) to the correct days of a month calendar. Fill in missing dates on a blank calendar. Say today's date, yesterday's date, and tomorrow's date. Work in pairs to ask and answer: *"What is the date today?"* Answer oral questions: *"How many days are in February?" "How many days are in July?"* Write the full date in their exercise books (e.g., *12th September 2025*).	Classroom calendar (big). Flashcards with ordinal numbers (1st–30th).	Pupils should be able to recognize the days of a month, name and use ordinal numbers for dates (1st, 2nd, 3rd, 4th …), ask and answer simple questions about the days of a month in pairs, and say today's date using the correct form orally and in writing.	**Pupils book P2. Activity**	
Lesson 3: Phonics Read and spell short words with v,	Read and spell short words with	**Words with v, n, c (/k/):** van, can, cup, cut, cat, nap, cap, con, cod, vet, cab.	Introduce new letter-sounds; Blend sounds to read words, contrast words in a word sort.	Alphabet strip, pupil workbook, chalkboard,	Can read words by blending sounds.		

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n, and c (/k/) patterns.	v, n, and c (/k/).			letter-sound mouth chart.			
Lesson 4: Phonics Read a decodable text with v, n, and c patterns.	Read a decodable text with words containing v, n, and c.		Whisper-read words, read a decodable text with target letter-sounds, answer basic comprehension questions.	Pupil workbook, chalkboard, decodable text.	Complete words in a sentence and read the full sentence.		
Lesson 5: End unit assessment							

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Unit title :4	Food					**Periods : 20**	
Key unit competence	Pupils will be able to talk about food, meals and food types using appropriate vocabulary and structures.						
Lesson title/periods	**Learning objectives**	**Key points/words/Content Suumary**	**Teaching and learning activities /approaches**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observation/Remarks**
Week 11: 17-21/11/2025 **Weekly theme: Talking about meals and mealtimes** **Weekly sounds:** Long I, Q, X							
Lesson 1 **The food we eat**	Identify names of common foods and meals	**Food :** milk, chicken, bananas, bread, porridge, rice, sweet potatoes, cabbage, beans, eggs, tomatoes, honey, sugar, meat, avocado, mango, pineapple, carrots, potatoes, soup, salad, tea, coffee, water	Look at food flashcards/pictures (e.g., rice, beans, bananas, milk, bread) and say their names aloud. Repeat food names after the teacher. Match food pictures to their written names.	Food flashcards. Word cards **Songs/rhymes audio** or teacher-created chant about foods.	Pupils should be able to identify the names of common foods and meals orally, in writing, and in pairs.	**English pupils book P2. Activity 2**	
Lesson 2 **Mealtimes**	**Name the main mealtimes** (breakfast,	breakfast, lunch, dinner, supper, morning, afternoon, evening, night, eat,	Sing a short song or chant about meals.	Picture cards of meals.	Pupils should be able to name the main mealtimes (breakfast, lunch,	**Pupils book P2.**	

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	lunch, dinner, supper). **Ask and answer simple questions** about mealtimes **Relate mealtimes to times of the day** (e.g., *Breakfast is in the morning*).	drink, meal, I eat breakfast in the morning. I have lunch in the afternoon. I eat dinner in the evening. At what time do you have lunch? *What do you eat for breakfast/lunch/dinner?*	Look at picture cards of meals (breakfast, lunch, dinner, supper) and say their names. Match pictures of foods with the meal they belong to (e.g., porridge → breakfast). Work in pairs: ask and answer *What do you eat for breakfast/lunch/dinner?*	Real objects where possible Flashcards of common foods	dinner, supper), ask and answer simple questions about mealtimes in pairs or groups, and relate mealtimes to times of the day (e.g., "Breakfast is in the morning"), orally and in writing.	**Activity 1. Pg.37**	
Lesson 3 Countable and uncountable foods	Classify foods as **countable** or **uncountable**. Use *many, a few ,much, a little, a lot of* and *no* correctly with types of foods	many apples / a few bananas (countable) much rice / a little milk (uncountable) a lot of beans / a lot of porridge (both) no pumpkin / no sugar (both)	Look at real objects/pictures of foods and say if they are countable or uncountable. Work in pairs: sort flashcards into two groups: **countable** and **uncountable**.	Real objects Flashcards of foods. Word cards: *a, an, some*. Pupils' drawings of foods.	Pupils should be able to classify foods as countable or uncountable, use "many," "a few," "much," "a little," "a lot of," and "no" correctly with different types of foods, and say how much there is or there are, orally and in writing.		

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	To say how much there is or there are						
Lesson 4: Phonics Read and spell short words with long i (open syllable), qu, and x patterns.	Read and spell short words with long i (open syllable), qu, and x.	**Words with long i**: hi, I; **q**: quit, quiz; **x:** six, mix, box, fox.	Introduce new letter-sounds; Blend sounds to read words, contrast words in a word sort.	Alphabet strip, pupil workbook, chalkboard, letter-sound mouth chart.	Read words with target letter-sounds.		
Lesson 5: Phonics Read a decodable text with long	Read a decodable text with words containing		Whisper-read words, read a decodable text with target letter-sounds, answer basic	Pupil workbook, chalkboard,	Complete words in a sentence and read the full sentence.		

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i, qu, and x letter-sounds.	long i, qu, and x.		comprehension questions.	decodable text.			
Week12: 24-28/10/2025 **Weekly theme: Talking about food likes and dislikes** **Weekly sounds: Long e, y**							
Lesson 1 What food do you like?(dialogue)	ask and answer questions about their favorite foods using simple sentences. Read short sentences about foods and identify the foods mentioned.	I like, She/he likes milk, chicken, bananas, bread, porridge, rice, sweet potatoes, cabbage, beans, eggs "What food do you like?"	Listen carefully as the teacher reads the dialogue about foods likes and dislikes Practice the dialogue in pairs, taking turns asking and answering about foods.	Picture cards of different foods (fruits, vegetables, drinks, snacks) Flashcards with food names	Pupils should be able to ask and answer questions about their favorite foods using simple sentences, and read short sentences about foods to identify the foods mentioned, orally and in writing..	**English pupils book P2. Activity 5**	
Lesson 2 Talking about foods you don't like	Express foods they don't like using the sentence: *"I don't like …"* Compare likes and	don't like, dislike, but, also, boiled eggs, meat, cassava	Practice the dialogue. Repeat sentences expressing dislikes. Pair work: Ask your partner what	Food flashcards chalkboard with "like / don't like" columns	Pupils should be able to express foods they don't like using the sentence "I don't like …" and compare likes and dislikes with a	**Pupils book P2. Activity 5,6**	

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	dislikes with a partner.		foods they don't like.	Pictures of various foods	partner, orally and in writing.		
Lesson 3 My plate	Describe their favourite foods on a plate. Ask and answer about classmates' favourite foods using complete sentences.	my plate, favourite food, draw, He/She likes, bananas, rice, meat What is your favorite food? Do you like…?, Yes I do. No, I don't	Draw your favorite food and say its name. Ask a partner: *"What's your favourite food?"* do you like…? and answer. Tell the class what other person likes: *"He/She likes …"*	Drawing paper / notebooks Crayons or colored pencils Flashcards with food images	Pupils should be able to describe their favourite foods on a plate, and ask and answer about classmates' favourite foods using complete sentences, orally and in writing.	**Pupils Book P2. Activity 6**	
Lesson 4: Phonics Read and spell short words with long e (open syllable) and y (y as a consonant) patterns.	Read and spell short words with long e (open syllable) and y (y as a consonant).	**Words with long e**: he, me, we, be; **y**: yet, yes, yip, yam.	Introduce new letter-sounds; Blend sounds to read words, contrast words in a word sort.	Alphabet strip, pupil workbook, chalkboard, letter-sound mouth chart.	Read words with target letter-sounds.		

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Lesson 5: Phonics Read a decodable text with long e and y letter-sounds.	Read a decodable text with words containing long e and y.		Whisper-read words, read a decodable text with target letter-sounds, answer basic comprehension questions.	Pupil workbook, chalkboard, decodable text.	Complete words in a sentence and read the full sentence.		
Week13: 1-5/12/2025 **Weekly theme: Talking about food likes and dislikes(review)** **Weekly sounds:** Short u, Short a, Long i							
Lesson 1 Asking about favourite foods	Ask about favourite foods and respond using *"I like ..."*	Which food do you like most? I like…..	Listen to teacher read the dialogue. Repeat sentences as a class. Pair activity: Ask and answer *"What food do you like?"* Share favourite foods with the class.	Flashcards or pictures of foods	Pupils should be able to ask about favourite foods and respond using "I like …", orally and in writing.	**English pupils book P2. Activity 5**	
Lesson 2	Say foods they dislike	I don't like … but I like …	Read dialogue focusing on dislikes.	Food flashcards	Pupils should be able to say foods they dislike using "I	**Pupils book P2.**	

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The foods I don't like	using *"I don't like ..."* Compare likes and dislikes with classmates.	dislike	Pupils repeat sentences about foods they don't like. Pair activity: Ask *"What food don't you like?"* and answer. Group discussion: Compare likes and dislikes using *"I like ... but I don't like ..."*	Whiteboard with "like / don't like" columns	don't like …" and compare likes and dislikes with classmates, orally and in writing.	**Activity 5,6**	
Lesson 3 My friend's favourite food	Describe a friend's favourite foods using *"He/She likes ..."*	He/she likes… Her/ his favourite food is…	Pupils draw a plate in their notebooks. Fill it with favourite foods. Pair activity: Ask *"What's your favourite food?"* Tell the class about your friend's plate: *"He/She likes ..."*	Notebooks or drawing paper Crayons or colored pencils Food flashcards	Pupils should be able to describe a friend's favourite foods using "He/She likes …", orally and in writing.	**Pupils Book P2. Activity 6**	

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Lesson 4: Phonics Read and spell short words with short u and short a and long vowels e and i (review)	Read and spell short words with short u and short a and long vowels e and i, and contrast short u and short a sounds and contrast long vowels e and i.	**Short u:** cup, cut, sun, bug, rug, us; **Short a**: bat, bag, mat, tag, fan; **Long e**: he, we, me, be; **Long i**: hi, I.	Phonemic awareness game to isolate short vowel sounds; decode new words by breaking and blending; Contrast short u and short a vowels through a word sort and/or contrast words with long e and long i.	Pupil workbook, chalkboard.	Identify words with target sounds. Complete a word sort.		
Lesson 5: Phonics Read a decodable text with short u and short a and long vowels e and i patterns.	Read a decodable text with words containing short u and short a and long vowels e and i.		Whisper-read words, read a decodable text with target letter-sounds, answer basic comprehension questions.	Pupil workbook, chalkboard, decodable text.	Write dictated words with short /u/ and /a/ sounds as well as long e and long i sounds.		

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Teacher's Name	……..	**Academic year**	**2025/2026**
School name	…….	**No of students**	**…….**
Class	**P2**	**Term**	**2**
Subject	**ENGLISH**	**Number of period per week**	**5 periods**

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Unit title :4	Food					**Periods: 20**	
Key unit competence	Pupils will be able to talk about food, meals and food types using appropriate vocabulary and structures.						
Week 1: 5-9/1/2026 **Weekly theme: Describing food types & Describing diet** **Weekly sounds: sh and th:**							
Lesson 1 Types of Food and Their Importance	Identify common types of food (fruits, vegetables, meat, grains, drinks). Match foods to their importance (energy, growth, health). Talk simply about why we eat certain foods.	Fruits (apples, bananas, oranges) Vegetables (tomatoes, carrots, beans) Proteins (eggs, meat, fish) Carbohydrates (rice, potatoes, bread) Drinks (milk, tea, porridge) body,strong, food, energy, grow, bad for	Look at food pictures and name them. Sort food pictures into groups (fruits, vegetables, proteins, grains). Repeat after teacher: "Food gives us energy. Food helps us grow." Match food items to their importance (e.g., milk → helps us grow). In pairs, ask and answer: "What food helps us grow?" – "Milk helps us grow." Draw one food they like and say its importance.	Flashcards or pictures of different foods Real objects (banana, potato, egg, etc.) if available A food chart (showing groups: body-building, energy-giving, protective foods)	Pupils should be able to identify common types of food (fruits, vegetables, meat, grains, drinks), match foods to their importance (energy, growth, health), and talk simply about why we eat certain foods, orally and in writing.	**Pupils book P2. Activity 7. Pg.42,43**	

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Lesson 2 Talking About Our Diet	describe what foods they eat and why. spell and say simple food words correctly. identify foods that give energy, help growth, or keep us healthy.	Beans, rice, cabbage, banana, water, energy, grow, healthy body. Diet, healthy,	In groups, classify foods as "energy foods" or "body building foods." Fill in missing letters (beans, rice, cabbage, banana). Role-play the dialogue between Manzi, Mary, and Teacher. Say what food they like and why: *"I like bananas. They give me energy."* Work in pairs: Ask and answer: *"What food do you like?"* *Interpret a simple bar graph showing favorite foods.*	Flashcards of healthy and unhealthy foods	Pupils should be able to describe what foods they eat and why, spell and say simple food words correctly, and identify foods that give energy, help growth, or keep us healthy, orally and in writing.	**Pupils book P2. Activity**	
Lesson 3: Phonics	Recognize the /ʃ/ (sh) and /θ/, /ð/ (th) sounds in words. Identify the position of /ʃ/ and /θ/, /ð/ sounds in words	**Words with sh and th:** ship, shop, thin, this, shut, path, them, she, than	Teacher says a word (e.g., *ship*, *thin*, *this*). Learners tap their desk for each sound they hear and then repeat the word.	Picture cards (ship, shop, thin, this, shut, path, them, she, than)	Learners correctly identify and pronounce sh and th sounds in given words		

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	(beginning, middle, end). Pronounce words containing sh and th correctly.		Teacher says a word and learners indicate where the sound occurs: beginning, middle, or end (e.g., *shop* – beginning, *path* – end, *other* – middle). Use picture cards for visual support.	Flashcards with sh and th sounds Whiteboard and markers			
Lesson 4 Phonics	Spell short words containing sh and th correctly. Read a decodable text containing words with sh and th sounds fluently.	**Words with sh and th:** ship, shop, thin, this, shut, path, them, she, than	Teacher writes words on the board (e.g., ship, shop, thin, this, shut, path, them, she, than). Learners read aloud together and then individually. Learners practice spelling the words on paper or mini whiteboards.	Read aloud words with sh and Write and spell the words on your notebook or mini whiteboard. Read the short text with sh and th words	Learners can read and spell words with sh and th correctly. During the decodable text activity, learners read aloud in pairs		
Lesson 5	**End unit assessment**						

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Unit title :5	Stories and descriptions					**Periods : 15**	
Key unit competence	Pupils will be able to read and listen to simple stories, show understanding of time sequence using words like 'first', 'then', and 'finally', and write short sentences using these words.						
Lesson title/periods	**Learning objectives**	**Key points/words/ content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observation/Remarks**
Week 2: 12-16/1/2026 **Weekly theme : Telling stories & Describing story process** **Weekly sounds: ch and wh**							

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Lesson 1 Listening to a story	Identify the characters in the story. Answer comprehension questions about the story.	Once upon a time, then, next, after that, ending (final)ly character	Listen carefully as the teacher reads the story. Look at the pictures and follow along with the story. Answer questions about the story: *Who are the characters?* *Where does the story take place?* *What happened first, next, and last?* Complete simple sentences about the story:	Pictures of an elephant and a lion. Flashcards of new words (bush, family, forever, walk).	Pupils should be able to identify the characters in the story and answer comprehension questions about the story, orally and in writing.	**Pupils book P2. Activity 1. Pg. 48,49**	

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Lesson 2 Parts of a story	Say the three parts of a story: *beginning, middle, end*. Match simple sentences or pictures to the correct part of a story. Tell what happens first, next, and last in a short story.	Once upon a time, then, next, after that, ending (final)ly character, beginning, middle, ending, storytelling, pictures, titles	Listen to the teacher read the story. Answer questions orally about the story Look at the pictures of the story and put them in the correct order: Beginning, Middle, End. Work with a partner to say the story using: *"First…, then…, finally…"* Retell the story to the class using the correct order of events.	Story books with big pictures Pictures or flashcards reflecting the story Story text (Elephant and Lion). Picture cards (3 key events). Story map with 3 boxes (Beginning, Middle, End)	Pupils should be able to say the three parts of a story (beginning, middle, end), match simple sentences or pictures to the correct part, and tell what happens first, next, and last in a short story, orally and in writing.	**Text book Primary 2 Page 48,49**	

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Lesson 3 Describing a story process	Identify the order of events in a simple story (beginning, middle, end). Use words like first, next, last to retell a story.	Once upon a time, then, next, after that, ending (final)ly character, beginning, middle, ending, storytelling, pictures, titles	Listen carefully when the teacher reads the story. Look at the pictures in the book. Say what happens first, next, and last in the story. Put the story pictures in the correct order. Tell your friend what happens in the story using simple sentences. Draw three pictures showing the beginning, middle, and end of the story.	Picture cards showing the story events (beginning, middle, end). Storybook or printed story text. Flashcards with simple words (*first, next, last*). Pupils' notebooks for drawing story sequence.	Pupils should be able to identify the order of events in a simple story (beginning, middle, end) and use words like "first," "next," and "last" to retell a story, orally and in writing.	**Text book Primary 2 Page 48,49**	

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Lesson 4 Phonemic awareness	Recognize the /tʃ/ (ch) and /w/ (wh) sounds in words. Identify the position of /tʃ/ and /w/ sounds in words (beginning, middle, end). Pronounce words containing ch and wh correctly.	**Words with ch and wh:** chop, chat, chip,, when, which, chin	Listen to the teacher say a word (e.g., *chop*, *when*, *chat*). Tap your desk for each sound you hear in the word. Repeat the word aloud. Listen to a word. Show with cards or gestures whether the **ch** or **wh** sound is at the **beginning**, **middle**, or **end** of the word.	Picture cards of words (chop, chat, chip, when, which, chin) Flashcards with **ch** and **wh** sounds	Learners correctly identify and pronounce ch and wh sounds. During the Sound Identification activity.		

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Lesson 5 **Phonics**	Read short words with ch and wh sounds. Spell short words containing ch and wh correctly. Read a decodable text containing words with ch and wh sounds fluently.	**Words with ch and wh:** chop, chat, chip,, when, which, chin	Read aloud words with ch and wh (e.g., chop, chat, chip, when, which, chin). Write and spell the words on your notebook or mini whiteboard.	Word cards Mini whiteboards or notebooks Decodable text with ch and wh words	Read and spell words with ch and wh correctly. During the decodable text activity, learners read aloud in pairs		
Week 3: 19-23/1/2025 **Weekly theme: Describing a process** **Weekly sounds: ck**							
Lesson 1 Listening Comprehension with Pictures	Listen and understand a simple story told through pictures. Identify the correct order of story events.	Once upon a time, then, next, after that, ending (final)ly character, beginning, middle, ending, storytelling, pictures, titles	Look at pictures shown by the teacher. Listen as the teacher tells a story using the pictures. Work in small groups to arrange the pictures in the correct order. Say aloud what is happening in each picture.	Picture cards (story sequence) Blackboard/ whiteboard Flashcards with words like *first, next, last*	Pupils should be able to listen and understand a simple story told through pictures and identify the correct order of story events, orally and in writing.	**Text book Primary 2 Page 48,49**	

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Lesson 2 Vocabulary and Speaking	Learn and use new words related to the story pictures. Practise making short sentences about pictures.	Once upon a time, then, next, after that, ending (final)ly character, beginning, middle, ending, storytelling, pictures, titles	Look at the story pictures again. In pairs, point to a picture and say: *He is… / She is… / They are…* Work together to create a short spoken story using the pictures.	Picture cards Flashcards with key vocabulary	Pupils should be able to learn and use new words related to the story pictures and practise making short sentences about the pictures, orally and in writing.	**Text book Primary 2 Page 48,49**	
Lesson 3 Writing a Story from Pictures	Write simple sentences to describe story pictures. Use capital letters and full stops in sentences.	Once upon a time, then, next, after that, ending (final)ly character, beginning, middle, ending,	Look at the pictures in order. Write one simple sentence under each picture (e.g., *Elephant is walking. Lion is talking.*) Check that each sentence begins	Picture cards (story sequence) Pupils' notebooks and pencils Blackboard/ whiteboard	Pupils should be able to write simple sentences to describe story pictures and use capital letters and full	**Text book Primary 2 Page 48,49**	

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		storytelling, pictures, titles	with a capital letter and ends with a full stop. Read one sentence aloud to the class.		stops correctly, in writing.		
Lesson 4 **Phonemic awareness**	Recognize the /k/ sound spelled as **ck** in words. Identify the position of **ck** in words (beginning, middle, end). Pronounce words containing **ck** correctly.	**Words with ck:** back, pack, pick, lock, duck, neck, rock, sick	Listen to the teacher say a word (e.g., *back*, *duck*, *pick*). Tap your desk for each sound you hear in the word. Repeat the word aloud.	Picture cards of words with **ck** (back, pack, pick, lock, duck, neck, rock, sick) Flashcards with **ck** letters or sounds	Learners correctly identify and pronounce the **ck** sound in words.		
Lesson 5 **Phonics**	Read short words with **ck** and short vowels (a, e, i, o, u). Spell short words containing **ck** and short vowels correctly.	**Words with ck:** back, pack, pick, lock, duck, neck, rock, sick	Read aloud words with **ck** and short vowels (back, pack, pick, lock, duck, neck, rock, sick). Write and spell the words on your notebook	Picture cards of words (back, pack, pick, lock, duck, neck, rock, sick) Flashcards with **ck** and short vowels	Learners can read, spell, and identify **ck** words with short vowels correctly, during the decodable text activity		

	Read a decodable text containing words with **ck** and short vowels fluently.		or mini whiteboard. Underline all the words containing **ck**.	Decodable text			
Week 4: 26-30/1/2026 **Weekly theme: Describing a process** **Weekly sounds: ck, sh ,th, ch, wh**							
Lesson 1 Listening and Story Process	listen to a short story and identify its parts: beginning, middle, and end. use simple phrases like *once upon a time, beginning, middle, end*.	Once upon a time, then, next, after that, ending (final)ly character, beginning, middle, ending, storytelling, pictures, titles	Listen to a short story told by the teacher. Answer simple questions: What happened at the beginning, in the middle, at the end? Repeat and practise the words: once upon a time,	Story picture cards in sequence Blackboard/ whiteboard Flashcards with key words (*beginning, middle, end*)	Pupils should be able to listen to a short story and identify its parts (beginning, middle, end) and use simple phrases like "once upon a time, then, next, after,.." and finally, orally and in writing.	**Text book Primary 2 Page 48,49**	

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			beginning, middle, end. Work in groups: point to story pictures and say which part they belong to (beginning, middle, or end).				
Lesson 2	reorganize simple sentences to form a short story. write the story in their notebooks, using capital letters and full stops.	Once upon a time, then, next, after that, ending (final)ly character, beginning, middle, ending, storytelling, pictures, titles	Read jumbled sentences given by the teacher. Work in groups to arrange them in the correct order (beginning–middle–end). Copy the correct story sequence into their notebooks. Read the story aloud to a	Sentence strips with jumbled story lines Blackboard/ whiteboard Pupils' notebooks and pencils	Pupils should be able to reorganize simple sentences to form a short story and write the story in their notebooks using capital letters and full stops.	**Text book Primary 2 Page 48,49**	

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			partner or to the class.				
Lesson 3 **Phonemic awareness**	Identify the sounds **ck, sh, th, ch, wh** in words. Recognize the position of these sounds in words (beginning, middle, end).	Words with : ck: back, pack, lock, duck, neck, sh: ship, shop, shut, shed, th: thin, this, then, path, math, bath, ch: chat, chip, chum, rich, wh: when, which, wham, whiz	Listen to a word from the list: *ck,sh, th, ch, wh* and show with cards or gestures whether the target sound is at the **beginning**, **middle**, or **end** of the word. Say the word aloud, emphasizing the target sound.	Picture cards or flashcards for each word Flashcards showing **ck, sh, th, ch, wh** letters or sounds Decodable text handouts	Learners can identify, read, and spell words with **ck, sh, th, ch, wh** correctly, individually or in pairs		

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Lesson 4 **Phonics**	Read and spell short words containing **ck, sh, th, ch, wh**. Read a short decodable text with words containing these sounds fluently.	Words with : ck: back, pack, lock, duck, neck, sh: ship, shop, shut, shed, th: thin, this, then, path, math, bath, ch: chat	Read aloud words containing **ck, sh, th, ch, wh** from the lists above. Spell the words on the notebook or the board. Read the short text and underline all the words containing **ck, sh, th, ch, wh**. Read aloud in pairs.	Picture cards or flashcards for each word Flashcards showing **ck, sh, th, ch, wh** letters or sounds Decodable text handouts	Learners can read and spell words with **ck, sh, th, ch, wh** correctly. Learners read aloud in pairs or individually.		
Lesson 5	**End unit assessment**			**Pupils book P2. Pg 52**			

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Unit title :6	Family members and household activities					Periods : 15	
Key unit competence	Pupils will be able to talk, read, and write about family members, their jobs, and daily routines using simple words, correct spelling, and time order words like 'first', 'then', and 'after that'						
Lesson title/periods	**Learning objectives**	**Key points/words/content summary**	**Teaching and learning activities / approaches**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observation/Remarks**
Week 5: 2-6/2/2026 **Weekly theme:** Talking about family members' jobs **Targeted sound: s**							
Lesson1 **Naming family members**	Identify family members (father, mother, brother, Describe your family and their occupations aunt, uncle, etc.)	Mama, dad, grandmother, children, grandfather, , uncle, aunt, father, mother, brother, sister, police officer, teacher, nurse, carpenter, shopkeeper, farmer, doctor, driver, fisherman, artist	Draw their family members and label them Teacher helps the pupils understanding the the content Story including all information to help pupils	Flashcards showing family picture s Images from books Written story	Pupils should be able to identify family members (father, mother, brother, sister, aunt, uncle, etc.) and describe their family and their occupations	**Textbook Primary 2** **Page 54**	

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Lesson 2 Family members jobs	Understand basic job names and roles (teacher, nurse, farmer) Know the verbs such as wash, cook, sweep,	Mama, dad, grandmother, children, grandfather, , uncle, aunt, father, mother, brother, sister, police officer, teacher, nurse, carpenter, shopkeeper, farmer, doctor, driver, fisherman, artist	Family members Write a sentence about what each family member does.	Pictures	Pupils should be able to understand basic job names and roles (teacher, nurse, farmer) and know related verbs such as wash, cook, and sweep, orally and in writing.	**Textbook Primary 2 Page 57**	
Lesson 3 Describing daily activities	Use simple present tense to describe routines	Wash, cook, clean , fetch	Learn verbs related to household tasks (cook, fetch, clean, wash, milk)	Audio talking about daily routines	Pupils should be able to use the simple present tense to describe routines, orally and in writing.	**Textbook Primary 2 Page 61**	

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Lesson 4 Phonics	Recognize the onset (first consonant or consonant cluster) in words with s-blends. Identify the beginning sound (onset) in words with s-blends (st, sw, sc/sk, sp, sm, sn, squ). Blend the onset and rime to pronounce words correctly.	**st:** stop, step, stem, stun, stub **sw:** swim, swam, swum **sc/sk:** scan, scab, skip **sp:** spin, spit, spot, spat **sm:** smog, smack **sn:** snap, snip, snug **squ:** squat, squid	Teacher says the onset (e.g., *st-*) and the rime (e.g., *op*) separately. Learners clap/tap and then say the full word (*stop*). Repeat with other s-blend words. Learners identify the s-blend at the beginning (e.g., *sw* in *swim*).	Picture cards of words with s-blends Flashcards showing onset (st, sw, sc, sp, sm, sn, squ) Whiteboard and markers	Learners can identify the beginning s-blend and correctly blend onset and rime to say the word		

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Lesson 5 Phonics	Read short words with s-blends (st, sw, sc/sk, sp, sm, sn, squ). Spell short words containing s-blends correctly. Read a decodable text with words containing s-blends fluently.	stop, step, stem, stun, stub, swim, swam, swum, scan, scab, skip, spin, spit, spot, spat, smog, smack, snap, snip, snug, squat, squid	Learners read aloud s-blend words together and individually. Write and spell the words on mini whiteboards or notebooks. Provide a short decodable text containing s-blends. Example: Learners underline s-blend words. Read aloud in pairs or small groups.	Word cards with s-blend words Flashcards for each s-blend Decodable text handouts	Learners can read, spell, and identify words with s-blends correctly.		
Week 6: 9-13/2/2026 **Weekly theme: Describing households activities** **Weekly sounds : sw, sc, sm, sp, sn , squ**							

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Lesson 1. Naming households activities	Recognizing the use of present simple tense.	Wash, clean, sweep	Teacher writes sentences indicating the use of present simple tense	Charts Textbooks Flashcards	Pupils should be able to recognize the use of the simple present tense, orally and in writing.	Textbook Primary2 Page 54	
Lesson 2. Describing what you and others do at home	Recognize the use of do and does	Do and does	Teacher tells the learners where do is used and where does is used. For examples I do a homework He does a quiz It does not eat food.	Flashcards	Pupils should be able to recognize the use of "do" and "does," orally and in writing.	Textbook Primary 2 Page 55 s	
Lesson 3 Talking about what peoples jobs	Understand basic job names and roles (teacher, nurse, farmer)	teacher, nurse, carpenter, shopkeeper, farmer, doctor, driver, fisherman, artist	Teacher says the role of the people like teacher, doctor, police, carpenter, cobbler…etc	Flashcards	Pupils should be able to understand basic job names and roles (teacher, nurse,	**Textbook Primary 2** **Page 57**	

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					farmer), orally and in writing.		
Lesson 4 **Phonemic awareness**	Hear and separate the onset (s-blend) and rime in short words. Identify the beginning s-blend in words (st, sw, sc/sk, sp, sm, sn, squ). Blend onset and rime to say full words correctly	stop, step, stem, stun, stub, swim, swam, swum, scan, scab, skip, spin, spit, spot, spat, smog, smack, snap, snip, snug, squat, squid	Teacher says *st–op*, pupils clap/tap and say *stop*. Repeat with other words (sw-im → swim, sp-ot → spot, sn-ap → snap). Teacher says a word aloud (e.g., *smog*). Pupils identify the s-blend at the beginning by saying it or holding up a flashcard.	Flashcards with blends (st, sw, sc/sk, sp, sm, sn, squ) Picture cards of example words	Pupils can correctly identify the beginning blend and blend onset + rime into a word.		
Lesson 5 **Phonics**	Read short words containing s-blends fluently. Spell short words with s-blends correctly.	stop, step, stem, stun, stub, swim, swam, swum, scan, scab, skip, spin, spit, spot, spat, smog, smack, snap, snip, snug, squat, squid	Pupils read aloud words with s-blends (teacher points to word cards/board). Pupils write and spell the words on mini whiteboards or in notebooks.	Word cards with s-blend words Mini whiteboards or notebooks Short decodable	Pupils can read, spell, and identify words with s-blends.		

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	Read a decodable text with s-blends and underline target words.		Pupils read the short text: Pupils underline all the s-blend words. Pupils read aloud in pairs, then some read for the class.	text handouts Flashcards for each s-blend			
Week 7: 16-20/2/2026 **Weekly theme:** Describing daily activities **Weekly sounds:** Review: st, sw, sc, sp sm, sn, squ							
Lesson 1 **Talking about daily routines**	Know how to express daily routines. Always, often , every day, etc	Get up, take a bath, brush teeth, breakfast, get to school	Teacher explains that daily routines are expressed by using present simple tense. We always go to school. I brush my teeth every morning	Flashcards Manila paper with big pictures	Pupils should be able to express daily routines using time expressions such as "always," "often," "every day," etc., orally and in writing.	**Textbook Primary 2** **Page 61**	

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Lesson 2 Timing the journey	Express the time of each action	In the morning, breakfast, lunch	Teacher reads the text from the book called **Mukiza daily routine**. I wake up at 5;30 in the morning. Then I get dressed**.**	Flashcards, pictures	Pupils should be able to express the time of each action, orally and in writing.	**Textbook Primary 2** **Page 62**	
Lesson3 Phonemic awareness	**Identify beginning sounds** in words with *s blends.* **Separate words into onset–rime** (e.g., *st-op, sp-in*)	stop, step, stem, swim, scan, skip, spin, smog, snap, squid.	Teacher says words slowly → pupils clap/tap onset & rime. - Pupils sort cards by blend (st, sp, sn, sw, sc/sk, sm, squ). - Listening game: Teacher says a word (*snap*) → pupils respond with the beginning blend (*sn*).	Word/picture cards, onset–rime cards, chalkboard/ markers.	**Point to or say the blend** when teacher pronounces a word. **Sort blend cards correctly** during group activity.		
Lesson 4 **Phonics**	Read and spell short words with *s blends.* Read a short decodable text fluently and identify *s blend* words.	stub, swim, snap, skip, squat, smack, spot, snug, spin.	Build blend words with letter cards (*sp-in, sn-ap, squ-id*). - Compete in "Spelling Race" on the board. - Read a short decodable passage and highlight blend	Letter cards, word cards, picture cards, decodable text with *s blends.*	Letter cards, word cards, picture cards, decodable text with *s blends.*		

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			words. - Read aloud sentences with *s blends* in pairs.				
Lesson 5 End unit Assessment							

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Unit title :7	Weather					Periods : 20	
Key unit competence	Pupils will be able to talk, read, and write about the weather in Rwanda using simple words						
Lesson title/periods	**Learning objectives**	**Key points/words/content summary**	**Teaching and learning activities/approaches**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observation/Remarks**
Week 8: 23-27/2/2026 **Weekly theme: Describing the weather** **Weekly sounds:dr,br, cr, pr, tr**							
Lesson 1 Listening and Talking about Weather	Recognize and name different types of weather (rainy, sunny, windy, cloudy). Use simple present continuous sentences to describe the weather	Cloudy, Rainy, Windy, Sunny, hot, cold, sky is blue, weather is lovely, raining heavily, stormy, thunder, lightning, dry, wet, season, sunshine, warm "It is raining." "It is sunny."	Look at weather pictures and listen to the teacher's description. Repeat the weather words after the teacher. Answer simple oral questions: *"What is the weather?" – "It is sunny."*	Flashcards/ pictures of weather, blackboard, word cards	Pupils should be able to recognize and name different types of weather (rainy, sunny, windy, cloudy) and use simple present continuous sentences to describe the	**Pupils book P2. Activity 1. Page 64, 65**	

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					weather, orally and in writing.		
Lesson2 Describing Weather in Sentences	Describe the weather using the present continuous tense. Connect vocabulary to pictures through short matching activities.	Cloudy, Rainy, Windy, Sunny, hot, cold, stormy, lightning, sunshine, warm "It is raining." "It is sunny." "It is cloudy." "It is windy."	Look at pictures and say sentences: "It is raining." Work in pairs: one pupil shows a picture and asks "What is the weather like?" the other says the sentence. Complete words with missing letters under each picture (e.g., It is rai_y → rainy).	Weather picture cards, worksheets with missing letters, sentence strips.	Pupils should be able to describe the weather using the present continuous tense and connect vocabulary to pictures through short matching activities, orally and in writing.	**Pupils book P2. Activity 2,3,4**	
Lesson 3 The Weather in Rwanda	Talk about the weather in different months of the year. Read and understand simple sentences about Rwanda's weather.	Cloudy, Rainy, Windy, Sunny, hot, cold, sky is blue, weather is lovely, raining heavily, stormy, thunder, lightning, dry, wet, season, sunshine, warm	Look at the weather pictures and say what they see (rain, sun, clouds, cold). Repeat weather sentences after the teacher (It is raining. It is sunny.	The provided textbook page (image with pictures + text).	Pupils should be able to talk about the weather in different months of the year, read and understand simple sentences about	**Pupils book P2. Activity4. Page 67**	

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	Match months with the correct weather description.	"It is raining." "It is sunny." "It is cloudy." "It is windy."	It is shining. It is cloudy. It is cold.). Read short sentences about the weather in Rwanda. Complete missing letters in weather words (e.g., r__ny, su__y).	Flashcards with months (January–December). Weather flashcards (rainy, sunny, cloudy, cold, hot).	Rwanda's weather, and match months with the correct weather description, orally and in writing.		
Lesson 4 **Phonemic**	Identify beginning sounds in words with *r blends* (dr, br, cr, pr, tr). Separate words into onset–rime (e.g., *dr-ip, br-im*	drum, drop, drip, drag, brag, brat, crib, crop, crab, prop, pram, trap, trip, trim	Teacher says words slowly (*dr-ip*) → pupils clap/tap onset–rime. Pupils listen and say the beginning blend (*dr, br, cr, pr, tr*). Pupils sort picture/word cards by beginning blend. Teacher says a word, pupils jump if it starts with an *r blend.*	Picture cards, word cards, onset–rime cards, chalkboard/ markers.	Identify and say the correct beginning blend when teacher pronounces a word. Sort blend cards correctly in a group activity. Respond correctly in onset–rime clapping game.		

Lesson 5 **Phonics**	Read and spell short words with *r blends* (dr, br, cr, pr, tr). Read a short decodable text fluently and identify words with *r blends.*	drum, drip, drag, brag, brim, brick, crop, crab, crack, cram, prim, trap, trip, trim	Pupils build *r blend* words using letter cards (*dr-ip, cr-ab, br-im*). Pupils read a short decodable passage → highlight all *r blend* words. Pupils read aloud in pairs sentences containing *r blends.*	Letter cards, word cards, picture cards, decodable text with *r blends.*	Pupils read aloud flashcards with *r blend* words. Pupils spell dictated words (*drip, crab, trap*).		
Week 9: 2-6/3/2026 **Weekly theme: Describing temperature** **Weekly sounds: bl,cl,pl,sl, gl**							
Lesson 1 Talking about Temperature (Hot and Cold)	identify and describe temperature as "hot" or "cold." listen and respond to short sentences about temperature.	thermometer, temperature, degrees Celsius, high, low, warm, freezing, boiling Hot,Cold,Warm Cool	Look at pictures (sun, ice, fire, rain) and say "It is hot / cold." Listen to the teacher read short sentences and repeat. Point to classroom objects and say if they are hot or cold (e.g., tea, water bottle).	Flashcards with pictures (sun, ice, fire, water). Real objects (cup of warm water, bottle of cold water).	Pupils should be able to identify and describe temperature as "hot" or "cold" and listen and respond to short sentences about temperature, orally and in writing.		

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Lesson 2 Using Temperature Words in Sentences	Learners will be able to complete sentences with missing temperature words. Learners will be able to write and read short sentences about temperature.	Hot Cold Warm Cool	Listen to teacher read a short text about temperature (e.g., In August it is hot. In May it is cold.). Fill in missing words in sentences (e.g., In July it is ____. Ice is ____. Fire is ____.). Match sentences to the correct weather pictures. Write two sentences in notebooks using temperature words.	Printed worksheets with missing-word sentences. Flashcards/ pictures (sun, snow, fire, water). Blackboard and chalk/markers.	Pupils should be able to complete sentences with missing temperature words and write and read short sentences about temperature.	**Pupils book 4. Activity 6. Page 69**	
Lesson 3 Listen and Read About Temperature	Recognize and understand simple temperature-related vocabulary (hot, warm, cold, degrees Celsius). Read and listen to a short text about temperature	Temperature Thermometer Degrees Celsius (°C)	Listen to the teacher read a text about temperature. Repeat key temperature vocabulary aloud. Read the text aloud in turns.	Thermometer (real or picture) Flashcards with vocabulary (hot, cold,	Pupils should be able to recognize and understand simple temperature-related vocabulary (hot, warm,		

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	and understand its meaning. Identify and describe temperature using simple sentences. pond to simple questions about temperature orally.	Hot Warm Cold Low High	Answer comprehension questions orally. Describe the weather in the classroom or outside using hot, warm, or cold. Ask and answer questions about today's temperature with a partner. Complete fill-in-the-blank sentences using key words.	warm, thermometer, degrees Celsius) Short printed text or chart about temperature Pictures of different weather conditions (sunny, rainy, cloudy)	cold, degrees Celsius), read and listen to a short text about temperature and understand its meaning, identify and describe temperature using simple sentences, and respond to simple questions about temperature orally.		
Lesson 4 Phonemic awareness	Identify beginning sounds in words with *l blends* (bl, cl, pl, sl, gl). Separate words into onset–rime (e.g., *bl-ip, cl-ap*).	blip, blob, blab, black, clap, clip, clog, clam, club, plug, plan, plum, plop, plot, slip, slam, sled, slap, slot, glad, glob, glum, glam.	Pupils say the beginning blend when teacher calls a word (e.g., *slip* → *sl*). Pupils sort cards into groups according to blend (bl, cl, pl, sl, gl).	Word and picture cards, onset–rime cards, chalkboard/ markers.	Pupils correctly say the beginning blend when teacher says a word. Pupils sort blend cards		

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			Game: Teacher says a word, pupils stand up if it begins with an *l blend*.		into the right group.		
Lesson 5 **phonics**	Read and spell short words with *l blends* (bl, cl, pl, sl, gl). Read a short decodable text fluently and identify words with *l blends*.	black, blob, clap, clip, club, plug, plan, plum, plot, slip, slam, sled, slap, slot, glad, glob, glum, glam.	Pupils use letter cards to build *l blend* words (*bl-ip, cl-ap, pl-an*). Spelling game: "Word Race" – teams spell blend words on the board. Pupils read a short decodable passage → highlight all *l blend* words. Pupils practice reading aloud in pairs sentences containing *l blends*.	Word and picture cards, onset–rime cards, chalkboard/ markers.	Pupils read aloud *l blend* flashcards. Pupils spell dictated words (*black, clap, plum, slip, glad*).		
Week 10: 9-13/3/2026 **Weekly theme: Describing temperature during the year** **Weekly sounds: r and l blends**							

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Lesson 1 Listen and Read About Temperature During the Year	Recognize and repeat temperature words (hot, warm, cold). Listen and understand simple sentences about temperature in different months. Identify temperature in a month using pictures.	thermometer, temperature, degrees Celsius, high, low, warm, freezing, boiling	Listen to the teacher read the text about temperature during the year. Repeat key words: hot, warm, cold, degrees Celsius, months (January–December). Read the text aloud in turns. Answer oral comprehension questions:	Flashcards with temperature words and pictures. Pictures of hot, warm, cold weather. Short printed text.	Pupils should be able to recognize and repeat temperature words (hot, warm, cold), listen and understand simple sentences about temperature in different months, and identify temperature in a month using pictures, orally and in writing.	**Pupils book P2. Activity4. Pg 67**	
Lesson 2 Talking About Temperature in Different Months	Use simple sentences to talk about the temperature in different months. Match months with the correct temperature using visual aids.	thermometer, temperature, degrees Celsius, high, low, warm, freezing, boiling	Discuss the weather in different months using simple sentences: "It is hot in January." "It is cold in July."	Month cards. Weather picture cards (sun, clouds, snow). Flashcards with	Pupils should be able to use simple sentences to talk about the temperature in different months, match months with the correct	**Pupils book P2. Activity4. Pg 67**	

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	Ask and answer questions about temperature with a partner.		Match months to temperature pictures (sunny, snowy, cloudy). Ask and answer questions with a partner: "Is it warm in August?" "Is it cold in December?"	sentence frames.	temperature using visual aids, and ask and answer questions about temperature with a partner, orally and in writing.		
Lesson 3 Writing About Temperature During the Year	Complete simple sentences about temperature using key vocabulary (hot, warm, cold). Create a simple temperature chart for the year.	thermometer, temperature, degrees Celsius, high, low, warm, freezing, boiling	Complete sentences with the correct adjective: It — (warm) in July and August. It — (cold) in January and February. Draw a simple chart showing months and temperatures (hot, warm, cold). Share written sentences with the class.	Worksheets with fill-in-the-blank sentences. Crayons/pencils. Chart paper for group work. Flashcards with vocabulary.	Pupils should be able to complete simple sentences about temperature using key vocabulary (hot, warm, cold) and create a simple temperature chart for the year, orally and in writing.	**Pupils book P2. Activity4. Pg 67**	

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Lesson 4 **Phonemic awareness**	Identify and say beginning sounds in words with *r blends* and *l blends*. Separate words into onset–rime (e.g., *dr-ip, cl-ap*). Contrast words beginning with *r blends* and *l blends*.	**R blends:** drum, drop, brag, crab, crib, trip, trap, drip, brick, crack. **L blends:** black, blob, clap, clip, plan, plum, slip, sled, glad, glob.	Pupils listen and identify whether the word begins with an *r blend* or *l blend*. Pupils place word/picture cards under "R blends" or "L blends." Pupils tell which word is *r blend* and which word is *l blend.*	Picture/word cards, onset–rime cards, chalkboard/ markers.	Pupils identify the correct beginning blend when teacher pronounces a word. Pupils sort blend words into correct categories (*r* vs *l blends*). Pupils respond correctly when contrasting pairs are given.		

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Lesson 5 **Phonics**	Read and spell short words with *r blends* and *l blends.* Contrast words with *r blends* and *l blends.* Read a decodable text fluently and highlight words with *r* and *l blends.*	drip, drum, brag, brick, crab, crack, clap, clip, club, plug, plan, slip, slam, sled, glad, glob.	Pupils use letter cards to make *r blend* and *l blend* words (*dr-ip, cl-ap, pl-an*). Pupils read a decodable text → underline all *r* and *l blend* words. Pupils practice reading sentences in pairs, contrasting *r blend* and *l blend* words.	Letter cards, word cards, picture cards, decodable text with *r and l blends.*	Pupils read aloud flashcards with *r blend* and *l blend* words. Pupils spell dictated words (*drum, brick, clap, slip, glad*). Pupils contrast two words orally (e.g., *brim* vs *blim*).		
Week11: 16-20//3/2026 **Weekly theme: Describing rainfall throughout the year** **Targeted sound: tw blend**							
Lesson 1 Listen and Read About Rainfall	Recognize and repeat rainfall-related words (rainy, dry, wet, months). Listen and understand simple sentences about rainfall in different months.	A lot, a little, rain, rainy season, bar graph	Listen to the teacher read simple sentences about rainfall. "It rains a lot in March. April is dry. July has little rain."	Flashcards with key words (rainy, dry, wet). Pictures showing rainy and	Pupils should be able to recognize and repeat rainfall-related words (rainy, dry, wet, months), listen and understand simple	**Pupil's book P2. Activity 8,9,10 Page 71,72**	

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	Identify rainy and dry months using pictures or bar graphs.		Repeat key words: rainy, dry, wet, month names. Point to pictures or sections of a bar graph showing rainy and dry months. Answer oral questions: "Which month has a lot of rain?"	dry weather. Simple bar graph of rainfall throughout the year.	sentences about rainfall in different months, and identify rainy and dry months using pictures or bar graphs, orally and in writing.		
Lesson 2 Talking About Rainfall in Different Months	Use simple sentences to describe rainfall in different months. Compare rainy and dry months using simple words (more, less). Ask and answer questions about rainfall with a partner.	A lot, a little, rain, rainy season, bar graph	Work in pairs to say: "It rains a lot in ___." / "It is dry in ___." Look at a bar graph and identify months with more or less rain. Play a "Rainy or Dry Month" game: point to months on a wall chart. Ask and answer questions with a	Simple bar graph of rainfall. Month cards. Weather picture cards (clouds, sun, rain).	Pupils should be able to use simple sentences to describe rainfall in different months, compare rainy and dry months using simple words (more, less), and ask and answer questions about rainfall with a partner,	**Pupil's book P2. Activity 8,9,10 Page 71,72**	

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			partner: "Is it rainy in May?"		orally and in writing.		
Lesson 3	Identify and say the beginning sound *tw* in words. Break words with *tw* into onset–rime (e.g., *tw-ig*).	twig, twin, two (exception), twelve, twenty.	Pupils listen to a word and say the beginning blend (*tw*). Pupils sort picture/word cards of *tw* words.	Picture cards (twig, twins, number two, twelve, twenty), word cards, chalkboard.	Pupils identify and say *tw* when teacher pronounces a word. Pupils separate onset–rime correctly. Pupils sort word/picture cards with *tw* correctly.		
Lesson 4 **Phonics:**	Read and spell short words with the *tw blend*. Read a short decodable text fluently and highlight *tw* words.	twig, twin, two (exception), twelve, twenty	Pupils build *tw* words using letter cards (*tw-ig, tw-in*). Teacher dictates *tw* words → pupils spell them. Pupils read aloud flashcards with *tw* words. Pupils read a short decodable passage	Letter cards, word cards, flashcards, decodable text with *tw* words, number cards (2, 12, 20).	Pupils spell dictated *tw* words correctly. Pupils read aloud flashcards with *tw* words. Pupils underline *tw* words in a text and read		

			containing *tw* words and underline them. Pair reading: Pupils take turns reading sentences with *tw* words.		sentences aloud fluently.		
Lesson 5	**End unit assessment**			**Pupil's book P2. Page74**			

Teacher's Name	……..	**Academic year**	**2025/2026**
School name	…….	**No of students**	**…….**
Class	**P2**	**Term**	**3**
Subject	**ENGLISH**	**Number of period per week**	**5 periods**

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Unit title : 8	The zoo (Animals)					**Periods : 15**	
Key unit competence	Pupils will be able to talk, read, and write about animals, their features, what they eat, where they live, and what they can do						
Lesson title/periods	**Learning objectives**	**Key points/words /content summary**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observation/Remarks**
Week 1: 20-24/4/2026 **Weekly theme: Naming & describing animals and how they moves** **Targeted sound : fl**							
Lesson 1 Naming animals	Identify animals, birds, and insects (lion, monkey, butterfly, etc.)	Animals: Elephant, Butterfly, Crane, Lion, Mosquito, Monkey, Eagle, Snake, fish, chimpanzee, zebra	In pairs , learners identify different animals. Pupils say the names of the animals. Pupils work in groups and discuss how animals move	Flashcards Pictures	Pupils should be able to identify animals, birds, and insects (lion, monkey, butterfly, etc.), orally and in writing.	**Textbook Primary 2 Page 75**	

Lesson 2: Describing how animals move	Name animals and describe how they move using action verbs (e.g., a fish swims, a bird flies, a dog runs).	giraffe, leopard, hare, antelope, duck, crocodile, hippopotamus, frog, buffalo	Look at pictures of animals and say how they move. Listen to the teacher say sentences (e.g., "A bird flies") and repeat. Match animals with their movements on flashcards. Mime animal movements (e.g., fly like a bird, hop like a rabbit) while classmates guess. Work in pairs: ask and answer, "How does a ___ move?" – "It ___." Draw one animal and write a sentence about how it moves.	Pictures He/ she may use a video showing animal moving	Pupils should be able to name animals and describe how they move using action verbs (e.g., "A fish swims," "A bird flies," "A dog runs"), orally and in writing.	Textbook Primary2 Page 77	
Lesson 3 Talking about the animal sounds	Name animals and say the sounds they make using simple sentences (e.g., A cow moos, A dog barks).	squeak, bow wow, meow, quack, cluck, bark, moos, bleat, bray, roar, buzz, hiss	Listen to the teacher imitate or play recordings of animal sounds and guess the animal. Look at animal pictures and say the sounds they make.	Pictures Bluetooth/ radio	Pupils should be able to name animals and say the sounds they make using simple sentences (e.g., "A cow moos," "A dog barks"),	**Textbook Primary2** **Page 80**	

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			Repeat sentences after the teacher: "A cat meows. A cow moos." Play a matching game: match animals to their sounds on flashcards. In groups, act out animals and make the sounds while others guess. Draw an animal and write one sentence about its sound.		orally and in writing.		
Lesson 4 **Phonics**	Identify beginning sounds in words with r, l, and tw blends. Distinguish words by their initial blends.	**r blends:** dr (drum, drop), br (brag, brick), cr (crib, crab), pr (prop, pram), tr (trap, trip), gr (grab, grin), fr (frog, fret) **l blends:** bl (blab, black), cl (clip, clap), pl (plug, plum), sl	Listen to teacher say a word → identify the beginning blend. Clap or tap syllables and onset-rime in each word. Sort word or picture cards into r, l, and tw categories. Repeat words aloud focusing on the initial blend.	Word cards, picture cards, flashcards, chalkboard, audio pronunciation.	Say the blend correctly when a word is spoken. Sort word/picture cards accurately by beginning blend during classroom activity.		

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		(slip, sled), gl (glad, glam), fl (flag, flip) **tw blend:** twig, twin, twelve, twenty					
Lesson 5 **Phonics**	Read and spell words with r, l, and tw blends. Contrast r and l blends in words. Read a decodable text containing r, l, and tw blends.	**r blends:** dr (drum, drop), br (brag, brick), cr (crib, crab), pr (prop, pram), tr (trap, trip), gr (grab, grin), fr (frog, fret) **l blends:** bl (blab, black), cl (clip, clap), pl (plug, plum), sl (slip, sled), gl (glad, glam), fl (flag, flip)	Spell words dictated by teacher using correct blends. Compare pairs of words (e.g., *crab* vs *clam*) → identify which blend differs. Read a decodable text aloud → highlight or underline words with r, l, tw blends. Pair reading: take turns reading sentences containing blend words.	Letter cards, word cards, decodable text with blend words, chalkboard, flashcards.	Spell dictated words correctly using r, l, tw blends. Read aloud the text fluently and identify words with each blend. Compare and explain differences between r and l blends in word pairs		

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		tw blend: twig, twin, twelve, twenty					
Week2: 27/4-1/5/2026 **Weekly theme: Saying what animals eat** **Weekly sounds: st , np, mp**							
Lesson 1 Talking about what animals eat	Name animals and say what they eat using simple sentences (e.g., A cow eats grass, A lion eats meat).	Grass, what, meat, weeds, grains, millet, maize, leaves, insects, fruit	Look at animal pictures and food pictures, then match them (e.g., cow → grass, rabbit → carrots). Listen to the teacher read sentences about animals and their food, then repeat. Work in pairs: Ask and answer, "What does a rabbit eat?" – "It eats carrots."	Flashcards Pictures	Pupils should be able to name animals and say what they eat using simple sentences (e.g., "A cow eats grass," "A lion eats meat"), orally and in writing.		

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Lesson 2 Animals colours	Name animals and describe their colours using simple sentences (e.g., A zebra is black and white, A parrot is green).	Black, brown with black spots	Look at animal pictures and say their colours. Listen to the teacher describe animals and repeat: "The cat is white. The dog is brown." Play a matching game: match animal pictures with colour word cards. Colour animal drawings and say: "My rabbit is grey." In pairs, ask and answer: "What colour is the cow?" – "It is black and white." Sing or chant a simple rhyme about animals and their colours.	Flashcards Pictures	Pupils should be able to name animals and describe their colours using simple sentences (e.g., "A zebra is black and white," "A parrot is green"), orally and in writing.	Textbook Primary Page 83	
Lesson 3 **Types of animals**	Identify and name the four main types of animals and give at least one example of each (e.g., A cow is a mammal, A	Categorize animals into mammals, birds, reptiles, insects	Look at pictures of animals and group them under mammals, reptiles, birds, or insects. Listen to the teacher explain each type with examples and repeat the	Flashcards Pictures	Pupils should be able to identify and name the four main types of animals and give at least one example of	**Textbook** **Primary** **Page 85**	

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	snake is a reptile).		words. Chant together: "A cow is a mammal. A snake is a reptile. A parrot is a bird. A bee is an insect." In pairs, pupils ask and answer: "What is a crocodile?" – "It is a reptile."		each (e.g., "A cow is a mammal," "A snake is a reptile"), orally and in writing.		
Lesson 4 **Phonics**	Stretch and identify ending sounds in words with -st, -nt, -mp. Distinguish words by their final blends.	**-st:** past, best, mast, nest, test, list, rust **-nt:** tent, bent, sent, lent, pant, hunt, rent **-mp:** lamp, camp, ramp, damp, jump, bump, hump	Listen to teacher say a word → stretch the ending sound. Repeat words emphasizing the final blend. Match word cards with pictures showing correct ending blend. Sort words into -st, -nt, and -mp categories.	Word cards, picture cards, flashcards, chalkboard, audio pronunciation.	Correctly identify the final blend when teacher says a word. Sort word/picture cards into correct ending blend categories during classroom activity.		
Lesson 5 **Phonics**	Read and spell words with -st, -nt, -mp final blends.	**st:** past, best, mast, nest, test, list, rust **-nt:** tent, bent, sent,	Spell words dictated by teacher focusing on final blends.	Letter cards, word cards, decodable text with	Spell dictated words correctly with -st, -nt, -mp endings.		

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	Read a decodable text containing words with -st, -nt, -mp endings.	lent, pant, hunt, rent **-mp:** lamp, camp, ramp, damp, jump, bump, hump	Read decodable text → underline or highlight words with final blends. Pair reading: take turns reading sentences with -st, -nt, -mp words. Compare pairs of words to notice differences in ending blends (e.g., *tent* vs *lamp*).	final blends, chalkboard, flashcards.	Read text aloud fluently and identify words with each final blend. Explain differences between words with different final blends in word pairs.		
Week 3: 4-8/5/2026 **Weekly theme: Saying where animals live** **Targeted sound: st, -nt, -mp**							
Lesson 1 Talking about where animals live	Name animals and say where they live using simple sentences (e.g., A fish lives in water. A lion lives on land).	Zoo, forest, water, in national park, trees, in the ground	Listen to the teacher read short sentences and repeat: "A cow lives on a farm. A bird lives in a tree." Match animal flashcards with their homes (e.g., rabbit–burrow, dog–kennel). Play "Where does it live?": Teacher shows an	Flashcards, Pictures	Pupils should be able to name animals and say where they live using simple sentences (e.g., "A fish lives in water," "A lion lives on land"), orally and in writing.	**Textbook** **Primary 2** **Page 82**	

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			animal card, pupils answer together. In pairs, ask and answer: "Where does a ___ live?" – "It lives ___."				
Lesson 2 Talking about where animals live	Name animals and say where they live using simple sentences (e.g., A fish lives in water. A lion lives on land).	Zoo, forest, water, in national park, trees, in the ground	Listen to the teacher read short sentences and repeat: "A cow lives on a farm. A bird lives in a tree." Match animal flashcards with their homes (e.g., rabbit–burrow, dog–kennel). Play "Where does it live?": Teacher shows an animal card, pupils answer together. In pairs, ask and answer: "Where does a ___ live?" – "It lives ___."	Flashcards, Pictures	Pupils should be able to name animals and say where they live using simple sentences (e.g., "A fish lives in water," "A lion lives on land"), orally and in writing.	**Textbook** **Primary 2** **Page 82**	
Lesson 3 **Phonics**	Read and spell words with -st, -nt, -mp final blends. Read a decodable text containing	**st:** past, best, mast, nest, test, list, rust **-nt:** tent, bent, sent, lent, pant, hunt, rent	Spell words dictated by teacher focusing on final blends. Read decodable text → underline or highlight words with final blends.	Letter cards, word cards, decodable text with final blends,	Spell dictated words correctly with -st, -nt, -mp endings. Read text aloud fluently and identify words		

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	words with -st, -nt, -mp endings.	**-mp:** lamp, camp, ramp, damp, jump, bump, hump	Pair reading: take turns reading sentences with -st, -nt, -mp words. Compare pairs of words to notice differences in ending blends (e.g., *tent* vs *lamp*).	chalkboard, flashcards.	with each final blend. Explain differences between words with different final blends in word pairs.		
Lesson 4 **Phonics**	Read and spell words with -st, -nt, -mp final blends. Read a decodable text containing words with -st, -nt, -mp endings.	**st:** past, best, mast, nest, test, list, rust **-nt:** tent, bent, sent, lent, pant, hunt, rent **-mp:** lamp, camp, ramp, damp, jump, bump, hump	Spell words dictated by teacher focusing on final blends. Read decodable text → underline or highlight words with final blends. Pair reading: take turns reading sentences with -st, -nt, -mp words. Compare pairs of words to notice differences in ending blends (e.g., *tent* vs *lamp*).	Letter cards, word cards, decodable text with final blends, chalkboard, flashcards.	Spell dictated words correctly with -st, -nt, -mp endings. Read text aloud fluently and identify words with each final blend. Explain differences between words with different final blends in word pairs.		

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Lesson 5 **End unit assessment**							

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Unit title : 9	Counting and Writing					Periods : 15	
Key unit competence	Pupils will be able to talk, read, and write about numbers and operations (add, subtract, multiply, divide) using correct number words						
Lesson title/periods	**Learning objectives**	**Key points/words/ content summary**	**Teaching and learning activities / approaches**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observation/Remarks**
Week 4: 11-15/05 2026 **Weekly theme: Talking about numbers and counting** **Weekly sounds: nd, -ng, nk,**							
Lesson 1 Listening and Counting Numbers	Recognize and say numbers from 1 to 20 in English. Count real objects aloud in English. Listen and respond to simple number-related questions.	One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, count, figure	Look at a number chart and repeat numbers aloud. Count real objects (sticks, pencils, stones) in English. Listen to teacher questions: "How many pencils are there?" and answer orally. Play "Show Me the Number": teacher calls a number, pupils hold up the correct number of fingers.	Number chart (1–10). Real objects (sticks, stones, pencils, beads). Flashcards with numbers.	Pupils should be able to recognize and say numbers from 1 to 20 in English, count real objects aloud, and listen and respond to simple number-related questions,.	**Pupils book P2. Activity 1,2** **Page 87,88**	

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Lesson 2 Writing Numbers in Words and Figures	Write numbers in words (1–20). Write numbers in figures from words spoken by the teacher.	One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, count, figure	Dictation: teacher says a number in figures, pupils write it in words. Teacher says a number in words, pupils write it in figures. Match worksheets: connect numbers in words to numbers in figures. Pair work: check each other's work and read numbers aloud.	Worksheets with number matching exercises. Flashcards with numbers in words and figures. Chalkboard/ whiteboard for dictation.	Pupils should be able to write numbers in words (1–20) and write numbers in figures from words spoken by the teacher, in writing.	**Pupils book P2. Activity 3,4** **Page 88**	
Lesson 3 Counting and Using Numbers in Context	Count objects in the classroom or outside in English. Use numbers to describe quantities in simple sentences. Identify and write numbers from 1 to 20 in	One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, count, figure	Count objects in groups (e.g., "There are 5 pencils"). Fill in missing numbers in a number line or chart. Write simple sentences using numbers: "I have 3 pencils."	Number chart (1–20). Classroom objects for counting. Worksheets for missing numbers and	Pupils should be able to count objects in the classroom or outside in English, use numbers to describe quantities in simple sentences, and identify and write numbers	**Pupils book P2. Activity 1,2,3,4,5** **Page 87,88,89 ,90**	

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	words and figures.		"There are 7 books on the table."	sentence writing.	from 1 to 20 in words and figures, orally and in writing.		
Lesson 4: Phonics	Stretch and identify ending sounds in words with -nd, -ng, -nk. Distinguish words by their final blends.	**-nd:** hand, sand, land, band, lend, mend, send **-ng:** ring, sing, long, song, wing, bang, rung **-nk:** bank, sank, tank, pink, link, wink, dunk	Listen to teacher say a word → stretch the ending sound. Repeat words emphasizing the final blend. Match word cards with pictures showing correct ending blend. Sort words into -nd, -ng, and -nk categories.	Word cards, picture cards, flashcards, chalkboard, audio pronunciation	Correctly identify the final blend when teacher says a word. Sort word/picture cards into correct ending blend categories during classroom activity.		
Lesson 5 **Phonics**	Read and spell words with -nd, -ng, -nk final blends. Read a decodable text containing words with -	**-nd:** hand, sand, land, band, lend, mend, send **-ng:** ring, sing, long, song, wing, bang, rung	Spell words dictated by teacher focusing on final blends. Read decodable text → underline or highlight words with final blends.	Letter cards, word cards, decodable text with final blends, chalkboard, flashcards.	Spell dictated words correctly with -nd, -ng, -nk endings. Read text aloud fluently and identify words with		

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	nd, -ng, -nk endings.	**-nk:** bank, sank, tank, pink, link, wink, dunk	Pair reading: take turns reading sentences with-nd, -ng, -nk words. Compare pairs of words to notice differences in ending blends (e.g., *hand* vs *ring*).		each final blend. Explain differences between words with different final blends in word pairs.		
WEEK 5: 18/22/05/2026 **Weekly theme:** Talking about addition and subtraction **Weekly sounds:** nd, -ng, nk, -ct							
Lesson 1 Listening and Recognizing Addition and Subtraction	Recognize addition (+) and subtraction (−) symbols. Understand simple addition and subtraction sentences in English.	Add, subtract, add, minus, addition subtraction, plus, equal to, total,What is four plus seven?What is seven minus four?	The teacher points to + and − symbols and says: "This is addition / subtraction." Pupils repeat. Pupils answer questions like: "What is added to 4 to make 7?" using objects. Count real objects to find answers (e.g., "4 apples + 3 apples = ?").	Flashcards with + and − symbols. Real objects (sticks, pencils, stones). Whiteboard/ chalkboard for	Pupils should be able to recognize addition (+) and subtraction (−) symbols, understand simple addition and subtraction sentences in English, and respond to simple	**Pupils book P2. Activity 1,2,3,4,5** **Page 87,88,89 ,90**	

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	Respond to simple questions about addition and subtraction.		Use fingers or classroom objects to demonstrate simple addition and subtraction	demonstration.	questions about addition and subtraction, orally and in writing.		
Lesson 2 Talking About Adding and Subtracting	Say simple addition and subtraction sentences aloud. Match spoken sentences to the correct number of objects. Understand the meaning of "add" and "take away" in context.	Add, subtract, add, minus, addition subtraction, plus, equal to, total,What is four plus seven? What is seven minus four?	Listen to sentences: "Four plus three equals seven" / "Seven minus two equals five" and repeat. Pupils match number of objects to the spoken sentence. Work in pairs: one says a simple sentence, the other shows the answer with objects. Draw simple pictures to represent addition and subtraction sentences.	Real objects for counting. Flashcards with addition and subtraction sentences. Whiteboard/ chalkboard for writing examples.	Pupils should be able to say simple addition and subtraction sentences aloud, match spoken sentences to the correct number of objects, and understand the meaning of "add" and "take away" in context, orally and in writing.	**Pupils book P2. Activity 1,2,3,4,5** **Page 87,88,89 ,90**	

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Lesson 3 Writing Addition and Subtraction Sentences	Match written addition and subtraction sentences with their correct mathematical symbols. Write simple addition and subtraction sentences using numbers and symbols. Represent addition and subtraction problems using objects or drawings.	Add, subtract, add, minus, addition subtraction, plus, equal to, total, What is four plus seven? What is seven minus four?	Complete worksheets: match sentences with mathematical representation (e.g., "4 + 3 = 7"). Write addition/subtraction sentences under pictures of objects. Small group activity: create a few addition/subtraction problems and solve with objects. Share answers with the class.	Worksheets with sentences and symbols. Real objects for counting and representation. Flashcards with addition and subtraction problems.	Pupils should be able to match written addition and subtraction sentences with their correct mathematical symbols, write simple addition and subtraction sentences using numbers and symbols, and represent addition and subtraction problems using objects or drawings	**Pupils book P2. Activity 1,2,3,4,5** **Page 87,88,89 ,90**	
Lesson 4 **Phonics**	Stretch and identify ending sounds in words with -nd, -ng, -nk, -ct.	**-nd:** hand, sand, land, band, lend, mend, send **-ng:** ring, sing, long,	Listen to teacher say a word → stretch the ending sound.	Word cards, picture cards, flashcards, chalkboard, audio	Correctly identify the final blend when teacher says a word.		

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	Distinguish words by their final blends.	song, wing, bang, rung **-nk:** bank, sank, tank, pink, link, wink, dunk **-ct:** act, fact, collect, detect, select	Repeat words emphasizing the final blend. Match word cards with pictures showing correct ending blend. Sort words into -nd, -ng, -nk, -ct categories.	pronunciation.	Sort word/picture cards into correct ending blend categories during classroom activity.		
Lesson 5 **Phonics**	Read and spell words with -nd, -ng, -nk, -ct final blends. Read a decodable text containing words with -nd, -ng, -nk, -ct endings.	**nd:** hand, sand, land, band, lend, mend, send **-ng:** ring, sing, long, song, wing, bang, rung **-nk:** bank, sank, tank, pink, link, wink, dunk **-ct:** act, fact, collect, detect, select	Spell words dictated by teacher focusing on final blends. Read decodable text → underline or highlight words with final blends. Pair reading: take turns reading sentences with -nd, -ng, -nk, -ct words. Compare pairs of words to notice differences in ending	Letter cards, word cards, decodable text with final blends, chalkboard, flashcards.	Spell dictated words correctly with -nd, -ng, -nk, -ct endings. Read text aloud fluently and identify words with each final blend. Explain differences between words with different		

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			blends (e.g., *hand* vs *act*).		final blends in word pairs.		
WEEK 6: 25-29/05/2026 **Weekly theme:** Talking about multiplication and division Weekly sounds: **St,nt,mp, nd, ng, nk(review)**							
Lesson 1 Listening and Recognizing Multiplication and Division	Recognize multiplication (×) and division (÷) symbols. Respond to simple oral questions about multiplication and division.	multiply, divide, division, multiplication, divided by, multiply by, What is three times one?What is ten divided by five?	Pupils answer simple oral questions: "What is multiplied by 2 to make 6?" "What is divided by 2 to make 3?" Use real objects to show simple multiplication (2 groups of 3 stones = 6 stones) and division (6 pencils ÷ 2 = 3 pencils). Pupils repeat sentences aloud: "Two times three equals six." / "Six divided by two equals three."	Flashcards with × and ÷ symbols. Real objects (sticks, stones, pencils, beads). Whiteboard/ chalkboard for examples.	Pupils should be able to recognize multiplication (×) and division (÷) symbols and respond to simple oral questions about multiplication and division, orally and in writing.	**Pupil's book P2. Activity 6,7,8** **Page 91,92**	

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Lesson 2 Writing Multiplication and Division Sentences	Match written multiplication and division sentences with correct mathematical representation. Write simple multiplication and division sentences using numbers and symbols. Represent multiplication/ division problems using drawings or objects.	multiply, divide, division, multiplicatio n, divided by, multiply by What is three times one?What is ten divided by five?	Complete worksheets: match sentences with their mathematical form (e.g., "2 times 3 = 6"). Write multiplication/division sentences under pictures of grouped objects. Group work: create multiplication/division problems using classroom objects (e.g., "12 books ÷ 4 = 3"). Share written answers with the class.	Worksheets with multiplicatio n/division sentences and matching tasks. Real classroom objects for grouping/sha ring. Chart showing multiplicatio n/division examples.	Pupils should be able to match written multiplication and division sentences with the correct mathematical representation, write simple multiplication and division sentences using numbers and symbols, and represent multiplication and division problems using drawings or objects, orally and in writing.	**Pupil's book P2. Activity 6,7,8** **Page 91,92**	
Lesson 3 Phonics: Final blends **-st, -nt, -mp**	• Identify and pronounce words ending	-st: past, best, nest, rust -nt: tent, bent, sent, pant -mp:	Teacher writes the endings -st, -nt, -mp on the board and pupils repeat after teacher.	Flashcards with words, word cards for sorting,	Pupils should correctly pronounce, blend, and use words with -st,		

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	with -st, -nt, -mp. • Blend sounds to form words with these endings. • Use the words orally in short sentences.	camp, lamp, jump, bump	Teacher demonstrates how each word is formed (e.g., b + e + st = best). Pupils repeat in chorus and individually. Pupils sort flashcards into groups (-st, -nt, -mp). Pupils take turns using one word in an oral sentence.		-nt, -mp; individually Pupils should place words in the correct ending group to make one sentence orally.		
Lesson 4 Phonics: Final blends **-nd, -ng, -nk**	• Identify and pronounce words ending with **-nd, -ng, -nk**. • Blend sounds to form words with these endings. • Use the words in oral	-nd: hand, sand, band, land -ng: ring, sing, wing, long -nk: bank, link, tank, wink	Teacher models blending (e.g., h + a + nd = hand). Pupils repeat together, then individually. • Pupils match picture cards with the correct word ending. • Pupils copy two words from each group and write one sentence with any word of their choice.	Word flashcards, picture cards	Pupils should be able to pronounce, blend, match, and use words ending in -nd, -ng, -nk.		

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	and written practice.						
Lesson 5	**End unit Assessment**						

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Unit title : 10	Talking about events in the past and future					Periods :15	
Key unit competence	Key unit competence: Pupils will be able to talk, read, and write about past events and future plans using simple sentences and time word.						
Lesson title/periods	**Learning objectives**	**Key points/words/ content summary**	**Teaching and learning activities/ approaches**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observation/Remarks**
Week 7: 1-5/6/2026 **Weekly theme: Recounting past events & Describing lessons in the past** **Weekly sounds: -ff, -ll**							
Lesson 1 Listening and Identifying the Past Tense	Listen to and understand a short story about past events. Identify key past tense verbs (went, played, ate, had, got up). Answer simple questions	yesterday, last week, last month, last year, ago, finished, happened, then, after that, next, ending (final)ly	Listen to the teacher read a short story in the past tense (e.g., "Yesterday, Ishema went to the market. She bought bananas. Then she played with her friends."). Pupils repeat key past tense verbs after the teacher. Pupils answer oral questions:	Short printed/picture story in the past tense. Flashcards with past tense verbs. Pictures illustrating story events.	Pupils should be able to listen and identify the past tense in sentences and short texts, orally and in writing.	**Pupils book P2. Activity 1. Pg 95**	

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	about past events.		"What did Ishema do yesterday?" Where did she go?" Pupils talk in pairs: "What did you do yesterday?" (each shares one action).				
Lesson 2 Talking About Past Lessons	Use past tense verbs to talk about lessons learned in the past. Answer simple questions about past activities. Use time expressions to describe past lessons.	yesterday, last week, last month, last year, ago, finished, happened, then, after that, next, ending (final)ly	Pupils answer: "We had English." Pupils ask and answer in pairs: "What lesson did you have yesterday at 9:25?" "What did you do in that lesson?" Pupils look at a timetable from the previous day and describe it using past tense. Group game: teacher says a time, pupils say the subject they had at that time yesterday.	Class timetable (yesterday's). Flashcards with subject names (English, Maths, Science, Kinyarwanda, etc.). Calendar Flashcards with verbs in present and past (play/played, go/went).	Pupils should be able to use past tense verbs to talk about lessons learned in the past, answer simple questions about past activities, and use time expressions to describe past lessons, orally and in writing.	**Pupils book P2. Activity 1. Pg 95** **Activity 4,5 page 97**	

Lesson 3 Writing About Past Events	Draw and write about a favorite past event from a story. Use simple past tense verbs in writing (went, played, had, ate).	yesterday, last week, last month, last year, ago, finished, happened, then, after that, next, ending (final)ly	Pupils draw a picture of their favorite part of the story. Write one simple past tense sentence under their picture (e.g., "I had fun at the party." / "He played with his friends."). Pupils share their drawings and sentences with a partner. Gallery walk: display drawings around the class for pupils to see and read.	Storybook/picture story. Drawing materials (paper, pencils, crayons). Flashcards with past tense verbs to guide writing.	Pupils should be able to draw and write about a favorite past event from a story, use simple past tense verbs in writing (went, played, had, ate),	**Pupils book P2. Activity 1. Pg 95**	
Lesson 4: **Phonics: Final double consonant -ff**	• Identify and pronounce words ending with **-ff**. • Blend sounds to form **-ff** words.	off, puff, muff, cuff, huff, sniff, bluff	•Teacher writes -ff on the board and models the sound, and Pupils repeat. Teacher demonstrates (e.g., p + u + ff = puff). Pupils repeat chorally and individually. • Pupils clap when they hear an -ff word as	Word flashcards, board, word list	Pupils should be able to correctly pronounce -ff words, blend sounds to form them, and use them in		

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	• Use the words orally in simple sentences.		teacher reads aloud mixed words. • Pupils use any -ff word in a short oral sentence.		simple sentences.		
Lesson 5 **Phonics: Final double consonant -ll**	• Identify and pronounce words ending with **-ll**. • Blend sounds to form **-ll** words. • Read and write simple words ending with **-ll**.	hill, bell, fill, mill, tell, sell, well, doll, pill, will	•Teacher models blending (e.g., h + i + ll = hill). Pupils practice chorally and individually. • Pupils match pictures to the correct -ll word flashcards. •Pupils copy two -ll words and use one in a short-written sentence.	Flashcards, picture cards,	Pupils should be able to pronounce -ll words, blend and read them, and write them in short sentences.		
Week 8: 8-12/06/2026 **Weekly theme: Describing a day in the past** **Weekly sounds: -ss, -zz**							
Lesson 1	Listen to a short story about	Story sequence: First, Then,	Pupils listen to a short story about yesterday).	Flashcards with past tense verbs.	Pupils should be able to listen	**Pupil's book P2.**	

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Listening and Speaking about a Day in the Past	someone's day in the past. Identify and repeat key past tense verbs (got up, ate, played, went). Answer simple oral questions using past tense.	After that, Finally Past actions: Visited, Watched, Helped	Pupils listen and repeat the key verbs. Pupils answer teacher's oral questions: "When did I get up?" "What did I eat?" In pairs, pupils tell each other one thing they did yesterday.	Pictures showing daily activities (waking up, eating, playing, sleeping).	to a short story about someone's day in the past, identify and repeat key past tense verbs (got up, ate, played, went), and answer simple oral questions using the past tense, orally and in writing.	**Activity 1. Pg95** **Activity 2. Pg 96**	
Lesson 2 Asking and Answering Questions about the Past	Use the past simple tense to talk about daily activities. Ask and answer simple questions with When,	yesterday, last week, last month, last year, ago, finished, happened, then, after that, next, ending (final)ly	Pupils practice asking and answering in pairs about their own past days. Group activity: each group asks one pupil "What did you do yesterday?" and listens to the answer.	Class timetable for yesterday. Question word flashcards (When, What, Where).	Pupils should be able to use the past simple tense to talk about daily activities and ask and answer simple questions	**Pupil's book P2. Activity 1. Pg95** **Activity 2. Pg 96**	

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	What, and Where.				using "When," "What," and "Where," orally and in writing.		
Lesson 3 Writing about a Favorite Day in the Past	Describe a favorite past day. Write one simple sentence in the past tense.	yesterday, last week, last month, last year, ago, finished, happened, then, after that, next, ending (final)ly	Pupils draw a picture of their favorite day (e.g., "I played football," "I visited my grandmother"). Pupils write one sentence under the drawing using past tense. Gallery walk: pupils walk around and see each other's work.	Drawing materials (paper, pencils, crayons). Flashcards with model past tense sentences.	Pupils should be able to describe a favorite past day and write one simple sentence in the past tense, orally and in writing.	**Pupil's book P2. Activity 1. Pg95** **Activity 2. Pg 96**	
Lesson 4 **Phonics**	Identify the ending sound in words. Distinguish between different ending sounds in	-all: ball, call, fall, hall, tall, wall, mall -alk: walk, talk, chalk, stalk	Listen to words and say the ending sound. Clap, tap, or raise hands when they hear a specific ending sound.	Pictures or objects representing words Flashcards with words for oral practice	During oral drills or a listening game, each pupil is asked individually to identify the ending		

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	spoken words.		Repeat words after the teacher and focus on the final sound. Segment words orally to isolate the ending sound.		sound in a word.		
Lesson 5 **Phonics**	Read and spell words with -all and -alk patterns. Read decodable texts containing words with -all and -alk patterns.	-all: ball, call, fall, hall, tall, wall, mall -alk: walk, talk, chalk, stalk	Read aloud words with -all and -alk patterns individually and in pairs. Spell words with these patterns. Sort or match words according to their pattern (-all or -alk). Read a short decodable text and identify words with -all and -alk patterns.	Flashcards with words containing -all and -alk patterns Decodable reading text	Pupils read aloud and spell words with target patterns. Pupils identify words with the correct pattern in a text or list.		
Week 9: 15-19/06/2026 **Weekly theme: Describing future plans** **Weekly sounds:** -ff, -ll, -ss, and -zz							
Lesson 1	listen and say one sentence about their	tomorrow, next week, next month, next year,	The teacher tells the learners: “Next month, I	Flashcards with pictures of common activities (play	Pupils should be able to listen and say one	**Pupil’s book P2.**	

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Listening and Talking about Future Plans	own future plan using "I am going to …".	soon, later, will, going to	am going to visit my grandmother." Pupils listen and repeat the sentence. Pupils listen to a short dialogue (e.g., Gasore and Neza's plans). In small groups, each pupil says one plan: "I am going to …"	football, swim, visit grandmother, read books, travel). Audio recording or teacher reading dialogue.	sentence about their own future plan using "I am going to …", orally.	**Activity 7. Pg 100** **Activity 8. Pg 101** **Activity 9. Pg 102**	
Lesson 2 Asking and Answering about Future Plans	ask and answer simple questions about future plans using "What are you going to do…?".	tomorrow, next week, next month, next year, soon, later, will, going to	Teacher models dialogue with one pupil: T: "What are you going to do this weekend?" P: "I am going to play football." Pupils practice asking and answering in pairs. Group activity: learners role-play Gasore, Neza, Ivan, Katia, etc.	Dialogue cards with questions and answers. Role-play name cards (Gasore, Neza, Ivan, Katia).	Pupils should be able to ask and answer simple questions about future plans using "What are you going to do…?", orally and in writing.	**Pupil's book P2. Activity 7. Pg 100** **Activity 8. Pg 101** **Activity 9. Pg 102**	

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Lesson 3 **Phonemic awareness**	Identify beginning, middle, and ending sounds in words. Distinguish sounds in spoken words.	-aw: saw, law, paw, crawl -au: haul, fault, pause -all: ball, hall, call- alk: walk, talk, chalk	Listen to teacher say words and identify the beginning, middle, or end sounds. Clap, tap, or raise hand when they hear a target sound. Say words aloud and isolate sounds.	Pictures or objects representing words Flashcards with words for oral practice	Pupils should be able to Identify beginning, middle, and ending sounds in words.		
Lesson 4 Phonics	Read and spell words containing -aw, -au, -all, -awl, -alk patterns. Recognize and contrast words with these patterns. Read decodable texts containing the target	-aw: saw, law, paw, crawl -au: haul, fault, pause -all: ball, hall, call -alk: walk, talk, chalk	Read words with -aw, -au, -all, -awl, and -alk patterns aloud. Spell words with these patterns individually or in pairs. Listen to the teacher say two words and decide if they have the same or different patterns. Read decodable text with the target patterns and point out words with -aw, -au, -all, -awl, and -alk.	Flashcards with words containing -aw, -au, -all, -awl, -alk patterns Decodable reading texts	Ask pupils orally: "What is the first/ middle/ last sound in 'ball'?" Listen to pupils as they segment and pronounce sounds.		

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	patterns fluently.		Practice reading in pairs or small groups.				
Lesson 5 End unit assessment							

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