SCHEME OF WORK

Teacher's Name	**…….**	**Academic year**	**2025-2026**
Class	**P3**	**Term**	**1**
Subject	**English**	**Number of periods per week**	**5 periods**

Unit title 1: Places in the community							Periods: 20
Key unit competence: Pupils will be able to use appropriate English vocabulary and expressions to name and describe places in Rwanda, give and follow directions using compass points, talk about one's home location, and describe geographical features using full sentences.							
Lesson title	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/ Remarks**
Week 1: 8-12 Sept 2025 **Weekly theme: Talking about where you live** **Weekly sounds:** Read and spell short words with short-a versus Long -a (CVCe) ; Contrast short vowel a and long vowel-a sounds							
Lesson 1: Talking About Where We Live	Learners will be able to introduce themselves and say where they live using simple present tense (e.g., "My name is… I live in…"). Learners will ask and answer questions about where others live (e.g., "Where do you live?" "Do you live in town?").	Name, live, town, village, Musanze, Karongi, Ruhango, Regina, Steve, I, you, we, do, yes, no	Listen to and repeat sentences: "My name is… I live in…" Read speech bubbles from children introducing themselves (e.g., Steve, Regina) Practice pair dialogues: "Where do you live?" "I live in Musanze."	Flashcards with names of towns/villages (e.g., Musanze, Karongi, Ruhango)	Pupils should be able to introduce themselves and say where they live correctly through dialogues and role-playing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2:	Learners will identify and name common places in	School, church, playground, home, road,	Look at a village map and identify key places (school,	Simple hand-drawn or	Pupils should be able to name village	English For Rwandan	

Describing Places in Our Village	their village (e.g., school, church, playground). earners will describe the location of places using prepositions of place (e.g., "The school is next to the church.").	map, village, next to, opposite, near, behind, in front of, left, right, straight ahead	church, playground). Match building names to locations on a picture or map. Use prepositions to describe locations: "The church is next to the market."	printed map of a village layout Directional arrows or labels (left, right, straight ahead)	places and describe their location using prepositions, orally in pairs or individually, and in writing by labeling or completing sentences.	Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Read and Answer Questions About a Village	Learners will read a short text about a village and answer comprehension questions. Learners will write or say what they see in a village using vocabulary from the text.	Read, answer, question, name, live, village, field, children, play, write, see, complete, sentence	Read a short text about Ngarambe and Kabeza village. Complete sentence starters: "My name is… I live in… Our village has…"	Text books Flashcards charts	Pupils should be able to read a short text about a village and answer comprehensio n questions, and write or say what they see in a village using vocabulary from the text.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Lesson 1: Phonemic Awareness – Onset & Rime, Deleting and Substituting Sounds	Pupils will be able to break and blend words into onset and rime. Pupils will delete and substitute sounds to make new words.	- Onset: beginning sound (*c* in *cat*). - Rime: ending part (*-at* in *cat*). - Example words: cat, bat, hat, mat.	1. Teacher says a word (e.g., *cat*), pupils clap for onset (/c/) and rime (/at/). 2. Pupils blend onset and rime to make full words. 3. Delete activity: "cat – remove /c/ →	Flashcards with onset and rime parts (c, b, h, m + -at). - Letter tiles or bottle tops with letters.	Pupils should be able to break and blend words into onset and rime, and delete or substitute sounds to	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

			___" (*at*). 4. Substitute activity: "Change /c/ in *cat* to /h/ → ___" (*hat*). 5. Group game: pupils practice breaking, blending, deleting, and substituting sounds.	- Chart with sample words.	make new words.		
Lesson 5: Phonics Phonics – Short-a vs Long-a (CVCe words)	Pupils will be able to read and spell short-a (CVC) and long-a (CVCe) words. Pupils will read a short decodable text containing short-a and long-a words.	- Short-a: /æ/ (*cat, bag, mat*). - Long-a: /ā/ (*cake, name, late*). - Rule: the silent *e* makes the vowel long.	1. Teacher introduces pairs of short-a vs long-a words (*cat – cake*). 2. Pupils repeat and compare the vowel sounds. 3. Sorting game: pupils place words under "short-a" or "long-a" columns. 4. Pupils read a short decodable text with both short-a and long-a words (e.g., *"Dan has a cake. He ate the cake late. The cat is at the mat."*). 5. Pupils underline short-a	- Word cards: cat, bag, cake, name, late. - Chart with two columns (short-a vs long-a). - Decodable text written on manila paper.	Pupils should be able to read and spell short-a (CVC) and long-a (CVCe) words, and read a short decodable text containing these words.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

			words and circle long-a words.				
Week 2: **15-19 Sept 2025** **Weekly theme: Naming types and functions of Community buildings** **Weekly sounds:** Read and spell short words with short-i versus Long -i (CVCe) (includes review of short vowel i)							
Lesson 1: naming community buildings	Learners will identify common community buildings (e.g., school, market, church, bank, hospital).	Taxi pack Bank Hospitals Post offices etc	Learners match images of buildings (e.g., hospital, market) with their functions. Learners recite a short poem about community places and their functions.	Pupils should be able to identify common community buildings such as school, market, church, bank, and hospital, orally in pairs, individuall y, or in writing by naming or labeling them.	Oral Q&A Matching Task Role Play	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2: Talking about functions of community buildings	Learners will describe the function of each building using simple present tense (e.g., "You can buy food at the market.").	shop, bakery, school, hospital, mosque, bank, pharmacy, library, market, church, salon, farm,		Pupils should be able to describe the function of each		English For Rwandan Schools, Pupil's book,	

		supermarket, genocide memorial site, sector office, police station, bus station, playground, stadium, post office, there is/are, is there? how many? Where?		building using simple present tense, orally in pairs or individuall y, and in writing by completing sentences or short texts.		Primary 3. (2023).	
Lesson 3: Functions of community buildings in their villages/towns	- Identify types of community buildings in villages/towns. - Explain their functions. - Use vocabulary in sentences.	School, hospital, market, police station, church, post office, library, town hall; **functions:** learning, healthcare, shopping, safety, worship, sending letters, reading, administration	1. Introduce community buildings with pictures.2. Discuss their functions using simple sentences.3. Pupils match buildings with their functions on chart.4. Pupils describe buildings and their functions orally or in writing.	Picture cards, chart, chalkboard/ whiteboard	Pupils should be able to identify types of community buildings in villages or towns, explain their functions, and use related vocabulary in sentences, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4 Phonemic awareness: (Onset-Rime)	- Identify and blend onsets and rimes to make words.- Segment simple CVC words into onset and rime.	- Onset: s, p, l, w, r, b, f, h, k- Rime: -it, -in, -ip, -in, -it, -id, -it, -in, -im, -it	1. **Introduction:** Show word "sit", pronounce onset /s/ and rime /it/ separately, then	- Flashcards (onset & rime)- Word	Pupils should be able to identify and blend onsets and rimes to	English For Rwandan Schools, Pupil's book,	

			blend.2. **Guided Practice:** Teacher says onset, pupils respond with rime.3. **Pair Activity:** Pupils take turns giving onset and rime to make words.4. **Game:** "Onset-Rime Bingo" – match rime cards to onset cards called out.	charts-Bingo cards	make words, and segment simple CVC words into onset and rime, orally in pairs or individually, and in writing.	Primary 3. (2023).	
Lesson 5: Phonics (Short /i/ and Long /i/ sounds)	- Read and write words with short /i/ and long /i/ (CVCe).- Differentiate between short and long /i/ sounds in reading and spelling.	- Short /i/: sit, pin, lip, win, fit, rid, bit, fin, him, kit- Long /i/ (CVCe): kite, time, line, five, fine, ride, mine, side, pine, dime, bite	1. **Introduction:** Show short /i/ and long /i/ words, pronounce, highlight differences.2. **Choral Reading:** Pupils read words aloud.3. **Sorting Activity:** Pupils sort words into short /i/ and long /i/ columns.4. **Spelling Practice:** Pupils write words under correct category.5.	- Word cards-Sorting chart-Chalkboard /whiteboard-Worksheets	Pupils should be able to read and write words with short /i/ (CVC) and long /i/ (CVCe), and differentiate between the two sounds in reading and spelling, orally in pairs or individually,	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

			Reading in Context: Pupils read sentences with short and long /i/ words.		and in writing.		
Week 3: 22-26 Sept 2025 **Weekly theme: Describing the position of community buildings** **Weekly sounds: short /o/ and long /o/ (CVCe)**							
Lesson 1: 1. Naming Common Community Buildings	- Learners will identify and name common community buildings using correct vocabulary Learners will pronounce and spell building names accurately. Learners will listen to and repeat names of community places confidently.	- Community buildings serve important roles in the village or town. Common buildings include: school, market, church, bank, hospital, post office, shop, etc. Common buildings include: school, market, church, bank, hospital, post office, shop, etc.	Listen and repeat names of buildings (e.g., school, market, bank). Listen and repeat names of buildings (e.g., school, market, bank). Use flashcards or word cards to play naming games.	Picture cards of buildings (school, market, church, etc. Word cards with building names Simple map of a village or town	Pupils should be able to identify and name common community buildings using correct vocabulary, pronounce and spell their names accurately, and listen to and repeat them confidently, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2: Describing Locations	Learners will listen to and repeat names of community places confidently.	- Use prepositions like next to, opposite,	Look at a village map and describe	Preposition word cards (next to,	Pupils should be able to listen to and	English For Rwandan	

Using Prepositions	Learners will listen to and repeat names of community places confidently. Learners will understand spatial relationships in their community.	behind, in front of, across. Describe where buildings are located in relation to each other.	where buildings are located. - Complete sentences using prepositions: "The café is ___ the district office." Use picture cards to practice "next to," "opposite," etc.	opposite, behind, etc.) Bottle tops or stones for map labeling	repeat names of community places confidently, and understand spatial relationships in their community, orally in pairs or individually, and in writing.	Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Giving and Following Directions in the Community	Learners will follow and give simple directions using imperatives. Learners will follow and give simple directions using imperatives.	Use directional language: turn left, go straight, cross, turn right **se** directional language: turn left, go straight, cross, turn right.	Listen and repeat direction words: "Go straight," "Turn left," "Cross." Give and follow directions on a classroom or village map**.**	Directional arrows or signs Flashcards with direction verbs Classroom map or floor layout for movement practice	Pupils should be able to follow and give simple directions using imperatives, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonemic awareness **Onset-rime**	- Identify and blend onsets and rimes to make words. - Segment simple CVC words into onset and rime.	- Onset: p, n, m, l, r, h, c, d, t, r, c, r- Rime: -ot, -op, -og, -od, -ob	1. **Introduction:** Show word "pot", pronounce onset /p/ and rime /ot/ separately, then blend.2. **Guided**	- Flashcards (onset & rime)- Word charts-	Pupils should be able to identify and blend onsets and rimes to make words,	English For Rwandan Schools, Pupil's book,	

			Practice: Teacher says onset, pupils respond with rime.3. **Pair Activity:** Pupils take turns giving onset and rime to make words.4. **Game:** "Onset-Rime Bingo" – match rime cards to onset cards called out.	Bingo cards	and segment simple CVC words into onset and rime, orally in pairs or individually, and in writing.	Primary 3. (2023).	
Lesson 5: Phonics: (Short /o/ and Long /o/ sounds)	- Read and write words with short /o/ and long /o/ (CVCe).- Differentiate between short and long /o/ sounds in reading and spelling.	- **Short /o/:** pot, not, mop, log, rod, hop, con, dog, top, hot, cob, rob- **Long /o/ (CVCe):** note, rope, rode, hope, cone, bone, rose, vote, home, pole, robe	1. **Introduction:** Show short /o/ and long /o/ words, pronounce, highlight differences.2. **Choral Reading:** Pupils read words aloud.3. **Sorting Activity:** Pupils sort words into short /o/ and long /o/ columns.4. **Spelling Practice:** Pupils write words under correct category.5.	- Word cards- Sorting chart- Chalkboard /whiteboard- Worksheets	Pupils should be able to read and write words with short /o/ (CVC) and long /o/ (CVCe), and differentiate between the two sounds in reading and spelling, orally in pairs or individually,	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

			Reading in Context: Pupils read sentences with short and long /o/ words.		and in writing.		
Week 4: 29/Sept- 3 Oct 2025 **Weekly theme: Describing the location in the community** **Weekly sounds:** Read and spell short words with short and long a, i, o							
Lesson 1: Identifying and Naming Community Buildings	- Learners will identify and name common community buildings using correct vocabulary Learners will pronounce and spell building names accurately. Learners will listen to and repeat names of community places confidently.	- Community buildings serve important roles in the village or town. Common buildings include: school, market, church, bank, hospital, post office, shop, etc. Common buildings include: school, market, church, bank, hospital,	- Community buildings serve important roles in the village or town. Common buildings include: school, market, church, bank, hospital, post office, shop, etc. Common buildings include: school, market, church, bank, hospital, post office, shop, etc.	Picture cards of buildings (school, market, church, etc. Word cards with building names Simple map of a village or town	Pupils should be able to identify and name common community buildings using correct vocabulary, pronounce and spell their names accurately, and listen to and repeat them confidently, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2: Describing Locations	Pupils will describe the locations using prepositions of place		Look at a village map and describe	Picture cards of buildings	Pupils should be able to describe the	English For Rwandan	

Using Prepositions of Place			where buildings are located. - Complete sentences using prepositions: "The café is ___ the district office." Use picture cards to practice "next to," "opposite," etc.	(school, market, church, etc. Word cards with building names Simple map of a village or town	locations of community buildings using prepositions of place, orally in pairs or individually, and in writing.	Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Giving and Following Directions	Learners will follow and give simple directions using imperatives.	Use directional language: turn left, go straight, cross, turn right **se** directional language: turn left, go straight, cross, turn right.	Listen and repeat direction words: "Go straight," "Turn left," "Cross." Give and follow directions on a classroom or village map**.**	Directional arrows or signs Flashcards with direction verbs Classroom map or floor layout for movements	Pupils should be able to follow and give simple directions using imperatives, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics: Long /i/ and Long /o/ sounds	- Read and write words with long /i/ and long /o/ (CVCe).- Differentiate between long /i/ and long /o/ sounds in reading and spelling.	- **Long /i/ (CVCe):** kite, ride, line, time, pine, side- **Long /o/ (CVCe):** rope, hope, cone, bone, note, pole	1. **Introduction:** Show long /i/ and long /o/ words, pronounce clearly, highlight the vowel sounds.2. **Choral Reading:** Pupils read words aloud together.3. **Sorting Activity:** Pupils sort words into long /i/ and long /o/	- Word cards- Sorting chart- Chalkboard /whiteboard- Worksheets	Pupils should be able to read and write words with long /i/ and long /o/ (CVCe), and differentiate between these sounds in reading and spelling,	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

			columns.4. **Spelling Practice:** Pupils write words under correct sound category.5. **Reading in Context:** Pupils read short sentences containing long /i/ and long /o/ words.		orally in pairs or individually, and in writing.		
Lesson 5: Phonics: Long /a/ sound **End Unit Assessment**	- Read and write words with long /a/ (CVCe).- Identify the long /a/ sound in reading and spelling.	- **Long /a/ (CVCe):** cake, make, name, tape, gate, lake	1. **Introduction:** Show long /a/ words, pronounce clearly, highlight the vowel sound.2. **Choral Reading:** Pupils read words aloud together.3. **Sorting & Spelling Activity:** Pupils practice writing the words correctly.4. **Reading in Context:** Pupils read short sentences with long /a/ words.5. **Oral Practice:** Teacher says a word, pupils identify and pronounce the long /a/ sound.	- Word cards- Chalkboard /whiteboard- Worksheets for spelling and reading practice	Pupils should be able to read and write words with long /a/ (CVCe), and identify the long /a/ sound in reading and spelling, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Unit 2: Jobs in the community						Periods: 15	
Key unit competence: Pupils will be able to confidently identify, describe, and discuss various jobs in the community, including their roles, workplaces, and future aspirations, using correct English vocabulary, sentence structures, and pronunciation.							
Lesson title/periods	**Learning objectives**	**Key points/words/Content summary**	**Teaching and learning activities/Approach**	**Teaching and learning aids**	**Assessment**	**References**	**Weekly observation/Remarks**
Week 5: 6–10 Oct 2025 **Weekly theme: Talking about where you live** **Weekly sounds:** Read and spell short words with short-a versus Long -a (CVCe); Contrast short vowel a and long-a sounds							
Lesson 1: Talking: about people's jobs,	Learners will be able to name common jobs They will describe what each worker does.	Teacher, doctor, carpenter, nurse, driver, musician	Read aloud short texts about jobs Repeat model sentences: "A carpenter makes furniture." Match pictures with job names and functions	Flashcards with job images Locally drawn posters Learner's Book illustrations	Pupils should be able to name common jobs and describe what each worker does, orally in pairs or individuall y, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Describing Jobs and Workplaces	Learners will be able to describe where people work and what they do.	Workplace, hospital, school, farm, salon, shop	Role-playing describing family members' jobs Ask and answer questions in pairs: "Where does a teacher work?" Write simple sentences: "A pilot flies a plane."	locally available props (e.g., chalk, toy tools Job scene illustrations Learner's Book examples	Pupils should be able to describe where people work and what they do, orally in pairs or individuall y, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Expressing Future Aspirations	Learners will be able to talk about jobs they want to do in the future.	Grow up, want to be, future, dream job, nurse, engineer	Practice dialogues: "When I grow up, I want to be…" Recite poems about jobs in groups- Draw and label their dream job	Poem printouts Crayons and paper Locally made charts	Pupils should be able to talk about jobs they want to do in the future, orally in pairs or individuall y, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics: Short /u/ sound	- Read and write words with the long /u/ (CVCe) sound.- Differentiate long /u/ words from short /u/ words.	- **Long /u/ (CVCe):** use, cube, mute, tube, cute, rude, mule, huge	1. **Introduction:** Show long /u/ words, pronounce them slowly, emphasize the long /u/ sound.2. **Choral Reading:** Pupils read words aloud after teacher.3. **Sorting Activity:** Pupils compare short /u/ and	- Word cards- Sorting chart (short /u/ vs long /u/)- Chalkboard/white board- Worksheets	Pupils should be able to read and write words with the long /u/ (CVCe) sound, and differentiat e long /u/	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

			long /u/ words by placing them in two groups.4. **Spelling Practice:** Pupils practice writing long /u/ words on the board and in notebooks.5. **Reading in Context:** Pupils read short sentences with long /u/ words (e.g., "The cube is huge.").		words from short /u/ words, orally in pairs or individuall y, and in writing.		
Lesson 5: Phonics: Long /u/ sound — CVCe	- Read and write words with the long /u/ (CVCe) sound.- Differentiate long /u/ words from short /u/ words.	- **Long /u/ (CVCe):** use, cube, mute, tube, cute, rude, mule, huge	1. **Introduction:** Show long /u/ words, pronounce them slowly, emphasize the long /u/ sound.2. **Choral Reading:** Pupils read words aloud after teacher.3. **Sorting Activity:** Pupils compare short /u/ and long /u/ words by placing them in two groups.4. **Spelling Practice:** Pupils practice writing long /u/ words on the board and in notebooks.5. **Reading in Context:** Pupils read short sentences with long /u/ words (e.g., "The cube is huge.").	- Word cards- Sorting chart (short /u/ vs long /u/)- Chalkboard/white board- Worksheets	Pupils should be able to read and write words with the long /u/ (CVCe) sound, and differentiat e them from short /u/ words, orally in pairs or individuall y, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Week 6: 13–17 Oct 2025							

Weekly theme: Describing jobs Weekly sounds: Read and spell short words with short-e versus Long e (CVCe) and ee (includes review of short vowel e)							
Lesson 1: Matching Jobs with Functions	**Learners will correctly match common jobs with their roles.**	Each job has a specific function-Jobs help the community Use correct vocabulary (e.g., "A doctor treats sick people")	Match professions to job descriptions (e.g., "A doctor treats sick people")- Read aloud matched pairs Use flashcards for a quick matching game	Flashcards with job titles and functions Learner's Book page with matching exercises	Pupils should be able to correctly match common jobs with their roles, orally in pairs or individuall y, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson2: Describing Jobs and Workplaces	Learners will construct correct sentences about where people work.	Use plural and singular forms correctly	Listen and repeat: "A librarian works in the library" Complete sentence table in notebooks Practice oral Q&A: "Where does a mechanic work?"	Locally available props (chalk, toy tools) Flashcards with workplaces	Pupils should be able to construct correct sentences about where people work, orally in pairs or individuall y, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Describing Jobs and Workplaces	Learners will recite a poem and explain	Community helpers are important	Recite poem: "Oh! Doctor you are so good…"	Printed poem Learner's Book poem page	Pupils should be able to	English For Rwandan Schools,	

	the importance of selected jobs.	Poems express appreciation	Discuss roles of doctor and teacher Write one line about a job they admire	Crayons and paper for writing/drawing	recite a poem and explain the importance of selected jobs, orally in pairs or individuall y, and in writing.	Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics Phonics – Recognition & Spelling (Short e, long e, -ee)	Recognize and spell Short e, Long e (CVCe), and -ee words; use in simple sentences	**Short e:** pet, net, bed, pen, let, red, hen, ten, get **Long e (CVCe):** Pete, these, theme, eve-**ee:** see, bee, tree, free, feet, meet, seed, week, keep, deep	Introduce words, repeat aloud (sound drill), sort words by pattern, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Pupils should be able to recognize and spell short /e/, long /e/ (CVCe), and -ee words, and use them in simple sentences, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 5: Phonics – Reading Practice (Short e, long e, -ee)	Improve reading fluency; read words in sentences/passages	**Short e:** pet, net, bed, pen, let, red, hen, ten, get **Long e (CVCe):** these, theme, eve-**ee:** see, bee, tree, free, feet,	Warm-up word reading, choral reading, individual reading, short decodable passage reading, peer reading	Word cards, short passage, picture cards	Pupils should be able to improve reading fluency by reading words in	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

		meet, seed, week, keep, deep			sentences and short passages, orally in pairs or individually, and in writing.		
Week 7: 20–24 Oct 2025 **Weekly theme: Talking about future careers Activities** **Weekly sounds:** Read and spell short words with the /k/ sound: ck, ke, k							
Lesson 1: Expressing Career Aspirations	Asking and Answering About Careers	I want to be… Future, dream, hope, plan Doctor, teacher, engineer, nurse, pilot, farmer, artist	Practice "When I grow up, I want to be… - Use speech bubbles in pairs	Career posters Dialogue cards	Pupils should be able to ask and answer questions about careers, orally in pairs or individuall y, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson2: Describing Jobs and Roles	Learners describe what different jobs involve using simple present tense.	Job, role, work, task, responsibility Teacher – teaches students Doctor – treats patients Farmer – grows crops Police officer – keeps people safe	Match job titles to duties Complete "A ___ works in…" sentences	Job flashcards Worksheets with illustrations	Pupils should be able to describe what different jobs involve using simple present tense,	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

		Chef – cooks food Mechanic – fixes machines			orally in pairs or individuall y, and in writing.		
Lesson 3: Asking and Answering About Careers	Learners ask and respond to questions about future jobs using guided structures.	What do you want to be? What is your job? I want to be a… I am a… / My job is… Questions: Who, What, Where Careers: teacher, doctor, nurse, pilot, farmer, engineer, artist	Role-play Q&A: "What do you want to be?" "Why?" "Where does a ___ work?"	Job flashcards Worksheets with illustrations	Pupils should be able to ask and respond to questions about future jobs using guided structures, orally in pairs or individuall y, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Phonics: -ck ending sound	- Read and spell words ending with **-ck**.- Recognize that **-ck** often comes after a short vowel sound.	**-ck words:** back, pack, lock, duck, neck, sack, pick, rock	1. **Introduction:** Show -ck words, pronounce clearly, emphasize ending sound.2. **Choral Reading:** Pupils repeat words after teacher.3. **Spelling Activity:** Pupils practice writing -ck words.4. **Pair Work:** Pupils form sentences using -ck words.5. **Reading in**	- Word cards- Chart/board with -ck words- Worksheets	Pupils should be able to read and spell words ending with -ck, and recognize that -ck often comes after	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

			Context: Pupils read short sentences with -ck words (e.g., “The duck is in the sack.”).		a short vowel sound, orally in pairs or individuall y, and in writing.		
Lesson 4: Phonics: -ke and -k ending sounds **End of unit assessment**	- Read and spell words ending with **-ke** and **-k**.- Differentiate between -ke (long vowel words) and -k (after consonant or vowel clusters).	**-ke words:** make, bike, like, poke, take, bake, hike, woke**-k words:** ask, milk, silk, risk, bark, tank, desk	1. **Introduction:** Show -ke and -k words, pronounce clearly, highlight differences.2. **Choral Reading:** Pupils read both sets of words aloud.3. **Sorting Activity:** Pupils place words under -ke or -k.4. **Spelling Practice:** Pupils copy and spell the words.5. **Reading in Context:** Pupils read sentences (e.g., “I like to ride a bike.” / “The milk is on the desk.”).	- Word cards- Sorting chart (-ke vs -k)- Chalkboard/white board- Worksheets	Pupils should be able to read and spell words ending with -ke and -k, and differentiat e between -ke (long vowel words) and -k (after consonant or vowel clusters), orally in pairs or individuall y, and in writing		

UNIT 3: Time						**Periods: 20**	
Key Unit Competence: Pupils will be able to tell and write the time accurately using both analog and digital clocks, understand and use dates (days, months, years) correctly, describe daily routines using time expressions, and apply these skills confidently in everyday contexts.							
Lesson title	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
Week 8: 27th- 31 Oct 2025 **Weekly theme: Telling the time** **Weekly sounds:** Read and spell short words with short and long o, u							
Lesson 1: Reading Analog and Digital Clocks	Learners will be able to tell and write the time using analog and digital clocks.	Clock, time, hour, minute, second Analog, digital O'clock, half past, quarter past, quarter to Morning, afternoon, evening, night	Match analog clocks to digital times- Say and write time aloud	Clock flashcards Worksheets with clock faces	Pupils should be able to tell and write the time using analog and digital clocks, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson :2 Describing Daily Routines	Learners will describe daily routines using time expressions and	Wake up, get up, brush teeth, eat breakfast, go to school	Role-play daily routines - Fill in time-based routine charts	Routine posters Sentence strips	Pupils should be able to describe daily routines using time	English For Rwandan Schools, Pupil's book,	

	correct sentence structure.	Study, play, eat lunch, do homework, go to bed Morning, afternoon, evening, night Always, usually, sometimes, never			expressions and correct sentence structure, orally in pairs or individually, and in writing.	Primary 3. (2023).	
Lesson :3 Asking and Answering About Time	Learners will ask and answer questions about time using guided sentence patterns.	What time is it? It is… o'clock / half past… / quarter past… / quarter to… When do you…? I… at… Daily routines: wake up, eat, study, play, sleep	- Practice Q&A: "What time do you get up?" Use time adverbs (always, sometimes)	Dialogue cards Daily schedule templates	Pupils should be able to ask and answer questions about time using guided sentence patterns, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson :4 Phonics: Long /o/ — CVCe pattern	- Read and write words with the long /o/ sound (CVCe pattern).- Identify and pronounce long /o/ words correctly in sentences.	**Long /o/:** rope, hope, cone, bone, note, pole	1. **Introduction:** Teacher presents long /o/ words and pronounces them clearly.2. **Choral Reading:** Pupils repeat the words aloud after the teacher.3. **Word Sorting:** Pupils group long /o/ words together.4. **Spelling Practice:** Pupils write 5–6 long /o/ words in	- Word cards- Chart/board with long /o/ words- Worksheets for spelling practice	Pupils should be able to read and write words with the long /o/ (CVCe) sound, and identify and pronounce them correctly in sentences, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

			their notebooks.5. **Reading in Context:** Pupils read short sentences with long /o/ words (e.g., "I hope to see the rope.").				
Lesson 5: Phonics: Long /u/ — CVCe pattern	- Read and write words with the long /u/ sound (CVCe pattern).- Differentiate long /u/ words from other vowel sounds.	**Long /u/:** cube, tube, mute, fume, rude	1. **Introduction:** Teacher introduces long /u/ words, pronouncing them slowly and clearly.2. **Choral Reading:** Pupils repeat long /u/ words after teacher.3. **Spelling Practice:** Pupils copy and spell long /u/ words.4. **Sorting Game:** Pupils separate long /u/ words from other vowel words already learned.5. **Reading in Context:** Pupils read sentences with long /u/ words (e.g., "The cube is huge." / "The tube is long.").	- Word cards- Chart/board with long /u/ words- Worksheets for spelling and reading practice	Pupils should be able to read and write words with the long /u/ (CVCe) sound, and differentiate long /u/ words from other vowel sounds, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Week 9: 3-7th November 2025 **Weekly theme: Giving the dates, days, months and years** **Weekly sounds:** Read and spell short words with ay,- ai patterns. Contrast words with -ay,- aipatterns							
Lesson 1: Telling Time Using "Past"	Learners will read and say times using "past" (e.g.,	Use vocabulary past to tell time	Match analog clocks to "past" expressions Say aloud: "It is quarter past…"	Clock flashcards Time posters Worksheets	Pupils should be able to read and say times using "past"	English For Rwandan Schools, Pupil's	

	quarter past, half past).				(e.g., quarter past, half past), orally in pairs or individually, and in writing.	book, Primary 3. (2023).	
Lesson 2: Telling Time Using "To"	Learners will read and say times using "to" (e.g., quarter to, ten to).	Using to to tell time when there are 15 min to time	Practice reading clocks showing 45–59 minutes- Say: "It is quarter to…"	Wall clock model Time strips Dialogue cards	Pupils should be able to read and say times using "to" (e.g., quarter to, ten to), orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Telling Time Using "To" and "past"	Comparing "Past" and "To" Times	Compare to and past when telling time	Comparing "Past" and "To" Times	Sorting cards Mini clocks Sentence starters	Pupils should be able to compare "past" and "to" times, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics: Long /a/ with *ay*	- Read and write words with the long /a/ sound spelled with **ay**.- Identify and pronounce **ay** words correctly in context.	**ay words:** day, say, may, play, clay, tray, gray	1. **Introduction:** Teacher writes ay words on board, pronounces them slowly, highlighting the /a/ sound.2. **Choral Reading:** Pupils repeat the words after teacher.3. **Word Building:** Pupils add different onsets to **-ay** to form new words (e.g., s + ay = say).4. **Spelling**	- Word cards- Chart/board with ay words- Worksheets for writing practice	- Oral reading of ay words- Written spelling activity- Listen and identify: teacher says words, pupils raise hand if it has ay	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

			Practice: Pupils copy ay words in notebooks.5. **Reading in Context:** Pupils read short sentences (e.g., "We play every day.").				
Lesson 5: Phonics: Long /a/ with *ai*	- Read and write words with the long /a/ sound spelled with **ai**.- Differentiate **ai** words from other long /a/ patterns.	**ai words:** rain, pain, mail, sail, main, gain, tail	1. **Introduction:** Teacher presents ai words, pronouncing clearly.2. **Choral Reading:** Pupils read the words aloud together.3. **Sorting Activity:** Pupils sort long /a/ words into **ay** and **ai** categories.4. **Spelling Practice:** Pupils practice writing ai words.5. **Reading in Context:** Pupils read short sentences (e.g., "The rain is heavy." / "I got a mail.").	- Word cards- Sorting chart (ay vs ai)- Chalkboard/whiteboard- Worksheets	- Oral reading of ai words- Written exercise: spell ai words- Listen and identify: teacher says a word, pupils say if it is ay or ai	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Week 10: 10-14 Nov 2025 **Weekly theme: Giving the date in days, months, years** **Weekly sounds:** Read short words with -oa, -ow patterns							
Lesson 1: Naming Days and Months	Name days and months correctly	Learners will name and sequence days of the week and months of the year.	Name days of the week by starting them with capital letters	Days/months chart Flashcards Birthday posters	Pupils should be able to name the days of the week and months of the year, orally in	English For Rwandan Schools, Pupil's book,	

		earners will say and write full dates using correct structure.			pairs or individually, and in writing.	Primary 3. (2023).	
Lesson 2: Reading and Using Calendars	Read and use Calendars correctly	Learners will read a calendar and answer questions about days and dates.	State dates in all 12 months	Printed calendar Question strips	Pupils should be able to read and use calendars correctly, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Reading and Using Calendars	Read and use Calendars correctly	Read calendars emphasizing the months with 30 or 31or 28/29 days Learners will say and write full dates using correct structure.	Read calendars emphasizing the months with 30 or 31or 28/29 days	Date sentence strips Ordinal number cards	Pupils should be able to read calendars emphasizing months with 30, 31, or 28/29 days, and say and write full dates using the correct structure, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: **Phonics** **Long /o/ with *-oa***	- Read and write words with the long /o/ sound spelled with **-oa**.- Recognize and pronounce **-oa** words correctly in context.	**-oa words:** boat, coat, road, load, soap, toad, goat	1. **Introduction:** Teacher writes -oa words on the board and underlines *oa*.2. **Sound Drill:** Pupils say the /o/ sound as they point to *oa* in words.3. **Choral Reading:** Pupils	- Word cards- Chart/board with -oa words- Flashcards with pictures	- Pupils read -oa words aloud- Pupils match words with correct pictures- Dictation: teacher says -oa words, pupils write them	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

			repeat the words after teacher.4. **Word Building:** Pupils add beginnings to -oa endings (e.g., b + oat = boat).5. **Sentence Practice:** Pupils read short sentences (e.g., "The goat is in the boat.").				
Lesson 5: Phonics Long /o/ with -*ow*	- Read and write words with the long /o/ sound spelled with **-ow**.- Differentiate **-ow** words from other long /o/ patterns.	**-ow words:** low, row, mow, snow, show, grow, blow	1. **Introduction:** Teacher presents -ow words and underlines *ow*.2. **Choral Reading:** Pupils say the words together with the teacher.3. **Sorting Activity:** Pupils sort long /o/ words into **-oa** and **-ow** groups.4. **Spelling Practice:** Pupils copy -ow words in notebooks.5. **Sentence Practice:** Pupils read simple sentences (e.g., "The snow is low." / "The flowers grow.").	- Word cards- Sorting chart (oa vs ow)- Worksheets- Chalkboard/whiteboard	- Pupils read -ow words aloud- Written exercise: spell -ow words- Listening test: teacher says a word, pupils decide if it is -oa or -ow	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Week 11: 17–21 Nov 2025 **Weekly theme: Stating the number of minutes/hours/ months** **Weekly sounds: -oa:** boat, coat, road, load, soap, toad, goat. **-ow:** low, row, mow, snow, show, grow, blow							
Lesson 1: Stating the Number of Minutes, Hours, and Seconds	- Identify and state the number of minutes in an hour,	minute, hour, second, 60, 24	1. Introduce concepts of minutes, hours, seconds.2. Use real clock to show minutes	Clock, flashcards, chart, chalkboard	Pupils should be able to identify and state the number of	English For Rwandan Schools, Pupil's	

	hours in a day, and seconds in a minute		and hours.3. Pupils repeat orally the quantities.4. Practice writing statements: "There are 60 minutes in an hour."		minutes in an hour, hours in a day, and seconds in a minute, orally in pairs or individually, and in writing.	book, Primary 3. (2023).	
Lesson 2: Reviewing Days and Months of the Year	- Recall and list days of the week and months of the year	days of the week, months, Monday–Sunday, January–December	1. Sing or play songs for days and months.2. Read aloud informational text about months and days.3. Pupils repeat and practice saying the days and months.4. Ask questions orally: "Which month comes after May?"	Songs, flashcards, chart, chalkboard	Pupils should be able to recall and list the days of the week and months of the year, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Writing Questions and Answers About Time	- Write questions and answers about minutes, hours, days, and months	How many minutes in an hour? How many hours in a day? How many months in a year?	1. Review previous lessons.2. Model asking and answering questions: "How many minutes in an hour?" "There are 60 minutes in an hour."3. Pupils write similar questions and answers in notebooks.4. Pair work: ask and answer each other's questions	Chart, flashcards, notebooks, chalkboard	Pupils should be able to write questions and answers about minutes, hours, days, and months, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics: Long /o/ with *-oa* and *-ow*	- Review and practice reading and writing words with the long /o/ sound spelled with **-oa** and **-ow**.-	**-oa words:** boat, coat, road, load, soap, toad, goat.- **ow words:** low, row, mow, snow,	1. **Quick Drill:** Pupils read -oa and -ow words aloud from flashcards.2. **Sorting Race:** Pupils work in groups to sort mixed	- Flashcards with -oa and -ow words- Word sorting chart- Worksheets (fill-in-the-blank,	- Pupils read words correctly from flashcards- Group sorting activity checked- Pupils	English For Rwandan Schools, Pupil's book,	

	Strengthen accuracy in spelling and pronunciation. - Use **-oa** and **-ow** words correctly in short sentences.	show, grow, blow.	cards into -oa vs -ow piles.3. **Fill-in-the-blanks:** Pupils complete sentences (e.g., "The ___ is on the road." / "The flowers ___.").4. **Word Hunt Game:** Pupils circle -oa and -ow words in a short passage or word grid.5. **Sentence Creation:** Pupils use at least one -oa and one -ow word in their own sentences.	word search)- Chalkboard/whiteboard	complete fill-in-the-blank sentences correctly- Pupils write and share their own sentences using target words	Primary 3. (2023).	
Lesson 5: End of Unit assessment							

Unit title 4: EVENTS IN THE PAST AND FUTURE							Periods: 15
Key unit competence	**Pupils will be able to describe present, past, and future events accurately in speech and writing, using appropriate vocabulary, grammar structures, and time expressions**						
Lesson title/periods	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
WEEK 12: 24th -28th NOV, 2025 **Weekly theme:** Reporting past events **Weekly sounds: -**words with a_e, -ay, -ai, -ei ; and/or o_e, -oa, ow patterns							

Lesson 1: Reading and listening comprehension about past events (1 period)	Identify and name key vocabulary for present, past, and future events. Recognise correct verb forms for the simple present, past, and future tenses. Explain the meaning of common time expressions (yesterday, today, tomorrow, etc.). Match sentences to the correct time frame (present, past, future). Distinguish between regular and irregular verbs in the past tense.	**Key words and sentences: Past events:** it happened…./ I visited the museum…./ yesterday/ last week/ , last month, last year, …. If the time has already passed: this morning/ afternoon/ evening	Talk about what you are doing now, what you did yesterday, and what you will do in the future. Read a story about Mutesi and complete sentences using past tense verbs.	Pieces of paper, Pictures, Flashcards, textbooks	Pupils should be able to identify and name key vocabulary for present, past, and future events, recognize correct verb forms for the simple present, past, and future tenses, explain the meaning of common time expressions (yesterday, today, tomorrow, etc.), match sentences to the correct time frame, and distinguish between regular and irregular verbs in the past tense, orally in pairs or individually, and in writing.	English For Rwanda n Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Practice dialogues about past, present, and future activities	Roleplaying a dialogue describing past, present and future activities	**Key words and sentences: Past events:** it happened…./ I visited the museum…./ yesterday/ last week/ , last month, last year, …. If the time has already passed: this morning/ afternoon/ evening	Practice dialogues asking and answering questions about past, present, and future activities.	Pieces of paper, Pictures, Flashcards, textbooks	Acting dialogues asking and answering questions about past, present, and future activities**.** Asking and answering questions about past, present, and future activities**.**	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Retelling a story about your first day at School	Describe the order of events using appropriate sequencing words.		Share and talk about first day of school experience.	Pieces of paper, Pictures, Flashcards, textbooks	Oral presentation about first day of school experience.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics Read and spell short words with a_e, -ay, -ai, -ei ; and/or o_e, -oa, ow patterns.	Understand how to identify middle and ending sounds in spoken and written words.	Read and spell short words with a_e, -ay, -ai, -ei ; and/or o_e, -oa, ow patterns.			Reading in pair/groups words containing sounds -a_e, -ay, -ai, -ei ; and/or -o_e, -oa, -ow	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics Read a decodable text with words containing -a_e, -ay, -ai, -ei ; and/or -o_e, -oa, -ow patterns.	Read decodable words words containing -a_e, -ay, -ai, -ei ; and/or -o_e, -oa, -ow patterns.	Read decodable words words containing -a_e, -ay, -ai, -ei ; and/or -o_e, -oa, -ow patterns.			Reading in pair/groups words containing sounds -a_e, -ay, -ai, -ei ; and/or -o_e, -oa, -ow	English For Rwanda n Schools, Pupil's book, Primary 3. (2023).	
WEEK 13 - 1-5 DEC 2025 **Weekly theme: Recounting a daily routine in the past (Telling stories)** **Weekly sounds:** Reading and spelling short words with i_e, - igh,- ie patterns. & Contrasting words with -i_e, - igh,- ie patterns.							
Lesson 1: Listening to a story recounting daily routines in the past.	To listen and answer comprehension questions about Story recounting daily routines in the past (e.g., dressed, walked, waved).	Simple present tense (Habitual Actions)	Complete sentences using words related to daily activities (e.g., dressed, walked, waved). Tell friends about what you did during holidays or last weekend. Fill in missing words in dialogues related to past events.	Pictures, flashcards, textbooks	Pupils should be able to listen to a story recounting daily routines in the past (e.g., dressed, walked, waved) and answer comprehension questions, orally in pairs or individually, and in writing.	English For Rwanda n Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Reading comprehension about a story recounting past daily routines	Read and answer comprehension questions based on a story about animals	Time connectors: then, after that, etc. Questions with when, what.	Put jumbled words into correct sentences about past activities Answer comprehension questions based on a story about animals	Pictures, flashcards, textbooks	Pupils should be able to read a story about animals and answer comprehension questions, orally in pairs or individually, and in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Retelling and writing short stories about daily routines in the past	Retell a story read using sequencing words like then, next, finally.	Time connectors: then, after that, etc. Questions with when, what.	Retell a story read by the teacher using sequencing words like then, next, finally.	Pictures, flashcards, textbooks	Individual, pair or group writing practice	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 4: Phonics: Long i with *i_e*	- Recognize and read the long /i/ sound spelled with **i_e**.- Correctly pronounce and spell **i_e** words.- Use **i_e** words in simple sentences.	**i_e words:** time, ride, fine, line, five, mine, kite	1. **Introduction:** Teacher writes *i_e* words on the board, underlines "i_e."2. **Sound Drill:** Pupils say the long /i/ sound and repeat words after teacher.3. **Word Building:** Pupils add consonants to "i_e" endings (e.g., r + ide = ride).4. **Picture Match:** Pupils match word cards to correct pictures (kite, time, line, etc.).5. **Sentence Reading:** Pupils read simple sentences (e.g., "I ride my bike.").	- Word and picture cards- Chart with *i_e* words- Chalkboard/ whiteboard	- Pupils read *i_e* words aloud- Pupils spell and write *i_e* words- Oral sentences checked for correct use	English For Rwanda n Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics: Long i with *-igh* and *-ie*	- Recognize and read the long /i/ sound spelled with **-igh** and **-ie**.- Differentiate between **-igh** and **-ie** spellings.- Correctly use **-igh** and **-ie** words in context.	**-igh words:** high, sigh, light, night, might, tight, right.**-ie words:** tie, pie, lie, die	1. **Introduction:** Teacher introduces words with **-igh** and **-ie**, underlines spelling patterns.2. **Sound Drill:** Pupils repeat words after teacher focusing on the /i/ sound.3. **Group Sorting:** Pupils sort word cards into -igh and -ie groups.4. **Choral Reading:** Pupils read word lists and short sentences (e.g., "The light is bright at night." / "I like pie.").5. **Mini Writing Task:** Pupils write one sentence using an **-igh** word and one sentence using an **-ie** word.	- Word cards (-igh, -ie)- Sorting chart- Flashcards with pictures- Chalkboard/ whiteboard	- Pupils correctly group -igh and -ie words- Pupils read aloud with correct pronunciation- Written sentences checked for correct spelling and usage	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

SCHEME OF WORK

Teacher's Name	**…….**	**Academic year**	**2025-2026**
Class	**P3**	**Term**	**2**
Subject	**English**	**Number of periods per week**	**5 periods**

Unit title 4: EVENTS IN THE PAST AND FUTURE							Periods : 15 (5 remaining period)
Key unit competence	**Pupils will be able to describe present, past, and future events accurately in speech and writing, using appropriate vocabulary, grammar structures, and time expressions**						
Lesson title/periods	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
WEEK 1: 5th – 9th JAN 2026 **Weekly theme: Describing future plans** **Weekly sounds: Read and spell short words with -ea and -ee patterns (long e vowel sound); Contrast words with -ea and -ee patterns.**							
Lesson 1: Describing Mugabo's plans for next week	Describe future plans using future tense structures	Future Tense with "will" Future Tense with "going to"		Pictures, Charts, Flashcards Textbooks	Working in pair/groups to complete sentences about future plans	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2: Reading a dialogue about "Rose talking to her Aunt" in future tense	Describe future plans using future tense structures Read and comprehend written dialogues about future events.	Future Tense with "will" Future Tense with "going to"	Talk about future plans and answer questions about what someone will do.	Pictures, Charts, Flashcards Textbooks	Answering oral questions about the given dialogue	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: Letter writing	Write simple letters and short paragraphs recounting past experiences and future intentions	Expressions: Dear uncle, Aunt,…I hope you are …., Yours Sincerely, I saw a plane up in the sky. Manzi is skipping a rope. My skirt is brown.	Read and answer questions about a letter. Complete a letter with missing words and write your own letter to a friend	Pictures, Charts, Flashcards Textbooks	Working in groups/pairs to read and answer questions about a letter. Completing a letter with missing words and writing your own letter to a friend	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 4: Phonics: Long e with *-ea*	- Recognize and read the long /e/ sound spelled with **-ea**.- Correctly pronounce and spell **-ea** words.- Use **-ea** words in simple sentences.	**-ea words:** eat, tea, sea, read, meat, seat, beat	1. **Introduction:** Teacher writes -ea words on the board and underlines *ea*.2. **Sound Drill:** Pupils repeat the /e:/ sound and words aloud.3. **Word Building:** Pupils form new words by adding consonants to "-ea" endings (e.g., m + eat = meat).4. **Picture Match:** Pupils match word cards to pictures (cup of tea, sea, meat, etc.).5. **Sentence Reading:** Pupils read short sentences (e.g., "I eat meat." / "The sea is big.").	- Word and picture flashcards- Chart with -ea words- Chalkboard/ whiteboard	- Pupils read aloud -ea words- Pupils spell and write -ea words- Oral or written sentences checked	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics: Long e with *-ee*	- Recognize and read the long /e/ sound spelled with **-ee**.- Correctly pronounce and spell **-ee** words.- Use **-ee** words in sentences.	**-ee words:** see, bee, tree, free, feet, meet, seed	1. **Introduction:** Teacher presents -ee words and underlines *ee*.2. **Sound Drill:** Pupils repeat the words with emphasis on the long /e/ sound.3. **Word Hunt:** Pupils look for -ee words in a word list or chart.4. **Choral Reading:** Pupils read the word list together.5. **Sentence Practice:** Pupils use -ee words in sentences (e.g., "I see a tree." / "The bee is on the seed.").	- Word cards- Picture flashcards (tree, bee, feet, etc.)- Worksheets- Chalkboard/ whiteboard	- Pupils read -ee words aloud- Pupils complete a worksheet (fill in missing -ee words)- Pupils write and share sentences	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Unit title: 5 DOMESTIC ANIMALS							Periods : 15
Key unit competence	**Pupils will be able to describe present, past, and future events accurately in speech and writing, using appropriate vocabulary, grammar structures, and time expressions**						
Lesson title	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
WEEK 2: 12-16th JAN 2026 **Weekly theme**: **Talking about domestic animals** **Weekly sounds:** Read and spell short words with ew, -oo, and u_e; Contrast words with -ew, -oo, and u_e patterns							

Lesson 1: Defining and naming domestic animals	Identify common domestic animals Read aloud names of animals and animal products, using correct pronunciation and plurals: «Sheep,» «dogs.»	Chicken, cow, goat, dog, sheep, rabbit, cock, donkey, duck, hen, pig, cat, horse, bee	Look at pictures of domestic animals and say their names aloud. Complete animal name puzzles using pictures as clues.	Pictures of animals Charts Flash cards	Look at pictures of domestic animals and say their names aloud. Complete animal name puzzles using pictures as clues. Write the names of domestic animals in your notebook.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Writing animal names using available Pictures	Writing animal names with the correct spellings Writing sentences about animals using present simple tense and quantifiers: «They have many hens.»	Questions with: how many?, what, which? Countable nouns. - A lot of/a few. • Domestic animals food: Do you have a cow at home? What does it eat? Grass (cow, goat), meat (dog), maize (Hen) etc, …	Write the names of domestic animals in your notebook. Practice dialogues about how many animals someone has at home. Draw your favourite domestic animal. Identify and list wild animals vs. domestic animals. Write sentences describing domestic animals people have.	Picture of animals Charts flashcards	Write the names of domestic animals in your notebook	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: Describing domestic animals	Writing sentences about animals using present simple tense and quantifiers: «They have many hens.» Participating in dialogues using question forms with «How many»: «How many goats do you have?	Questions with: how many?, what, which? Countable nouns. - A lot of/a few. • Domestic animals food: Do you have a cow at home? What does it eat? Grass (cow, goat), meat (dog), maize (Hen) etc, …	Draw and name domestic animals found at home. Read a story about uses of animal products like milk, meat, eggs, and cheese.	Pictures, charts, flashcards,	Practice dialogues about how many animals someone has at home. Draw your favourite domestic animal	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 4: Read and spell short words with ew, -oo, and u_e. Contrast words with -ew, -oo, and u_e patterns.	- Recognize and read the long /u:/ sound spelled with **-ew** and **-oo**.- Correctly spell and pronounce -ew and -oo words.- Use these words in short sentences.	**-ew words:** new, few, dew, stew, flew, chew, grew**-oo words:** moon, food, room, cool, pool, noon, root	1. **Introduction:** Teacher presents -ew and -oo words, pronounces them clearly.2. **Choral Reading:** Pupils read the words aloud after teacher.3. **Sorting Activity:** Pupils sort word cards into -ew and -oo categories.4. **Spelling Practice:** Pupils write 5–6 words of each pattern in notebooks.5. **Sentence Practice:** Pupils read or create sentences (e.g., “The bird flew.” / “The moon is bright.”).	- Word cards- Sorting chart- Worksheets- Chalkboard/ whiteboard	- Oral reading of words- Correct sorting of -ew vs -oo words- Written exercise: spell words correctly- Sentence writing with accurate usage	English For Rwandan Schools, Pupil’s book, Primary 3. (2023).	

Lesson 5: Read a decodable text with words containing -ew, -oo, and u_e patterns.	- Recognize and read the long /u:/ sound spelled with **u_e**.- Correctly spell and use u_e words in sentences. - Differentiate u_e from -ew and -oo patterns.	**u_e words:** cube, tune, mute, huge, fume, rude, dune	1. **Introduction:** Teacher presents u_e words, underlines *u_e* and pronounces clearly.2. **Sound Drill:** Pupils repeat words focusing on the long /u/ sound.3. **Word Building:** Pupils form new words by adding consonants to -*u_e*.4. **Picture Match:** Pupils match words to pictures (cube, huge rock, fume, etc.).5. **Sentence Practice:** Pupils read or create sentences (e.g., "The box is a cube." / "She played a tune.").	- Word/picture cards- Chart with u_e words- Chalkboard/ whiteboard- Worksheets	- Pupils read u_e words aloud- Pupils spell/write u_e words correctly- Pupils use u_e words in sentences accurately	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

WEEK 3: 19-23rd JAN 2026 **Weekly theme**: **Identifying the uses of animal products** **Weekly sounds:** Read and spell short words with i_e, -igh, -ie; -ee, -ea and/or -ew, oo, u_e patterns							
Lesson 1: Uses of animal products	Name products made from domestic animals (shoes, handbags, cheese, belts). Answer questions about animals used for transport, protection, and chasing rats. Read aloud sentences about things made from animal skins and milk products	Animal products: cheese, wool, hide, feather, butter, sausage Quantities and Numbers many, few, some, all, a lot of, none	Read a story about uses of animal products like milk, meat, eggs, and cheese. Listen, repeat, and identify animal products like meat, milk, cheese, and eggs.	Pictures, textbooks, flashcards	Reading aloud using the correct pronunciation	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2: Describing domestic animals and their importance	Write sentences about what different animals eat and share with the class.	Actions and verbs give, eat, drink, guard, walk, jump, fly, catch, make, protect	Practice identifying sounds in the beginning, middle or end of spoken and written words.	Pictures, textbooks, flashcards	Group discussion and oral presentation about the uses of domestic animals	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: Uses of animal products – non-food items	- Describe non-food uses of animal products- Read and write sentences using new vocabulary.	leather, wool, silk, feathers, cosmetics, shoes, clothes, blankets	1. Show pictures/samples of leather, wool, silk, feathers.2. Pupils read aloud sentences: "Leather is used for shoes."3. Pupils ask and answer: "What is wool used for?"4. Write 2–3 sentences about non-food uses.	Pictures, flashcards, real samples, chart, notebooks	Oral reading, answering questions orally, written sentences	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 4: Phonics: Review on long u and Long i sounds	- Review long /uː/ and long /iː/ spelling patterns.- Read, spell, and pronounce words correctly.- Use words in short sentences.	**Long u:** -ew (new, few, dew, stew, flew, chew, grew), -oo (moon, food, room, cool, pool, noon, root), u_e (cube, tune, mute, huge, fume, rude, dune)**Long i:** i_e (ride, nine, line), -igh (high, light), -ie (pie, tie)	1. **Quick Drill:** Pupils read all words aloud from flashcards.2. **Sorting Activity:** Pupils sort words into their spelling patterns (-ew, -oo, u_e, i_e, -igh, -ie).3. **Fill-in-the-blank:** Pupils complete sentences using the correct word (e.g., "The bird ___." / "I see the ___.").4. **Choral Reading:** Pupils read sentences containing mixed words.5. **Mini Writing Task:** Pupils write one sentence with a long u word and one with a long i word.	- Word cards- Sorting charts- Worksheets for fill-in-the-blank and sentence writing- Chalkboard/ whiteboard	- Oral reading checked for correct pronunciation- Accurate sorting of words- Correct completion of fill-in-the-blank worksheets- Sentences evaluated for correct spelling and usage	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics: Review on long e sounds and consolidation	- Review long /e:/ spelling patterns. - Read, spell, and pronounce words correctly. - Differentiate between long e spellings in context. - Apply all long vowel spellings in reading and writing.	**Long e:** -ea (sea, read), -ee (see, tree)	1. **Introduction/ Drill:** Pupils read -ea and -ee words aloud.2. **Sorting Game:** Pupils place words under -ea or -ee categories.3. **Word Hunt:** Pupils find -ea and -ee words in a short passage.4. **Choral Reading:** Pupils read sentences containing -ea and -ee words.5. **Sentence Creation:** Pupils write one sentence with a -ea word and one with a -ee word.	- Word cards- Sorting charts - Short passage with mixed words- Worksheets- Chalkboard/ whiteboard	- Oral reading checked- Correct sorting of -ea vs -ee words- Accurate identification of words in word hunt- Sentences evaluated for correct spelling and usage	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Week 4 - 26TH-30th JAN, 2026 **Weekly theme: Domestic animals food** **Weekly sounds:** Read and spell short words with or, -ore, patterns; Contrast words with -or, or patterns							

Lesson 1: Stating names of animal food	Naming common domestic animals' food	Domestic animals food: Do you have a cow at home? What does it eat? Grass (cow, goat), meat (dog), maize (Hen) etc, …	Naming common domestic animals' food	Pictures, flashcards, charts,		English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2: Describing and guess game on animal food	Talking about what animals eat. Completing sentences about what animals eat.	Domestic animals food: Do you have a cow at home? What does it eat? Grass (cow, goat), meat (dog), maize (Hen) etc, …	Talking about what animals eat. Completing sentences about what animals eat.	Pictures, flashcards, charts	Working in pairs/groups to complete sentences about domestic animal food	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Listening and writing new words about animal food	Writing correct spellings of animal food	Domestic animals food: Do you have a cow at home? What does it eat? Grass (cow, goat), meat (dog), maize (Hen) etc, …	Writing correct spellings of animal food	Pictures, flashcards, charts	Dictation of words related to animal food	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 4: Phonics: -or	- Recognize and read words with the **-or** ending.- Correctly pronounce and spell **-or** words.- Use -or words in short sentences.	**-or words:** for, nor, sore, more, core, bore, tore	1. **Introduction:** Teacher writes -or words on board and underlines -*or*.2. **Sound Drill:** Pupils repeat each word focusing on the /ɔːr/ sound.3. **Word Reading:** Pupils read words from flashcards.4. **Spelling Practice:** Pupils copy -or words in notebooks.5. **Sentence Practice:** Pupils read or create sentences (e.g., "I asked for more." / "The sore is on my arm.").	- Word cards- Flashcards with pictures (sore, core, etc.)- Chalkboard/ whiteboard	- Oral reading of -or words- Pupils spell/write -or words correctly- Sentences checked for correct word usage	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics: -ore End of Unit Assessment	- Recognize and read words with the **-ore** ending.- Correctly pronounce and spell **-ore** words.- Use -ore words in short sentences.	**-ore words:** store, bore, wore, score, shore, spore	1. **Introduction:** Teacher writes -ore words on board and underlines *-ore*.2. **Sound Drill:** Pupils repeat words focusing on the long /ɔːr/ sound.3. **Sorting Activity:** Pupils sort -or vs -ore words (optional comparison).4. **Word Reading:** Pupils read words aloud from flashcards.5. **Sentence Practice:** Pupils read or write sentences (e.g., "I went to the store." / "The score was high.").	- Word cards- Flashcards with pictures (store, shore, etc.)- Sorting chart (optional)- Chalkboard/ whiteboard	- Oral reading of -ore words- Pupils spell/write -ore words correctly- Sentences checked for correct word usage	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Unit title :6 BODY AND HEALTH							Periods : 10
Key unit competence	**Pupils will be able to describe parts of the body, give and follow simple instructions, and explain how to take care of the body in clear, simple English.**						
Lesson title/periods	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
WEEK 5 - 2ND-6TH FEB. 2026 **Weekly theme: Naming parts of the body** **Weekly sounds:** Read and spell short words with -ar.; Read a decodable text with words containing -ar pattern							

Lesson 1: Naming body parts	Listen and repeat names of body parts and actions accurately. Ask and answer questions about the number of body parts. Follow and give simple oral instructions involving body movements.		Look at pictures showing actions and write the correct instruction under each Read a story about taking care of the body (e.g., Mugeni's story). Pair up and quiz each other using these questions. Listen carefully to teacher's commands (e.g., "Clap your hands," "Bend forward") and perform the actions. Take turns giving instructions to a partner.	Charts, picture, flashcards, …		English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2: Reading aloud names of body parts	- Read and pronounce body part names by using demonstratives		Practice asking and answering questions about how many body parts you have (e.g., "How many eyes do you have?" "I have two eyes.").	Charts, picture, flashcards, …		English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: Singing a song involving body parts			Point to each body part on yourself or a picture as it is named. Sing "Head, Shoulders, Knees and Toes" together as a class to reinforce body part vocabulary.	Charts, picture, flashcards, …		English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Read and spell short words with -ar.	- Recognize and read words with the **-ar** ending.- Correctly pronounce and spell **-ar** words.- Use -ar words in short sentences.	**-ar words:** car, bar, jar, far, star, scar, tar	1. **Introduction:** Teacher writes -ar words on the board, underlines *-ar*.2. **Sound Drill:** Pupils repeat each word focusing on the /ɑːr/ sound.3. **Word Reading:** Pupils read words from flashcards aloud.4. **Spelling Practice:** Pupils copy -ar words in notebooks.5. **Sentence Practice:** Pupils read or create short sentences using the words (e.g., "The car is red." / "I see a star.").	- Word cards- Picture flashcards (car, jar, star, etc.)- Chalkboard/whiteboard	- Oral reading of -ar words- Pupils spell/write -ar words correctly- Sentences evaluated for correct word usage	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Read a decodable text with words containing -ar pattern.	- Improve reading fluency of **-ar** words.- Recognize -ar words in context.- Read short sentences and simple passages containing -ar words.	**-ar words:** car, bar, jar, far, star, scar, tar	1. **Warm-up Drill:** Pupils quickly read a list of -ar words aloud.2. **Choral Reading:** Teacher reads sentences with -ar words, pupils repeat together.3. **Individual Reading:** Pupils take turns reading sentences containing -ar words (e.g., "The star is far." / "I put the jar on the bar.").4. **Mini Passage:** Pupils read a short passage with multiple -ar words: "The car is far. A jar sits on the bar. The star shines above."5. **Peer Reading:** Pupils read sentences or mini-passages in pairs, correcting each other gently.	- Word cards- Short passage with -ar words- Flashcards with pictures (car, star, jar)- Chalkboard/whiteboard	- Pupils read -ar words aloud fluently- Accuracy in reading sentences and passage- Teacher observes and notes correct pronunciation and expression	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
WEEK 6 - 9TH-13TH FEB. 2026 **Weekly theme: Talking about taking care of your body** **Weekly sounds:** Read and spell short words with -ar.; Contrast -ar words with -are & -air patterns							

Lesson 1: Reading comprehension about Mugeni's story "How I take care of my body"	- Read and understand a short story about personal hygiene. - Identify key ideas and details in the text. - Use new vocabulary in sentences.	I use clean water and soap to wash my hands. To + infinitive	Describe what children are doing in pictures related to hygiene and health. Answer comprehension questions about hygiene habits and daily routines.	Story text, pictures, flashcards,	Pupils should be able to correctly answer comprehension questions orally during discussion or in writing.	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Reciting a poem and gap-filling practice using vocabulary items related to body hygiene	Understand basic vocabulary and sentence structures for talking about body parts and actions.	Body parts: head, shoulders, knees, toes, eyes, ears, mouth, nose, hands, f ingers, arms, legs, neck, teeth, nails, face Hygiene and health vocbulary: wash, brush, clean, soap, water, toothbrush , toothpaste , comb, towel, handkerch ief, healthy food, sleep, exercise	Learn and recite a short poem about being healthy and taking care of the body. Use words like comb, soap, toothbrush, toothpaste to complete sentences about daily care.	Charts, picture, flashcards, …		English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: Listening and writing words related to body hygiene	Use correct sentence structures to describe body parts and daily care activities. Read and write vocabulary related to body parts and hygiene.			Charts, picture, flashcards, …		English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics: Spelling & Recognition: -ar, -are, -air	- Recognize and read **-ar, -are, and -air** words.- Correctly pronounce and spell these words.- Use words in short sentences.	**-ar:** car, bar, jar, far, star, scar, tar-**are:** care, fare, bare, dare, mare, rare, share**-air:** air, fair, hair, pair, chair, stair	1. **Introduction:** Teacher writes words on the board and underlines the spelling pattern.2. **Sound Drill:** Pupils repeat words after teacher, emphasizing vowel sounds.3. **Word Sorting:** Pupils sort word cards into -ar, -are, and -air.4. **Spelling Practice:** Pupils write 3–5 words from each group in notebooks.5. **Sentence Practice:** Pupils read or create sentences (e.g., "The car is far." / "I take care of my pet." / "She has long hair.").	- Word cards- Sorting charts- Picture flashcards (car, mare, chair)- Chalkboard/whiteboard	- Oral reading of words- Correct sorting of -ar, -are, -air words- Spelling check in notebooks- Sentences evaluated for correct usage	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics: Reading Practice: -ar, -are, -air **End of Unit Assessment**	- Improve reading fluency of **-ar, -are, and -air** words.- Recognize these words in sentences and short passages.- Read aloud with correct pronunciation and expression.	**-ar:** car, bar, jar, far, star, scar, tar-**are:** care, fare, bare, dare, mare, rare, share**-air:** air, fair, hair, pair, chair, stair	1. **Warm-up Drill:** Pupils read word lists aloud for each pattern.2. **Choral Reading:** Teacher reads sentences containing -ar, -are, -air words, pupils repeat together.3. **Individual Reading:** Pupils read sentences aloud (e.g., "The star is far." / "I take care of the mare." / "The girl has fair hair.").4. **Mini Passage:** Pupils read a short passage: "The car is far. I take care of the mare. The girl has long hair. A chair is near the stair."5. **Peer Reading:** Pupils read in pairs, correcting each other gently.	- Word cards- Short passage with mixed words- Picture flashcards (car, mare, chair)- Chalkboard/whiteboard	- Pupils read words, sentences, and passage fluently- Accuracy in pronunciation and reading- Teacher observes and notes reading expression	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Unit title 7: CLOTHES						Periods : 15	
Key unit competence	**Pupils will be able to use correct vocabulary and sentence structures to talk about clothes, describe their colours, say what people are wearing, choose suitable clothes for different weather conditions, and ask or answer about the cost of clothes.**						
Lesson title	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/ Remarks**

WEEK 7: 16TH-20th FEB 2026 **Weekly theme:** Naming and describing clothes **Weekly sounds:** Read and spell short words with review r controlled vowels (-ar, are, -air and/or -or, -ore) patterns							
Lesson 1: Naming clothes	Use sentences to describe people's clothing. Ask and answer questions about clothing prices.	This (singular) / These (plural) He, she, we, I, they……. socks, gumboots, tie, scarf, gloves, skirt, T-shirt, dress, vest, sandals, shirt, sweater, shoes, trousers, raincoat, jacket, pyjamas, hat, cap, blouse, shorts, jumper, red, pink, yellow, black, blue, brown, white, purple, green, orange, grey, light, dark	Students describe their clothes (e.g., «I am wearing a blue shirt and black trousers») while walking on a «class	Pictures charts Flashcards,		English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Writing vocabulary on clothes using the correct spellings	Match clothing items to weather conditions orally or in writing. Spell clothing related words correctly.	He, she, we, I, they……. socks, gumboots, tie, scarf, gloves, skirt, T-shirt, dress, vest, sandals, shirt, sweater, shoes, trousers, raincoat, jacket, pyjamas, hat, cap, blouse, shorts, jumper, red, pink, yellow, black, blue, brown, white, purple, green, orange, grey, light, dark	Group classroom objects by colour (e.g., ”These socks are green”) and label them.			English For Rwandan Schools, Pupil’s book, Primary 3. (2023).	
Lesson 3: Describing people’s clothes using present continuous and colours + noun	Use “He/She is wearing…” correctly in sentences about clothes		Group classroom objects by colour (e.g., ”These socks are green”) and label them.	Pictures charts lshcrds,		English For Rwandan Schools, Pupil’s book, Primary 3. (2023).	

Lesson 4: Phonics: Reading Practice (-ar, -air, -are)	- Improve reading fluency of **-ar, -air, and -are** words.- Recognize these words in sentences.- Read aloud with correct pronunciation.	**-ar:** car, star- **air:** hair, pair- **are:** care, fare	1. **Warm-up Drill:** Pupils read the word lists aloud.2. **Choral Reading:** Teacher reads sentences containing -ar, -air, -are words; pupils repeat.3. **Individual Reading:** Pupils take turns reading sentences (e.g., "The car is far." / "I take care of my hair." / "They pay the fare.").4. **Mini Passage:** Pupils read aloud: "The car is near the house. I take care of my hair. The fare is high today."5. **Peer Reading:** Pupils read in pairs, giving gentle corrections.	- Word cards- Short passage- Picture flashcards (car, hair, etc.)- Chalkboard/whiteboard	- Pupils read words and sentences fluently- Correct pronunciation and recognition- Teacher observes and notes accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics: Reading Practice (-or, -ore)	- Improve reading fluency of **-or and -ore** words.- Recognize these words in sentences and short passages.- Read aloud with correct pronunciation and expression.	**-or:** for, nor, sore, more, core, bore, tore**-ore:** store, bore, wore, score, shore, spore	1. **Warm-up Drill:** Pupils read -or and -ore words aloud.2. **Choral Reading:** Teacher reads sentences containing -or/-ore words; pupils repeat.3. **Individual Reading:** Pupils read sentences (e.g., "I went to the store for more." / "The score is high.").4. **Mini Passage:** Pupils read aloud: "I went to the store. The score is more than before. The bore was at the shore."5. **Peer Reading:** Pupils read in pairs, correcting each other gently.	- Word cards- Short passage with -or/-ore words- Picture flashcards (store, shore, etc.)- Chalkboard/whiteboard	- Pupils read -or and -ore words fluently- Accuracy in reading sentences and passages- Teacher notes correct pronunciation and expression	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
WEEK 8: 23RD-27TH FEB 2026 **Weekly theme:** Matching clothes with the weather **Weekly sounds: -ir: sir, fir, stir, bird, third.**							

Lesson 1: Reading aloud a dialogue	Participate in a role-play about buying clothes.	Weather Terms: Sunny, rainy, windy, cold, hot, cloudy Shopping Terms: Cheap, expensive, price, cost, buy, sell, discount,		Pictures charts lshcrds,		English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Discussing the type of weather with clothes they match	Match clothing items to weather conditions orally or in writing.	Present Continuous for clothing: He is wearing black shoes. Matching Clothes with Weather: When it is cold, I wear a jacket. Play a matching game with pictures of clothes and their names. Use flashcards to make sentences (e.g., “This is a scarf. These are gloves.”). We need raincoats when it is rainy. Conditional sentences (zero conditional): I f it is sunny, I wear a hat.	Match clothing items (raincoat, sweater) to weather conditions (rainy, cold) using f lashcards.	Pictures charts lshcrds,		English For Rwandan Schools, Pupil’s book, Primary 3. (2023).	

Lesson 3: Matching practice of clothing items with weather pictures	Match clothing items to weather conditions orally or in writing.		Match clothing items (raincoat, sweater) to weather conditions (rainy, cold) using f flashcards.	Pictures charts flashcards,		English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics (-ir) – Recognition & Spelling	- Recognize and read words with **-ir**.- Spell -ir words correctly.- Use -ir words in simple sentences.	**-ir words:** sir, fir, stir, bird, third	1. Teacher writes -ir words on board, underlines -*ir*.2. Pupils repeat words aloud (sound drill).3. Pupils write words in notebooks.4. Pupils read or create simple sentences (e.g., "The bird is in the tree.").	- Word cards- Picture cards (bird, fir tree)- Chalkboard/whiteboard	- Oral reading of words- Spelling check in notebooks- Correct usage in sentences	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics (-ir) – Reading Practice	- Improve reading fluency of **-ir** words.- Recognize words in sentences and short passages.- Read aloud with correct pronunciation.	**-ir words:** sir, fir, stir, bird, third	1. Pupils read word lists aloud.2. Choral reading of sentences (e.g., "The bird can stir the water." / "The sir is here.").3. Individual reading of a short passage: "The bird sat on the fir. It can stir the nest. The third bird joined them."4. Pair reading for peer practice.	- Word cards- Short passage- Picture cards (bird, fir)- Chalkboard/whiteboard	- Oral reading fluency- Accuracy in sentences and passage- Teacher observes pronunciation and expression		
WEEK 9: 2-6 MARCH 2026 **Weekly theme:** Talking about the cost of clothes **Weekly sounds: -ir: sir, fir, stir, bird, third** **-ire: fire, hire, tire**							
Lesson 1: Reading aloud a dialogue about the cost of clothes	Recognise words and phrases for talking about clothing prices.	cheap, expensive, cost, price, buy, sell, money, change, packaging, how much?, pay, discount, bargain	Students describe their clothes (e.g., «I am wearing a blue shirt and black trousers») while walking on a «classroom runway.»	Pictures charts lshcrds,		English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Comparing the cost of clothes using cheaper or more expensive	Ask and answer questions about clothing prices. Participate in a role-play about buying clothes.	Conditional sentences (zero conditional): I f it is sunny, I wear a hat. Talking About the Cost of Clothes: How much does this dress cost? It is 5,000 frw. Comparatives: Cheaper than, more expensive than. Questions with How much: How much is the sweater?	Students act as shopkeepers and customers, comparing prices (e.g., ”This dress is cheaper than the jacket”). Draw and label an outfit for a specific occasion (school, party) and describe it in writing.	Pictures charts lshcrds,		English For Rwandan Schools, Pupil’s book, Primary 3. (2023).	
Lesson 3: Listening and Writing clothes-related words using the correct spelling	Spell clothing related words correctly. Participate in a role-play about buying clothes.		Teacher reads a shopping dialogue (from the book), and students write it down.	Pictures charts lshcrds,		English For Rwandan Schools, Pupil’s book, Primary 3. (2023).	

Lesson 4: Phonics: (-ir and -ire) – Recognition & Spelling	Recognize and spell -ir and -ire words; use in simple sentences	-ir: sir, fir, stir, bird, third-ire: fire, hire, tire	Introduce words, repeat (sound drill), sort words, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 5: Phonics (-ir and -ire) – Reading Practice End of Unit Assessment	Improve reading fluency; recognize words in sentences/passages	ir: sir, fir, stir, bird, third-ire: fire, hire, tire	Warm-up word reading, choral reading, individual reading, short passage reading, peer reading	Word cards, short passage, picture cards	Oral fluency, pronunciation, reading accuracy		

Unit title :8 RWANDA						Periods : 20	
Key unit competence	: Pupils will be able to use appropriate English vocabulary and expressions to name and describe places in Rwanda, give and follow directions using compass points, talk about one's home location, and describe geographical features using full sentences.						
Lesson title/periods	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
WEEK 10: 9TH-13TH March **Weekly theme:** Naming places on a map **Weekly sounds:** ead and spell short words with -ir, -er, -ur patterns.							
Lesson 1: Naming Provinces and Districts of Rwanda	- Identify provinces and districts on a map - Answer questions about Rwanda's geography - Show interest in learning about Rwanda	map, provinces, districts, Kigali city, Northern, Southern, Eastern, Western, capital city, country, location, borders	- Drawing Rwanda's map and labeling provinces and major landmarks - Completing a True/False quiz about Rwanda's geography	Printed map of Rwanda Manila paper or cardboard Bottle caps or beans Chalkboard and chalk	- Checking accuracy of labeled maps - Scoring quiz responses for factual understanding	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Reading and Interpreting a Map of Rwanda	- Give directions using compass points - Use prepositions of location - Draw and label a simple map	Prepositions of location: in the north, between Rwamagana and Gatsibo.	- Using a compass to locate places on the map (e.g., "Rubavu is in the west") - Drawing and labeling a simple map of Rwanda	Compass rose drawn on cardboard Sticks or string Locally drawn sketch Wall chart with compass points	- Observing correct use of compass directions - Reviewing map drawings for correct placement and labeling	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: Talking About Places in Rwanda Using Full Sentences	-Describe locations in speech and writing - Use location words in full sentences - Recognize middle and ending sounds in words		Presenting facts about a chosen province (districts, lakes, mountains) -Writing a short poem using geographical terms (e.g., "Land of a Thousand Hills")	Photographs of local landmarks Sentence strips on scrap paper Learners' own drawings Locally made flashcards Poem posters or handwritten verses	- Evaluating oral presentations for clarity and content - Reviewing poems for correct use of vocabulary and sentence structure	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 4: **Phonics (-ir, -er, -ur) – Recognition & Spelling**	Recognize and spell -ir, -er, -ur words; use in simple sentences	**-ir:** bird, third, stir, girl, shirt, twirl, mirror**-er:** her, fern, term, perk, herd, germ, clerk, merry, berry**-ur:** fur, burn, turn, curl, hurt, burst	Introduce words, repeat (sound drill), sort words by pattern, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 5: **Phonics (-ir, -er, -ur) – Reading Practice**	Improve reading fluency; recognize words in sentences/passages	**-ir:** bird, third, stir, girl, shirt, twirl, mirror**-er:** her, fern, term, perk, herd, germ, clerk, merry, berry**-ur:** fur, burn, turn, curl, hurt, burst	Warm-up word reading, choral reading, individual reading, short passage reading, peer reading	Word cards, short passage, picture cards	Oral fluency, pronunciation, reading accuracy		

WEEK11: 16TH-20TH March 2026 **Weekly theme:** Talking about compass points **Weekly sounds:** spell short words with -ir, -ire, -ir, -er, -ur patterns. - Contrast - -ir, -er, -ur patterns							
Lesson 1: Exploring Rwanda's Physical Features	- Answer questions about geographical features in Rwanda	Musanze is in the northern part of Rwanda. Rubavu is to the west of Kigali. Language structure: Cardinal directions: North, south-east. Prepositions: to the east of, in the south. Where people live: Where do you live? I live in Rwamagana.	- Practice identifying sounds in the middle or end of spoken and written words - Engage in word sorts to contrast spelling patterns	- Flashcards with geographical terms - Word sorting cards - Illustrated posters of hills, lakes, rivers - Audio recordings of vocabulary words	- Oral questioning about physical features - Sound identification worksheet - Spelling quiz using target patterns - Peer review of poem recitation - Exit ticket: name 3 features of Rwanda	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Volcanoes, Hills, and Rivers of Rwanda	- Answer questions about geographical features in Rwanda	Simple Present for location: She lives in Kirche.	- True/False Quiz (e.g., "Lake Kivu is in the east – False!") - Engage in word sorts to contrast spelling patterns	- Map of Rwanda with physical features - Quiz cards with statements - Word pattern charts - Volcano and hill illustration	- True/False quiz results - Word sort accuracy check - Reading fluency with decodable texts - Group discussion on volcanoes and hills - Written reflection: "What I learned today"	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: Lakes and Mountains in Our Country	- Answer questions about geographical features in Rwanda - Describe home location in speech and writing - Use "near," "next to," "opposite" correctly in sentences		- Matching Lakes to Districts - Role-Play: Asking for Directions	- District map of Rwanda - Lake and mountain flashcards - Sentence strips with spatial phrases - Role-play dialogue cards - Colored markers for map labeling	- Matching worksheet: lakes to districts - Role-play performance checklist - Written description of home location - Sentence construction using spatial terms - Mini-presentation: "My favorite lake or mountain"	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics (-ir, -ire, -er, -ur) – Recognition & Spelling	Recognize and spell -ir, -ire, -er, -ur words; use in simple sentences	**-ir:** sir, bird-**ire:** dire, fire, hire, tire-**er:** her, fern-**ur:** fur, burn, curl	Introduce words, repeat (sound drill), sort words by pattern, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics (-ir, -ire, -er, -ur) – Reading Practice	Improve reading fluency; recognize words in sentences/passages	**-ir:** sir, bird-**ire:** dire, fire, hire, tire-**er:** her, fern-**ur:** fur, burn, curl	Warm-up word reading, choral reading, individual reading, short passage reading, peer reading	Word cards, short passage, picture cards	Oral fluency, pronunciation, reading accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

SCHEME OF WORK

Teacher's Name	**……**	**Academic year**	**2025-2026**
Class	**P3**	**Term**	**3**
Subject	**English**	**Number of periods per week**	**5 periods**

Unit title :8 RWANDA							Periods: 20 (10 remaining periods) 10 Period done in term 2
Key unit competence	Pupils will be able to use appropriate English vocabulary and expressions to name and describe places in Rwanda, give and follow directions using compass points, talk about one's home location, and describe geographical features using full sentences.						
Lesson title/periods	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
WEEK 1: 20TH-24TH April 2026 **Weekly theme:** Talking about where people live **Weekly sounds:** Read and spell short words with -ou and -ow patterns. - Contrast words with -ou and -ow patterns.							
Lesson 1: Talking About Where We Live	- Describe home location in speech and writing - Use "near," "next to," "opposite" correctly in sentences		Role-Play: Asking for Directions – Practice dialogues like "Where is Musanze?"	Flashcards with location phrases Classroom map or seating chart for role-play	Oral Performance Checklist Observe students using location phrases correctly in role-play Written Task – Students write 3 sentences describing their home using target prepositions	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Using Compass Directions to Describe Locations	Give clear oral directions using compass points Read a simple map and identify key places		Compass Directions Game Movement Activity – Students move based on directions	Compass or compass rose posters Simple classroom map Directional arrow	accuracy of students' movements and oral directions Map Labeling Quiz – Students label a blank map with compass directions and key places	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Discovering Rwanda Through Maps and Districts	- Answer questions about geographical features in Rwanda Draw and label a simple map		Map Drawing Challenge Province Presentation	Outline map of Rwanda Fact sheets or textbooks Colored pencils	Map Drawing Assess accuracy, labeling, and neatness Presentation Evaluate clarity, content, and use of geographical terms	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics (-ou, -ow) – Recognition & Spelling	Recognize and spell -ou and -ow words; use in simple sentences	**-ou:** out, our, loud, sour, shout, mouse, house, sound, found, round**-ow:** now, cow, bow, how, plow, snow, show	Introduce words, repeat (sound drill), sort words by pattern, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics (-ou, -ow) – Reading Practice	Improve reading fluency; recognize words in sentences/passages	**-ou:** out, our, loud, sour, shout, mouse, house, sound, found, round**-ow:** now, cow, bow, how, plow, snow, show	Warm-up word reading, choral reading, individual reading, short passage reading, peer reading	Word cards, short passage, picture cards	Oral fluency, pronunciation, reading accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

WEEK 2: 27/4-1/5/2026 **Weekly theme:** Basic geographical features **Weekly sounds:** Read and spell short words with -oo patterns but that sound differently. - Contrast the sounds of words with the -oo pattern							
Lesson 1: Identifying Rwanda's Physical Features	- Answer questions about geographical features in Rwanda Identify middle and ending sounds in spoken and written words	lakes, mountains, volcanoes, hills, rivers, Land of a Thousand Hills, forest, plain, valley	True/False Quiz – Test knowledge of features like lakes, rivers, volcanoes Practice identifying sounds in words	Picture cards of hills, rivers, volcanoes Worksheets with fill-in-the-blank sentence Audio clips of vocabulary words	Quiz results Completion of vocabulary sentences Oral identification of features	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2: Naming Lakes and Mountains in Rwanda	- Read a simple map and identify key places - Draw and label a simple map	River, lakes, mountains	Map Drawing Challenge – Sketch Rwanda's map and label lakes and mountains Province Presentation	Outline maps of Rwanda Fact sheets on lakes and mountains Colored pencils and markers	Presentation checklist Oral Q&A about lake locations	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: Describing Where We Live and Directions	- Describe home location in speech and writing Give clear oral directions using compass points Use "near," "next to," "opposite" correctly in sentences	Direction words	- Describe home location in speech and writing - Give clear oral directions using compass points Use "near," "next to," "opposite" correctly in sentences	Classroom map Compass rose Posters Dialogue cards with location phrases	Role-play observation checklist Written sentences using spatial terms Directional movement accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics (-oo) – Recognition & Spelling	Recognize and spell short /ʊ/ and long /u/ -oo words; use in simple sentences	**Short /ʊ/:** book, look, foot, good, cook **Long /u/:** moon, food, room, cool, pool, noon, root	Introduce words, repeat (sound drill), sort words by short and long -oo, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 5: Phonics (-oo) – Reading Practice **End Unit Assessment**	Improve reading fluency; recognize short and long -oo words in sentences/passages	**Short /ʊ/:** book, look, foot, good, cook **Long /u/:** moon, food, room, cool, pool, noon, root	Warm-up word reading, choral reading, individual reading, short passage reading, peer reading	Word cards, short passage, picture cards	Oral fluency, pronunciation, reading accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Unit title 9: COUNTING WITH GRAPHS							Periods : 15
Key unit competence	**Pupils will be able to apply numbers, quantity words, and mathematical terms in English to classify items, perform basic arithmetic operations, collect and record data in tables, and describe and interpret graphs orally and in writing.**						
Lesson title/periods	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
WEEK 3: 4th-8th May 2026 **Weekly theme: Conducting a survey and interpreting the data using graphs** **Weekly sounds:** Read and spell short words with -oi and -oy patterns							
Lesson 1: Talking About Food We Eat	Work in pairs or groups to collect and present data Fill in a table with data from observation or counting	Graph, horizontal line, vertical line, chart, data, information, survey, a lot of, many, much, most, a few, a little, some, no, quantity, all, every	Interview classmates about meals eaten yesterday and record responses in a table Learners complete a weekly food diary table using quantifiers (*some*, *a few*, *a lot*)	Printed food diary tables, flashcards with food names, sentence starters Word cards with quantifiers, sample sentence strips, visual food charts	Observe pair/group discussions and check completed tables for accuracy and completeness Review diary entries for correct use of quantifiers and logical food choices	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Reading and Interpreting Food Graphs	Fill in a table with data from observation or counting		Learners observe a bar graph of favorite foods and answer questions about trends earners create their own food preference table and convert it into a simple bar graph	Printed bar graphs, colored markers, question prompts, graph posters Check tables and graphs for correct data entry and visual representation	Use oral or written Q&A to assess understanding of most/least liked foods and comparisons	English For Rwanda n Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Identifying and Counting Fruits and Vegetables	Classify items into correct groups in English Perform 4 basic arithmetic operations and say results in English		Learners sort images of fruits and vegetables into correct categories and label them Learners solve simple word problems involving counting and subtraction of fruits	Picture cards of fruits and vegetables, sorting mats, category labels Banana cut-outs for counting, number word flashcards, mini whiteboards	Use a sorting worksheet or oral quiz to assess correct classification Learners solve simple word problems involving counting and subtraction of fruits	English For Rwanda n Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics (oi, oy) – Recognition & Spelling	Recognize and spell -oi and -oy words; use in simple sentences	**-oi:** oil, coil, soil, foil, boil, toil, join**-oy:** boy, toy, joy, ploy, enjoy	Introduce words, repeat (sound drill), sort words by -oi/-oy, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwanda n Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics (oi, oy) – Reading Practice	Improve reading fluency; recognize -oi and -oy words in sentences/passages	**-oi:** oil, coil, soil, foil, boil, toil, join **-oy:** boy, toy, joy, ploy, enjoy	Warm-up word reading, choral reading, individual reading, short passage reading, peer reading	Word cards, short passage, picture cards	Oral fluency, pronunciation, reading accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

WEEK 4: 11TH-15th May 2026 **Weekly theme: Counting, ordinal numbers, adding Subtracting** **Weekly sounds:** Read and spell short words with ou, -ow, -oi, and -oy patterns.							
Lesson 1: Planning a Meal and Solving Costs	Solve real-life problems (e.g., "If 3 bananas cost 300 frw, how much for 6?").	Counting: How many? number, figure, one, Two, Three, ..., Fifty, Hundred, coun	Plan a meal with 5,000 frw	rice flashcards, planning sheets, pencils	Check meal plans for correct budgeting	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2: Graphing Food Preferences	in a table from observation Fill or counting	Math operations vocabulary: Pl us, minus, equals.	poll classmates and create a graph	Graph templates, polling sheets, colored pencils	Review graph and oral explanation	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Exploring Spelling Patterns	Read and spell words with -ou, -ow, -oi, -oy, -aw patterns		Word sort activity	Graph templates, polling sheets, colored pencils	Review graph and oral explanation	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics Review (-ou, -ow, -oi, -oy) – Recognition & Spelling	Recognize and spell -ou, -ow, -oi, -oy words; use in simple sentences	**-ou:** out, loud, shout **-ow:** cow, now, plow**-oi:** coin, soil, boil **-oy:** boy, toy, joy	Quick word drill, repeat words aloud, sort words by pattern, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics Review (-ou, -ow, -oi, -oy) – Reading Practice	Improve reading fluency; recognize words in sentences/passages	**-ou:** out, loud, shout**-ow:** cow, now, plow**-oi:** coin, soil, boil**-oy:** boy, toy, joy	Warm-up word reading, choral reading, individual reading, short passage reading, peer reading	Word cards, short passage, picture cards	Oral fluency, pronunciation, reading accuracy		
WEEK 5: 18TH-22nd May 2026 **Weekly theme: Multiplying, dividing** **Weekly sounds:** Read and spell short words with ou, -ow, -oi, and -oy patterns.							
Lesson 1: Subtraction in Context	- Identify middle and ending sounds in spoken and written words Classify nouns as countable or uncountable	multiply, divide, division, multiplication, divided by,	- Classify items (e.g., "bananas" vs. "sugar") into countable and uncountable groups Practice identifying sounds in the middle or end of spoken and written words	Number cards Bottle tops or beans Multiplication tables chart Play money (paper cutouts or real coins)	- Students sort a list of nouns into countable/uncountable categories Oral or written quiz identifying middle and ending sounds in given words	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 2: Exploring Times Tables and Word Patterns	- Read and spell short words with these spelling patterns: -aw, -au, -all, and -all Differentiate between -aw, -au patterns; -all and -alk patterns	multiply by	- Engage in word sorts to contrast the spelling of -aw, -au patterns; and -all and -alk patterns	Number cards Bottle tops or beans Multiplication tables chart Play money (paper cutouts or real coins)	- Spelling test using target patterns - Students complete a word sort worksheet and explain their choices	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: *Shopping Talk: Using "How much" and "How many"*	- Role-play a buying and selling conversation using polite language Ask and answer questions about prices Use "How much…?" and "How many…?" correctly	"How much…?" and "How many…?" correctly	- Set up a mock market with price tags; students "buy" items using play money Role-play: Practice dialogues (e.g., "This costs 1,000 frw. Can I pay 800?") Fill in blanks with "Much", "Many" (e.g., "How ___ sugar do we need?")	Number cards Bottle tops or beans Multiplication tables chart Play money (paper cutouts or real coins)	- Observe and assess role-play for correct use of polite language and question forms Written exercise using "How much" and "How many" in context Peer feedback during mock market activity	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics (-aw) – Recognition & Spelling	Recognize and spell -aw words; use in simple sentences	saw, paw, jaw, raw, law, draw	Introduce words, repeat aloud (sound drill), write words in notebooks, create simple sentences	Word cards, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 5: Phonics (-aw) – Reading Practice (Decodable Text) **End of Unit assessment**	Improve reading fluency; read decodable text with -aw words	saw, paw, jaw, raw, law, draw	Warm-up word reading, choral reading of decodable text, individual reading, peer reading	Word cards, short decodable passage, picture cards	Oral fluency, pronunciation, reading accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

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Unit title 10: SHOPPING							Periods: 20
Key unit competence	**Pupils will be able to use every day English to name goods in a market, distinguish between countable and uncountable nouns in shopping contexts, and carry out simple buying and selling conversations using polite expressions.**						
Lesson title/periods	**Learning objectives**	**Key points/words**	**Teaching and learning activities**	**Teaching and learning aids**	**Assessment strategies**	**References**	**Weekly observation/Remarks**
WEEK 6 – 25th -29th April 2026 **Weekly theme: Talking about what we find in the market** **Targeted sound:** Read and spell short words with -au and -aw patterns.							
Lesson 1: Talking About Healthy Foods and Market Vocabulary	Write a shopping list with correctly spelled items Classify nouns as countable or uncountable Use "How much…?" and "How many…?" correctly	Rice, beans, cabbage, sweet potatoes, countable/uncountable noun	Plan a balanced meal budget (e.g., "1 kg tomatoes + 1 kg rice") Classify items into countable and uncountable Fill in blanks with "Much" or "Many"	Flashcards, shopping list templates, story text	Pupils write and read their shopping lists Oral sorting of nouns Q&A using "How much/many"	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Naming Things we buy at the Market	Identify middle and ending sounds in spoken and written words Read and spell short words with -aw, -au, -all, and -alk patterns Appreciate the work of sellers and market workers	ananas, carrots, trousers, saucepan,	Practice identifying sounds in the middle or end of spoken and written words Examine food packaging to identify expiry dates	Word cards, market item illustrations	Pupils spell and classify words Group discussion on seller roles	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Grace's shopping Trip	Role-play a buying and selling conversation using polite language Show politeness when interacting with sellers and buyers Ask and answer questions about prices	Polite phrases, prices, shopping basket, butcher, dairy	Story retelling: Summarize the "Grace at the Market" story Role-play: Practice dialogues (e.g., "This costs 1,000 frw. Can I pay 800?") Set up a mock market with price tags; students "buy" items using play money	Role-play props, dialogue cards, price tags	Observation of role-play Checklist for polite expressions and correct question use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 4: **Phonics (-au, -aw) – Recognition & Spelling**	Recognize and spell -au and -aw words; use in simple sentences	**-au:** haul, fault, cause, pause **-aw:** saw, paw, law, jaw, claw, crawl, yawn, dawn	Introduce words, repeat aloud (sound drill), sort words by pattern, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 5: **Phonics (-au, -aw) – Reading Practice (Decodable Text)**	Improve reading fluency; read decodable text with -au and -aw words	**-au:** haul, fault, cause, pause **-aw:** saw, paw, law, jaw, claw, crawl, yawn, dawn	Warm-up word reading, choral reading of decodable text, individual reading, peer reading	Word cards, short decodable passage, picture cards	Oral fluency, pronunciation, reading accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
WEEK 7 – 1st-5th June 2026 **Weekly theme: Talking about buying and selling** **Weekly sounds:** Read and spell short words with -all and -awl patterns; Contrast words with -all and -aw patterns.							

Lesson 1: Reading Comprehension About the Dialogue Between Jane and Shopkeeper	Ask and answer questions about prices Use "How much…?" correctly Show politeness when interacting with sellers	Price, expensive, cheap, "How much…?", polite phrases	Read and discuss Jane's dialogue with the shopkeeper Practice "How much…?" questions using classroom items Role-play buyer-seller interactions with play money	Dialogue cards, price tags, classroom items as shop goods	Observe role-play for polite language and correct question Use Pupils answer price questions orally	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Asking about Prices and Making Smart Choices	Ask and answer questions about prices Use "How much…?" correctly Show politeness when interacting with sellers	Questions with How much: How much does this cost? Do you have? I need ….. What do you need?	Read and act out Jane's conversation with the shopkeeper Practice "How much…?" questions using classroom items Role-play buyer-seller interactions with play money	Dialogue cards, price tags, classroom items as shop goods	Show flashcards and ask learners to name each item orally Provide worksheets or chalkboard matching tasks Pupils roleplay shopping at the market	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 3: Buying and Selling in the Market	Role-play a buying and selling conversation using polite language Write a mock receipt for groceries, calculating totals Use play money to simulate transactions		Set up a mock market with price tags Pupils "buy" items and write receipts Practice polite phrases and calculate totals	Dialogue cards, price tags, classroom items as shop goods	Provide worksheets or chalkboard matching tasks Pupils read their sentences aloud to the class or in pairs	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 4: Phonics (-aw, -all) – Recognition & Spelling	Recognize and spell -aw and -all words; use in simple sentences	**-aw:** saw, paw, law, jaw, claw **-all:** ball, call, fall, hall, tall, wall, mall	Introduce words, repeat aloud (sound drill), sort words by pattern, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 5: Phonics (-aw, -all) – Reading Practice (Decodable Text)	Improve reading fluency; read decodable text with -aw and -all words	**-aw:** saw, paw, law, jaw, claw **-all:** ball, call, fall, hall, tall, wall, mall	Warm-up word reading, choral reading of decodable text, individual reading, peer reading	Word cards, short decodable passage, picture cards	Oral fluency, pronunciation, reading accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
WEEK 8 – 8th-12th June 2026 **Weekly theme:** Asking for amounts Weekly sounds: Read and spell short words with -all and -alk patterns. - Contrast words with -all and -alk patterns.							

Lesson 1: Talking About Items and Amounts in a Market	Identify goods found in a market Use "How much…?" and "How many…?" correctly Distinguish between countable and uncountable nouns Show interest in shopping and market vocabulary	Questions with **"How much…?"** and **"How many…?"** Quantifiers: **some**, **a few**, **much**, **a little** Countable vs. uncountable nouns	Setting up a mock market with real or drawn items Practicing asking and answering questions like "How much is…?" Classifying items into countable and uncountable groups Using quantifiers in context (some, a few, much, a little) Role-playing buyer and seller conversations	Market poster or chart Real or empty food packages Manila paper with item-price labels Flashcards of market items and units Sentence strips with polite expression	Asking oral questions using "How much…?" and "How many…?" Observing learners as they classify items into countable and uncountable groups Listening to role-play conversations for correct use of quantifiers and polite expressions Checking written shopping lists for correct vocabulary and structure	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: Listening and Describing What Is on Market Stalls	Listen and respond to questions about items and prices Understand simple sentences about prices and quantities Recognize vocabulary for weights and measures (e.g., kilo, liter, dozen) Show politeness and respect for market rules	Polite expressions: "Do you have…?", "I need…" Stall items: rice, beans, salt, bananas, soap	Listening to and retelling "Grace at the Market" story Using a market poster to identify and describe stall items Matching spoken descriptions to pictures of stalls Playing a "Guess the Item" game based on oral clues Responding to questions about prices and quantities	Market poster or chart Real or empty food packages Manila paper with item-price labels Flashcards of market items and units Sentence strips with polite expression	Listening comprehension questions based on a market poster or story Matching spoken descriptions to correct stall images Observing learners' ability to respond accurately to price and quantity questions Checking understanding of vocabulary for weights and measures	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: Matching Market Stall Pictures with Descriptions	Match written descriptions to visual representations Write short sentences describing market stalls Use correct spelling patterns (-aw, -au, -alk, -all) Appreciate the work of sellers and communicate effectively	"This stall has…" / "There are…" stall, basket, shelf, vendor	Matching stall pictures with written descriptions Writing short sentences about what is on each stall Sorting words with spelling patterns (-aw, -au, -alk, -all) Writing a mock receipt for market purchases Composing a short paragraph or caption for a market scene	Market poster or chart Real or empty food packages Manila paper with item-price labels Flashcards of market items and units Sentence strips with polite expression	Reviewing written descriptions for accuracy and clarity Checking correct use of spelling patterns (-aw, -au, -alk, -all) in context Assessing mock receipts for correct item-price matching Evaluating sentence construction and vocabulary use in short written tasks	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: **Phonics (-all, -alk) – Recognition & Spelling**	Recognize and spell -all and -alk words; use in simple sentences	**-all:** ball, call, fall, hall, tall, wall, mall**-alk:** walk, talk, chalk, stalk	Introduce words, repeat aloud (sound drill), sort words by pattern, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: Phonics (-all, -alk) – Reading Practice (Decodable Text)	Improve reading fluency; read decodable text with -all and -alk words	**-all:** ball, call, fall, hall, tall, wall, mall**-alk:** walk, talk, chalk, stalk	Warm-up word reading, choral reading of decodable text, individual reading, peer reading	Word cards, short decodable passage, picture cards	Oral fluency, pronunciation, reading accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

WEEK 9 – 15th-19th June 2026 **Weekly theme:** Buying things **Weekly sounds:** Read and spell short words with aw, -au, -all,- awl, and alk patterns - Contrast words with -aw, -au, -all,- awl, and alk patterns.							
Lesson 1: Practising buying and Selling Through Market Role-Play	Use everyday English to name goods in a market Carry out simple buying and selling conversations using polite expressions Show politeness and communicate effectively Show interest in shopping	Do you have…?" "I need…" "How much is…?" "It costs…" "I buy…" / "We buy…"	Role-play buying and selling using polite expressions Set up a mock market with real or drawn items Practice asking and answering questions like "How much is…?" Use quantifiers in context (some, a few, much, a little) Classify items into countable and uncountable groups	Market poster or chart Real or empty food packages Flashcards of market items and prices Manila paper	Observe learners during role-play for correct use of polite expressions Ask oral questions using "How much…?" and "Do you have…?" Check ability to classify items as countable or uncountable Listen for accurate use of quantifiers in conversation	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 2: What You Can Buy with 2000 Frw	Write a shopping list with correct use of countable and uncountable nouns Use "How much…?" and "How many…?" correctly Understand simple sentences about prices Appreciate the work of sellers and market vendors	"I can buy…" "With 2000 Frw, I will buy…" "How many…?" / "How much…?" "Some", "a few", "a little", "much", "many"	Write a shopping list using correct vocabulary and structure Match items with their prices using market posters or labels Fill in blanks with quantifiers ("How much…?", "How many…?") Write a mock receipt for market purchases Compare what different learners can buy with the same amount	Market poster or chart Real or empty food packages Flashcards of market items and prices Manila paper	Review written shopping lists for correct vocabulary and structure Assess use of "How much…" and "How many…" in written sentences Check correct grouping of items by quantity and price Evaluate clarity and relevance of written responses	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 3: Describing Market Scenes in Writing"	Match written descriptions to visual representations Write short sentences describing market stalls and goods Use correct vocabulary and sentence structure in written work Communicate effectively in writing about everyday experiences	"This stall has…" "There are…" "I see…" Descriptive phrases for items and stalls Vocabulary for market goods (e.g., tomatoes, flour, meat, eggs)	Match stall pictures with written descriptions Write short sentences describing market scenes Use vocabulary from market posters to build descriptive writing Retell a story like "Grace at the Market" in writing	Market poster or chart Real or empty food packages Flashcards of market items and prices Manila paper	Review written descriptions for accuracy and detail Assess sentence construction and vocabulary use Check spelling and grammar in written work Evaluate ability to match written descriptions to visual scenes	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	
Lesson 4: Phonics Review (-aw, -au, -all, -alk) – Recognition & Spelling	Recognize and spell -aw, -au, -all, -alk words; use in simple sentences	**-aw:** saw, law, paw, crawl **-au:** haul, fault, pause**-all:** ball, hall, call **-alk:** walk, talk, chalk	Quick word drill, repeat aloud, sort words by pattern, write words, create simple sentences	Word cards, sorting chart, picture cards, chalkboard	Oral reading, spelling accuracy, sentence use	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	

Lesson 5: **End of Unit assessment**	Improve reading fluency; recognize words in sentences/passages	**-aw:** saw, law, paw, crawl **-au:** haul, fault, pause**-all:** ball, hall, call **-alk:** walk, talk, chalk	Warm-up word reading, choral reading, individual reading, short decodable passage, peer reading	Word cards, short passage, picture cards	Oral fluency, pronunciation, reading accuracy	English For Rwandan Schools, Pupil's book, Primary 3. (2023).	