

SCHEME OF WORK								
Name						Academic year		
School						No of students		
Class	P4					Terms		
Subject	ENGLISH					Number of periods per week		
Unit title	UNIT 1: OUR SCHOOL						39	
Key unit competence			To be able to speak and write about their school life using age-appropriate language focusing on the present simple tense, time expressions, and determiners of quantity.					
Dates/weeks	Lesson title/periods	Learning objectives	Key points/words	Teaching and learning activities	Teaching and learning aids	Assessment	References	Weekly observation/Remarks
	TOPIC 1: Talking about subjects and timetable (12 periods)							
Week 1 8-12 Sept 2025	LESSON 1: Reading comprehension: Reading conversation	To be able to identify the different school subjects mentioned in	Vocabulary: school subjects (English, Maths,	Learners complete with their weekly subjects Learners write	Class timetable (real or sample) Flashcards	Pupils should be able to name at least three	English for Rwandan schools (2025) Pupil's Book,	

	between Pendo and Ishimwe(4 periods)	the conversation. Recognize key words and expressions related to timetables.	Science, Social Studies, etc.) Days of the week (Monday to Friday) Reading simple dialogues about timetables	3–5 sentences about their timetable Eg: On Monday morning we have English On Tuesday afternoon we have Sports. My favorite subject is Science.”	for vocabulary Printed or written dialogue Grammar charts	school subjects, explain key timetable words, and make simple sentences about their own timetable.	P4, Page 3, Activity 1.1.1	
	LESSON 2: Reading and interpreting timetable (2 periods)	Identify different subjects from the timetable. Recognize time expressions (e.g., days of the week, periods, times).	Understanding questions and answers about subjects (What do you have on Tuesday?) Identifying information from a short text	Teacher shows a simple timetable or picture of school subjects and asks: What subjects do you see? What subject do you like? Pupils predict what the conversation between Pendo and Ishimwe might be about.	<ul style="list-style-type: none"> ◆ Flashcards for vocabulary ◆ Printed or written dialogue ◆ Grammar charts 	Pupils should be able to identify at least three school subjects, recognize days and periods in a timetable, and write one simple sentence about a subject at a	English for Rwandan schools (2025) Pupil's Book, P4, Page 4, Activity 1.1.3	

						specific time.		
	LESSON 3: Speaking: Talking about classroom timetable using simple present tense (2periods)	Recognize subject names and time expressions used in a timetable.	Vocabulary: school subjects, days of the week, time expressions Structures in simple present tense: We have English on Monday.	Teacher displays a sample classroom timetable on the board. Teacher models sentences: We have English on Monday. What do we have on Tuesday? Pupils repeat. Pupils work in pairs to ask and answer questions using the timetable.	Pupil’s book or printed dialogue Flashcards with subject names and pictures Charts or posters of a classroom timetable	Pupils should be able to identify subject names in a timetable by circling them on a worksheet.	English PB, P4, Page 3. Activity 1.1.2	
	Remedial session (1 period)							

<p>WEEK 2 15-19 Sept 2025</p>	<p>LESSON 3: Listening comprehension (2periods)</p>	<p>Recognize subject names and days of the week when listening. Identify key words and expressions about time and school schedules.</p>	<p>Vocabulary: subjects, days, periods, times Listening to short texts or conversations about school timetables Listening for specific information (subject, time, day)</p>	<p>Teacher reviews subject names and days of the week with pupils. Teacher reads a short passage or dialogue about a school timetable (twice). Pupils listen carefully and fill in missing subjects on a blank timetable.</p>	<p>Class timetable (real or sample) ♦ Flashcards for vocabulary ♦ Printed or written dialogue ♦ Grammar charts ♦ Sample paragraph posters (like Mutoni's)</p>	<p>Pupils should be able to recognize subject names and days of the week by filling in a blank timetable while listening to a short passage.</p>	<p>English PB, P4, Activity page41.2.2</p>	
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<p>LESSON 4: Writing sentences about school timetable (2periods)</p>	<p>Identify, write and recall names of common school subjects, classroom objects, and school activities.</p>	<p>Vocabulary used to talk about timetable: subjects, days, periods, times</p>	<p>Pupils write 3–5 sentences about their own classroom timetable. Encourage pupils to include subject names, days, and times. Pupils may illustrate their sentences with a small timetable or drawings.</p>	<p>Classroom timetable chart (real or drawn on the board) Flash cards with subject names, days of the week, and time expressions Board and markers/chalk for modeling sentences Pupils notebooks and pencils/pens for writing exercises</p>	<p>Pupils should be able to write 3–5 complete sentences about their own timetable in their notebooks using simple present tense..</p>	<p>English PB, P4</p>	
<p>TOPIC 2: Describing future hopes (8periods)</p>							

<p>Lesson 5: Reading comprehensi on (3periods)</p>	<p>Recognize key vocabulary and expressions related to future hopes</p> <p>Identify sentences and phrases that describe future plans and ambitions.</p>	<p>Words and expressions used to talk about future hopes:</p> <p>I want to become...</p> <p>I hope to...</p> <p>My dream is...</p> <p>In the future..., I would like to...</p>	<p>Pupils read a short passage or dialogue about someone’s future hopes silently.</p> <p>Teacher reads the text aloud once or twice to model correct pronunciation.</p> <p>Pupils highlight or underline words and phrases that show future hopes.</p>	<p>Flashcards with key vocabulary and expressions (I want to become..., I hope to..., My dream is...)</p> <p>Board and markers/chal k for modeling sentences and writing examples</p> <p>Worksheets with comprehensi on questions (true/false, multiple choice, short answers)</p>	<p>Pupils should be able to recognize vocabulary about future hopes by matching words to correspondi ng pictures.</p> <p>Or by completing a gap- fill with missing words</p>	<p>English PB, P4, Page 7. Activity 2</p>	
<p><i>Lesson 6: Vocabulary (1periods)</i></p>	<p>Recognize key vocabulary and expressions related to future hopes</p>	<p>Words and expressions used to talk about future hopes:</p>	<p>Pupils write 2–3 sentences about their own future hopes using the vocabulary.</p>	<p>lashcards with key phrases: I want to become..., I hope to...,</p>	<p>Pupils should be able to recognize key vocabulary</p>	<p>English PB, P4, Page 7. Activity 123</p>	

		Identify sentences and phrases that describe future plans and ambitions.	<p>I want to become...</p> <p>I hope to...</p> <p>My dream is...</p> <p>In the future..., I would like to...</p>	<p>Volunteers share sentences orally with the class.</p> <p>Teacher provides feedback on correct usage and pronunciation.</p>	<p>My dream is..., In the future..., I would like to...</p> <p>Pictures or illustrations of professions, activities, and future aspirations</p> <p>Board and markers/chalk for writing and modeling sentences</p> <p>Pupil notebooks and pencils/pens for practice activities</p>	<p>and expressions related to future hopes by completing worksheets with sentence or matching key vocabulary phrases with pictures or definitions of professions and activities. or writing 2–3 sentences about their own future hopes.</p>		
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	Remedial session <i>(1period)</i>							
Week 3: 22-26 sept	Lesson 7: Speaking: Take turns talking about future dreams (1period)	Recall key vocabulary and expressions for talking about future dreams	Want to”, and “would like to” talking about future dream	Teacher models a short conversation with a pupil about future dreams, demonstrating how to take turns politely. Highlight expressions like: Your turn, Can you tell me your dream?, and polite listening cues.	Pictures or illustrations of different professions and activities to inspire ideas Board and markers/chalk for writing and modeling sentences Pupil notebooks and pencils/pens for jotting down ideas before speaking	Pupils should be able to recall vocabulary and expressions for talking about future dreams by performing a short role-play with a partner or in a group, showing: Clear expression of their own dreams	English PB, P4, Page 7. Activity 1.2.4	

<p>Lesson 8: Writing <i>short paragraphs about what you want to be in future (3periods)</i></p>	<p>Pupils should be able to: recall key vocabulary and phrases for expressing future aspirations and write a simple paragraph .</p>	<p>Vocabulary / Expressions I want to become... My dream is... I hope to... In the future, I would like to...</p>	<p>Teacher models writing a short paragraph on the board about their own future dream. Pupils identify the topic sentence, supporting details, and conclusion in the model paragraph. Pupils work in pairs to plan their own paragraph using a simple outline or mind map.</p>	<p>ictures or illustrations of professions and future activities to inspire ideas Worksheets with paragraph templates, sentence starters, or mind maps for planning Example paragraph written on chart paper or board as a model</p>	<p>Pupils should be able to recall key vocabulary and phrases about what they want to be in future by writing a shotparagra ph.</p>	<p>English PB, P4, Page 8. Activity 1.2.5</p>	
<p>TOPIC 3: Describing the size of the school (5 periods)</p>							

	<p>Lesson 9: Reading comprehension on <i>(2periods)</i></p>	<p>To be able to read a short passage about the school's size and understand the main idea.</p>	<p>vocabulary used to describe my school</p>	<p>Learners complete a table or diagram showing features of the school (e.g., number of buildings, classrooms, facilities).</p> <p>In groups, learners compare their school with the one in the text (similarities/differences in size).</p> <p>Learners orally describe their own school using size vocabulary.</p> <p>Extension: Learners write 4–5 sentences describing the size of their school.</p>	<p>Flashcards with vocabulary words (e.g., pupil, teacher, cook)</p> <ul style="list-style-type: none"> ◆ Printed reading text and table for Activity 1.3.3 ◆ Real school data (classrooms, trees, toilets, etc.) ◆ Chart paper or blackboard for writing key grammar rules ◆ Pupil copies of worksheets for grammar exercises 	<p>Learners should be able to read a short passage about school size and understand the main idea by answering written comprehension questions about the text. or</p> <p>filling in the missing details</p>	<p>English PB, P4, Page 8. Activity 1.3.1</p>	
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	<p>Lesson 10: Speaking about school facilities using quantifiers <i>(1period)</i></p>	<p>Compare school facilities using quantifiers</p> <p>Express ideas orally in pairs or groups about the availability and number of facilities in their school.</p>	<p>using quantifiers</p>	<p>Teacher shows pictures of school facilities (classrooms, library, playground, laboratory, toilets, offices).</p> <p>Learners name the facilities aloud.</p> <p>Quick brainstorming: learners say which facilities their school has.</p>	<p>Pictures or flashcards of school facilities (classrooms, library, playground, laboratory, toilets, hall, offices, etc.). Real photos of the learners' own school facilities. Charts or posters showing quantifiers (many, some, few, a lot of, several, much).</p>	<p>Learners should be able to compare school facilities using quantifiers by</p> <p>Role-playing/Presentations</p> <p>or gap-filling</p>	<p>English PB, P4, Page 8. Activity 1.3.2</p>	
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	Lesson 11: Writing about school facilities applying quantifiers (<i>1periods</i>)	Apply quantifiers (many, some, few, a lot of, several, much) correctly in written sentences about school facilities.	using quantifiers	Teacher shows pictures or takes learners outside to observe school facilities.Learner s brainstorm and list school facilities they know (classrooms, library, toilets, laboratory, hall, playground).Teacher reviews quantifiers (many, some, few, a lot of, several, much) and writes example sentences on the board.	Word banks or vocabulary lists of school facilities.Fill -in-the-blank worksheets for guided practice.Writing frames (sentence starters or paragraph outlines to support learners)	Learners should be able to apply quantifiers correctly by writing simple sentences or shortParagraph Writing.	English PB, P4, Page 9. Activity 1.3.3, 1.3.4& 1.3.5	
	Remedial session (1 period)							

<p>Week 4: 29 sept-3 oct</p>	<p>Lesson 12: Writing about school facilities applying quantifiers (1periods)</p>	<p>Apply quantifiers (many, some, few, a lot of, several, much) correctly in written sentences about school facilities.</p> <p>Construct simple sentences describing their school's facilities</p>	<p>using quantifiers</p>	<p>Teacher shows pictures or takes learners outside to observe school facilities.</p> <p>Learners brainstorm and list school facilities they know (classrooms , library, toilets, laboratory, hall, playground).</p> <p>Teacher reviews quantifiers (many, some, few, a lot of, several, much) and writes example sentences on the board.</p>	<p>Word banks or vocabulary lists of school facilities.</p> <p>Fill-in-the- blank worksheets for guided practice.</p> <p>Writing frames (sentence starters or paragraph outlines to support learners)</p>	<p>Learners should be able to apply quantifiers correctly by writing wring 4-6 connected sentences.</p>	<p>English PB, P4, Page 9. Activity 1.3.3, 1.3.4& 1.3.5</p>	
<p>TOPIC 4: Walking to School (4periods)</p>								

		To be able to: Read a short passage about walking to school with understanding.	How to travel to school	<p>Silent Reading: Learners read the passage individually or in pairs.</p> <p>Highlighting/Underlining: Learners underline key words or phrases related to walking, routes, and safety.</p>	<p>Pictures of children walking to school, busy streets, pedestrian crossings, and safe routes.</p> <p>Flashcards of key vocabulary: path, traffic, safe, distance, pedestrian, busy street, crossing.</p>	<p>Learners should be able to read short passage about walking to school by answering</p> <p>Comprehension questions or</p> <p>Word matching exercises for vocabulary reinforcement</p>	English PB, P4, Page 10. Activity 1.4.1	
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	<p>Lesson 14: Speaking: Turn taking to talk about how children travel to school (1period)</p>	<p>To be able to: speak about how the children travel to school</p>	<p>words:walk/ ride/ travel/drive etc</p>	<p>acher asks learners: How do you come to school? (walk, bike, bus, car).</p> <p>Learners brainstorm and name all possible ways children travel to school.</p> <p>Teacher writes the words on the board: walk, bike, bus, car, motorcycle, taxi.</p>	<p>Pictures or flashcards showing different modes of transport: walking, bicycle, bus, car, motorcycle, taxi.</p> <p>Posters or charts illustrating polite conversation phrases and turn-taking cues (How do you come to school? What about you? I... / Because...).</p>	<p>Learners should be able to speak about how the children travel to school by role paying</p>	<p>English PB, P4, Page 10. Activity 1.4.2</p>	
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	<p>Lesson 15: Listening for comprehension about how Jane goes to school (1period)</p>	<p>learners will be able to: Listen carefully to a short passage or dialogue about Jane’s journey to school. Identify key vocabulary related to modes of transport and school travel (e.g., walk, bicycle, bus, car, traffic, safe, route, distance)</p>	<p>Modes of transport: walk, bicycle, bus, car, motorcycle, taxi Journey details: route, distance, traffic, pedestrian, safe, fast, slow, crowded Time-related words: morning, leave, arrive, late, early</p>	<p>Learners listen and note key details: Mode of transport Route or landmarks Time of leaving/arriving Obstacles or safety measures</p>	<p>Pictures or flashcards illustrating modes of transport: walk, bicycle, bus, car, motorcycle, taxi. Map or diagram of Jane’s route to school highlighting landmarks and safety points</p>	<p>Learners should be able to listen carefully to a short passage or dialogue through Sequencing Activity: Learners arrange the events of Jane’s journey in the correct order. or Writing 2–3 sentences describing Jane’s journey using vocabulary from the passage.</p>	<p>English PB, P4, Page 10. Activity 1.4.3</p>	
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	<p>Lesson 16: Writing short sentences about pupils' school journey (1period)</p>	<p>Learners will be able to Write short sentences about pupils' school journey</p>	<p>Vocabulary (Key Words)</p> <p>Modes of Transport: walk, bicycle, bus, car, motorcycle, taxi</p> <p>Journey Details: route, distance, traffic, pedestrian, safe, fast, slow, crowded</p> <p>Time-Related Words: morning, leave, arrive, late, early</p> <p>using: How long does it take...?</p>	<p>Play or read the passage once. Learners just listen without writing. Ask a few general oral questions: Who is the story about? How does she go to school?</p>	<p>Audio recording of a short passage or dialogue about Jane going to school.</p> <p>Video clip showing Jane traveling to school by walking, bicycle, or bus</p>	<p>Pupils should be able to demonstrate correct sentence structure by filling in blanks in guided sentences about a school journey. or sharing their sentences by reading them aloud in pairs or small groups.</p>	<p>English PB, P4, Page 11. Activity 1.4.4</p>	
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TOPIC 5: Talking about our school plan (6 periods)						
<p>Lesson 17: Reading about Nyakabanda primary school (2periods)</p>	<p>Learners will be able to:</p> <p>Read and understand a passage about Nyakabanda Primary School, including its layout, facilities, and plans and</p> <p>Identify key vocabulary related to school facilities and planning</p>	<p>Key points/words:</p> <p>Library, Garden, Playground, Toilets, Dining hall,</p>	<p>Silent Reading: Learners read a passage describing Nyakabanda Primary School's layout and facilities.</p> <p>Highlight / Underline: Learners underline words/phrases that describe facilities, layout, and plans.</p> <p>Guided Questions: Teacher asks comprehension questions:</p>	<p>Reading passage about Nyakabanda Primary School.</p> <p>Comprehension questions (literal and inferential) related to the passage.</p> <p>Vocabulary matching or fill-in-the-blank exercises.</p> <p>Writing frames or templates to describe the school layout.</p>	<p>Learners should be able to read and understand a passage about Nyakabanda through</p> <p>Pair Discussion: Listen to learners discussing the school plan with a partner .</p>	<p>English PB, P4, Page 11. Activity 1.5.1</p>

	<p>Lesson 18: Speaking: Role playing showing directions to places on a school map (1period)</p>	<p>Learners will be able to: Identify and name different places in their school</p>	<p>Prepositions of place: next to, behind, between etc</p>	<p>Discussion: Ask learners to name different places in their school (classroom, library, laboratory, playground, offices, hall, toilets).</p> <p>Vocabulary Review: Introduce or revise directional phrases: turn left, turn right, go straight, next to, opposite, near, behind.</p>	<p>Mini-maps or handouts of the school layout for pair and group practice.</p> <p>Dialogue cards for role-playing scenarios (e.g., visitor asking for directions, student giving directions).</p> <p>Worksheets with exercises to match directions to locations on the map.</p>	<p>Learners should be able to identify and name different places through Pair Work: Evaluate learners as they ask and give directions using the school map.</p> <p>or Group Role-Play: Assess learners on: Vocabulary usage (school locations, directional phrases).</p>	<p>English PB, P4, Page 11. Activity 1.5.2</p>	
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	Remedial session (1 period)							
Week 5: 6-10 oct	Lesson 19: Vocabularies related school facilities (1period)	To be able to use se Vocabularies related school facilities in simple sentences	Words related to facilities such asLibrary, Garden, Playground, Toilets, Dining hall,	Learners repeat the words after the teacher, focusing on correct articulation of the target sounds.Practice in pairs: Learners take turns saying words with these sounds, while the partner listens and corrects if necessary	Word lists and worksheets for spelling, matching, or fill-in-the-blank exercises.Sh ort reading passages with target sounds highlighted.	Learners should be able to use vocabularie s related to school facilities throughDict ation: teacher reads words or sentences, learners write them correctly.or Word sorting or matching activities on worksheets.	English PB, P4, Page 11. Activity 1.5.3	

	<p>Lesson 20: Writing sentences locating school facilities using prepositions of place <i>(2periods)</i></p>	<p>To be able to write sentences locating school facilities using prepositions of place.</p>	<p>prepositions of place</p>	<p>Teacher reviews common prepositions of place (e.g., next to, behind, in front of, between, near, opposite).</p> <p>Show pictures or a simple map of a school with labeled facilities (classrooms, library, playground, staffroom, toilets, etc.).</p> <p>Ask learners to describe where one facility is in relation to another orally.</p>	<p>Fashcards or pictures of school facilities.</p> <p>Posters showing prepositions of place with illustrations</p>	<p>Learners should be able to write sentences describing the location of school facilities on a provided map.</p> <p>Teacher checks for correct use of prepositions , sentence structure, and spelling.</p>	<p>English PB, P4, Page 11. Activity 1.5.4</p>	
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	<p>Sounds and spelling (2 periods) : Practicing the sounds: /ai/, /oa/, and /ie/</p>	<p>To be able to : identify the sounds /ai/, /oa/, and /ie/ in spoken words.</p> <p>Pronounce words containing /ai/, /oa/, and /ie/ accurately.</p>	<p>Sounds: /ai/, /oa/, and /ie/</p>	<p>each says a list of words containing the target sounds slowly:</p> <p>/ai/: rain, train, snail</p> <p>/oa/: boat, road, coat</p> <p>/ie/: pie, tie, cried</p> <p>Learners listen and identify which sound they hear.</p>	<p>Flashcards with words containing /ai/, /oa/, and /ie/ (with pictures).</p> <p>Posters showing each sound with example words and images.</p> <p>Charts highlighting vowel patterns.</p>	<p>pronounce the sounds and identify then in a given word through</p> <p>Dictation. Teacher reads words or sentences, learners write them correctly</p>	<p>English PB, P4, Page 14. Activity 1.6.4</p>	
	End of unit assessment (2 periods)							
Unit title: 2	MY FRIENDS AND I							Periods : 37
Key unit competence	Pupils will be able to be able to talk and write about themselves and their friends using the past simple tense, future with “going to”, comparatives, question tags, short answers, and both regular and irregular nouns.							
TOPIC 1: Describing my hobbies (11 Periods)								

Week 5: 6-10 oct	Lesson 1: Picture reading and interpretation to get idea about hobbies (1 period)	Learners will be able to describe their own hobbies and those of a friend using the simple present tense. Given examples and visual aids, they will produce at least three sentences with correct grammar and vocabulary.	Describing my hobbies such as watching TV, playing football, reading story books	Pupil read and interpret the pictures to get idea about hobbies	Flashcards or pictures of hobbies ♦ Word cards with hobby vocabulary ♦ Short video/audio clips of children discussing hobbies ♦ Pupil's English textbooks and exercise books	Learners should be able to describe the hobbies they see in pictures orally. or Peer assessment: classmates ask and answer questions about each other's hobbies.	English PB, P4, Page 17. Activity 2.1.1	
	Remedial (1 period)							
Week 6: 13-17 oct	Lesson 2: Reading comprehension (3 periods)	Learners will be able to read and answer comprehension questions	words describing hobbies	Pupil read the passage and answer comprehension questions	Pupil's English textbooks and exercise books	Learners should be able to read and answer comprehension questions by Fill-in-the-blank	English PB, P4, Page 18. Activity 2.1.2	

						exercises using vocabulary from the text. or answering comprehension using own words.		
Lesson 3: Vocabulary about filling in activity (1 period)	Learners will be able to use vocabulary about hobbies	words describing hobbies	Learners Fill in the blank spaces using the words from the box and then Read the paragraph to the class	Flashcards or pictures of hobbies ♦ Word cards with hobby vocabulary	Learners should be able to use use vocabulary about hobbies by using gap filling exercise.	English PB, P4, Page 17. Activity 2.1.1		
Lesson 4: Speaking: Turn taking asking and answering about hobbies (3 periods)	Learners will be able to Work in pairs. Take turns. Ask and answer about their hobbies	words describing hobbies	Learners Work in pairs. Take turns. Ask and answer about their hobbies	Pupil's English textbooks and exercise books	Pupils should be able to ask questions about hobbies by taking turns in a paired role-play. or speaking clearly in pairs.	English PB, P4, Page 17. Activity 2.1.3		

	Lesson 5: Writing short poem about what you like using "like", "enjoy" (1 period)	Learners will be able to write short poem about what they like using "like", "enjoy"	Like + -ing / enjoy + -ing	Learners work in pairs or small groups to brainstorm ideas of things they like and enjoy. Each group writes a 3–4 line poem.	Word cards with hobby vocabulary, exercise books.	Pupils should be able to write a short poem using “like” and “enjoy” by composing 3–5 lines in their notebooks. or filling in missing words in a model poem before writing their own.	English PB, P4, Page 18. Activity 2.1.4	
	Remedial (1 period)							
Week 7: 20-24 Oct	Lesson 6: Reciting own poems (2 periods)	Learners will be able to recite short poem about what they like	Like + -ing / enjoy + -ing	Write a short poem about what they like doing. Recite the poem to the class.	Word cards with hobby vocabulary, exercise books	Pupils should be able to pronounce words correctly by performing the poem in front of the class.	English PB, P4, Page 17. Activity 2.1.1	

<p>Lesson 7: Writing negative and interrogative sentences (2 periods)</p>	<p>Learners will be able to Write sentences in negative. Using don't / doesn't.</p>	<p>Using don't / doesn't.</p>	<p>Write questions. Begin with do/ does.</p>	<p>Exercise books</p>	<p>Pupils should be able to demonstrate correct use of “don’t” and “doesn’t” by transformin g given positive sentences into negative ones.</p>	<p>English PB, P4, Page 17. Activity 2.1.1</p>	
<p>TOPIC 2: Telling stories (5periods)</p>							
<p>Lesson 8: Reading a story for comprehension (2 periods)</p>	<p>Learners will be able to read the story and then answer the questions that follow</p>	<p>describing past activity Formation of past tense</p>	<p>Answer comprehension questions</p>	<p>Printed story texts and worksheets ♦ Flashcards showing past tense verbs (regular and irregular)</p>	<p>Pupils should be able to show understanding of the main idea and sequence of events by matching events from the story to pictures or</p>	<p>English PB, P4, Page 19</p>	

						sentences.O Rgroup discussion activity.		
	Lesson 9: Surveying the class about what they did last weekend using Did you? (2periods)	Learners will be able to say what they did last weekend	simple past tense(regula r and irregular verbs	Pupils form sentences using past tense	Printed story texts and worksheets ♦ Flashcards showing past tense verbs (regular and irregular)	Pupils should be able to describe past activities by speaking in pairs about their last weekend.	English PB, P4, Page 21	
	Remedial (1 period)							
Week 8: 27- 31 Oct	Lesson 10: Story writing by rearranging sentences (1 period)	Learners will be able to write a story by rearranging sentences	Interrogativ e sentence in past	Learners rearrange the words to make correct past tense questions.	past tense verbs (regular and irregular exercise books	Pupils should be able to write a coherent story by rearranging given sentences into a meaningful paragraph in their notebooks.	English PB, P4, Page 22	
TOPIC 3: Talking about future plans (4 periods)								

<p>Lesson 11: Reading the dialogue "Ntwari" and "Shema" (1 period)</p>	<p>Learners will be to read read the conversation between Shami and Ntwari and answer the questions that follow:</p>	<p>Future plans with "going to"</p>	<p>Pupils read the dialogue</p>	<p>Picture cards showing weekend/future activities (e.g., visiting, playing, helping)</p>	<p>Pupils should be able to identify key details and expressions by writing answers to comprehension questions in their notebooks.</p>	<p>English PB, P4, Page 21</p>	
<p>Lesson 12: Speaking about what you are going to do tomorrow, next weekend, using "be going to" (1 period)</p>	<p>Learners will be able to talk about what they are going to do tomorrow</p>	<p>Future plans with "going to"</p>	<p>Pupils speak about what you are going to do tomorrow, next weekend, using "be going to"</p>	<p>Picture cards showing weekend/future activities (e.g., visiting, playing, helping)</p>	<p>Pupils should be able to describe their plans for tomorrow by speaking in pairs or small groups. OR use the future "going to" correctly by writing 3–5 sentences about their</p>	<p>English PB, P4, Page 21</p>	

						plans for tomorrow.		
	Lesson 13: Making correct sentences using "going to" (1 period)	Learners will be able to make correct sentences using "going to"	Future plans with "going to"	Pupils make correct sentences using correct sentences	Worksheets for sentence completion and question formation	Pupils should be able to construct correct sentences using "going to" by completing fill-in-the-blank exercises in their notebooks.	English PB, P4, Page 22	
	Lesson 14: Writing a short paragraph about you going to do next weekend (1 period)	Learners will be able to write a short paragraph about what they are going to do next weekend	Future plans with "going to"	Pupils write a short paragraph about what they are going to do next weekend	Picture cards showing weekend/future activities (e.g., visiting, playing, helping)	Pupils should be able to self-check for grammar and clarity by comparing their paragraph with a model paragraph.	English PB, P4, Page 22	
TOPIC 4: Describing people (4 periods)								

	<p>Lesson 15: Reading the poem about people on image (1 period)</p>	<p>Learners will be able to read aloud the poems</p>	<p>Adjectives: Slim, Overweight, Short, Handsome</p>	<p>Pupils read aloud the poems</p>	<p>Adjective word cards (e.g. tall, short, friendly, kind, strong, smart)</p>	<p>Pupils should be able to read the poems clearly by reading aloud individually or in pairs. OR Pupils should be able to pronounce words correctly by performing the poem in front of the class.</p>	<p>English PB, P4, Page 22</p>	
	<p>Lesson 16: Listening for comprehension (1 period)</p>	<p>Learners will be able to listen as the teacher reads about Rugira and answer the questions that follow</p>	<p>tall, slim, kind, friendly</p>	<p>Learners listen to the teacher</p>	<p>Adjective word cards (e.g. tall, short, friendly, kind, strong, smart)</p>	<p>Pupils should be able to identify key details and information by writing answers to comprehension questions in their notebooks.</p>	<p>English PB, P4, Page 25</p>	

	<p>Speaking 17: taking turn talking about group members while asking and answering question tags (1 period)</p>	<p>Learners will be able to talk about your group mates.</p>	<p>question tags</p>	<p>Learners talk about group members</p>	<p>Adjective word cards (e.g. tall, short, friendly, kind, strong, smart</p>	<p>Pupils should be able to describe their group mates by speaking in pairs or small groups.</p>	<p>English PB, P4, Page 25</p>	
	<p>Remedial session (1 period)</p>						<p>English PB, P4, Page 22</p>	

Week 9: 3- 7 Nov	Lesson18: Spelling colour words and words for size (1 period)	Learners will be able to Spell colour words and words for size	words for colours words for size	Learners spell colour words for size	Adjective word cards (e.g. tall, short, friendly, kind, strong, smart	Pupils should be able to demonstrate understandi ng of spelling rules by completing a fill-in-the- blank spelling exercise.	English PB, P4, Page 27	
	Lesson 19: Writing about the appearance and behaviour of one's friend (2 periods)	Learners will be able to Write about the appearance and behaviour of one's friend	words for appearance and behaviour	Learners write about them appearance and behaviour of one's friend.	Sample descriptions of people (written or spoken)	Pupils should be able to describe a friend's appearance and behaviour by writing 4-6 sentences in their notebooks.	English PB, P4, Page 27	
TOPIC 5: Comparing people (5periods)								

Lesson 20: Reading comprehensi on (1 period)	Learners will be able to read the text and then answer questions that follow	How to Make Comparativ es:	Learners read the text and then answer questions that follow	Flashcards with adjectives and comparative s Word cards for grammar rules (e.g., taller, more careful)	Pupils should be able to demonstrate understandi ng of the text by answering oral questions in pairs or small groups.	English PB, P4, Page 27	
Lesson 21: Reading about differences among people focusing on comparative forms (1 period)	Learners will be able to identify differences among people focusing on comparative forms	How to Make Comparativ es:	Learners identify differences among people focusing on comparative forms	Flashcards with adjectives and comparative s ♦♦Word cards for grammar rules (e.g., taller, more careful)	upils should be able to identify differences using comparative forms by completing fill-in-the- blank sentences (e.g., taller, shorter, faster).	English PB, P4, Page 28	

<p>Lesson 22: Using comparatives to compare and talk about friends (1 period)</p>	<p>Learners will be able to use comparatives to compare and talk about friends</p>	<p>How to Make Comparatives:</p>	<p>Learners use comparatives to compare and talk about friends</p>	<p>Flashcards with adjectives and comparatives •♦Word cards for grammar rules (e.g., taller, more careful)</p>	<p>Pupils should be able to compare friends using comparative forms by speaking in pairs and asking questions like “Who is taller?” or “Who is faster?”.</p>	<p>English PB, P4, Page 28</p>	
<p>Lesson 23: Listening for comprehension with focus on comparatives (1 period)</p>	<p>Learners will be able to Listen for comprehension with focus on comparatives</p>	<p>How to Make Comparatives:</p>	<p>Learners Listen for comprehension with focus on comparatives</p>	<p>Flashcards with adjectives and comparatives •♦Word cards for grammar rules (e.g., taller, more careful)</p>	<p>Pupils should be able to identify comparative forms when listening by ticking the correct sentences on a worksheet.</p>	<p>English PB, P4, Page 29</p>	

	Lesson 24: Writing applying comparatives and superlatives (1 period)	Learners will be able to write applying comparatives and superlatives	How to Make Comparativ es and superlatives	Learners write applying comparatives and superlatives	Flashcards with adjectives and comparative s ♦♦Word cards for grammar rules (e.g., taller, more careful)	Pupils should be able to write sentences using comparative s and superlatives correctly by completing fill-in-the- blank exercises in their notebooks.	English PB, P4, Page 29	
	Remedial session (1 period)							

Week 10: 10-14 Nov 2025	Sounds and spelling: Practicing the sounds: /ee/ and /oo/(2 periods)	Learners will be able to listen and repeat the words after the teacher:	sounds: /ee/ /oo/	Learners listen and repeat the words after your teacher	Word cards for /ee/ /oo/ sounds	Pupils should be able to show understanding of sounds and spelling by matching spoken words with written words on the board or worksheet.	English PB, P4, Page 29		
	End of unit assessment (2 periods)								
Unit title	UNIT 3: OUR DISTRICT								
	Lesson title/periods	Learning objectives	Key points/words	Teaching and learning activities	Teaching and learning aids	Assessment strategies	References	Weekly observation/Remarks	

	Topic 1: Talking about places where you live (12periods)							
Week 10 10-14 Nov 2025	Lesson 1: Reading comprehensi on (4periods)	Students will identify and underline vocabulary related to places and locations.	Key Grammar Structures There is / There are Prepositions of place and Present simple tense	In pairs, read a short passage about one’s district and answer simple comprehension questions.	Pictures or drawings of places in a district (e.g. school, market, health centre), a local map, flashcards with key vocabulary	Pupils should be able to recognize vocabulary related to places and locations by underlining the words in a text or worksheet.	English for Rwandan schools (2025) Pupil's Book, (P 32)	
	Remedial 1 period							
Week 11 17-21 Nov 2025	Lesson 2: Listening (3 periods)	To be able to express what they like about their home area using simple present tense	Describing Location near / next to / close to, Talking About Features,etc	Teacher shows pictures of different places in a home area (market, river, school, garden, hills, roads, houses). Learners identify and name them.	Flashcards / Pictures- Real photos, Maps / Diagrams	Pupils should be able to express likes about their home area by speaking in pairs or small groups using sentences	English for Rwandan schools (2025) Pupil's Book, P4, Page 36	

						like “I like...”		
	Lesson 3: speaking (1 period)	Learners will be able to describe their district and express what they like about their home area using simple present tense.	simple present tense - prepositions of place	Individual presentation - about places where learners live	Hand-drawn charts and pictures that the teacher created- flashcards with marker and manila paper	Pupils should be able to describe their district and likes by speaking in pairs or small groups using sentences like “My district has...” or “I like	English PB, P4, Page 33	

	Lesson 3: speaking- (2periodS)	By the end of the lesson, learners should be able to: talk about their home, neighborhood, or town.	Adjectives to describe places (big, small, clean, noisy, beautiful). Prepositions of place (next to, near, opposite, behind, in front of).	Vocabulary Brainstorm – Learners list words related to places (school, church, shop, park, hospital, etc.). Picture Description – Learners describe pictures of different places (town, village, street, home)	Maps of a neighborhood or town for role-play (giving directions). Chart of useful phrases for describing and comparing places.	Pupils should be able to show understanding of key expressions by answering oral questions from the teacher or classmates about their surroundings.	English PB, P4, Page 33	
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Week 11 17-21 Nov 2025	Lesson4: writing:- (2periods)	Learners should be able to: Write short descriptive paragraphs about their home, neighborhood, or town using correct sentence structures.	simple descriptive sentences	Guided Writing – Teacher provides sentence starters (I live in... My home is near...).Paragraph Building – Learners write 4–5 sentences describing their home and neighborhood.	Worksheets with sentence starters (I live in... My home is near...).Word banks or vocabulary lists with adjectives (big, quiet, busy, clean).Guided writing samples (short paragraphs, postcards, or emails).	Pupils should be able to write descriptive paragraphs by composing 4–6 sentences in their notebooks about their home, neighborhood, or town..	English PB, P4, Page 35	

	REMEDIAL SESSION (1PERIOD)							
		topic 2: Talking about facilities (6 periods)						
week12 24- 28Nov	<p>Lesson 5: Reading (2 periods) about Eric at the District Exhibition</p> <p>Lesson 6: Listening (1 period)</p> <p>Lesson 7: writing (1 period)</p>	<p>Identify and understand key vocabulary related to facilities (school, library, hospital, park, market, etc.).</p> <p>Read and comprehend short texts describing different facilities</p> <p>Write a simple pragraphabout facilities</p>	<p>Preposition s of place: next to, opposite, behind, near, in front of.</p> <p>Functional language: “There is/are...”, “It is near...”, “I like this place because...</p>	<p>Pre-reading: Brainstorm facilities learners know in their area.</p> <p>While reading: Read a short passage about a facility and underline new words.</p> <p>Post-reading: Answer comprehension questions</p>	<p>Short reading passages- or comprehension worksheets.</p>	<p>Pupils should be able to recognize vocabulary for facilities by matching words with correspondi ng pictures or objects.</p> <p>Pupils should be able to write a paragraph describing facilities by composing 4–5 sentences in their notebooks.</p>	English PB, Page 35	

<p>Lesson 7: writing (1 period)</p>	<p>Learner will be able to write paragraph</p>	<p>Words for direction Turn left” •• “Go straight” •• “It is next to...” •• “It is behind...”</p>	<p>Writing about directing someone to an important place in your village.</p>	<p>Flashcards and real pictures of facilities (hospital, school, market, etc.), a map of a district, dialogue cards using target language, posters showing public place</p>	<p>Pupils should be able to compose a coherent paragraph by writing 4–6 sentences in their notebooks on a given topic.</p>	<p>English PB, Page 35</p>	
<p>Lesson 8: Reading (1 period)</p>	<p>Learner will be able to read and answer questions that follow</p>	<p>words for direction Turn left” •• “Go straight” •• “It is next to...” •• “It is behind...”</p>	<p>Flashcards and real pictures of facilities (hospital, school, market, etc.), a map of a district, dialogue cards using target language, posters showing public place</p>	<p>Flashcards and real pictures of facilities (hospital, school, market, etc.), a map of a district, dialogue cards using target language, posters showing public place</p>	<p>Pupils should be able to demonstrate understanding of the text by answering oral questions in pairs or small groups.</p>	<p>English PB, Page 35</p>	

Topic 3: Sounds and spelling (2periods)							
Lesson 9: Listening (1 period)	Listen and repeat the sounds/ou/ and /oi/:	sounds/ou/ and /oi/:	Listen and repeat the sounds/ou/ and /oi/:	Flashcards and real pictures of facilities (hospital, school, market, etc.), a map of a district, dialogue cards using target language, posters showing public place	Pupils should be able to demonstrate accurate pronunciation by reading aloud a list of words containing /ou/ and /oi/ in front of the class.	English PB, Page 35 activity 32.2	
Lesson 10: writing (1 period)	Write a paragraph of 5-8 lines directing someone to an important place in your village.	Words for direction Turn left” •• “Go straight” •• “It is next to...” •• “It is behind...”	Write a paragraph directing someone to an important place in your village.	Flashcards and real pictures of facilities (hospital, school, market, etc.), a map of a district, dialogue cards using target language, posters	Pupils should be able to write clear directions by composing 5–8 sentences in their notebooks describing how to get to a specific place.	English PB, Page 35 activity 3.2.6	

					showing public place			
	Remedial session (1 period)							
Week 13: 1-5 Dec	END UNIT ASSESSME NT(2period s)							
Unit title	UNIT 4: WEATHER							
Key unit competence: To be able to talk and write about the weather using appropriate language focusing on the present continuous tense, past simple tense, “when” clauses, quantifiers, adverbs of time personal and possessive pronouns.								
Dates/we eks	Lesson title/periods	Learning objectives	Key points/wor ds	Teaching and learning activities	Teaching and learning aids	Assessment strategies	References	Wee kly obse rvat ion/ Re mar ks

Week 13 1-5 Dec	Topic 1: Talking about today's weather (12periods)							
	Lesson 1: Reading comprehens ion (3 periods), Lesson 2: Speaking (3periods) Remedial session (1 period)	Students will be able to describe the current weather conditions using the present continuous tense, ask and answer simple questions about today's weather, and use relevant weather vocabulary confidently in speaking and writing	Use the present continuous tense and weather words (sunny, cloudy, rainy, windy,)	describe the current weather conditions using the present continuous tense	Flashcards with weather vocabulary and pictures ♦ Charts showing weather symbols and patterns	Pupils should be able to ask and answer questions about the weather by role-playing short dialogues in pairs.	English PB, Page 39-42	
Week 14 8-12 Dec	Revision and exams							
Week 15 15-12 Dec	Revision and exams							

SECOND TERM							
Week 1: 5-9 Jan 2026	<p>Lesson 4: Vocabulary (2periods)</p> <p>Lesson 5: Vocabulary (1period)</p> <p>Lesson 6: Writing (3periods)</p>	Students will be able to describe the current weather conditions using the present continuous tense, ask and answer simple questions about today's weather, and use relevant weather vocabulary confidently in speaking and writing.	Use the present continuous tense and weather words (sunny, cloudy, rainy, windy	Work in pairs, look at the pictures and read aloud the weather words related to the weather.	Flashcards with weather vocabulary and pictures ♦ Charts showing weather symbols and patterns	<p>Oral Questioning – Teacher asks: “What is the weather like today?” and learners answer using present continuous (It is raining / The sun is shining).</p> <p>Pair Dialogue – Learners practice asking and answering questions about the weather (A: What is the weather like in Kigali today? B: It is raining)</p>	English for Rwandan schools (2025) Pupil's Book, P4, Page 40-42

Topic 2: Talking about weather in the past (3 periods)							
Lesson 6 : Reading comprehension (1 period) Lesson 7 : Speaking (1 period) Remedial session (1 period)	Students will be able to talk about weather conditions that happened in the past using the past tense, including the use of personal and possessive pronouns, and demonstrate comprehension by listening to and reading short weather-related stories or reports.	Adverbs of time :Yesterday, last week, last month, in May, in April, two days ago, last year, on Monday -simple past	Teacher reads a short weather report/story in the past tense (e.g., “Last Monday it rained heavily, and people used umbrellas. The children stayed inside.”). Learners listen and identify key words (rainy, sunny, cold, hot). Comprehension check: Learners answer true/false or short-answer questions about the report.	Flashcards with weather vocabulary and pictures Charts showing weather symbols and patterns • ♦ Weather diary templates - Word cards and sentence strips	Listening Play or read a short past weather report. Ask comprehension questions (“What was the weather like on Monday?”). Use true/false or multiple-choice questions about details in the passage. Checklist: Did the learner identify key past tense	English for Rwandan schools (2025) Pupil's Book,	

						<p>words (e.g., was, rained)? Reading Give learners a short text about last week's weather. Ask them to underline all past tense verbs and circle pronouns. Ask a few comprehension questions to check understanding.</p>		
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Week 212-16 JAN2026	Lesson 8 :Writing(1pe riod)	Students will be able to talk about weather conditions that happened in the past using the past tense, including the use of personal and possessive pronouns, and demonstrate comprehension by listening to and reading short weather-related stories or reports.	Using past tense to describe weather Use “was” for singular subjects and “were” for plural subjects in the past.* It was sunny yesterday.. Adverbs of time Adverb s of time are words that tell us when something happens. Yesterday, last week, last month, in May, in April, two days ago, last year, on Monday	Read a story about weather in the past and the questions about it. Use adverbs of time to complete sentences about weather.	Flashcards with past weather words (rainy, sunny, etc.) ♦ Pictures showing past weather (e.g., yesterday’s weather) ♦ Chart showing pronouns and verb changes in past tense ♦ Audio recordings of weather reports in the past	Teacher asks: “What was the weather like yesterday?” Learners respond using past tense (It was sunny / It was raining). Learners ask and answer: “How was the weather last weekend?” Learners write a short description of last week’s weather.	English for Rwandan schools (2025) Pupil's Book, P4, Page 43-44	
Topic 3: Talking about the weather in our district (3 periods)								

	<p>Lesson 9: Reading comprehension (2period)</p> <p>Lesson 10: Vocabulary (1 period)</p>	<p>Students will be able to describe the typical weather patterns and seasons in their local district using comparative language (more, less) and time adverbs, ask and answer questions about local weather, and express opinions about weather conditions.</p>	<p>Weather words what you do in different kinds of weather.</p> <p>For example: When it is sunny, I play outside.</p>	<p>Use adverbs of time to complete sentences about weather.</p> <ul style="list-style-type: none"> • Read the passage about “weather in our District” work in groups to answer the questions. In pairs, rearrange words to make meaningful sentences about weather. • Complete the sentences with activities people do in different kinds of weather focusing on the use of “when Clause 	<p>Weather flashcards (sunny, rainy, cloudy, etc.)</p> <ul style="list-style-type: none"> ◆ District weather chart or map ◆ Pictures showing local weather scenes. ◆ Sentence strips using target structures (e.g., When it rains, people...)- Word cards with vocabulary from the lesson. Use large, clear visual aids for learners with low vision. ◆ Provide 	<p>They practice talking about the weather using adjectives, verbs, nouns, and adverbs. Includes assessment tasks. Note: The digital version of this lesson has different assessment tasks: listening (with video) and speaking.</p>	<p>English for Rwandan schools (2025) Pupil's Book, P4, Page 43-44</p>	
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					audio recordings for learners with reading difficulties.			
TOPIC 4: Describing the advantages and disadvantages of weather (4PERIODS)								
Lesson 11: Reading (1period)	Students will be able to explain how different weather conditions benefit people and the environment by using structures like “help to + verb” and “provide + noun,” and write short paragraphs describing positive aspects of weather.	words: weather, crops, sunshine, flood, drought, soil weather problems and their solutions in our r district.	write a short paragraph (4–5 sentences) describing the benefits of one weather condition Teacher asks: “How does rain help us?” or “What does sunshine provide?” Learners brainstorm quick answers orally. Teacher writes key words on the board (e.g., help to grow crops, provide energy, help to keep warm).	Flashcards with past weather words (rainy, sunny, etc.) •♦Pictures showing past weather (e.g., yesterday’s weather) •♦Chart showing pronouns and verb changes in past tense •♦Audio recordings of weather reports in the past	Writing Learners’ paragraphs sentence completion	English for Rwandan schools (2025) Pupil's Book, P4, Page46-47		

	REMEDIAL SESSION (1PERIOD)								
Week 3 19-23 JAN 2026	Sounds and spelling (2 periods) : Practicing the sounds: /ue/	Listen and repeat the sound : /ue/	the sounds: /ue/	The teacher reads the sound /ue/ and pupils repeat after	Pictures showing words with sound /ue/	Pupils should be able to demonstrate accurate pronunciation by reading aloud a list of /ue/ words in front of the class.	English for Rwandan schools (2025) Pupil's Book, P4 page 48 activity 452		
	END OF UNIT ASSESSMENT (2periods)								
Unit title 5							JOBS AND ROLES IN HOME AND COMMUNITY		(26periods)
unit competence:Pupils will be able to talk and write about jobs and roles at home and in the community using appropriate language focusing on adverbs of frequency, the past simple tense, the future tense with “will,” and regular and irregular adjectives.									
Week 3 19-23 JAN 2026	Lesson title/periods	Learning objectives	Key points/words	Teaching and learning activities	Teaching and learning aids	Assessment strategies	References	Weekly observation/	

								Re mar ks
Topic1: Talking about how often you do jobs (13periods)								
	lesson 1: listening about names of jobs (1periods)	Pupils will be able to talk about daily and weekly routines at home and in the community using adverbs of frequency, and appreciate the importance of helping with responsibilities	Adverbs of frequency to show how many times something happens. Always Every time I always make my bed in the morning Repeat after the teacher reading the following names of jobs: A teacher * A farmer • * A taxi driver • * A doctor • * A nurse	Repeat job names (e.g., teacher, doctor...) • Identify jobs in pictures. • Play a word rearrangement game. • Read a story and answer questions. • Pair work-ask/answer about chores.	♦ Word cards for community helper roles and tools Flashcards and pictures of jobs and workers . Write sentences using adverbs of frequency. Language structure • Read about Umuganda and answer questions. • Role-play a dialogue. • Listen to a story and answer	Pupils should be able to describe their daily and weekly routines using adverbs of frequency by speaking in pairs or small groups (e.g., “I always sweep the floor,” “I sometimes help in the garden”).	English for Rwandan schools (2025) Pupil's Book, P4, Pages 51-53	
	Lesson 3: Reading about names of jobs focusing on adverbs of frequency (3periods)							
	REMEDIAL SESSION							
WEEK 4 26-30 JAN /2026	Lesson4: Reading comprehension "Helping at home" (3 periods)							

					multiple choice questions			
	<p>Lesson5: Speaking: Role playing about how often pupils do jobs (3 periods)</p> <p>Lesson8: writing sentences applying adverbs of frequency (2 periods)</p>	<p>Pupils will be able to describe different jobs people do in the community using appropriate vocabulary and adjectives, and show appreciation for community helpers.</p>	<p>Nouns – Common and proper nouns A noun • A common noun A proper noun e.g. Mrs. Uwimana, Umuganda, Rwanda)</p>	<p>Write a paragraph about home activity</p>	<p>♦ Pictures showing people helping in the community (e.g. cleaning, planting trees, helping the elderly) Flashcards with key vocabulary Story text about helping in the community</p>	<p>Pupils should be able to name and describe jobs in the community by speaking in pairs or small groups using sentences like “A teacher helps children learn” or “A nurse is caring and hardworking”</p>	<p>English for Rwandan schools (2025) Pupil's Book, P4, Pages 54-56</p>	
	Remedial session (1 period)							

	Lesson 9: Role playing the dialogue about how often they do jobs focusing on adverbs of frequency (1 period)	Pupils will be able to say how often they do jobs.	adverbs of frequency	talk about how often pupils do home activities		pupils should be able to demonstrate understandi ng of frequency expressions by answering oral questions such as	English for Rwandan schools (2025) Pupil's Book, P4, Pages 53activity 5.1.5	
Week 5: 2-6 Feb/2026	Topic 2: Talking about helping in the community (5 periods)							
	Lesson 10: Reading comprehensi on (2periods)	Read the story below and then answer the questions that follow.	Importance of community work	Read the story and then answer questions that follow	◆ Pictures showing people helping in the community (e.g. cleaning, planting trees, helping the elderly)	Pupils should be able to identify key details and main ideas by writing answers to comprehens ion questions in their notebooks.	English for Rwandan schools (2025) Pupil's Book, P4, Pages 55activity 5.1.2	

Lesson 11: Role playing the dialogue: 1 period	Practice the dialogue	Helping each other is good	practice the dialogue	Flashcards with key vocabulary (e.g. volunteer, help, clean, care) • ♦ Story text about helping in the community	Pupils should be able to perform the dialogue correctly by reading it aloud in pairs or small groups.	English for Rwandan schools (2025) Pupil's Book, P4, Pages 55activity 5.2.2	
Lesson 12: Listening comprehension (1 period)	Listen for comprehension	Helping People in community	Listen and answer the questions that follow	Flashcards with key vocabulary (e.g. volunteer, help, clean, care)	Pupils should be able to identify key details and main ideas by writing answers to comprehension questions in their notebooks.	English for Rwandan schools (2025) Pupil's Book, P4, Pages 55activity 5.2.3	

	Lesson 13: Writing paragraph using different types of nouns (1 period)	Write a paragraph using different types of nouns	Common and proper nouns	Write a paragraph using different types of nouns	Charts showing community roles (nurse, teacher, cleaner, etc.)	Pupils should be able to use different types of nouns (common, proper, abstract, collective) by writing a 5–7 sentence paragraph in their notebooks.	English for Rwandan schools (2025) Pupil's Book, P4, Pages 55activity 5.2.4-5	
Topic 3: Talking about future activities (4 periods)								
	Lesson 14: Reading comprehension (2 periods)	Read and answer questions that follow	Our plans for the future	Read the story and answer questions	♦Flashcards or posters with future tense examples (e.g. “I will help my father,” “She will clean the room”)	Read the story and then answer questions	English for Rwandan schools (2025) Pupil's Book, P4, Page 57 activity 5.3.2	
	Remedial session (1 period)							

week 6: 9-13 Feb 2026	Lesson15: Acting the dialogue "Helping community " (1 period)	Pupils will be able to express future plans and intentions using "will" and gerunds, and show commitment to contributing positively to their home and community.	Future forms: Will → "I will help you with your homework."	Complete sentences with will + verb. Discuss and write about community contributions.	♦Flashcards or posters with future tense examples (e.g. "I will help my father," "She will clean the room")	Students ask and answer about weekend or holiday plans. Teacher listens for accuracy in tense choice and time expressions. Students write one sentence about what they will do tomorrow.	English for Rwandan schools (2025) Pupil's Book, P4, Page 57	
	Lesson16: Writing sentences using "will" and "gerund"		Vocabulary focu					
	Sounds and spelling (2 periods) : Practicing the sounds: /or/ and /ar/							
	END OF UNIT ASSESSMENT (2periods)							
UNIT 6: WILD ANIMALS						(25Periods)		1
Key unit competence: To talk and write about wild animals using appropriate language focusing on the present perfect tense, comparatives and superlatives and determiners of quantity.								
Topic 1: Naming and classifying animals (12 periods)								1

	<p>Lesson 1: Speaking: Talking about animals common in Rwanda (2 periods)</p> <p>Remedial (1 period)</p>	<p>Students will be able to name common wild animals and classify them using collective nouns (e.g., a herd of elephants) through speaking and writing activities, demonstrating understanding of animal groups</p>	<p>Vocabulary & Naming Common animal names (domestic & wild). Baby animals (e.g., dog → puppy, cat → kitten). Group names (e.g., herd of cows, flock of birds).</p> <p>Classification by Characteristics</p>	<p>Identify wild animals in pictures.</p> <ul style="list-style-type: none"> • Read about animal groups and answer questions. • Match animal group names (e.g., pride). • Pair work—ask/answer about animal names. 	<p>◆ Picture flashcards of wild animals</p> <p>◆ Word cards for collective nouns</p> <p>◆ Real-life animal posters</p>	<p>Flashcard game: Show animal pictures → students name the animal aloud.</p> <p>Sorting activity: Give mixed animal cards → students group them by habitat, diet, or body covering. Think-Pair-Share: Students describe an animal (It has feathers, it can fly). Partner guesses and classifies.</p>	<p>English for Rwandan schools (2025) Pupil's Book, P4, Pages 62-63</p>	<p>1</p>
WEEK 7: 16-20/FEB 2026	<p>Lesson 2: Reading comprehension on "animals in families" (3 periods)</p>							
	<p>Lesson 3: Vocabulary (2 period)</p>							
	<p>Lesson 4: Speaking: Oral practice on naming the animals (2 periods)</p>							
	<p>Lesson 5: Writing by filling in the letters to form names of animals (1 period)</p>							

	Remedial session (1 period)							
WEEK 8 23- 27/FEB 2026	Lesson 6: Writing about animal families applying collective nouns (2 periods)	Writing about animal families applying collective nouns	collective nouns	Writing about animal families	Picture flashcards of wild animals ♦ Word cards for collective nouns ♦ Real-life animal posters	sentence completion paragraph writing	English for Rwandan schools (2025) Pupil's Book, P4, Pages 6. 6.1.4	
Topic 2:		Comparing animals						
	Lesson 7: Reading about facts about animals focusing on comparatives and superlatives (2 periods) (1period)	Students will be able to compare different wild animals using comparative and superlative forms (e.g., bigger, the fastest), both orally and in writing, to describe animal features and behaviors clearly	Comparatives and superlatives 1. Comparatives (to compare two animals , two people or two things) Examples: * A lion is stronger than a monkey. 2. Superlatives	Compare animals using pictures (e.g., taller than) Circle correct comparatives/superlatives.	♦ Charts showing animal sizes and features ♦ Worksheets with sentence starters for comparisons ♦ Animal fact cards	Venn Diagram Activity: Students compare two animals and list similarities and differences. Teacher checks for accuracy in classification and descriptive language.	English for Rwandan schools (2025) Pupil's Book, P4, Pages 64,65,66	
	Lesson 8: Reading comprehension about wild animals in Rwanda (2 period)							

			(to compare one animal or person to many others)			Oral questioning: Ask questions like:		
Lesson 9: Speaking and writing about wild animals in Rwanda focusing on plural and singular nouns (2 periods)	Students will be able to talk about wild animals found in Rwanda, describing their habitats and characteristics, using singular and plural nouns correctly in conversations and simple texts.	Singular and plural nouns 1. Add -s to most nouns to make them plural. •*One lion → Two lions, one giraffe → Three giraffes 2. Add -es to nouns ending in -ch, -sh, -s, -x, or -o. •*One buffalo → Six buffaloes, one fox → Four foxes,	Pair work: ask/answer about Rwandan animals. • Change singular sentences to plural. • Choose correct plural nouns	♦Map of Rwanda showing national parks ♦Reading text about Rwanda’s animals ♦Videos or pictures of Rwandan wildlife	Show images of wild animals → students name them, describe features, or say where they live. Write a paragraph describing an animal found in Rwanda, including size, habitat, diet, and interesting facts.	English for Rwandan schools (2025) Pupil's Book, P4, Pages 67,68,69		
REMEDIAL SESSION								

WEEK 9: 2- 6/March 2026	TOPIC 3: Talking about experiences of wild animals							
	3 periods							
	Lesson10: Reading comprehensi on (1 periods)	Read and anwer questions that follow	wild animals	read about wild animals	Map of Rwanda showing national parks •♦Reading text about Rwanda’s animals •♦Videos or pictures of Rwandan wildlife	Gap filling and sentence completion	English for Rwandan schools (2025) Pupil's Book, P4, Pages 67,68,69	
	Vocabulary: Finding animal words in a word puzzle (1 period)							(2pe riod s)
Lesson12: Writing about class mates' experiences of seeing wild animals from graph interpretatio n (1 period)	read and repeat the Sound /er/	Sounds /er/	practice the sound /er/	Picture cards	Fill in the missing letters: -er-. Then read the words aloud.	English for Rwandan schools (2025) Pupil's Book, P4, Pages 71,ACTIVIT Y 6.5.2		
Sound and spelling: Practicing								

sound /er/ (2 periods)							
END OF UNIT ASSESSMENT (2Periods)							
UNIT 7: RIGHTS, RESPONSIBILITIES, AND NEEDS							(18 PERIODS)
Key unit competence: To talk and write about their rights, responsibilities, and basic needs using appropriate language focusing on modal verbs, the first conditional, and the present and past progressive tenses.							
Topic1: Talking about our rights and responsibilities (10 periods)							
Lesson1: Reading comprehension about rights and responsibilities (1period)	Learners will be able to identify and talk about basic human needs and describe their responsibilities	must / must not “Must” or “must not” tells us that something is very important Examples:	Fill in blanks with must or must not to discuss rules. • Read about school rules and their impact.	◆ Picture cards showing basic needs (food, water, shelter) ◆ Flashcards	Students discuss questions like: What are your rights at school? or What responsibility	English for Rwandan schools (2025) Pupil's Book, P4, Page 75-76	
Remedial (1 period)							

WEEK 10: 9-13 MARCH	Lesson 2: Reading comprehensi on about rights and responsibiliti es (4 periods)	at home and school using appropriate vocabulary and sentence structures.	We must wash our hands before eating. We must not be late for school. We must do our homework. We must not shout in class	• Group work: Create a list of «Dos and Don'ts» for school	with vocabulary words (need, responsibilit y)	ies do you have at home? Teacher observes use of vocabulary and clarity.		
	Lesson 3: Acting out the conversation between Aline and Eric (4 periods)							
	REMEDIAL SESSION: 1 period							
WEEK 1 1 16 - 20 March 2026	Lesson 4: writing about rights and responsibiliti es using must and should (1period)	To be able to write about rights and responsibilities using must and should	use of must and should	write about the right and responsibilities	Flashcards with vocabulary words must and should	Ask learners to fill in the gaps using should and must	English for Rwandan schools (2025) Pupil's Book, P4, Page 75- 76	
Topic 2: Talking about rules and consequences (periods 4)								

Lesson 5: Reading comprehensi on about school rules (1Period)	Pupils will be able to discuss common rules at home and school and explain the consequences of following or breaking rules using simple present and conditional forms.	Write some school rules: * Write what pupils should do at school (Do's). * Write what pupils should not do at school (Don'ts) First Conditional Examples: * If I study hard, I will pass the exam. *	Group work: Create a list of «Dos and Don'ts» for school. Complete sentences using the first conditional (e.g., If you follow rules, you will...).	◆Printed story passages and comprehension questions (e.g., The School Rules) ◆Flashcards with key vocabulary ◆Role-play cards with dialogue prompt	Class discussion / brainstorming: Students share examples of rights and responsibilities at school, home, or community. Teacher notes correct vocabulary and clarity.	English for Rwandan schools (2025) Pupil's Book, P4, Page 77	
Lesson 6: writing about Do's and Don'ts on the school rules (1 Period)							
lesson 7: writing sentences about school rules and consequences applying "if clauses" (2 periods)	Pupils will be able to write sentences about school rules and consequences applying "if clauses"	if clause	create sentences about school rules and consequences applying "if clauses"	printed story passages and comprehension questions ◆Flashcards with key vocabulary	Gap filling and sentence completion	English for Rwandan schools (2025) Pupil's Book, P4, Page 77	

	Sounds and spelling: Practicing sounds /ch/ /tch/ and /sh/ (2 periods)	Pupils will be able to listen and repeat word after the teacher	sounds: /ch/ /tch/ and /sh/	reaad and practice the sounds	Flashcards with the targetsounds	Oral practice sentence completion	English for Rwandan schools (2025) Pupil's Book, P4, Page	
	End of unit assessment (1 period)							
	REMEDIAL SESSION (1PERIOD)							
WEEK 12 23-27 MARCH	REVISION AND EXAMS							
WEEK 13 30-3/2026	MARKING REPORTS PREPARATION							
Week 1: 20-24April	Lesson 1: Revision on unit 7 (1 period)							
	Unit title	Unit 8: Talking about the past						23 periods
	TOPIC 1: Recounting past activities 11 periods							

	Lesson 2: Reading comprehension about the letter to Joselyne (4 periods)	Learners will describe and compare traditional and modern farming methods, tools, and products using comparative structures and quantity determiners through observation, drawings, and group presentations.	much less, many, a lot of past simple and past continuous	Fill-in-the-blank Picture sequencing: Give learners a series of pictures and ask them to describe the past events in order. Assess sequencing and use of time markers.	<ul style="list-style-type: none"> •◆ Pictures of traditional and modern farms, tools, and crops •◆ Charts showing farming tools and products •◆ Word cards with comparative s and quantity words •◆ Guided writing templates for describing differences 	Matching activity: Match farming tools/terms with their pictures Sentence completion: Fill in blanks with farming-related words	English for Rwandan schools (2025) Pupil's Book, P4, 87	
	Lesson 3: Story writing by arranging the story events chronologically (3 period)							

WEEK 2 27-01 MAY 2026	Lesson 4 : Vocabulary 1period)							
	Lesson 5: Writing sentences about places they have ever visited (3 periods)							
Topic 2: Describing traditional and modern tools and utensils (3periods)								
	Lesson 6: Reading comprehensi on about traditional and modern tools (1period)	Learners will be able to read and answer questions that follow	Description of traditional and modern tools and utensils	Compare traditional and modern tools and utensils	Pictures or real objects (traditional vs modern tools) •◆Flashcards with names and uses of tools •◆Comparis on charts or posters •◆Word cards with descriptive vocabulary	Fill in the blank space with the correct word	English for Rwandan schools (2025) Pupil's Book	

	Lesson 7: Speaking: Oral discussion about traditional and modern experiences (1period)	Learners will be able to speak aboutLearners will be able to speak about traditional and modern	comparison between traditional and modern tools and utensils	compare traditional and modern tools and utensils	Pictures of traditional and modern farms, tools, and crops •◆Charts showing farming tools and products ◆Word cards with comparative s and quantity words Guided writing templates for describing differences	Sentence completion paragraph writing	English for Rwandan schools (2025) Pupil's Book	
	Lesson 8: Writing short paragraph to show differences between traditional and modern	earners will be able to Write short paragraph to show differences between traditional and modern tools	much less,many, a lot of past simple and past continuous	write about traditional and modern tools and utensils	Guided writing templates for describing differences	Paragraph writing	English for Rwandan schools (2025) Pupil's Book	

	tools used in Rwanda (1 period)	used in Rwanda (1 period)						
Topic 3: Describing and comparing traditional and modern farming (5 periods)								
	Lesson 9: Reading comprehension focusing on quantifiers (1 period)	Read comprehension focusing on quantifiers	quantifiers	read the text	Pictures of traditional and modern farms, tools, and crops •♦Charts showing farming tools and products	Comprehension questions	English for Rwandan schools (2025) Pupil's Book	
	REMEDIAL SESSION (1PERIOD)							
WEEK 3 4-8 MAY	Lesson 10: Speaking: Role playing the conversation (2 periods)	Role play the conversation	quantifiers	Role play the conversation	Pictures of traditional and modern farms, tools, and crops •♦Charts showing farming tools and products	matching activity: Match farming tools/terms with their pictures Sentence completion: Fill in blanks with farming-related words	English for Rwandan schools (2025) Pupil's Book	

	Lesson 11: Writing short paragraph comparing traditional and modern farming applying quantifiers (2 periods)	write a paragraph comparing traditional and modern farming applying quantifiers	quantifiers	Write a paragraph comparing traditional and modern farming applying quantifiers	Charts showing farming tools and products	Paragraph writing	English for Rwandan schools (2025) Pupil's Book		
	Sounds and spelling: Practicing sound /th/ and /qu/ (2 periods)	practicing the Sounds /th/ and /qu/	Sounds /th/ and /qu/	Read and practice the sound /th/ and /qu/	Word cards with comparative s and quantity words	Fill in the missing letters	English for Rwandan schools (2025) Pupil's Book		
	End of unit assessment (2 periods)								
	REMEDIAL SESSION (1PERIOD)								
WEEK 4 11-15 MAY	UNIT9:	COUNTRIES, RIVERS AND FAMOUS ARCHITECTURAL STRUCTURES OF THE WORLD							
	Key unit competence: Pupils will be able to talk and write about countries, nationalities, and famous places using appropriate language structures such as comparatives and superlatives, the present perfect tense, and adverbs of time, place, and manner.								
	Topic 1: Talking about Countries and Nationalities						(13periods)		

	Lesson1: Reading comprehensi on "Children around the world" focusing on adjectives of nationality (4periods)	Learners will be able to ask and answer questions about countries and nationalities and use adverbs of manner to describe how people from different countries do things, promoting curiosity and global awareness.	Adjectives of Nationality	Read sentences about famous places Write about a family member’s travel experience.	<ul style="list-style-type: none"> ♦ Audio recordings for listening activity- Maps or globe to locate countries and landmarks Textbook with present perfect grammar explanations 	Comprehen sion Questions Match countries to their correct nationalities Learners write a few sentences about their own or another person’s country and nationality. Role- Play:Learne rs introduce themselves with country and nationality.	English for Rwandan schools (2025) Pupil's Book, P4, 96-97	
	lesson2: speaking- Practice introducing themselves with their nationalities (3periods)							
	Lesson3:List ening comprehen sion (1period)							
	REMEDIAL SESSION (1PERIOD)							
Week5 18- 22MAY	Lesson 4: Vocabulary (2 periods)							

	Lesson4: writing a short paragraph about oneself using nationality adjectives (3periods)							
Topic2: Talking about personal and family experiences of countries (5periods)								
	Lesson 5: Reading comprehension on focusing on present perfect tense (2periods)	Learners will express personal and family travel experiences using the present perfect tense, developing the ability to speak and write about intercultural experiences	Present perfect tense	Learners take turns talking about countries they have visited or heard about. Teacher prompts with questions like: “Which country have you visited?” or “What did your family do there?”	Audio recordings for listening activity- Maps or globe to locate countries and landmarks Drawings or hand drawn posters of landmarks	Role-play: Simulate conversations about family trips. Check for clarity and appropriate sentence structure. Matching words to meanings: Countries, activities, and travel-related words. Short paragraph writing:	English for Rwandan schools (2025) Pupil's Book, P4, 96-97	
	Lesson6: Listening comprehension (1period)							
	REMEDIAL SESSION (1PERIOD)							
WEEK 6 25-29 MAY	Lesson 7: writing short paragraph about one's personal experience focusing on							

	present perfect tense (2 periods)					Learners write about a family trip to another country. Assess grammar, past tense usage, sentence structure, and vocabulary.		
Topic 3: Comparing cities, rivers and buildings								
	Lesson 8: Reading comprehension (2periodS)	Learners will compare different cities, rivers, and architectural structures using comparatives and superlatives to describe features and promote appreciation of diversity in	Make own comparisons by using comparative forms	Show learners pictures of two or more cities,	Printed worksheets for activities World map or globe • ◆ Flashcards of cities, rivers, and buildings	Use a map to locate rivers or cities. Learners compare distances, size, or location and report findings orally or in writing. Divide	English for Rwandan schools (2025) Pupil's Book, P4, 98-99	
	Lesson 9: Making own comparisons -Comparing rivers, buildings, cities around focusing on comparatives and							

	superlatives (1 period)	world geography and design.				learners into small groups. Assign each group a city, river, or building.		
	Lesson10: writing short paragraph comparing two cities, rivers, lakes using comparatives and superlatives(2 periods)			rivers, or buildings.Learne rs describe what they see using comparison words: bigger, smaller, taller, longer, older, newer.		Learners discuss similarities and differences with other groups		
	Lesson 11: Sounds and Spending Practicing th/ (1period)	practice the sound /th/	the sound /th/	Read and practice the sound /th/ and /qu/	printed worksheets for activities World map or globe	Gap filling and	English for Rwandan schools (2025) Pupil's Book, P4, 98-99	
	REMEDIAL SESSION (1PERIOD)							

	Lesson 11: Listening (1 period)	Learners will be able to identify letters and the sounds they make.	Sounds /th/ and /ng/	Read and practice the Sounds /th/ and /ng/	printed worksheets for activities World map or globe	Oral repetition: Teacher says words with /th/ or /ng/, learners repeat. Assess correct pronunciation. Sorting activity: Learners listen to a list of words and sort them into /th/ and /ng/ categories.	English for Rwandan schools (2025) Pupil's Book, P4,100	
	REMEDIAL SESSION							
WEEK 7 1-5 JUNE	Lesson 12: Sounds and spelling: Practicing sound /th/ and /ng/: 1 period	Learners will be able to write words correctly by matching sounds to letters.	Sounds /th/ and /ng/	Read and practice the Sounds /th/ and /ng/	printed worksheets for activities World map or globe	Oral repetition: Teacher says words with /th/ or /ng/, learners repeat. Assess correct	English for Rwandan schools (2025) Pupil's Book, P4,101	

						pronunciation. Sorting activity: Learners listen to a list of words and sort them into /th/ and /ng/ categories.		
END of UNIT ASSESSMENT: 2 periods						(2PERIODS)		
UNIT 10: CLIMATE CHANGE							(21 PERIODS)	
Key unit assessment: To talk and write about climate change using appropriate language structures such as the present continuous tense, modal verbs and coordinating conjunctions.								
Topic 1: Describing Aspects of Climate Change							(11periods)	
Lesson1 :Reading the conversation between Peter and Jane (3 PERIODS)	learners will be able to observe and describe visible signs of climate change	use of to much , So much , may words to remember:drought –	ask learners what they know about climate change (e.g., hotter summers, floods,	Pictures or posters showing drought, floods, and other climate	Observe learners during group discussions to check if they u	English for Rwandan schools (2025) Pupil's Book, P4,105-106		

	<p>lesson2: vocabulary (2periods)</p> <p>REMEDIAL SESSION (1PERIOD)</p>	<p>in their local area—such as changes in rainfall, temperature, and flooding— using simple English sentences and relevant vocabulary, through group discussions, storytelling, and drawing activities.</p>	<p>flood – climate – smoke – plant</p>	<p>droughts).</p> <p>Teacher records ideas on the board under categories like temperature, rainfall, natural disasters.</p>	<p>events;</p> <ul style="list-style-type: none"> ◆ weather charts; vocabulary flashcards; markers and large paper for group work. 	<p>se correct climate- related vocabulary (rainfall, temperature, flooding, drought).</p> <p>Assess learners’ ability to construct simple English sentences when describing local climate changes.</p> <p>Use a short oral presentation or storytelling session where learners narrate personal or community</p>		
<p>WEEK 8 8JUNE- 12</p>	<p>lesson 3: Roleplaying the conversation between Peter and Jane (2periods)</p> <p>Lesson 4: Structural analysis of the dialogue focusing on quantifiers and present continous tense (2 periods)</p>							

						<p>experiences of climate change. Writing</p> <p>Ask learners to write 3–5 simple sentences describing observed changes in climate in their local area</p> <p>Evaluate accuracy of vocabulary and sentence formation.</p>		
	<p>Lesson 5: Writing a short paragraph about effects of climate change using adjectives of quantity (2 periods)</p>	<p>Write a short paragraph about effects of climate change using adjectives of quantity</p>	<p>adjectives of quantity</p>	<p>Learners write a short paragraph (4–5 sentences) about the effects of climate change using adjectives of quantity.</p>	<p>Flashcards/pictures showing effects of climate change (drought, floods, deforestation, storms)</p>	<p>Learners write 3–5 sentences or a short paragraph on climate change effects using adjectives of quantity.</p>		

Topic2: Describing our responsibilities (6 Periods)							
	Lesson4: Reading comprehen sion: the poem "let's save the earth" (2periods)	learners will be able to identify and explain at least three actions they can take to reduce the effects of climate change in their school or community, using appropriate language structures, through role play, writing short messages, and participating in environmental classroom projects.	Using “Let’s” to make suggestions • Let’s means Let us – We use it when we want to suggest something to do together. . Using “Don’t” to Prohibit (Stop) Actions Must / Mustn’t • Must to say something is very important or a rule	Vocabulary Building Introduce key words (rainfall, drought, flood, heat, temperature, change). Practice pronunciation and use in short sentences (e.g., “The river floods in April.”). Matching activity: learners match words to pictures .Storytelling / Sharing Experiences Each group shares a short story about climate change effects in their	◆Storybooks or posters about environment al actions; •◆Flashcards with action verbs (recycle, plant, save, etc.); •◆Charts for classroom action plans.	Speaking & Listening Observe learners during group discussions to check if they can describe local climate changes (rainfall, temperature, flooding) using simple English sentences. Listen during storytelling to assess correct use of key vocabulary and sentence	English for Rwandan schools (2025) Pupil's Book, P4,108-109
WEEK9 15-19 JUNE	Lesson 6: vocabulary and poem recitation (2periods)						

				<p>area.</p> <p>Teacher encourages use of simple sentences: “Last year, the rain was heavy. Our garden flooded.”</p>		<p>structure.</p> <p>Use oral questioning (e.g., “What happens when it rains too much?”).</p> <p>2. Writing Ask learners to write 3–5 simple sentences about climate change in their local area.</p> <p>Assess correct vocabulary usage, spelling, and sentence clarity.</p>		
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<p>Lesson 7: Writing what one should do to care for the environment (2 periods)</p>	<p>write what one should do to care for the environment</p>	<p>Let's</p>	<p>Use let's in sentences</p>	<p>Visual Aids Flashcards and pictures showing actions/objects related to the “Let’s ...”. Posters or charts with examples of “Let’s ...” sentences (Let’s play, Let’s read, Let’s sing).</p>	<p>fill-in-the-blank: Let’s _____ (play/read/g o). Learners write 2–3 original “Let’s ...” sentences (e.g., Let’s sing a song. Let’s read a book.)</p>	<p>English for Rwandan schools (2025) Pupil's Book, P4,108-109</p>	
<p>Sounds and spelling: Practicing sound/air/ and /ow/ (2 periods)</p>	<p>practice the sound /air/ and /ow/</p>	<p>Sounds /air/ and /ow/</p>	<p>practice the sounds /air/ and /ow/</p>	<p>Listen and repeat the words after your teacher. Fill in the missing letters: air or ow, then read the words aloud.</p>	<p>Visual Aids Flashcards with /air/ words and /ow/ words Picture cards to connect sound with meaning. Chart/poster dividing /air/ and /ow/ words</p>	<p>English for Rwandan schools (2025) Pupil's Book, P4,109 activity 10.3.2</p>	

						into two columns.		
	End of unit assessment (2 periods)					(2PERIODS)		
	Remedial 1 period							
WEEK10 22- 26JUNE	REVISION AND EXAMS							
WEEK11 29JUNE- 3/JULY	MARKING AND REPORTS PREPARAT ION							