

**UPPER PRIMARY**

**CONTENT DISTRIBUTION IN SCHOOL YEAR 2024/2025**

**SUBJECT: ENGLISH LANGUAGE**

**Number of periods per week: 8 periods**

**Grade: P4**

**Term 1**

<b>UNIT 1: OUR SCHOOL</b>		<b>Periods: 39</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about their school using age-appropriate language focusing on the present simple tense, time expressions and determiners of quantity.		
1	Talking about subjects and timetable <b>Present simple tense</b>	8
	Remedial	1
2	Talking about subjects and timetable <b>Present simple tense</b>	4
	Describing future hopes <b>Want to, would like to</b>	4
	Remedial	1
3	Describing future hopes <b>Want to, would like to</b>	4
	Describing the size of the school. <b>There are, how many are there?</b> <b>A lot of, most, some, a few ...</b>	4
	Remedial	1
4	Describing the size of the school. <b>There are, how many are there?</b> <b>A lot of, most, some, a few ...</b>	1
	Walking to school	4
	Talking about our school plan <b>Prepositions of place</b>	3
	Remedial	1
5	Talking about our school plan <b>Prepositions of place</b>	3
	Sounds and spelling	2
	End of unit Assessment	2
<b>UNIT 2: MY FRIENDS AND I</b>		<b>Periods: 37</b>
<b>Key unit competency:</b> Pupils will 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.		
5	Describing my hobbies <b>Like+ -ing/ Enjoy+ - ing</b>	1

	Remedial	1
6	Describing my hobbies <b>Like+ -ing/ Enjoy+ - ing</b>	8
	Remedial	1
7	Describing my hobbies <b>Like+ -ing/ Enjoy+ - ing</b>	4
	Telling stories <b>Past simple tense</b>	4
	Remedial	1
8	Telling stories <b>Past simple tense</b>	1
	Talking about future plans <b>Future with going to</b>	4
	Describing people <b>Adjectives for appearance, personality.</b>	3
	Remedial	1
9	Describing people <b>Adjectives for appearance, personality.</b>	3
	Comparing people <b>Comparatives</b>	5
	Remedial	1
10	Sounds and spelling	2
	End of unit assessment	2
<b>UNIT 3: OUR DISTRICT</b>		<b>Periods: 22</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about their district using appropriate language focusing prepositions of place.		
10	Talking about the place where you live <b>Prepositions of place</b>	4
	Remedial	1
11	Talking about the place where you live <b>Prepositions of place</b>	8
	Remedial	1
12	Talking about facilities <b>There is/are.</b>	6
	Sounds and spelling	2
	Remedial	1
13	End of unit assessment	2
<b>UNIT 4: WEATHER</b>		<b>Periods: 26</b>
<b>Key unit competency:</b> Pupils will 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 and personal and possessive pronouns		
13	Talking about today’s weather <b>Present continuous tense</b>	6

	Remedial	1
<b>TERM 2</b>		
1	Talking about today's weather <b>Present continuous tense</b>	6
	Talking about weather in the past <b>Past simple tense</b>	2
	Remedial	1
2	Talking about weather in the past <b>Past simple tense</b>	1
	Talking about weather in our district <b>Adverbs of time: last week, today, in May</b> <b>More, less, too much</b> <b>When clauses</b>	3
	Describing the advantages and disadvantages of weather <b>help to, more, less, too much</b>	4
	Remedial	1
3	Sounds and spelling	2
	End of unit assessment	2
<b>UNIT 5: JOBS AND ROLES IN HOME AND COMMUNITY</b>		<b>Periods: 26</b>
<b>Key unit competency:</b> 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.		
3	Talking about how often you do jobs <b>Adverbs of frequency</b>	4
	Remedial	1
4	Talking about how often you do jobs <b>Adverbs of frequency</b>	8
	Remedial	1
5	Talking about how often you do jobs <b>Adverbs of frequency</b>	1
	Talking about helping in the community <b>Common and proper nouns</b>	5
	Talking about future activities <b>Future tense with 'will'</b> <b>Gerund</b>	2
	Remedial	1
6	Talking about future activities <b>Future tense with 'will'</b> <b>Gerund</b>	2
	Sounds and spelling	2
	End of unit assessment	2
<b>UNIT 6: WILD ANIMALS</b>		<b>Periods: 25</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about wild animals using appropriate language focusing on the present perfect tense, comparatives and superlatives, and determiners of quantity.		

6	Naming and classifying animals <b>Collective nouns</b>	2
	Remedial	1
7	Naming and classifying animals <b>Collective nouns</b>	8
	Remedial	1
8	Naming and classifying animals <b>Collective nouns</b>	2
	Comparing animals <b>Comparatives, superlatives</b>	2
	Talking about wild animals in Rwanda <b>Singular and plural nouns</b>	4
	Remedial	1
9	Talking about experiences of wild animals <b>Present perfect tense: declaratives, questions</b>	3
	Sounds and spelling	2
	End of unit assessment	2
<b>UNIT 7: RIGHTS, RESPONSIBILITIES AND NEEDS</b>		<b>Periods: 18</b>
<b>Key unit competency:</b> Pupils will be able 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.		
9	Talking about our rights and responsibilities <b>Modal verbs: must/must not</b>	1
	Remedial	1
10	Talking about our rights and responsibilities <b>Modal verbs: must/must not</b>	8
	Remedial	1
11	Talking about our rights and responsibilities <b>Modal verbs: must/must not</b>	1
	Talking about rules and consequences <b>The first conditional clause</b>	4
	Sounds and spelling	2
	End of unit assessment	1
	Remedial	1
<b>TERM 3</b>		
1	Unit 7-Revision	1
<b>UNIT 8: TALKING ABOUT THE PAST</b>		<b>Periods: 23</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about the past using appropriate language focusing on the past simple tense, contracted verb forms in positive and negative statements, and determiners of quantity.		
1	Recounting past activities <b>Past simple tense</b>	7
	Remedial	1

2	Recounting past activities <b>Past simple tense</b>	4
	Describing traditional and modern tools and utensils <b>Past simple tense</b>	3
	Describing and comparing traditional and modern farming <b>Determiners of quantity: much, a lot of, many, more, fewer, less, etc.</b>	1
	Remedial	1
3	Describing and comparing traditional and modern farming <b>Determiners of quantity: much, a lot of, many, more, fewer, less, etc.</b>	4
	Sounds and spelling	2
	End of unit assessment	2
	Remedial	1
<b>UNIT 9: COUNTRIES, RIVERS AND FAMOUS ARCHITECTURAL STRUCTURES OF THE WORLD</b>		<b>Periods: 27</b>
<b>Key unit competency:</b> 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.		
4	Talking about countries and nationalities <b>Adjectives of nationality</b>	8
	Remedial	1
5	Talking about countries and nationalities <b>Adjectives of nationality</b>	5
	Talking about personal and family experience of countries <b>Present perfect tense</b>	3
	Remedial	1
6	Talking about personal and family experience of countries <b>Present perfect tense</b>	2
	Comparing cities, rivers, buildings <b>Comparatives and superlatives</b>	5
	Sounds and spelling	1
	Remedial	1
7	Sounds and spelling	1
	End unit assessment	2
<b>UNIT 10: CLIMATE CHANGE</b>		<b>Periods: 21</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about climate change using appropriate language structures such as the present continuous tense, modal verbs and coordinating conjunctions		
7	Describing aspects of climate change <b>Too/so much, many</b> <b>Present continuous tense</b>	5
	Remedial	1
8	Describing aspects of climate change <b>Too/so much, many</b> <b>Present continuous tense</b>	6

	Describing our responsibilities <b>Must, mustn't</b> <b>Making suggestions: Let's.</b> <b>Prohibiting: Don't</b>	2
	Remedial	1
9	Describing our responsibilities <b>Must, mustn't</b> <b>Making suggestions: Let's.</b> <b>Prohibiting: Don't</b>	4
	Sounds and spelling	2
	End of unit assessment	2
	Remedial	1

UPPER PRIMARY

CONTENT DISTRIBUTION IN SCHOOL YEAR 2024/2025

SUBJECT: ENGLISH LANGUAGE

Number of period per week: 8 periods

Grade: P5

**Term 1**

UNIT 1: PAST AND FUTURE EVENTS		Periods: 22
<b>Key unit competency:</b> Pupils will be able to talk and write about <b>past</b> and <b>future</b> events using the past simple tense with the connectors and the future tense with “going to”, “would like to” and “want to”.		
Week	Sub Unit Titles	Periods
1	Telling your life story - <b>Past simple and connectors of time.</b>	8
	Remedial	1
2	Telling your life story - <b>Past simple and connectors of time.</b>	1
	Recounting past experiences - <b>Past simple: questions with how old...?</b> - <b>When clauses</b>	6
	Talking about future plans - <b>Future with “going to”.</b>	1
	Remedial	1
3	Talking about future plans - <b>Future with going to.</b> - <b>want to/ would like to</b>	3
	Sounds and spellings	1
	End unit assessment	2
UNIT 2: CLASSROOM LANGUAGE		Periods: 25
<b>Key unit competency:</b> Pupils will be able to use appropriate classroom language to give orders, ask and answer questions, and apply common sentence structures such as imperatives, questions, conjunctions and time prepositions.		
3	Giving orders <b>Teacher language: imperatives and questions.</b>	2
	Remedial	1
4	Giving orders <b>Teacher language: imperatives and questions.</b>	3

	Talking during group work <b>Basic defining expressions</b>	4
	Contrasting	1
	Remedial	1
5	Contrasting	5
	Using reference materials <b>Prepositions of time</b>	3
	Remedial	1
6	Using reference materials <b>Prepositions of time</b>	1
	Planning and evaluating writing <b>Connectors of time</b>	3
	Sounds and spellings	1
	<b>End of unit assessment</b>	2
<b>UNIT 3: READING</b>		<b>Periods: 25</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about what they read using the past simple tense, adverbs of frequency, because clauses and expressions with too...to, for and enough to.		
6	Telling stories <b>The past simple tense.</b>	1
	Remedial	1
7	Telling stories <b>The past simple tense.</b>	5
	Saying what I like reading - <b>Like + -ing.</b> - <b>Because - clauses.</b>	3
	Remedial	1
8	Saying what I like reading - <b>Like + -ing.</b> - <b>Because - clauses.</b>	3
	Talking about reading habits - <b>Adverbs of frequency.</b>	4
	Skimming and scanning <b>Enough to/ too ... to</b>	1
	Remedial	1
9	Skimming and scanning <b>Enough to/ too ... to</b>	5
	Sounds and spelling	1
	<b>End of unit assessment</b>	2

	Remedial	1
<b>UNIT 4: ENVIRONMENT</b>		<b>Periods: 20</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about the environment of Rwanda, applying appropriate language structures such as prepositions of places and the passive voice.		
10	Describing the map of Rwanda This is/ these are/ this mountain is,... <b>- Prepositions of place: in the north, south, west, east, near,...</b>	6
	Describing the uses of physical features <b>Passive: is/are found.</b>	2
	Remedial	1
11	Describing the uses of physical features <b>Passive: is/are found.</b>	3
	Describing wildlife in Rwanda <b>Correlative conjunctions</b>	5
	Remedial	1
12	Describing the uses of physical features <b>Passive: is/are found.</b>	1
	Sounds and spelling	1
	<b>End of unit assessment</b>	2
<b>UNIT 5: MEASUREMENT</b>		<b>PERIODS: 21</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about dimensions of places and people using the right question forms, as well as comparative and superlative degrees of adjectives.		
12	Saying and asking about dimensions. <b>Questions with how long, wide, high, deep,....</b>	4
	Remedial	1
13	Saying and asking about dimensions. <b>Questions with how long, wide, high, deep,...</b>	3
	Comparing dimensions of places <b>- Comparatives and superlatives.</b>	4
	Discussing people's height and size. <b>How high, what size,...</b>	1
	Remedial	1
<b>TERM 2</b>		

1	Discussing people's height and size. <b>How high, what size,...</b>	6
	Sounds and spelling	1
	<b>End of unit assessment</b>	1
	Remedial	1
2	<b>End of unit assessment</b>	1
<b>UNIT 6: TRANSPORT.</b>		<b>Periods: 30</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about transport in Rwanda using correct sentence forms such as imperatives, prepositions, present simple, comparatives and superlatives.		
2	Talking about means of transport <b>Travel by+ means of transport</b>	7
	Remedial	1
3	Talking about means of transport <b>Travel by+ means of transport</b>	2
	Comparing means of transport. <b>It is+ comparative+ to..</b>	6
	Remedial	1
4	Comparing means of transport. <b>It is+ comparative+ to..</b>	1
	Describing the uses of means of transport <b>Help ...to</b>	6
	Talking about visits in Rwanda <b>Present perfect</b>	1
	Remedial	1
5	Talking about visits in Rwanda <b>Present perfect</b>	4
	Sounds and spelling	1
	End of unit assessment	2
<b>Unit 7: HYGIENE AND HEALTH</b>		<b>Periods: 31</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about hygiene and health using correct language structures such as countable and uncountable nouns, quantifiers, modal verbs like “ <i>should</i> ” and first conditional.		
5	Describing diet <b>How much...?</b>	1
	Remedial	1
6	Describing diet <b>How much...?</b>	6
	Describing food groups and a balanced diet <b>Countable and uncountable nouns</b>	2

	<b>Quantifiers (some, any, a lot of, much, many, a little, a few)</b>	
	Remedial	1
7	Describing food groups and a balanced diet <b>Countable and uncountable nouns</b> <b>Quantifiers (some, any, a lot of, much, many, a little, a few)</b>	3
	Talking about diet and health <b>First conditional clause</b>	5
	Remedial	1
8	Talking about hygiene <b>Modal verbs: should.</b>	8
	Remedial	1
9	Talking about illness	3
	Sounds and spelling	1
	<b>End of unit assessment</b>	2
<b>UNIT 8: CRAFTS IN RWANDA</b>		<b>Periods: 24</b>
<b>Key unit competency:</b> Pupils will be able to describe traditional and modern crafts in Rwanda, using the correct language structures such as the present simple passive and used to.		
9	Describing what people made in the past <b>Used to +infinitive</b>	2
	Remedial	1
10	Describing what people made in the past <b>Used to +infinitive</b>	5
	Describing what people used tools for <b>Used for +-ing</b>	3
	Remedial	1
11	Describing what people used tools for <b>Used for +-ing</b>	1
	Describing modern handcrafts <b>Make +object</b>	5
	Describing how to make craft objects <b>Passive voice</b>	2
	Remedial	1
<b>TERM 3</b>		
1	Describing how to make craft objects <b>Passive voice</b>	3
	Sounds and spelling	1
	<b>End of unit assessment</b>	2
<b>UNIT 9: TRADITIONAL AND MODERN AGRICULTURE IN RWANDA</b>		<b>Periods: 33</b>

<b>Key unit competency:</b> Pupils will be able to describe traditional and modern agriculture in Rwanda using appropriate language structures, focusing on the past simple, present simple, and future tenses.		
1	Describing farming tools in the past	2
	Remedial	1
2	Describing farming tools in the past	5
	Describing farming in the past <b>-Past simple tense</b>	3
	Remedial	1
3	Describing farming in the past <b>-Past simple tense</b>	2
	Describing agriculture in the present/current era <b>Present simple tense.</b> <b>Asking questions: What.../Do....</b>	6
	Remedial	1
4	Describing agriculture in the present/current era <b>Present simple tense.</b> <b>Asking questions: What.../Do....</b>	1
	Describing current agricultural exports and imports <b>-Present simple tense.</b>	5
	Describing agriculture in the future <b>Future tense with "will"</b>	2
	Remedial	1
5	Describing agriculture in the future <b>Future tense with "will"</b>	4
	Sounds and spelling	1
	<b>End of unit assessment</b>	2
<b>UNIT 10: GEOGRAPHY OF THE WORLD</b>		<b>Periods: 33</b>
<b>Key unit competency:</b> Pupils will be able to talk and write about geography of the world using correct language structures focusing on prepositions of place, modal verb can and conditional sentences.		
5	Naming continents, countries and capitals. <b>There is/are...</b>	1
	Remedial	1
6	Naming continents, countries and capitals. <b>There is/are...</b>	6
	Describing the position of countries <b>- Prepositions of place: in, on, west of...</b>	2
	Remedial	1
7	Describing the position of countries	4

	<b>- Prepositions of place: in, on, west of...</b>	
	Describing the physical geography of a country <b>There is/are....</b>	4
	Remedial	1
8	Describing the physical geography of a country <b>There is/are....</b>	4
	Describing a country. <b>You can/cannot....</b> <b>Second conditional ("If... would")</b>	4
	Remedial	1
9	Describing a country. <b>You can/cannot....</b> <b>Second conditional ("If... would")</b>	4
	Sounds and spelling	2
	<b>End of unit assessment</b>	2
	Remedial	1

UPPER PRIMARY

CONTENT DISTRIBUTION IN SCHOOL YEAR 2024/2025

SUBJECT: ENGLISH LANGUAGE

Number of periods per week: 8 periods

Grade: P6

Term 1

UNIT 1: LEISURE AND SPORTS		Periods: 31
<b>Key unit competence:</b> Pupils will be able to talk and write about leisure and sports activities using appropriate vocabulary and language structures such as the past simple tense, “like/prefer” + -ing, quantity determiners and correlative.		
1	Talking about what you like doing <b>Like, prefer +/-ing.</b>	8
	Remedial	1
2	Talking about what you like doing <b>Like, prefer +/-ing.</b>	3
	Describing past activities <b>Past simple tense</b>	5
	Remedial	1
3	Describing past activities <b>Past simple tense</b>	2
	Describing music <b>Determiners of quantity: a few, some, a lot, most</b>	6
	Remedial	1
4	Describing sportspeople	4
	Sounds and spelling	1
	End of unit assessment	2
UNIT 2: MAKING FUTURE PLANS		Periods: 23
<b>Key unit competence:</b> Pupils will be able to talk and write about future plans related to trips and tourist destinations using adverbials of time, the future with “going to” and expression for making suggestions.		
4	Describing tourist destinations	1
	Remedial	1
5	Describing tourist destinations	7
	Describing a trip <b>Future with going to</b> <b>Adverbials of time: at 6.00 am, in the afternoon, etc.</b>	1
	Remedial	1
6	Describing a trip	6

	<b>Future with going to</b> <b>Adverbials of time: at 6.00 am, in the afternoon, etc.</b>	
	Making suggestions <b>Let's, shall we?</b>	2
	Remedial	1
7	Making suggestions <b>Let's, shall we?</b>	3
	Sounds and spelling	1
	End of unit assessment	2
<b>UNIT 3: WEATHER</b>		<b>Periods: 36</b>
<b>Key unit competence:</b> Pupils will be able to talk and write about the weather using appropriate language structures such as present simple and continuous and future tense with “will” and first conditional.		
7	Talking about the weather <b>Present continuous tense</b> <b>Present simple tense</b>	2
	Remedial	1
8	Talking about the weather <b>Present continuous tense</b> <b>Present simple tense</b>	8
	Remedial	1
9	Predicting the weather <b>Use of “will”, “may”, “might”</b>	6
	Describing future plans <b>Present continuous tense with future meaning</b>	2
	Remedial	1
10	Describing future plans <b>Present continuous tense with future meaning</b>	3
	Planning future events <b>Future with “will”</b> <b>First conditional</b>	5
	Remedial	1
11	Planning future events <b>Future with “will”</b> <b>First conditional</b>	1
	Describing Seasons <b>First conditional</b>	6
	Sounds and spelling	1
	Remedial	1
12	End of unit assessment	2
<b>UNIT 4: BEHAVIOUR, RULES AND LAWS</b>		<b>Periods: 36</b>
<b>Key unit competence:</b> Pupils will be able to describe people, behaviour, rules and laws using second and third conditionals, modal verbs and relative pronouns.		

12	Describing people <b>Relative pronouns</b>	6
	Remedial	1
13	Describing people <b>Relative pronouns</b>	3
	Describing social behaviour <b>Indefinite pronouns</b>	5
	Remedial	1
<b>TERM 2</b>		
1	Describing social behaviour <b>Indefinite pronouns</b>	4
	Giving opinions on morality <b>Model verbs</b>	4
	Remedial	1
2	Giving opinions on morality <b>Model verbs</b>	2
	Describing laws <b>Modal verbs: should, must...</b>	4
	Describing punishment <b>Conditional causes</b>	2
	Remedial	1
3	Describing punishment <b>Conditional clauses</b>	3
	Sounds and spelling	1
	End unit assessment	2
<b>UNIT 5: FAMILY RELATIONSHIPS</b>		<b>Periods: 30</b>
<b>Key unit competence:</b> Pupils will be able to talk and write about family relationships using appropriate language structures such as 'have got', describing words, the past simple tense, and 'because' clauses.		
3	Describing a family tree. <b>Have got</b>	2
	Remedial	1
4	Describing a family tree. <b>Have got</b>	4
	Describing personalities <b>Adjectives of personality</b>	4
	Remedial	1
5	Describing personalities <b>Adjectives of personality</b>	1
	Saying who you like <b>Reason clauses</b>	7
	Remedial	1

6	Saying who you like <b>Reason clauses</b>	1
	Describing a family member and their life story <b>Past simple tense</b>	7
	Remedial	1
7	Sounds and spelling	2
	End unit assessment	2
<b>UNIT 6: READING BOOKS, WRITING COMPOSITION AND EXAMINATIONS</b>		<b>Periods: 40</b>
<b>Key unit competence:</b> Pupils will be able to read and show understanding of different types of texts, write clear compositions, and respond correctly to examination instructions using appropriate language structures focusing on the past tenses, purpose clauses and reason clauses.		
7	Finding information in books <b>Purpose and reason clauses</b>	4
	Remedial	1
8	Finding information in books <b>Purpose and reason clauses</b>	1
	Reading stories <b>Simple past tense</b> <b>Past continuous</b> <b>Past perfect tense</b>	5
	Writing compositions. <b>Language of composition and examination answers</b>	2
	Remedial	1
9	Writing compositions. <b>Language of composition and examination answers</b>	8
	Remedial	1
10	Writing compositions. <b>Language of composition and examination answers</b>	8
	Remedial	1
<b>UNIT 6: READING BOOKS, WRITING COMPOSITION AND EXAMINATIONS (CONT.)</b>		
11	Writing compositions. <b>Language of composition and examination answers</b>	2
	Understanding instructions in examinations <b>Quotation marks</b>	6
	Remedial	1
<b>TERM 3</b>		
1	Sounds and spelling	2
	End of unit Assessment	2
<b>UNIT 7: ANIMALS</b>		<b>Periods: 19</b>
<b>Key unit competence:</b> Pupils will be able to talk and write about animals using descriptive adjectives, the past simple tense and the past continuous tense.		
1	Classifying animals <b>Active and passive voice</b>	4

	Remedial	1
2	Classifying animals <b>Active and passive voice</b>	4
	Recounting personal experiences of seeing animals <b>Past simple tense</b> <b>Past continuous tense</b>	4
	Remedial	1
3	Recounting personal experiences of seeing animals <b>Past simple tense</b> <b>Past continuous tense</b>	3
	Sounds and spelling	2
	End of unit assessment	2
<b>UNIT 8: ENVIRONMENT</b>		<b>Periods: 26</b>
<b>Key unit competence:</b> Pupils will be able to talk and write about the environment using modal verbs and conditional clauses.		
3	Talking about resources	<b>1</b>
	Remedial	1
4	Talking about resources	<b>5</b>
	<b>Describing the location of key resources in Rwanda</b>	<b>3</b>
	Remedial	1
5	Describing the location of key resources in Rwanda <b>Relative clauses with “where”</b>	<b>4</b>
	Talking about dangers to the environment <b>Conditional clauses</b>	<b>4</b>
	Remedial	1
6	Talking about dangers to the environment <b>Conditional clauses</b>	<b>1</b>
	Talking about protecting the environment <b>Modal verbs: should, need to...</b>	<b>5</b>
	Sounds and spelling	<b>1</b>
	End of unit assessment	<b>1</b>
	Remedial	1
7	End of unit assessment	<b>1</b>
<b>UNIT 9: MAINTAINING HARMONY IN THE FAMILY</b>		<b>Periods: 23</b>
<b>Key unit competence:</b> Pupils will be able to talk and write about family life using appropriate language structures such as modal verbs and reported speech.		
7	Describing jobs in the family household	7
	Remedial	1
8	Describing jobs in the family household	1
	Describing what parents say <b>Reported commands: tell, told to</b>	7
	Remedial	1
9	Describing what parents say <b>Reported commands: tell, told to</b>	1

	Talking about family rules. <b>Will (intention)</b>	4
	Sounds and spelling	1
	Assessment	2
	Remedial	1