

REPUBLIC OF RWANDA

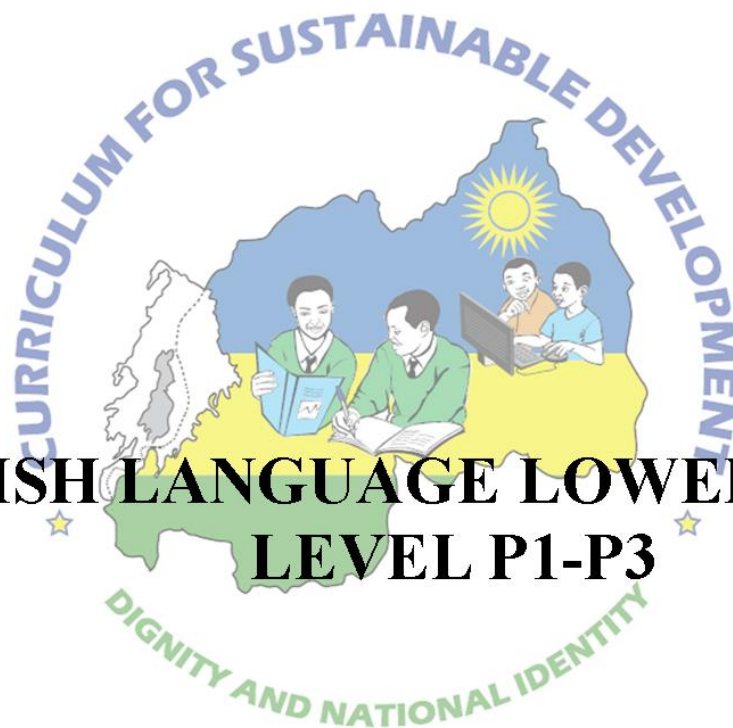


MINISTRY OF EDUCATION

REB

Rwanda Education Board

**ENGLISH LANGUAGE LOWER PRIMARY
LEVEL P1-P3**



Kigali, 2015

ENGLISH LANGUAGE UPPER PRIMARY P1-P3

KIGALI, 2015

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FOREWORD

The Rwanda Education Board is honoured to provide syllabuses which serve as official documents and guide to competency based teaching and learning in order to ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated into society and make the best use of employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasises the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB and its staff who organised the whole process from its inception. Special appreciation goes to the development partners who supported the exercise throughout.

**Mr GASANA I Janvier,
Director General REB.**

ACKNOWLEDGEMENT

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I owe sincere gratitude to different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support.

We also value the contribution of other education partner organisations such as CNLG, AEGIS trust, Itorero ry'Igihugu, Gender Monitoring Office, National Unity and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right to Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN and local and international consultants. Their respective initiatives, cooperation and support significantly contributed to successful production of this syllabus by the Curriculum and Pedagogical Material Production Department (CPMD).

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1. INTRODUCTION

1.1. Background to the syllabus review

Vision 2020 and other recent Rwandan Government policies emphasise the ambition of Rwanda becoming a knowledge based and technology led economy. These policies stress the need for the generation, dissemination and acquisition of scientific skills and technological innovations, critical thinking, and positive values. The integration of these skills into the social and economic development of Rwanda is critical. English is one of the official languages and medium of instruction in schools. It plays an important role in the achievement of this vision.

1.2. Rationale

Since Rwanda is an English speaking country and a member of the East African Community and the Commonwealth the teaching of English requires a competence based curriculum. The curriculum of any country acts as its guiding light. The basis of this English curriculum review is the need for Rwanda to shift towards a competence based curriculum that focuses on developing the wholeness of the learner. This wholeness will not only be achieved by providing knowledge and skills, but also through cultivating and inspiring certain attitudes as well as creating occasions and activities during the teaching learning process that would enable learners to think critically. This will allow learners to be able to compete favourably and fit into East Africa and the wider global community. This global outlook has underpinned the adoption and use of English as the language of instruction in Rwandan schools. One of the most important elements of this curriculum review was to organise and provide content and activities that would lead to a higher 'learning achievement'.

Therefore, well thought through learning activities and questions have been designed in the syllabus. This will challenge students to think independently as well as in groups. It is not just about the knowledge of language [the four skill areas] but how learners can work in English to reason, express themselves and solve problems in a wide range of situations.

1.2.1. English and society

Communication sits at the very base of every development trend in any country and this is particularly true for Rwanda. Learning English will not only enable learners to pass their exams but will also place them in a better position once they have finished school to transact business with ease, and exploit opportunities at local and international levels, particularly where the knowledge of English is a key prerequisite. For this reason, English will be taught as a subject from nursery through to university, and it will be fully used as the language of instruction from Primary four onwards. Students at lower primary level will be hopefully building on the solid language foundation they should have acquired from pre-primary up to this level.

As indeed before engaging English as both an official language and the language of instruction in schools of Rwanda, Rwandans could not effectively relate with, transact and fully exploit business and other opportunities in East Africa, the Commonwealth and the rest of the English speaking world. With the introduction of English in Rwanda, these problems will be solved.

1.2.2. English and the learners

English language is crucial for learners of this level to further and achieve learning in other subjects at higher levels of education since English would be thereafter their medium of instruction from upper primary level of education and onwards. As one of the official languages, English is also useful for learners to integrate into business and working situations in Rwanda.

As Rwanda is part of the East Africa Community and the Commonwealth, students with a mastery of the English language will be able to explore opportunities provided through these political and economic alliances and become competitive in the job market.

Finally, English has become a global language, especially in the science and technology fields. Students with higher educational goals will benefit from learning English in Rwanda so they can access education abroad.

1.2.3. Competences

A competency is the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills and attitudes. The national policy documents, based on the national aspirations, identify 'basic competences' alongside the 'generic competences' that will develop higher order thinking skills. Basic competences are addressed in the stated broad subject competences and in the objectives highlighted on a year on year basis and in each of the units of learning. The selection of types of learning activities must focus on how the learners are able to demonstrate these competences throughout and at the end of the learning process. A generic competence is a competence that is not specific to a particular subject or situation. Generic competences are transferrable and applicable to a range of subjects and situations including employment. The core competences that must be emphasised and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire such skills.

Critical thinking and problem solving skills: The acquisition of these skills will help learners to think imaginatively and broadly to evaluate and find solutions to problems encountered in all situations.

Creativity and innovation: The acquisition of these skills will help learners take initiative and use imagination beyond the knowledge provided to generate new ideas and construct new concepts.

Research: This will help learners find answers to questions based on existing information and concepts, and to explain phenomena based on findings from information gathered.

Communication in official languages: Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction by learners which will help them to communicate clearly and confidently. It will also help them to convey ideas effectively through speaking and writing and using the correct language structure and relevant vocabulary.

Cooperation, interpersonal management and life skills: This will help the learner to cooperate with others as a team in whatever task is assigned and to practise positive ethical moral values and respect for the rights, feelings and views of others. Learners will perform practical activities related to environmental conservation and protection. They will also advocate for personal, family and community health, hygiene and nutrition and respond creatively to the variety of challenges encountered in life.

Lifelong learning: The acquisition of these skills will help learners update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfilment in areas that need improvement and development.

Broad English syllabus competences

The syllabus competences listed below describe the educational purposes of a course based on this syllabus. They outline the educational context in which the syllabus content should be viewed. These competences are the same for all learners and are not listed in order of priority. Some of these competences may be delivered by the use of suitable local, international or historical examples and applications, or through collaborative experimental work.

The pupils at lower primary level should be helped to:

- Communicate information, ideas and feelings appropriately and effectively using related simple language in a range of different social settings and cultural contexts.
- Listen attentively and read fluently both for information and for pleasure.
- Demonstrate an adequate command of vocabulary and language patterns in simple texts and pictures to enable learning and communication in English in a given situation.
- Listen to and understand English as it is spoken in a given authentic situation.

2. PEDAGOGICAL APPROACH

Since each learner is an individual with own needs, pace of learning, experiences and abilities, teaching strategies must be varied but flexible within well-structured sequences of lessons. However, learner centered education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Teachers will find useful suggestions to implement the learner centered and interactive learning approach in the activities and methodology columns of this curriculum.

Language learning is a process. But at this level, a learner is expected to have achieved some English language basics. When learners make errors, the teacher should support them accordingly, but also accept their attempts to use the language correctly.

At this stage, pupils are also encouraged and expected to progressively develop a culture of reading for both information and enjoyment.

Schools should provide a conducive environment for learners to practise their English by participating in different activities such as role playing, poetry, drawing and music. This is will be of benefit as pupils learn well when they are actively involved in the learning process through a high degree of participation, contribution and production.

With improved language abilities at this level and with continued teacher to learner support, learners will read more fluently and write accurately simple words and texts. Teachers must bear in mind that pupils learn in different ways and at different rates.

Teachers need to provide a variety of learning experiences to support all learners. The classroom should be a safe and friendly place in which to learn and experiment with the language by:

- Ensuring constant access for pupils to the library and encouraging them to read and write within and beyond the framework of the curriculum with comprehension.

- Writing accurately for both functional and creative writing purposes.
- Integrating into other English speaking communities with a minimum command of the English language characterised by related adequate competences, knowledge and attitudes.

2.1. Role of the teacher

The change to a competence based curriculum is about transforming learning, ensuring that it is deep, enjoyable and habit forming.

The teacher ought to shift from the traditional method of instruction to a facilitator role. This will allow learners to actively be involved in the teaching learning process.

The teacher must identify the needs of learners, the nature of the learning to be carried out, and the means to shape learning experiences through challenging level appropriate situations in order to enhance critical thinking and problem solving skills. The role of the teacher is to organise learners in and outside the classroom and to engage them while using participatory and interactive methods throughout the learning process. Tasks can be given to individuals, pairs and groups. This ensures that learning is personalised, participative and cooperative. The teacher will design and introduce tasks to the class to perform [as in a role play] or for immediate discussion. The role of the teacher will be to guide the learners in constructing their own knowledge and to translate that knowledge into set competences.

Learners should be taught how to use the textbooks and other resource materials in different ways, including searching for and making use of information in expressive, denotative and connotative contexts.

2.2. Role of the learner

The activities of the learner are indicated in each learning unit and reflect appropriate engagement in the learning process.

The teaching and learning processes should be tailored towards creating a learner friendly environment based on learners' capabilities, needs, experience and interests.

The learning activities should be organised in a way that encourages learners to construct knowledge, either individually or in groups, in an active and engaging way.

Learners work on key competences, in the form of concrete units, with specific learning outcomes broken down into knowledge, skills and attitude.

In practical lessons, learners will work in groups as much as possible for mutual and peer language learning. They will also be encouraged to do simple project work individually.

2.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning, as opposed to the majority. These differences can either be emotional, physical or sensory. Traditionally intellectual learning challenges were known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream school. Therefore, the school's role is to enrol them and also set strategies to provide them with relevant education. The teacher is requested to consider each learner's needs during the teaching and learning process. Assessment strategies and conditions should

also be standardised to the needs of these learners. Detailed guidance for each category of learner with special education needs is provided for in the guidance for teachers.

3. ASSESSMENT APPROACHES

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of an individual learner's learning progress. It also makes a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the new competence based curriculum assessment must also be competence based. As such, learners will be given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned.

Assessment at lower primary is normally done at school level or through any organised event such as school competition or National Assessment (LARS).

3.1. Types of assessment

3.1.1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When teachers are planning their lessons, they should establish criteria for performance and behavioural changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus, and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of a competence or the performance of the learner, it serves a summative purpose. Summative assessment provides a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved. The results of the assessment is used for the ranking or grading of learners, for deciding on progression, for selection into the next level of education, and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

For this level, assessment can be internal school based or external in the form inter school competitions. School based summative assessment should take place once at the end of each term and once at the end of the year.

3.2. Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. Whatever the assessment procedures that are used they shall generate data in the form of scores which will be carefully recorded and stored in a portfolio. These scores will be used for remedial action, for alternative instructional strategy, for feedback to the learner and to their parents to check the learning progress and to advice accordingly, or for the final assessment of the learners.

This portfolio is a folder (or binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of their work. Portfolios reflect not only work produced (such as papers and assignments), but are also a record of the activities undertaken over time as part of student learning. They also serve as a verification tool for each learner that they attended the whole learning before they undergo the summative assessment for the subject.

3.3. Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be developed. This plan should show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competency based curriculum, questions from the higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- Identify the topic areas to be tested from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure the verbs used in the formulation of questions do not require memorisation or recall answers only, but test for broad competencies as stated in the syllabus.

Structure and format of assessing for English Language:

At lower primary level, English language will be assessed through:

Sentence writing, grammar and vocabulary as well as correctness of pronunciation.

3.4. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with their parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve.

4. RESOURCES

4.1. Materials needed for implementation

Teaching and learning of English language is presented in context in order for the learners to practice the language. The successful implementation of this curriculum requires appropriate teaching aids including text books, teachers' guides, audio visuals, maps, real materials for primary school learners. It is hoped that ICT also will help in this language learning process.

4.2. Human resource

Skills required for the teacher of this subject

- Engage students in variety of learning activities.
- Use multiple teaching and assessment methods
- Adjust instructions to the level of the learner.
- Creativity and innovation.
- Makes connections/links with other subjects.
- Should have a high level of knowledge of the content.
- Effective discipline skills.

- Good classroom management skills.
- Good communicator.
- Guide and counsellor.
- Passion for children teaching and learning.

5. LOWER PRIMARY SYLLABUS UNITS

5.1. Presentation of the structure of the English syllabus units

English language is taught from pre-primary onwards.

English language subject is structured in Topic Areas that are oral and written communication that apply to all education levels.

English language subject is taught in different contexts/situations that make learning units.

Units are characterised by the following features:

1. Each Unit shows the number of corresponding lessons in it.
2. Each Unit has a key unit competency that is based on an elaborate subject Overview and which is accomplished through all teaching and learning activities undertaken by both the teacher and the learners. Through these activities with adequate methodologies and techniques the key competences are hence achieved.
3. In each unit there are stated learning objectives including knowledge and understanding, skills and attitudes and values. These have been developed based on Bloom's taxonomy that is from lower order thinking level to higher order thinking level.
4. Each Unit has a detailed content referred to as Language use.
5. Each Unit is provided with learning activities that are expected to engage learners in an interactive learner centered participatory approach.

6. Finally, each Unit shows its links to other subjects, its assessment criteria and the materials (or resources) that are needed during the teaching-and-learning process.

5.2. English Syllabus for Primary one

5.2.1. Key competences at the end of P1

At the end of P1, the learner should be able to:

- Appreciate simple stories rhymes, and poems when read aloud
- Ask and answer simple questions including in short dialogues
- Recognize and read aloud some common and familiar English words and simple phrases.
- Copy simple common and familiar words, label drawings and begin to write some from memory.
- Use simple English vocabulary, language structures, phrases, sounds and conventions of prints already learned.

5.2. 1 P1 English Syllabus Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		Unit 1: Welcome to the classroom		No. of periods: 25
Key Unit Competence: To use language learnt in the context of the classroom.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify personal and possessive pronouns. - Recognise words for classroom instructions. 	<ul style="list-style-type: none"> - Recognise familiar names and words. - Greet people at school and in a home setting. - Recognise and respond to greetings in words and gestures. - Ask someone their name and say their own. - Introduce themselves and others. - Listen to and follow 	<ul style="list-style-type: none"> - Listen carefully. - Pay attention to the teacher. - Enjoy yourself. 	<p>Language use</p> <p>Greeting people</p> <ul style="list-style-type: none"> - Good morning, good afternoon, good evening, hello, how are you? I am fine, thank you. <p>Introducing oneself</p> <ul style="list-style-type: none"> - My name is Felix. I am Felix. What is your name? <p>Introducing others</p> <ul style="list-style-type: none"> - This is Felix. He is Felix. His name is Felix. Who is this? <p>Giving and following instructions</p> <ul style="list-style-type: none"> - Stand up, sit down, clap, concentrate, listen, look, repeat, speak, sing, etc. <p>Vocabulary</p> <p>Instructions/Orders:</p> <ul style="list-style-type: none"> - Stand up, sit down, repeat, listen, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Possessives: my, his, her. 	<ul style="list-style-type: none"> - Greet learners in class and let them respond appropriately. - Mime greetings and the learners imitate and respond aloud. - Learners practise greeting each other. - Learners introduce each other. - Listen and respond to words, stories, nursery rhymes, chants, poems and songs about greeting people. - Create actions for some instructional words e.g. clap, listen (tug ear), look (point to eye). Learners imitate and say the words - Match pictures with spoken words and phrases. - Listen to the sounds and words and repeat.

	instructions. - Recognise and produce and English sounds.		- This is, I am, she is. Sounds and spelling - Recognise and pronounce some frequently used words	
Links to other subjects: <i>Social Studies: self and others.</i>				
Assessment criteria: <i>Can greet people, introduce oneself and others and follow instructions.</i>				
Materials: <i>Flash cards, and pictures.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		Unit 2: Classroom objects		No. of periods: 25
Key Unit Competency: To use language learnt in the context of objects in the classroom.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the indefinite article and plurals. - List words for colours and classroom objects. 	<ul style="list-style-type: none"> - Recognise and use frequently used words in speaking and listening. - Identify the names of classroom objects. - Copy the names of classroom objects. - Identify the colour of classroom objects and objects in the environment. - Listen to stories, nursery rhymes, poems 	<ul style="list-style-type: none"> - Listen carefully and repeat. - Listen to your partner. - Be polite to your partner. 	<p>Language use</p> <p>Describing classroom objects</p> <ul style="list-style-type: none"> - What is this? It is a chair. This is a chair. What is that? Is that a chair? Point to a desk. <p>Describing colours</p> <ul style="list-style-type: none"> - This is a red pen. What colour is this? These are red pens. It is blue. Is it blue? <p>Talking about possession</p> <ul style="list-style-type: none"> - I have got a blue pen. Have you got a pencil? That's my pencil. Is that your bag? <p>Vocabulary</p> <p>Colours:</p> <ul style="list-style-type: none"> - Blue, yellow, green, red, etc. <p>Classroom objects:</p> <ul style="list-style-type: none"> - Chair, desk, pen, pencil, book, bag, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Plurals. - Indefinite article. - This is, these are, it is, what is? 	<ul style="list-style-type: none"> - Role play dialogue using classroom objects and possessions. - Classify different objects in the classroom based on their colour. - Listen, repeat and respond to words, stories, nursery rhymes, chants, poems and songs about greeting people. - Play Odd One Out e.g. put three things together, two are yellow one is blue, learners then determine which is the odd one out? - Match colours with their names. - Draw a rainbow and say the colours. - Draw, colour and label classroom objects. - Make collections of different colours. - Guess hidden objects.

	<p>and songs.</p> <ul style="list-style-type: none"> - Hear and recognise words. - Listen to items read out and show understanding by drawing/ colouring them. - Describe possessions. 		<ul style="list-style-type: none"> - I have got, have you got? - My, your etc. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce some frequently used words. - Hear and say rhyming words. 	
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Links to other subjects: *Kinyarwanda: classroom and colour.*

Assessment criteria: *Can name classroom objects and their colours and say what you possess.*

Materials: *Realia, flashcards, picture books, pictures, photographs, wall charts, and coloured chalk/pens.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		Unit 3: People at home and school		No. of periods: 26
Key Unit Competency: To use language learnt in the context of people at home and school.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of how old and this is my. - Say words for family members and people in school. 	<ul style="list-style-type: none"> - Recognise and pronounce some frequently used words. - Point to and name family members and name family relationships. - Name people in school. - Listen and read the names of family relationships. - Write the names of family members. - Describe people's ages. 	<ul style="list-style-type: none"> - Put your hand up when you want to answer a question. - Organise your group and choose someone to report to the whole class. 	<p>Language use</p> <p>Describing one's family</p> <ul style="list-style-type: none"> - This is my/her/his father. Who is this? I have 2 sisters. Her name is Mutesi. <p>Describing people in school</p> <ul style="list-style-type: none"> - This is a teacher. He is a teacher. She is the head teacher. Who is this? <p>Talking about people's ages</p> <ul style="list-style-type: none"> - I am 10. She is 10. How old are you? How old is he? <p>Vocabulary</p> <p>Family members:</p> <ul style="list-style-type: none"> - Father, mother, brother, sister, etc. <p>People in school:</p> <ul style="list-style-type: none"> - Teacher, head teacher, etc. <p>Numbers:</p> <ul style="list-style-type: none"> - 1-20 <p>Language structure</p> <ul style="list-style-type: none"> - I am 10, how old are you? How old is she? - Who is this? This is my/her/his. 	<ul style="list-style-type: none"> - Listen to a short, simple dialogue about people at school. - In groups, show photographs of family members. - Make a family tree using pictures and photos/word cards. - Draw and write the names of family members. - Listen and respond to words, stories, nursery rhymes, chants, poems and songs about greeting people in the family. - In pairs/groups, name people in school. - Play number games and sing number songs. - Listen to sounds and match sounds with letters.

			Sounds and spelling - Recognise and pronounce sounds and use rhythm and stress correctly.	
Links to other subjects: <i>Social Studies: family and age.</i>				
Assessment criteria: <i>Can identify family members and say how old people are.</i>				
Materials: <i>Charts, flash cards, photographs, family photographs, drawings, drawing paper and pens.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION

P1 English

Unit 4: Clothes and body parts

No. of periods: 25

Key Unit Competency: To use language learnt in the context of clothes and body parts.

Learning objectives

Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Recognise the use of singular and plural nouns and questions with what is, and what are. - List words for parts of the body, colours and clothes. 	<ul style="list-style-type: none"> - Start to recognise and produce sounds and to recognise some sound letter relationships. - Say who you are. - Orally describe parts of the body. - Orally describe clothes and their colours. - Listen to the names of clothes and parts of the body and show understanding 	<ul style="list-style-type: none"> - Organise your group and keep time. - Take turns in group work. 	<p>Language use</p> <p>Say who you are</p> <ul style="list-style-type: none"> - My name is Mutesi. I am a girl. He is a boy. His name is Felix. Is he a boy? <p>Describing parts of the body</p> <ul style="list-style-type: none"> - This is my head. These are my arms. These are her legs. <p>Describing clothes</p> <ul style="list-style-type: none"> - This is a shirt. It is a shirt. These are socks. What is this? What are these? The shirt is blue. What colour are the socks? <p>Saying what people are wearing</p> <ul style="list-style-type: none"> - He is wearing a shirt. She is wearing a blue skirt. <p>Vocabulary</p> <p>Parts of the body:</p> <ul style="list-style-type: none"> - Head, eyes, ears, nose, mouth, etc. <p>Colours:</p>	<ul style="list-style-type: none"> - Match pictures with the names of body parts or clothes. - Label a diagram showing body parts or clothes. - Draw body parts or clothes and name them. - Listen to and mime words, stories, nursery rhymes, chants, poems and songs about greeting people. - Sing songs about body parts, e.g. head and shoulders, knees and toes. - Play games, e.g. point to, touch, Simon says. - Play what is missing where the teacher writes words on the board. Learners close their eyes and the teacher removes one or two words. Learners have to guess which word is missing. - In pairs and groups, ask and

	<p>visually.</p> <ul style="list-style-type: none"> - Write the names of clothes and parts of the body on a picture. 		<ul style="list-style-type: none"> - Red, blue, pink, brown, etc. <p>Clothes:</p> <ul style="list-style-type: none"> - Shirt, skirt, trousers, jumper, etc. <p>Language structure</p> <ul style="list-style-type: none"> - This, these. - What is, what are these? - Present continuous tense: wearing. - Possessive pronouns: my, her, his. - Singular and plural nouns. - This, these. - I am, she is a. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and name the letters A to Z. - Recognise and pronounce some frequently used words. 	<p>name body parts or clothes.</p> <ul style="list-style-type: none"> - Use flash cards showing body parts or clothes. - Fill in simple, short gap filling sentences. - Show pictures and say what people are wearing. - Draw a picture and say what clothes the person is wearing. - Match pictures of what people are wearing with sentences. - Guess Who? Riddles: She is wearing a blue skirt. Who is she?
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Links to other subject: *Elementary sciences and technology: body parts and clothing.*

Assessment criteria: *Can identify parts of the body, name clothes and their colours and say what people are wearing.*

Materials: *Wall charts, pictures, flash cards, photographs, drawing paper and pens and coloured chalk/pens.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		Unit 5: Likes and dislikes		No. of periods: 25
Key Unit Competency: To use language in the context of likes and dislikes.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the present simple tense. - List words for food items. - Identify numbers 20-50. 	<ul style="list-style-type: none"> - Name simple foods. - Express likes and dislikes in relation to food and colours. - Carry out a simple survey on food and represent the data in numbers or as a bar graph. - Listen to the names of different food and show understanding visually. - Read simple sentences about likes and dislikes in 	<ul style="list-style-type: none"> - Write neatly. - Speak clearly when you answer a question. - When you work in pairs or groups, decide who is going to do which job. 	<p>Language use</p> <p>Describing food</p> <ul style="list-style-type: none"> - This is rice. These are beans. What is this? What are these? Are these beans? <p>Talking about likes and dislikes</p> <ul style="list-style-type: none"> - I like rice. She likes rice. They don't like rice. He doesn't like rice. What food do you like? What colours do you like? What is your favourite food? Do they like bananas? <p>Doing a survey</p> <ul style="list-style-type: none"> - 10 people like beans. <p>Vocabulary</p> <p>Food:</p> <ul style="list-style-type: none"> - Bananas, rice, beans, eggs, etc. <p>Numbers:</p> <ul style="list-style-type: none"> - 20-50. <p>Language structure</p> <ul style="list-style-type: none"> - Present simple tense: Declarative: Do you? Does she? 	<ul style="list-style-type: none"> - Match pictures of foods with names. - In groups, learners name foods and say what they like. - Carry out a simple survey on the food learners like. - Represent the survey in numbers or in a bar graph form. - Point to favourite colours. - Draw favourite foods or colours. - In pairs, answer and ask questions. - Listen to and mime words, stories, nursery rhymes ,chants, poems and songs about food and colours. - Read simple sentences about what people like. - Scrambled sentences: Pupils put word cards in the right order to make sentences.

	relation to foods. - Complete simple sentences about likes and dislikes in relation to foods.		What do you? - Plurals: demonstratives. - Questions: What is this? What are these? Are these? Sounds and spelling - Recognise and pronounce sounds and use rhythm and stress correctly.	
Links to other subjects: <i>Maths: numbers</i>				
Assessment criteria: <i>Can identify common foods and express likes and dislikes.</i>				
Materials: <i>Wall charts, pictures, photographs, coloured chalk/pens, realia, and charts.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		Unit 6: Classroom objects and personal belongings		No. of periods: 25
Key Unit Competency: To use language learnt in the context of classroom objects and personal belongings.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of prepositions of place and the possessive with names. - Identify words for classroom objects. 	<ul style="list-style-type: none"> - Recognise and produce sounds, recognise letters and recognise key sound letter relationships. - Orally describe the position of objects. - Orally, say who something belongs to. - Describe the number of things. - Read simple sentences describing the position and number of things and 	<ul style="list-style-type: none"> - Eager to learn new words and write them down. - Attempt making sentences even if you make mistakes. 	<p>Language use</p> <p>Describing position</p> <ul style="list-style-type: none"> - The book is on the desk. Where's the blue pen? <p>Describing numbers</p> <ul style="list-style-type: none"> - How many chairs are there? There are five chairs. <p>Talking about possessions</p> <ul style="list-style-type: none"> - Whose pen is this? It's Mutesi's. This is Felix's pen. <p>Vocabulary</p> <p>Classroom objects:</p> <ul style="list-style-type: none"> - Book, exercise book, chair, desk, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Prepositions of place: on, under, next to, behind, etc. - Possessive form: Mutesi's. - There are, how many? <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognize and name letters A to Z. - Recognise and pronounce some 	<ul style="list-style-type: none"> - Draw pictures showing the position and number of objects and talk about them in groups. - Draw and name pictures of personal belongings. - 'What is Missing?' game: The teacher shows objects or pictures. Learners cover their eyes and the teacher removes one. Learners have to guess what is missing. - Quiz: say where something is. Right or wrong? Say how many things there are. Right or wrong? - Complete simple sentences describing pictures showing a number or place. - Read simple sentences about pictures describing numbers and places. Right or wrong? - Draw pictures: 3 pens on a table, other learners can

	<p>visually show understanding.</p> <ul style="list-style-type: none"> - Listen to people talking about the position and number of objects and visually show understanding. - Draw objects, show their position and number and write simple descriptive sentences. 		<p>frequently used words Be aware of lower case and capital letters.</p>	<p>complete sentences using sentence starters.</p> <ul style="list-style-type: none"> - Listen to and repeat sounds, and match sounds and letters.
<p>Links to other subjects: <i>Mathematics: numbers, and spatial representation.</i></p>				
<p>Assessment criteria: <i>Can describe the position and the number of objects and say who things belong to.</i></p>				
<p>Materials: <i>Pictures, line drawings, flashcards, picture books, and realia.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		Unit 7: Home		No. of periods: 25
Key Unit Competency: To use language learnt in the context of the home.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the present simple tense, and prepositions of place, etc. - Identify words for localities, rooms, and household objects. 	<ul style="list-style-type: none"> - Recognise and produce sounds, recognise letters and recognise key sound letter relationships. - Say where you live. - Orally, describe rooms and their contents. - Read simple sentences describing a dwelling or a floor plan and visually show understanding. - Listen to a text read aloud 	<ul style="list-style-type: none"> - Use English in and out of school. - Be aware of errors both in spoken and written English. 	<p>Language use</p> <p>Saying where you live</p> <ul style="list-style-type: none"> - I live in Musanze. He lives in Butare. They don't live in Gisenyi. Gisenyi is a town. <p>Describing a house and its rooms</p> <ul style="list-style-type: none"> - There are 3 rooms. How many rooms are there? Is there a living room? <p>Describing the contents of rooms</p> <ul style="list-style-type: none"> - There's a table in the kitchen. There are knives and forks on the table. There's a lamp in the bedroom. Where is the lamp? <p>Vocabulary</p> <p>Localities:</p> <ul style="list-style-type: none"> - Town, village, city, etc. <p>Rooms:</p> <ul style="list-style-type: none"> - Bedroom, kitchen, living room, etc. <p>Household objects:</p>	<ul style="list-style-type: none"> - In groups, learners talk about their home, using oral support, e.g. sentence starters. - Learners draw 'My Ideal Room' with favourite objects and colours. - Draw a picture of a room and name the objects. - Hold an exhibition of drawings. - Label household objects in a picture. - Match pictures of household objects with their names. - Complete simple sentences about a home or a room using writing support, e.g. sentence starters or substitution tables. - Listen to a text read out describing a room. Learners draw what is read out.

	<p>about a dwelling or a floor plan and visually show understanding.</p> <ul style="list-style-type: none"> - Draw a plan or picture of a dwelling, name the rooms and write simple descriptive sentences. 		<ul style="list-style-type: none"> - Table, chair, knife, lamp, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Present simple tense: declarative, negative. - Prepositions of place: in, under, behind, on, near, etc. - There is/are. Is there? <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognize and name letters A to Z. - Recognise and pronounce some frequently used words. - Become aware of lowercase and capital letters. - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	
<p>Links to other subjects: <i>homes, household objects</i></p>				
<p>Assessment criteria: <i>Can say where you live, name rooms and household objects.</i></p>				
<p>Materials: <i>Photographs, pictures, flashcards, plans, realia, drawing paper, and pens</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		Unit 8: Domestic animals		No. of periods: 26
Key Unit Competency: To use language learnt in the context of domestic animals.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the present simple tense. - Identify words for animals and animal food. 	<ul style="list-style-type: none"> - Recognise and produce sounds, recognise letters, and recognise key sound letter relationships. - Describe orally the animals they have at home. - Explain what animals eat. - Construct and interpret a table showing what animals eat. - Read a short text describing domestic animals and 	<ul style="list-style-type: none"> - Listen carefully when others speak. - Risk taking: don't worry about making mistakes, everybody does it. 	<p>Language use</p> <p>Talking about domestic animals</p> <ul style="list-style-type: none"> - We have a dog. Do you have a cow? We don't have rabbits. <p>Talking about what animals eat</p> <ul style="list-style-type: none"> - Our dog eats meat. What do goats eat? - Does your dog eat meat? What do rabbits eat? <p>Talking about favourite animals</p> <ul style="list-style-type: none"> - I like dogs. Do you like hens? What is your favourite animal? My favourite animal is a goat. <p>Vocabulary</p> <p>Animals:</p> <ul style="list-style-type: none"> - Dog, goat, cow, rabbit, pig, etc. <p>Food animals can eat:</p> <ul style="list-style-type: none"> - Grass, meat, vegetables, maize, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Present simple tense. 	<ul style="list-style-type: none"> - Draw animals and write simple supported sentences about them. - Match animal pictures with words. - Anagrams of animal words, toags = goats. - Match animals with words about what they eat. - Construct a tick chart showing what animals eat. - Write simple supported sentences about what animals eat. - Read a short text about animals. - Play games making animal sounds. - Sing animal songs (e.g. Old McDonald). - Listen to and repeat sounds and match sounds with letters.

	<p>show understanding visually or in writing.</p> <ul style="list-style-type: none"> - Listen to a text read aloud describing domestic animals and show understanding visually or in writing. - Describe domestic animals in writing using simple supported sentences. 		<p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and name letters A to Z. - Recognise and pronounce some frequently used words. - Become aware of lowercase and capital letters. - Recognise and pronounce sounds and use rhythm and stress correctly. - Spell correctly. 	
<p>Links to other subjects: <i>Social studies and elementary science and technology: domestic animals and animal food.</i></p>				
<p>Assessment criteria: <i>Can say what animals they have, what they eat and which ones they like.</i></p>				
<p>Materials: <i>Charts, pictures of animals, photographs, flash cards, table on board, drawing paper, and pens</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION

P1 English

Unit 9: Daily routines

No. of periods: 26

Key Unit Competency: To use language learnt in the context of daily routines.

Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the present simple tense and of clock time. - Identify words for daily activities at home and clock time. 	<ul style="list-style-type: none"> - Recognise and produce sounds, recognise letters and recognise key sound letter relationships. - Orally tell the time. - Orally describe daily routines. - Read a short text about daily routines and show understanding visually or in writing. - Listen to a text read aloud about daily 	<ul style="list-style-type: none"> - Practise reading in and out of class. - Appreciate writing neatly and avoiding spelling errors. 	<p>Language use</p> <p>Describing daily activities</p> <ul style="list-style-type: none"> - I get up and clean my teeth. Does she clean her teeth? Do you do your homework? <p>Telling the time</p> <ul style="list-style-type: none"> - What time is it? It is six o'clock, half past six, a quarter to/past six, five/ten/twenty/twenty-five past/to six. <p>Describing daily routine</p> <ul style="list-style-type: none"> - I go to school at 7.00. She gets up at 6.00. <p>Vocabulary</p> <p>Daily activities at home:</p> <ul style="list-style-type: none"> - Do homework, clean teeth, get up, get dressed, etc. <p>Clock time:</p> <ul style="list-style-type: none"> - To, past, half, a quarter, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Present simple tense. - Telling the time. 	<ul style="list-style-type: none"> - Use a model clock to tell and ask the time. - Learners read phrases telling the time and match them with clock times. - In groups, ask and tell the time. - Match pictures of people doing daily routines with words and sentences. - Listen to the teacher talking about daily routines or time and respond. - Role play daily activities. - Mime daily activities and the learners guess the activity. - Read and speak a dialogue about daily activities or time. - Read a short text about daily routines or time and match with pictures or fill in simple gaps. - Draw pictures of people doing

	<p>routines and show understanding visually or in writing.</p> <ul style="list-style-type: none"> - Tell the time in writing. - Describe daily routines in writing using simple supported sentences. 		<p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<p>daily activities and write supported sentences about them.</p>
<p>Links to other subjects: <i>Social Studies: time and pupil's day.</i></p>				
<p>Assessment criteria: <i>Can tell the time and describe daily routines.</i></p>				
<p>Materials: <i>Pictures, photographs, drawing papers, and pens.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P1 English		Unit 10: Story telling		No. of periods: 25
Key Unit Competency: To use language learnt in the context of storytelling.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of connectors of time. - Identify key words for the story. 	<ul style="list-style-type: none"> - Recognise and produce sounds, recognise letters and recognise key sound letter relationships. - Listen to simple stories and visually show understanding. - Read a story and visually show understanding. - Retell a story with support. 	<ul style="list-style-type: none"> - Be careful while listening to a story and look at the pictures. - Be able to detect errors. 	<p>Language use</p> <ul style="list-style-type: none"> - On Monday he ate one apple but he was still hungry. On Friday he ate five oranges but he was still hungry. <p>Vocabulary</p> <ul style="list-style-type: none"> - Vocabulary of a story. <p>Language structures</p> <ul style="list-style-type: none"> - Present simple tense. - Connectors of time: once upon a time, then, after that, next, finally, etc. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<ul style="list-style-type: none"> - Listen to a story and look at pictures (if possible flashcards). - Sequence pictures with support from the teacher - Match the pictures with sentences. - Listen to the story again and predict what will happen next using key connectors: and, then... - Retell a story, drawing attention to connectors on flashcards. - Learners retell the story, with strong support. - If possible, sequence the sentences. - Repeat this activity with different stories.
Links to other subjects: <i>Kinyarwanda: stories.</i>				
Assessment criteria: <i>Can listen to a story and show visual understanding, read the story and show visual understanding, retell a story with strong support.</i>				
Materials: <i>Pictures, photographs, story books, and flash cards</i>				

5.3. English Syllabus for Primary two

5.3.1. Key competences at the end of P2

At the end of P1, the learner should be able to:

- Answer simple questions and give basic information in role play using gestures,
- Value others' contributions and use these to build on thinking,
- Read simple story books with support, answer questions and retell the story in their own words,
- Compose simple sentences using a model using familiar vocabulary,
- Build on prior knowledge of English vocabulary, language structures, phrases, sounds and conventions of prints.

5.3.2 P2 English Syllabus Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		Unit 1: Greetings, introductions and talking about school		No. of periods: 25
Key Unit Competency: To use language learnt in the context of greetings, introductions and talking about school.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the present simple tense and modal verbs. - Identify words for greetings, instructions, subjects and clock time. 	<ul style="list-style-type: none"> - Recognise and produce sounds for familiar and common words. - Punctuate accurately. - Say how old you are and where you live. - Read simple sentences about learners and where they live. Show understanding in writing. - Orally name school subjects and describe timetables. 	<ul style="list-style-type: none"> - Appreciate the teacher's help when learning English. - Seek support when faced with language problems. 	<p>Language use</p> <p>Greetings, farewells</p> <ul style="list-style-type: none"> - Hello. Hi. Good morning. Good afternoon. Good bye Mrs Kalisa. How are you? Fine thank you. <p>Introducing self and others</p> <ul style="list-style-type: none"> - My name's Uwera. What is your name? Can you tell me your name? This is Mukiza. Her name is Mukiza. <p>Talking about oneself</p> <ul style="list-style-type: none"> - I live in Kigali. Where do you live? I am seven. She's seven years old. Where do you live? <p>Talking about subjects</p> <ul style="list-style-type: none"> - We have science. I like maths. What subjects do you like? <p>Using timetables</p> <ul style="list-style-type: none"> - We have maths at 9.00. When do we have science? <p>Giving and following instructions</p>	<ul style="list-style-type: none"> - Greet and introduce learners in groups. - Talk in groups and say how old you are and where you live. - Sing the alphabet song. - Write a short text about how old you are and where you live. The teacher reads one out and learners have to guess who it is. - Tell the time using a clock. - Listen to the teacher talking about subjects and fill in a timetable. - Read a school timetable, talk about it and make simple supported written sentences about it, e.g. make suggestions for a new timetable using a substitution table. - Construct a timetable and talk about it. Write simple sentences about it.

	<ul style="list-style-type: none"> - Listen to a text read aloud about subjects and timetables and show understanding visually or in writing. - Read a short text about the subjects learners like and show understanding visually or in writing. - Construct a school timetable. - Investigate the subjects which learners like. - Present data in a table. - Describe the school timetable in writing. 		<ul style="list-style-type: none"> - Sit down. Work in pairs. Read. Come here please. Asking for permission - May I come in please? Can I leave the room? Vocabulary Greetings: - Hello, hi, good morning, good afternoon, etc. Instructions: - Sit down, work in groups, come here, etc. Subjects: - Maths, science, English, social studies, etc. Clock time: - O'clock, half, quarter, to, past, etc. Language structure - Modals: may I? - Present simple tense: questions and answers with Where, When, What subjects. - Time phrases: at 10 o'clock. Sounds and spelling - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<ul style="list-style-type: none"> - Talk in groups and say what subjects you like. - Carry out a survey of the subjects learners like. - Construct a table showing the subjects learners like. Talk and write simple sentences about it. Play a game using the table. Teacher asks: How many people like X? I'm thinking of a subject that 5 people like. What is it? Six people like mathematics. Is this true? - Follow classroom instructions.
<p>Links to other subjects: <i>Social Studies: classroom activities and localities.</i></p>				
<p>Assessment criteria: <i>Can greet and introduce people, talk about oneself, talk about school subjects and ask for permission.</i></p>				
<p>Materials: <i>Visuals, charts and tables, drawing paper and pencils, and a model clock.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		Unit 2: Sports		No. of periods: 26
Key Unit Competency: To use language learnt in the context of sports.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the present simple tense, short answers with gerunds and modal verbs. - Identify words for sports. 	<ul style="list-style-type: none"> - Recognise and produce sounds for familiar and common words. - Punctuate a sentence accurately. - Talk about the sports learners can do and like - Read simple sentences about the sports people learners like and show understanding visually or in writing. - Listen to a text read aloud about sports 	<ul style="list-style-type: none"> - Practise in and out of the classroom - Practise repeating sentences until you get them right. 	<p>Language use Talking about favourite sports</p> <ul style="list-style-type: none"> - I play football. She likes volleyball. She is good at sports. We swim in a river. What sports do you like? Does he like running? Yes, he does. <p>Describing ability</p> <ul style="list-style-type: none"> - You can ride a bicycle. They can't play volley ball. She can't swim. <p>Vocabulary Sports:</p> <ul style="list-style-type: none"> - Football, volleyball, swimming, running, etc. <p>Language structure</p> <ul style="list-style-type: none"> - The present simple tense. - Short answers: yes I do, no she doesn't - Like +-ing: She likes swimming. - Can, can't. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and 	<ul style="list-style-type: none"> - Match pictures and sentences about sports. - Talk about pictures of famous sportspeople and name the sport. Guessing game: teacher asks "this person can/likes..." Who is it? - Talk in a group about the sports learners can do using support, e.g. a substitution table. Report to the class i.e. she/he can... - Listen to the teacher reading a short text about sports and reply by ticking/filling in a chart. - Read a short text about sports and respond by completing sentences, filling gaps etc. - Learners write about sports they like using sentence starters and writing frames. - Ask and answer oral and written questions with, "can you?"

	<p>and show understanding visually or in writing</p> <ul style="list-style-type: none"> - Write a short text about sports. 		<p>stress correctly. Spell correctly.</p>	<ul style="list-style-type: none"> - Scrambled sentences: Using word cards teacher builds up sentences like: You can ride a bicycle on the board, but the words are mixed up. A learner comes out and re-arranges them. - Play memory games: ask who can..? Learners remember and say who can do what
<p>Links to other subjects: <i>Sport.</i></p>				
<p>Assessment criteria: <i>Can describe the position of places in the community and give and follow directions</i></p>				
<p>Materials: <i>Visuals, photographs, pictures, drawing paper and pencil, and pictures of sportspeople.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		Unit 3: Telling the time		No. of periods: 25
Key Unit Competency: To use language learnt in the context of time.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of present simple questions and adverbials of time. - Identify words for clock time, time of day, daily activities, days of the week, dates, months, and years. 	<ul style="list-style-type: none"> - Recognise and produce sounds for familiar and common words and spell them. - Punctuate accurately. - Orally tell the time. - Say the day, date, month and year. - Orally describe daily events. - Use a calendar. - Listen to a text read aloud about daily routines and show understanding 	<ul style="list-style-type: none"> - Appreciate parent's support in learning and practising English if they can. - Write neatly and organise your writing clearly on the page. 	<p>Language use</p> <p>Telling the time</p> <ul style="list-style-type: none"> - What time is it? It is six o'clock, half past six, a quarter to/past six, five/ten/twenty/twenty-five past/to six. <p>Describing the time of day</p> <ul style="list-style-type: none"> - I get up in the morning. I do my homework in the evening. <p>Talking about daily routines</p> <ul style="list-style-type: none"> - I get up at 7.00. When do you fetch water? When does he walk to school? I ride a bicycle every day. <p>Talking about days of the week, months and year.</p> <ul style="list-style-type: none"> - Today is Monday. What day is it today? It is Wednesday. What is the date? It is October. It is 27 March (twenty-seventh of March). What month is it? When is your birthday? 2013 (two thousand and thirteen). 	<ul style="list-style-type: none"> - Use a clock to tell the time. - Talk about the calendar in groups. - Read dates aloud and repeat them. - Listen to the teacher reading dates and write them down. - Talk about daily routines in groups. - Fill in a daily events timetable. - Use a daily events timetable to write short sentences about oneself or others. - Read out the timetable, the class listens and fills in a table. - Match pictures and sentences about daily routines. - Listen to the teacher reading out sentences about daily routines and match with pictures. - Sing the action song: this is the way we walk to school/ clean

	<p>by responding visually or in writing.</p> <ul style="list-style-type: none"> - Read a short text about daily events and show understanding by filling in a table. - Construct and describe a daily events timetable in writing. 		<p>Vocabulary</p> <p>Clock time:</p> <ul style="list-style-type: none"> - Half, quarter, past, to etc. <p>Time of day:</p> <ul style="list-style-type: none"> - Morning, afternoon, evening, etc. <p>Daily activities:</p> <ul style="list-style-type: none"> - Walk to school, get up, go home, fetch water, etc. <p>Days of the week:</p> <ul style="list-style-type: none"> - Monday, Tuesday, Wednesday, etc. <p>Dates:</p> <ul style="list-style-type: none"> - Ordinal numbers to 50. <p>Months:</p> <ul style="list-style-type: none"> - January, February, March, etc. <p>Years:</p> <ul style="list-style-type: none"> - 1995, 2003, 2014, etc. <p>Language structure</p> <ul style="list-style-type: none"> - What time/day/date/month is it? It is. - Present simple tense: questions with when. - Adverbs of time: in the morning, at 4 o'clock. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<p>our teeth/ brush our hair etc.</p> <ul style="list-style-type: none"> - Write simple sentences describing daily routines with support, e.g. sentence starters and writing frame. - Read a short text about daily routines and fill in a timetable. - Use a daily events timetable to write short sentences. - Sing the alphabet song.
<p>Links to other subjects: <i>Social Studies: time and daily routine. Mathematics: numbers.</i></p>				
<p>Assessment criteria: <i>Can tell the time, say the day, month, and year; describe daily routines.</i></p>				
<p>Materials: <i>Visuals, photographs, pictures, drawing paper and pencils, and a calendar.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		Unit 4: Food stuffs		No. of periods: 26
Key Unit Competency: To use language learnt in the context of food.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the present simple tense, indefinite, and omission of articles. - State words for meals, food, and food types. 	<ul style="list-style-type: none"> - Recognise and produce sounds for familiar and common words and spell them. - Punctuate accurately. - Talk about mealtimes and foods eaten at different mealtimes. - Talk about likes and dislikes with respect to food. - Carry out a class survey of what classmates eat using a questionnaire. 	<ul style="list-style-type: none"> - Respect other's point of view in group discussions. - Agree who will act as spokesperson for your group. 	<p>Language use</p> <p>Talking about mealtimes</p> <ul style="list-style-type: none"> - When do you have breakfast/lunch? I have lunch at 12.30. <p>Talking about meals</p> <ul style="list-style-type: none"> - I have rice for supper. They don't eat beans. What do you have for breakfast? <p>Talking about food likes and dislikes</p> <ul style="list-style-type: none"> - We like bread. She does not like porridge. What food do you like? What is your favourite food? My favourite food are bananas. <p>Describing food types</p> <ul style="list-style-type: none"> - A banana is a fruit. Rice is a cereal. <p>Describing diet</p> <ul style="list-style-type: none"> - I eat fruit. She eats cereals. Do you eat vegetables? <p>Vocabulary of food</p> <p>Meals:</p>	<ul style="list-style-type: none"> - Match words and pictures of food. - List simple countable and uncountable nouns. - Complete sentences with indefinite and zero articles. - Learners draw a plate with their favourite foods and label the foods on it. Other learners have to guess whose plate it is and say sentences such as S/he likes... - Draw and label pictures of food. - Read a short text about mealtimes and meals. - Talk about mealtimes and meals in small groups. - Use a questionnaire to ask and makes notes about a classmate's diet. - Make a bar graph out of the data. - Talk about the graph in groups using support, e.g. a

	<ul style="list-style-type: none"> - Use the data to construct a bar graph. - Interpret the graph in speech and writing. - Classify foods. - Read a short text about food and diet and show understanding visually or in writing. - Listen to a text read aloud about food and diet and show understanding visually or in writing. - Write a short text about food and diet. 		<ul style="list-style-type: none"> - Breakfast, lunch, dinner, etc. <p>Food:</p> <ul style="list-style-type: none"> - Bread, rice, potatoes, porridge, bananas, etc. <p>Food types:</p> <ul style="list-style-type: none"> - Cereal, fruit, vegetable, etc. <p>Language structure</p> <ul style="list-style-type: none"> - The present simple tense. - Indefinite and zero articles. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<p>substitution table.</p> <ul style="list-style-type: none"> - Using word cards build up sentences on the board e.g. 10 people like porridge. Then scramble the words and the learners have to rearrange them. - Write about the graph using support. - Classify food items in a chart and write about the classes. - Listen to the teacher reading out a short text about diet and match with pictures. - Play: who likes...? Learners put their hand up to show what foods they like. They have to remember who likes what and say it.
<p>Links to other subjects: <i>Elementary science and technology: food, diet, and nutrition.</i></p>				
<p>Assessment criteria: <i>Can describe diet, meals and food preferences.</i></p>				
<p>Materials: <i>Realia, pictures, photographs, drawing paper and pencils, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		Unit 5: Stories and descriptions		No. of periods: 25
Key Unit Competency: To use language learnt in the context of stories and processes.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the present simple tense with connectors of time to show time sequence. - Identify context appropriate words for a story. 	<ul style="list-style-type: none"> - Recognise and produce sounds for familiar and common words and spell them. - Punctuate accurately. - Read a simple story and show understanding of the time sequence. - Follow a story read aloud and show understanding of the time sequence. - Predict the story orally. - Read the story text aloud. - Read a story 	<ul style="list-style-type: none"> - Listen carefully to stories and pay attention to new vocabulary. - Take turns when you work in groups and be polite. - Listen carefully to what other group members say and respond if you can. 	<p>Language use Telling stories (any appropriate short story) e.g.</p> <ul style="list-style-type: none"> - The elephant visits his mother. He asks his mother... His mother says... Then he visits his uncle. He asks his uncle... His uncle says... After that he visits his grandmother. <p>Describing a process</p> <ul style="list-style-type: none"> - First Uwera writes a letter to her grandmother. Then she puts it in an envelope. Finally the postman delivers the letter. What happens next? <p>Vocabulary Vocabulary about the story Language structure</p> <ul style="list-style-type: none"> - The present simple tense. - Connectors of time: then, next, after that, finally. - Punctuation and capitalisation: full stops. <p>Sounds and spelling Recognise and pronounce sounds</p>	<ul style="list-style-type: none"> - Listen to a story and sequence a set of pictures. - Read a story and sequence a set of pictures. - Match a set of pictures using a time line with words like after that, then, next, at 12 o'clock, first, finally etc. Use verbs like visits/sees/finds/asks etc. to sequence sentences. - Match a set of pictures in a time sequence with sentences. - Link a set of sentences in a time sequence with connectors. - In groups, read a story aloud. - Sequence a set of pictures showing the journey of a letter. Make it into a flow chart, using boxes and arrows. - Match a set of sentences with pictures. Sequence the sentences. - Link the sentences together using connectors of time. - Talk about a daily routine using

	<p>about sending a letter with attention to connectors of time.</p> <p>- Write a short text showing time sequence by using connectors.</p>		<p>and use rhythm and stress correctly. Spell correctly.</p>	<p>connectors of time.</p> <p>- Sing a song. First of all we wash our face/after that we brush our hair/then we like to eat some food/finally we go to school to the tune of 'this is the way we...'</p>
<p>Links to other subjects: <i>Kinyarwanda: stories.</i></p>				
<p>Assessment criteria: <i>Can read a simple story, follow a story read aloud, predict the story and write a short text showing the time sequence by using connectors.</i></p>				
<p>Materials: <i>Pictures and flashcards.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		Unit 6: Family members and household activities		No. of periods: 25
Key Unit Competency: To use language learnt in the context of family members and household activities.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of questions in the present simple tense and of connectors and adverbials of time to describe a time sequence. - Identify words for household activities, jobs and numbers up to 100. 	<ul style="list-style-type: none"> - Recognise and produce sounds for familiar and common words and spell them. - Punctuate accurately. - Talk about family members, ages and jobs. - Describe household activities and routines. - Listen to a text read aloud about people and their jobs Show understanding by responding visually or in 	<ul style="list-style-type: none"> - Even if you are shy, try to make a contribution in a group. - Even if you are shy, try to answer a question from the teacher. - Appreciate the fact that practise makes you better. 	<p>Language use</p> <p>Describing family members</p> <ul style="list-style-type: none"> - This is my grandmother. She lives in Butare. She is 73. This is my uncle. He lives in Musanze. He is 42, Uwera is young. Where does she live? How old is he? <p>Saying what jobs family members have</p> <ul style="list-style-type: none"> - This is a builder. She is a farmer. My cousin is a carpenter. What is her job? <p>Talking about household activities</p> <ul style="list-style-type: none"> - My mother cooks food. Uwera milks the cow. I make the beds. My sister collects firewood. He fetches water. What do you do? Do you clean the house? <p>Describing daily activities</p> <ul style="list-style-type: none"> - My mother gets up at 6.00. I arrive at school at 7.30. After that I start classes. When do you come home? 	<ul style="list-style-type: none"> - Match words for jobs with pictures. - Match sentences showing daily events with pictures. - In pairs or small groups, talk about photographs of family members, jobs and ages. - Talk about daily events and routines in the family using language support, e.g. a talking frame or a substitution table. - Read a short text about household routines and activities. - Sequence a set of sentences about daily routines showing time adverbials and connectors. - Write a set of sentences about daily routines using time adverbials and connectors, using support, e.g. sentence starters. - Insert time adverbials and connectors into a set of sentences about daily routines,

	<p>writing.</p> <ul style="list-style-type: none"> - Follow a written text describing a sequence of daily events. - Read a short text about people and their jobs. Show understanding by responding visually or in writing. - Describe family members and their jobs in writing. - Write a description of a sequence showing the daily routines of family members,. - Compare school journey times using a table. 		<p>Timing the journey to school</p> <ul style="list-style-type: none"> - It takes 2 hours to get to school. How long does it take to get to school? <p>Vocabulary</p> <p>Household activities:</p> <ul style="list-style-type: none"> - Make the beds, cook meals, fetch water, collect firewood, etc. <p>Jobs:</p> <ul style="list-style-type: none"> - Carpenter, farmer, teacher, nurse, etc. <p>Numbers:</p> <ul style="list-style-type: none"> - From 1 to 100. <p>Language structure</p> <ul style="list-style-type: none"> - Present simple tense: questions with: where, when. Questions with: do, does. - Time adverbials: at 6.00 etc. - Connectors of time: after that, then etc. - How old is he? She is 74. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<p>to show the time sequence.</p> <ul style="list-style-type: none"> - Collect sentences from learners, e.g. who sweeps the floor in your family? Who cooks the food? Who packs your schoolbag? - Make a tick chart showing who does what household activity in the family. Learners ask their partner these questions, complete the tick chart, and report back orally or write about it. - Talk in a group about how long it takes to get to school, using support, e.g. sentence starters. - Fill in a table showing the school journey times of classmates and talk or write about it. Guessing game: Teacher asks: someone takes 30 minutes to get to school. Who is it? ... takes 20 minutes to get to school. Is that right?
<p>Links to other subjects: <i>Mathematics: time sequence, Social Studies: family and jobs.</i></p>				
<p>Assessment criteria: <i>Can describe family members and their jobs, household activities, and daily activities.</i></p>				
<p>Materials: <i>Pictures, photographs, and tables.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		Unit 7: Weather		No. of periods: 25
Key Unit Competency: To use language learnt in the context of weather.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of the present continuous and present simple tenses. - State words for weather, temperature, and months. 	<ul style="list-style-type: none"> - Recognise and produce sounds for familiar and common words and spell them. - Punctuate accurately. - Orally describe the weather. - Read air temperature using a thermometer. - In both speech and writing interpret a line graph showing the annual temperature in Rwanda. - In speech and writing interpret a bar 	<ul style="list-style-type: none"> - Appreciate learning a language in groups for mutual support. - Listen carefully to how the teacher pronounces words and sounds, and repeat. 	<p>Language use</p> <p>Describing the weather</p> <ul style="list-style-type: none"> - It is sunny/rainy/windy/cloudy. It is raining. Is the sun shining? It isn't raining. What is the weather like? <p>Describing temperature</p> <ul style="list-style-type: none"> - It is 28°C (Celsius). It is cold. What is the temperature? <p>Describing temperature during the year</p> <ul style="list-style-type: none"> - In June it is hot. It is about 25°C. In November the temperature is about 26°C. In May it is cool. <p>Describing rainfall throughout the year</p> <ul style="list-style-type: none"> - In April it rains a lot. In July it rains a little. <p>Vocabulary</p> <p>Weather:</p> <ul style="list-style-type: none"> - Rainy, windy, cloudy, sunny, etc. <p>Temperature:</p> <ul style="list-style-type: none"> - Hot, cool, cold, etc. <p>Months</p>	<ul style="list-style-type: none"> - Look out of the window and describe the weather. - Anagrams/scrambled words: rearrange the spelling of weather words e.g. anri = rain. Learners work them out. - Match weather pictures with sentences. - Talk in groups about the weather in Rwanda in different months, using support, e.g. a substitution table. - Interpret a temperature line graph showing Rwandan temperature throughout the year. Talk and write about the graph. - Interpret a rainfall bar graph showing Rwandan temperature throughout the year. Talk and write about the graph using true/false questions. Learners write their own true/false questions for others to answer. - Construct a line graph from

	<p>graph showing the annual rainfall in Rwanda.</p> <ul style="list-style-type: none"> - Read a short text about Rwandan weather and show understanding visually or in writing. - Listen to a short text read aloud about Rwandan weather and show understanding visually or in writing. 		<p>Language structure</p> <ul style="list-style-type: none"> - Present continuous tense: declarative, negative - A lot, a little. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<p>annual temperature figures and talk and write about the graph.</p> <ul style="list-style-type: none"> - Write captions for weather pictures using the present continuous, with support, e.g. sentence starters.
<p>Links to other subjects: <i>Elementary science and technology: Temperature and weather. Mathematics: months, and line and bar graphs.</i></p>				
<p>Assessment criteria: <i>Can describe weather, read air temperature and interpret annual weather graphs.</i></p>				
<p>Materials: <i>Pictures, photographs, thermometer, model thermometer, and temperature graphs.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		Unit 8: Animals, birds and insects		No. of periods: 25
Key Unit Competency: To use language learnt in the context of animals, birds and insects.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of the present simple tense, the present continuous tense and modal verbs. - State words for mammals, insects, birds, and animal activities. 	<ul style="list-style-type: none"> - Recognise and produce sounds for familiar and common words and spell them. - Punctuate a sentence accurately. - Orally and in writing classify animals according to their abilities, colour, food and where they live. - Describe pictures of the activities of animals orally and in writing. - Label a map showing where animals live. 	<ul style="list-style-type: none"> - Feel free to ask for the meaning when a new word comes up in dialogue. - Appreciate repetition to improve and fix language. 	<p>Language use Naming animals, birds and insects</p> <ul style="list-style-type: none"> - This is a monkey. Is this an elephant? Yes it is/no it isn't. <p>Saying what animals can do</p> <ul style="list-style-type: none"> - Birds can fly. Monkeys can climb trees. Fish can't fly. Can monkeys swim? <p>Saying what animals eat</p> <ul style="list-style-type: none"> - Lions eat antelope. Birds eat insects. What do monkeys eat? Do monkeys eat grass? <p>Saying where animals live</p> <ul style="list-style-type: none"> - Elephants live in Africa. Seals live in Antarctica. - Where do monkeys live? Do elephants live in Asia? <p>Saying what colour animals are</p> <ul style="list-style-type: none"> - Lions are brown. Zebras are black and white. What colour is a lion? <p>Describing pictures of animals</p> <ul style="list-style-type: none"> - The lion is sleeping. The elephants are eating grass. The monkeys are not eating. What is 	<ul style="list-style-type: none"> - Match animal words with pictures. - Ask learners if they know the sound different animals make. Sing song Old MacDonald has a farm. - In groups, orally describe pictures of animal activities using the present continuous tense. - In groups, look at pictures and describe the colours of animals and the food they eat. - Draw 2 circles on the board with different types of food e.g. meat and grass. Learners fill in animals that eat each type of food. e.g. zebra in the grass circle. - Make a tick chart showing what activities animals do. Animals on the left vertical, activities along the top. - Guessing game: this animal has a long tail and can swing from trees. What is it?

	<ul style="list-style-type: none"> - Read short texts about animals and their key features and show understanding visually or in writing. - Listen to a short text read aloud about animals and their key features and show understanding visually or in writing. 		<p>the elephant doing?</p> <p>Vocabulary</p> <p>Mammals:</p> <ul style="list-style-type: none"> - Elephant, lion, monkey, etc. <p>Insects:</p> <ul style="list-style-type: none"> - Butterfly, mosquito, etc. <p>Birds:</p> <ul style="list-style-type: none"> - Eagle, crane, etc. <p>Animal activities:</p> <ul style="list-style-type: none"> - Sleep, eat, etc. <p>Language structure:</p> <ul style="list-style-type: none"> - Present simple tense: questions with what, where, do. Short answers. - Present continuous tense: declarative, negative, questions with what? Short answers. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<ul style="list-style-type: none"> - Talk in groups and fill in the chart. - Talk and write about the chart. - Use a map to describe where animals live. - Write about the map. - Write riddles describing the colour of an animals, the food they eat, what it can do and where it lives. Classmates guess the animal. - Read short sentences about animals. Describe the colour, the food it eats, what it can do and where it lives. Show understanding by filling in gaps. - Listen to a short text read aloud about an animal's colour, the food it eats, what it can do and where it lives. Show understanding by filling in a chart.
<p>Links to other subjects: <i>Social studies and science: animals, animal classification and habitats.</i></p>				
<p>Assessment criteria: <i>Can identify and classify animals according to what they eat, where they live, what they can do and what colour they are.</i></p>				
<p>Materials: <i>Pictures, photographs, and world map.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		Unit 9: Mathematics		No. of periods: 25
Key Unit Competency: To use language learnt in the context of mathematics.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of question tags and the language of basic calculations. - State words for numbers up to 100, hundreds, thousands, and for addition, subtraction, multiplication and division. 	<ul style="list-style-type: none"> - Recognise and produce sounds for familiar and common words and spell them. - Punctuate a sentence accurately. - Add, subtract, multiply, divide and talk through the operations. - Describe operations in written form. - Write numbers in numerical and written form. 	<ul style="list-style-type: none"> - Practise the language of other subjects, so that you will be able to use it in those subject lessons. - When you do a calculation, don't just write it in numbers, talk it through in full. 	<p>Language use</p> <p>Talking about addition</p> <ul style="list-style-type: none"> - Four plus seven is eleven. Three plus five equals eight. What is four plus seven? <p>Talking about subtraction</p> <ul style="list-style-type: none"> - Seven minus four equals three. What is seven minus four? <p>Talking about multiplication</p> <ul style="list-style-type: none"> - Three times three equals nine. Four multiplied by five is twenty. What is three times one? <p>Talking about division</p> <ul style="list-style-type: none"> - Ten divided by five is two. Eight divided by two equals four. What is ten divided by five? <p>Vocabulary</p> <p>Numbers:</p> <ul style="list-style-type: none"> - From 1 to 100, hundreds, and thousands. <p>Addition, subtraction, multiplication, division:</p>	<ul style="list-style-type: none"> - Count orally. - Listen to numbers and write them down. - Match words cards, e.g. equals and =, minus and -, times and x. - Put word cards in the correct order e.g. eleven, four, plus, seven, equals. - Match calculations with sentences, e.g. four minus two equals two ($4-2=2$). - Read instructions for each of the four maths calculations and write the calculations numerically. - Performs the calculations in groups. - Writes calculations out. - Talk through the working of calculations. - Listen to instructions for calculations and perform them, both orally and in writing.

			<ul style="list-style-type: none"> - Plus, minus, equals, multiplied by, etc. <p>Language structure</p> <ul style="list-style-type: none"> - What is? <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	
Links to other subjects: <i>Mathematics: basic operations.</i>				
Assessment criteria: <i>Can calculate using basic addition, subtraction, multiplication and division.</i>				
Materials: <i>Visuals, drawing paper, and pencils.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P2 English		Unit 10: Talking about events in the past and future		No. of periods: 26
Key Unit Competency: To use language learnt in the context of talking about events in the past and future.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the past simple tense and near future. - Identify words for leisure activities, subjects, and daily routines. 	<ul style="list-style-type: none"> - Recognise and produce sounds for familiar and common words and spell them. - Punctuate a sentence accurately. - In both speech and writing describe events in the past and future. - Read a simple story in the past and show an understanding of the time sequence visually or in writing. 	<ul style="list-style-type: none"> - Treat your classmates with respect. Listen to them and respond if you can. - Be clear in the way you pronounce words. - When you write something, look at it again and correct your grammar. 	<p>Language use Recounting past events</p> <ul style="list-style-type: none"> - I went to school yesterday. Last week she played football. On Saturday they visited their grandmother. What did you do yesterday? Where did he go on Sunday? When did you get up? <p>Describing a day in the past</p> <ul style="list-style-type: none"> - I got up at 6.00. Then I got dressed. After that I had breakfast. <p>Describing lessons in the past</p> <ul style="list-style-type: none"> - They did their science homework. We had maths. <p>Telling stories (any appropriate story in the past simple tense) e.g.:</p> <ul style="list-style-type: none"> - The elephant visited his mother. He asked his mother... His mother said... Then he visited his uncle. He asked his uncle... His uncle said... After that he visited his grandmother <p>Describing future plans</p>	<ul style="list-style-type: none"> - Listen to a story and sequence a set of pictures. - Read a story and sequence a set of pictures. Introduce a time line if useful. - Match a set of pictures in a time sequence with sentences. - Match characters with speech bubbles. - Perform a story with actions. - Link a set of sentences in a time sequence with connectors and time adverbials. - In groups, read a story aloud. - Retell a story with support. - Talk in groups about past events with support, e.g. sentence starters, substitution table. - Talk in groups about yesterday's school timetable. Then write about it. - Write short sentences describing a daily routine in the past.

	<ul style="list-style-type: none"> - Listen to a short text about future plans. Follow a story in the past read aloud and show an understanding of the time sequence visually or in writing. - Orally predict the story. - Read the story text aloud. - Retell the story with support. - Write a short text about past and future activities. 		<ul style="list-style-type: none"> - On Sunday we are going to watch TV. On Saturday he's going to go shopping. What is she going to do? <p>Vocabulary</p> <p>Leisure activities:</p> <ul style="list-style-type: none"> - Play football, visit, etc. <p>Subjects:</p> <ul style="list-style-type: none"> - Maths, science, social studies, etc. <p>Daily routines:</p> <ul style="list-style-type: none"> - Get up, get dressed, have breakfast, brush my teeth, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Past simple tense: declarative and questions with when, where, what. Regular and irregular verb past tense endings. - Adverbs of time: yesterday, next week, last week, etc. - Connectors of time: then, after that, next, finally, etc. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<ul style="list-style-type: none"> - Listen to a classmate reading out a past daily routine and make notes in a diary. - Write short sentences about past events using time connectors and adverbials. - Listen to dialogue about future plans, focussing on going to. - Talk in groups about plans (e.g. for the weekend), paying attention to going to. - Write about future plans, paying attention to <i>going to</i>.
<p>Links to other subjects: <i>Social Studies: leisure, and school subjects.</i></p>				
<p>Assessment criteria: <i>Can describe events in the past and future, read a simple story set in the past, retell the story with support, write a short text about past and future activities.</i></p>				
<p>Materials: <i>Pictures, flashcards, and connector cards</i></p>				

5.4. English Syllabus for Primary three

5.4.1. Key competences at the end of P3

At the end of P3, the learner should be able to:

- Listen carefully and identify the main points from a short spoken message made up of familiar English words and expressions,
- Interpreting gestures, and other signals and cues,
- Ask and answer simple questions and talk about their interests with others,
- Encourage others to contribute and acknowledge that they have the right to hold a different opinions,
- Read a variety of familiar and some unfamiliar words and simple sentences independently. Interpret the main points from short written texts and respond to simple written questions,
- Choose their books of interest and explain what they like about them,
- Compose short sentences in response to simple questions using expressions already learnt to give a clear message,
- Communicate simple English sentences using additional vocabulary, language structures and conventions of prints already learned.

5.4.2 P3 English Syllabus Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		Unit 1: Places in the community		No. of periods: 25
Key Unit Competency: To use language learnt in the context of places in the community.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the present simple tense, prepositions of place and related question forms. - Identify words for directions, and community buildings. 	<ul style="list-style-type: none"> - Identify community buildings in the locality where they live, paying attention to grammar, vocabulary and pronunciation. - Orally give and follow directions to places in the school or on a map. - In speech and writing explain the function of some key community 	<ul style="list-style-type: none"> - Request parents to listen to you when you speak English. - Practise repeating new sentence patterns at home. 	<p>Language use Talking about where you live, e.g.: - I live in Musanze. Where does she live? Do they live in a town?</p> <p>Describing your town/village - There is a post office in our village. There are five shops in our town. Is there a post office in your town? How many shops are there?</p> <p>Naming types and functions of community buildings - You can buy fruit at a fruit stall. This shop sells bread. Where can you buy bread? You can get money at a bank.</p> <p>Describing the position of community buildings - The shop is opposite the post office. Where is the shop?</p>	<ul style="list-style-type: none"> - Listen to the teacher giving directions and follow them, e.g. Robots Game: teacher gives instructions, turn left, turn right, walk two steps forward, etc, - In a group, give and follow directions. - Give and follow directions to places in the classroom and school. - Read a text about the locality and follow directions on a map. - Draw a map of the locality and name the key community facilities. - Take the learners on a tour of the locality. - Match the names of buildings with places on a map. - Write simple directions, read

	<p>buildings.</p> <ul style="list-style-type: none"> - Listen to and follow directions to places in the classroom and the school and respond appropriately. - Read a short text about community buildings in the locality and show understanding using visuals or in writing. - Draw a map and identify local community buildings on it. - Write a short text describing the position of community buildings on a map paying attention to prepositions. 		<p>Giving directions</p> <ul style="list-style-type: none"> - Go along the street. Turn right/left. Go straight ahead. <p>Vocabulary</p> <p>Directions:</p> <ul style="list-style-type: none"> - Go, turn, right, left, straight ahead, etc. <p>Community buildings:</p> <ul style="list-style-type: none"> - Post office, bakers, bank, hair salon, food shop, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Present simple tense. - Prepositions of place. - There is/are, is there? - Questions with how many? - Where? - You can, can you? - Imperatives. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<p>and follow directions written by other learners.</p>
<p>Links to other subjects: <i>Social Studies: community facilities and map work.</i></p>				
<p>Assessment criteria: <i>Can describe the position of places in the community and give and follow directions.</i></p>				
<p>Materials: <i>Visuals, drawing paper and pencil, and maps.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		Unit 2: People and jobs in the community		No. of periods: 26
Key Unit Competency: To use language learnt in the context of people and jobs in the community.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of the present simple tense and language for wishing. - State words for jobs and activities. 	<ul style="list-style-type: none"> - Identify a range of jobs and describe simply what the job involves. - Say what job they would like to do in the future. - Listen to people talk about jobs and show understanding in speech and writing. - Read a short text about jobs and show understanding using visuals or in writing. - Write a short text describing 	<ul style="list-style-type: none"> - Appreciate the importance of planned text. - Practise using a dictionary. 	<p>Language use Talking about people’s jobs</p> <ul style="list-style-type: none"> - Gatesi is a teacher. What is his job? What is Gatesi’s job? <p>Describing jobs</p> <ul style="list-style-type: none"> - He is a taxi driver. He drives a taxi. She is a doctor. She attends to patients. What does she do? What does a doctor do? <p>Talking about future careers</p> <ul style="list-style-type: none"> - I want to be a doctor. He wants to be a builder. What does he/she want to be? <p>Vocabulary Jobs:</p> <ul style="list-style-type: none"> - Taxi driver, doctor, farmer, teacher, etc. <p>Activities:</p> <ul style="list-style-type: none"> - Teach, drive, attend to, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Present simple tense. - What is...? - Want to. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce 	<ul style="list-style-type: none"> - Match job names with visuals. - Match job names with their descriptions. - Mime the action for a job and identify the job. - Draw pictures and write words or sentences to describe them. - Vocabulary of games and the names of jobs. - Read a text and match words and sentences with pictures. - Read a text and fill gaps in a sentence. - Write simple sentences about jobs using sentence starters, word banks, etc.

	<p>the jobs done by people in the community or by family members. Pay attention to the present simple tense.</p> <p>- Write a short text saying what job they would like to do in the future, paying attention to want to.</p>		<p>sounds and use rhythm and stress correctly. Spell correctly.</p>	
<p>Links to other subjects: <i>Social Studies: jobs and professions.</i></p>				
<p>Assessment criteria: <i>Can identify people's jobs, say what they do and describe their own future careers.</i></p>				
<p>Materials: <i>Picture books, pictures, and photographs.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		Unit 3: Time		No. of periods: 25
Key Unit Competency: To use language learnt in the context of time.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of questions about time in the present simple tense. - State words for the times of the day, days, months, years. 	<ul style="list-style-type: none"> - Tell the time and give the date. - Describe daily routines, paying attention to questions with when. - Listen to people talking about clock time and dates. Show understanding in speech or writing. - Listen to and understand a text about time and days of the week. Show understanding 	<ul style="list-style-type: none"> - Enjoy yourself in English class. The more fun you have, the easier it is to learn English. - Be eager to learn new words and write them down. 	<p>Language use</p> <p>Telling the time</p> <ul style="list-style-type: none"> - What time is it? It is six o'clock, half past six, a quarter to/past six, five to/past six. <p>Giving the date in days, months, years</p> <ul style="list-style-type: none"> - On Monday, in January, in 2014 (two thousand and fourteen). On 24 January (on the twenty fourth of January). This morning/afternoon/evening. What day is it today? Today is Tuesday. What is the date? It is 24 January (the 24th of January). <p>Stating the number of minutes/hours/ months</p> <ul style="list-style-type: none"> - How many minutes/hours/days/months are there in...? There are 12 months in a year. <p>Talking about daily routines</p>	<ul style="list-style-type: none"> - Tell the time using a clock or watch. - Construct a paper clock to play games. - Using a calendar, learners identify days of the week and dates. - Individually or in pairs, read a text relating to time and days of the week. - Work in pairs asking and answering questions about the time and date. - Recite rhymes and play games about time, for example, 'What time is it Mr Lion?' - Play vocabulary and spelling games e.g. anagrams, what is missing, or odd man out.

	<p>in speech or writing.</p> <ul style="list-style-type: none"> - Read a short text about a daily routine and show understanding using visuals or in writing. - Write a short text describing the daily routine of people in the community or family members, paying attention to the present simple tense. 		<ul style="list-style-type: none"> - I get up at 7.00. When/what time do you get up? - She gets up at 7.00. What time does he get up? I usually/always/sometimes/never get up at 6.00. <p>Vocabulary Times of day, days, months, years Numbers: - 1-100 Ordinal numbers: - 1-50 Language structures - Present simple tense: questions with <i>what time/when</i>. - Adverbs of frequency.</p> <p>Sounds and spelling - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.</p>	
<p>Links to other subjects: <i>Mathematics: numeracy and time.</i></p>				
<p>Assessment criteria: <i>Can tell the time, give the date, and describe daily activities.</i></p>				
<p>Materials: <i>Charts, pictures, model clock, illustration of clocks, and calendars.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		Unit 4: Events in the past and future		No. of periods: 25
Key Unit Competency: To use language learnt in the context of events in the past and future.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of past simple, adverbs, connectors of time and future tense. - Identify words for trips and leisure activities. 	<ul style="list-style-type: none"> - Read a simple story and show an understanding of the time sequence. - Follow a story read aloud and show an understanding of the time sequence. - Retell the story orally. - Report events from the past orally and in writing. - Recount a trip, paying attention to the past simple tense and connectors and 	<ul style="list-style-type: none"> - Practise English in pairs for mutual help. - Listen carefully to your partner and respond. 	<p>Language use</p> <p>Reporting past events</p> <ul style="list-style-type: none"> - I played football. They didn't play football. Did she play football on Wednesday? What did you do on Wednesday? On the weekend I went to my grandmothers. Last year we visited my uncle. In December they went to Kigali. When did you go to Kigali? <p>Recounting a trip</p> <ul style="list-style-type: none"> - Last July I went to Lake Kivu with friends. Then we went to Kibuye. After that we took a boat to Rubavu. In Rubavu we stayed with my uncle. After 10 days we came back home. <p>Telling stories</p> <ul style="list-style-type: none"> - Lion walked by and said 'why are you sitting under the tree?' Elephant walked by and said 'why are you sitting under the 	<ul style="list-style-type: none"> - Give an account of an experience that happened in the past. - Work in groups, asking and answering questions about what the learners did the previous day, and in the previous week/month. - Work in pairs where one learner asks a question and another responds. - Take dictation about an event in the past. - Read and listen to a story in the past. - Retell the story orally. - Read a text and match words and sentences with pictures or speech bubbles with pictures. - Read a text and fill gaps in a sentence. - Write simple sentences about a past event using sentence

	<p>adverbs of time.</p> <ul style="list-style-type: none"> - Listen to a text about past events or about future activities. Show understanding in speech or writing. - Read a short text about past events or future activities. Show understanding using visuals or in writing. - Write a short letter describing an event in the recent past. - Write a short text describing future plans. 		<p>tree?’</p> <p>Describing future plans</p> <ul style="list-style-type: none"> - On the weekend I’m going to swim. Next Saturday we are going to visit my grandmother. What are you going to do tomorrow? <p>Vocabulary</p> <p>Trips:</p> <ul style="list-style-type: none"> - Go, visit, stay, come back, etc. <p>Leisure activities:</p> <ul style="list-style-type: none"> - Swim, visit, play, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Past simple tense. - Time connectors: then, after that, etc. - Questions with when, what. - Adverbs of time: on the weekend, next Saturday, last year, in December, etc. - The future with going to. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<p>starters, word banks, etc.</p> <ul style="list-style-type: none"> - Write a letter to a family member recounting a trip. - Read a dialogue about future activities, focussing on going to. - Talk in groups about future plans (e.g. the weekend), paying attention to going to. - Write a diary entry about future activities, paying attention to going to.
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Links to other subjects: *Social studies: places. Kinyarwanda: stories.*

Assessment criteria: *Can read a simple story, follow a story read aloud, retell the story orally, report events in the past, recount a trip, write a short letter describing an event in the recent past, and write a short text describing future plans.*

Materials: *Charts, pictures, model clock, watch, illustrations of clocks, and calendar.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		Unit 5: Domestic animals		No. of periods: 25
Key Unit Competency: To use language learnt in the context of domestic animals.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of questions with quantity and countable nouns. - Recall words for domestic animals. - Name animal products. 	<ul style="list-style-type: none"> - Say which animals they have at home or see in the neighbourhood, paying attention to question forms. - Identify the uses and products of domestic animals. - Listen to and understand a text about animals and their uses and products. - Read a short text about animals, their uses and products. Show understanding 	<ul style="list-style-type: none"> - Appreciate the importance of respecting time given while participating in group discussions. - Agree a spokesperson who will report the work of the group to the whole class. 	<p>Language use Talking about domestic animals</p> <ul style="list-style-type: none"> - We have cows. Do you have a cat? They do not have chickens. How many cows do you have? They have 2 cows. We have a few/lot of hens. <p>Identifying the uses of animals</p> <ul style="list-style-type: none"> - We get milk from cows. Cows give us milk. What do we get from cows? Which animals give us milk? What do cats do? What do you do with the milk? We sell the milk. <p>Vocabulary Domestic animals:</p> <ul style="list-style-type: none"> - Cow, cat, rabbit, rat, chicken, etc. <p>Animal products:</p> <ul style="list-style-type: none"> - Milk, meat, eggs, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Questions with: how many, what, which? - Countable nouns. - A lot of/a few. 	<ul style="list-style-type: none"> - Work in groups, asking and answering questions about animals in the home and about animal products. - Match the products we get from animals with their names. - Match words with pictures. - Make a mind map or topic web about an animal: its colour, what it eats, where it lives, what it gives. - Read a text and fill in gaps in a sentence. - Write simple sentences about the uses of animals using sentence starters, word banks, etc. - Mime the sounds of familiar animals and guess their names. - Draw pictures of common animals and name them.

	<p>using visuals or in writing.</p> <ul style="list-style-type: none"> - Write a short text describing animals and their uses and products. 		<p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	
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Links to other subjects: *Elementary science and technology and social studies: animals, farming and pets.*

Assessment criteria: *Can identify domestic animals and describe their uses and products.*

Materials: *Pictures, photographs, toy animals, and word wall.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		Unit 6: The body and health.		No. of periods: 25
Key Unit Competency: To use language learnt in the context of the body and health.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of question forms with infinitives. - Identify words for movements and parts of the body. 	<ul style="list-style-type: none"> - Identify parts of the body, paying attention to questions with what, and how many. - Describe simple ways of taking care of oneself, paying attention to the infinitive, to. - Listen to and understand a text about taking care of oneself. Show understanding in speech or writing. - Read a short text about the parts of the body. Show 	<ul style="list-style-type: none"> - Keep your hands clean. Wash them before and after handshakes. - Use new words in speech and writing. It will help you learn them. 	<p>Use language for the following purposes</p> <p>Naming parts of the body</p> <ul style="list-style-type: none"> - What is this? What are these? This is my head. These are her arms. How many fingers do you have? I have ten fingers. <p>Giving instructions</p> <ul style="list-style-type: none"> - Bend forward. Nod your head. Clap your hands. Stand on one leg. <p>Talking about taking care of oneself</p> <ul style="list-style-type: none"> - What do you use to wash your hands/comb your hair/brush your teeth? I use soap to wash my hands. <p>Use the following vocabulary appropriately</p> <p>Movements:</p> <ul style="list-style-type: none"> - Bend, nod, clap, etc. <p>Parts of the body:</p> <ul style="list-style-type: none"> - Head, leg, foot, arm, etc. <p>Use the following language structures accurately</p>	<ul style="list-style-type: none"> - Draw a picture of a person and indicate the different parts of the body. - Name and show parts of the body. - Use a chart showing different parts of the body. - Sing a song about the parts of the body (e.g. heads and shoulders). - Match words and pictures. - Play a game: Simon says. - Do a spelling quiz. - Work in pairs asking and answering questions about parts of the body. - Label a diagram. - Read a text and fill gaps in a sentence. - Write simple sentences about taking care of oneself using sentence starters, word banks, etc. - Do exercises related to parts of the body, e.g. Can You Touch?

	<p>understanding using visuals or in writing.</p> <ul style="list-style-type: none"> - Write a short text describing how to take care of oneself. 		<ul style="list-style-type: none"> - Demonstratives: this, these. - Questions words: what, how many. - Imperatives. - To + infinitive <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<p>Game: using word cards of body parts learners pick two and ask e.g. can you touch your leg with your ear?</p>
<p>Links to other subjects: <i>Health. Elementary Science and Technology: the body.</i></p>				
<p>Assessment criteria: <i>Can name parts of the body and describe simple ways of taking care of one self.</i></p>				
<p>Materials: <i>Pictures, photographs, body diagram, word wall, drawing paper, and pencil.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		Unit 7: Clothes		No. of periods: 26
Key Unit Competency: To use language learnt in the context of clothes.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of the present continuous tense and adjectives for describing clothes. - State words for clothes, colours, and temperature. 	<ul style="list-style-type: none"> - Identify clothes and describe them. - Talk about the cost of clothes. - Say what people are wearing. - Listen to and understand a text about clothes. Show understanding in speech or writing. - Read a short text about clothes and show understanding using visuals or in writing. - Write a short text describing clothes. 	<ul style="list-style-type: none"> - Do not worry about making mistakes in English, everybody does it. - Listen carefully and respond appropriately to the teacher's questions. 	<p>Language use</p> <p>Naming clothes</p> <ul style="list-style-type: none"> - This is a skirt. These are socks. <p>Describing colours</p> <ul style="list-style-type: none"> - This is a blue shirt. Is this shirt blue? <p>Talking about what people are wearing</p> <ul style="list-style-type: none"> - He is wearing trousers. She is wearing a blouse. - What are they wearing? <p>Matching clothes with the weather</p> <ul style="list-style-type: none"> - This is a warm shirt. This jumper is for cold weather. <p>Talking about the cost of clothes</p> <ul style="list-style-type: none"> - This shirt is cheap/expensive. What does this shirt cost? <p>Vocabulary</p> <p>Clothes:</p> <ul style="list-style-type: none"> - Skirt, trousers, blouse, jumper, etc. <p>Colours:</p> <ul style="list-style-type: none"> - Blue, red, yellow, green, purple, 	<ul style="list-style-type: none"> - Draw pictures of clothes with captions. - Learners describe their own clothes. - Match pictures of clothes with words. - Describe particular clothes according to the weather. - Play sequence game: first I put on my ..., then I put on my ... - Write simple sentences to describe the clothes people are wearing. Then guess who is described. - Read stories about articles of clothing and respond using gap filling. - Label a picture. - In groups/pairs, discuss different articles of clothing for different kinds of weather.

			etc. Temperature: - Warm, hot, cool, cold, etc. Language structure - Present continuous tense. - Demonstratives. - Adjectives: colour, temperature. Sounds and spelling - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.	
Links to other subjects: <i>Social studies and mathematics: clothes, shops, and price.</i>				
Assessment criteria: <i>Can name and describe clothes, talk about their cost and say what people are wearing.</i>				
Materials: <i>Charts, pictures, clothing, text books, readers, and word walls.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		Unit 8: Rwanda		No. of periods: 25
Key Unit Competency: To use language learnt in the context of Rwanda.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of questions in descriptions. - Recognise words for compass points, and basic geographical features. 	<ul style="list-style-type: none"> - Identify places in Rwanda on a map. - Identify where family members live in Rwanda. - Listen to a text about the geography of Rwanda. Show understanding in speech, writing or by labelling a map. - Read a short text about the geography of Rwanda. Show understanding through writing or by labelling a map. 	<ul style="list-style-type: none"> - Accept the fact that you may encounter difficult words in reading and seek support from the teacher. - Be careful and plan writing assignments. 	<p>Language use</p> <p>Naming places on a map</p> <ul style="list-style-type: none"> - This is Kigali. These are the Virunga Mountains. This is the Nyabarongo River. This is Lake Kivu. Where is Kigali? <p>Talking about compass points</p> <ul style="list-style-type: none"> - Musanze is in the north. Musanze is north of Kigali. Is Musanze southeast of Kigali? <p>Talking about where people live</p> <ul style="list-style-type: none"> - I live in Musanze. My uncle lives in Kigali. It is North West of Rwanda. Where do you live? Where does your family live? <p>Naming basic geographical features</p> <ul style="list-style-type: none"> - This is a river/valley/volcano/lake. These are mountains/hills. What are these? <p>Vocabulary : North, south, southeast, etc.</p> <p>Basic geographical features:</p>	<ul style="list-style-type: none"> - Locate geographical features on a map of Rwanda. - Label a map of Rwanda. - Read a text about Rwanda and find places on a map. - Draw and label a map of Rwanda. - Match words with map symbols. - Sing songs about Rwanda. - Play vocabulary games. - List the basic geographical features in the community. <p>Write a short text about the geography of Rwanda using sentence starters or a writing frame.</p> <p>Compass points:</p> <ul style="list-style-type: none"> -

	<ul style="list-style-type: none"> - Write a short text describing the basic features of Rwandan geography. - Write a short text saying where family members live in Rwanda. 		<ul style="list-style-type: none"> - Lake, river, mountain, village, town, etc. <p>Language structure</p> <ul style="list-style-type: none"> - This is/these are. - Questions with what, where. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	
<p>Links to other subjects: <i>Social Studies: Map and compass points.</i></p>				
<p>Assessment criteria: <i>Can identify features of Rwandan geography on a map and say where people live.</i></p>				
<p>Materials: <i>Maps, paper for drawing, photographs, and pictures.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		Unit 9: Calculations and using graphs		No. of periods: 25
Key Unit Competency: To use language learnt in the context of calculations and using graphs.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of determiners and equals in maths. - Identify words for describing specific actions stated mathematical terms. 	<ul style="list-style-type: none"> - Conduct an oral class survey, record the data using a table, chart, etc. - Represent the data in bar graph. - Interpret the data and write a short text about learners' diet or walk to school. - Present the data orally to the class. - Listen to a short text and show understanding visually or in writing. - Read 	<ul style="list-style-type: none"> - Do not worry about making mistakes in English, everybody does it. - Listen carefully and respond appropriately to the teacher's questions. 	<p>Language use</p> <p>Conducting a survey and filling in a table</p> <ul style="list-style-type: none"> - What did you eat on Monday? I had/ate fruit/potatoes. <p>Interpreting a food bar graph</p> <ul style="list-style-type: none"> - The vertical/horizontal axis shows... Most children had rice last week. Some children ate fruit. A few children had potatoes on Tuesday. Many children eat vegetables on Saturday and Sunday. <p>Conducting a survey and filling in a table</p> <ul style="list-style-type: none"> - How far do you walk to school? How far does she walk to school? He walks 2 km to school. <p>Interpreting a bar graph to show distances children walk to school</p> <ul style="list-style-type: none"> - We walk 2 km. Many/some/a lot of/a few children walk 1 km. <p>Counting</p>	<ul style="list-style-type: none"> - In groups, discuss how to make and interpret graphs. - Construct a graph. - Interpret a graph. - In groups, discuss the distances children walk to school. - Write short texts about the results of graphs. - Read a short text about graphs and answer true/false questions. - Conduct a survey of learners about diet or their walk to school and fill in a table. - Present the results of graphs orally. - Read and write numbers in pairs. - Do calculations. - In groups, count backwards. - Practise timed counting exercises and games. - Sing number songs. - Ask and answer simple questions in pairs.

	<p>calculations and number questions and solve them orally and in writing.</p> <ul style="list-style-type: none"> - Read a short text and show understanding visually or in writing. - Listen to calculations and solve them in writing. - Read numbers aloud and write numbers in figures and words. - Recite ordinal numbers. - Arrange numbers in ascending and descending order in writing. - Write calculations. 		<ul style="list-style-type: none"> - Count to twenty. What comes after/before 765? <p>Ordinal numbers</p> <ul style="list-style-type: none"> - Count the ordinal numbers up to 10. Which ordinal number comes after 20? What is the first/last month of the year? What is your date of birth? <p>Adding</p> <ul style="list-style-type: none"> - 27 plus 32 is/equals 59. What is 27 plus 32? <p>Subtracting</p> <ul style="list-style-type: none"> - 102 plus 27 is/equals 129. What is 102 minus 27? <p>Multiplying</p> <ul style="list-style-type: none"> - 15 times/multiplied by 7 is/equals 105. What is 15 times/multiplied by 7? <p>Dividing</p> <ul style="list-style-type: none"> - 88 divided by 11 is/equals 8. What is 88 divided by 11? <p>Vocabulary</p> <p>Graphs:</p> <ul style="list-style-type: none"> - Bar, vertical, horizontal, show, etc. <p>Food:</p> <ul style="list-style-type: none"> - Fruit, rice, potatoes, beans, cassava, maize. <p>Cardinal, ordinal numbers</p> <p>Addition, subtraction, multiplication, division:</p> <ul style="list-style-type: none"> - Times, multiplied by, divided 	<ul style="list-style-type: none"> - Match figures to words. - Say numbers out loud. - Say calculations out loud. - In groups, compose number problems and solve the problems of other groups.
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			by, plus, equals, etc. Language structure - Past simple tense. - Determiners of amount: some, many, most, a lot, a few. - What is 3 times 5? Sounds and spelling - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.	
Links to other subjects: <i>Mathematics: numeracy and graphs.</i>				
Assessment criteria: <i>Can count, add, subtract, multiply, divide in English, conduct an oral class survey, record the data using a table or chart, represent the data in a bar graph, interpret the data and write a short text about learners' diet or walk to school, and present the data orally to the class.</i>				
Materials: <i>Charts, tables, graphs, pictures, photographs, flash cards, and bottle caps</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P3 English		Unit 10: Shopping		No. of periods: 26
Key Unit Competency: To use language learnt in the context of shopping.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of countable and uncountable nouns and determiners. - Recognise words for market goods. 	<ul style="list-style-type: none"> - Describe what is sold at market stalls. - Say what you need at the market, paying attention to how much and how many. - Ask for goods and about prices, buy goods. - Listen to and understand a text about the market. Show understanding in speech, writing or by labelling a plan. - Read a short text about the market. Show understanding in writing or 	<ul style="list-style-type: none"> - Learn new vocabulary in different contexts, places and situations. - Respect the contributions of others in group discussions. 	<p>Language use</p> <p>Talking about the market</p> <ul style="list-style-type: none"> - What do they sell at the market? What can you buy at the market? You can buy food. <p>Describing the position of stalls</p> <ul style="list-style-type: none"> - You can get vegetables at the stall on the left. . This stall sells clothes. <p>Talking about what to buy</p> <ul style="list-style-type: none"> - What do you need? I need meat. She needs clothes. What do you want to buy? They want to buy socks. <p>Asking for amounts</p> <ul style="list-style-type: none"> - I want 2 kilos of rice. I want a lot of rice. How much rice do you want? I want 3 bananas. I want a few bananas. How many bananas do you want? <p>Talking about cost</p> <ul style="list-style-type: none"> - Rice costs 900 RWF a kilo. How much does rice cost? Potatoes cost 200 RWF a kilo. How much do potatoes cost? <p>Buying things</p>	<ul style="list-style-type: none"> - Role play buying at the market. - What is missing? Listen to a shopping list and write down what has been left out. - Write short sentences to describe pictures of buying and selling. - Work in groups and make sentences about quantity from a substitution table. - In groups, match sentences with pictures. - Complete sentences with words expressing quantity. - Draw and label a plan of a market. - Go on a tour of a local market. - Make a shopping list. - Read a text about a market.

	<p>by labelling a plan.</p> <ul style="list-style-type: none"> - Write a shopping list paying attention to quantity. - Write a short text describing a local market and what is sold there. 		<ul style="list-style-type: none"> - Do you have any bananas? Yes I have chillies. No I do not have any rice. Can I have 2 kilos of rice? How many do you want? <p>Asking about cost</p> <ul style="list-style-type: none"> - How much is the rice? How much are the bananas? How much is a kilo? The rice costs 800 RWF per kilo. The bananas cost 400 each. <p>Vocabulary</p> <p>Market goods:</p> <ul style="list-style-type: none"> - Banana, rice, socks, clothes, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Countable and uncountable nouns. - Determiners of amount: some, a lot, a little, a few, any... - How much/many? - Do you have? - I want... <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	
<p>Links to other subjects: <i>Social studies and mathematics: Shopping, weight, quantity, price, buying and selling.</i></p>				
<p>Assessment criteria: <i>Can describe what is sold at the market and buy items at the market.</i></p>				
<p>Materials: <i>Pictures, realia, photographs, and drawing paper.</i></p>				

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6. APPENDIX

English Scope and Sequence

1

P₁ TERM 1 ENGLISH SCOPE AND SEQUENCE

KEY : X= Introduced/Examined R= formally reviewed I = Incidental review (i.e., the concept is reviewed if it naturally appears in the context of the lesson)

Term	Term 1									
Weeks	2	3	4	5	6	7	8	9	10	
Letter study/Alphabet	2	3	4	5	6	7	8	9	10	
Recognize and name letter a to h (lower and upper)						X	R	R	R	
Recognize and name the letters i to p (lower and upper)							X	R	R	
Recognize and name the letters q to z (lower and upper)								X	R	
2. PHONOLOGICAL AWARENESS (SOUNDS)										
Identifying (hearing and saying) the initial sound or phoneme in simple in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, /x/.) "You can hear the first sound in a word [s-u-n]." "You can say a word to hear the first sound." (use words with initial sounds between a and h)										
• Words with initial sounds between a and h						X	R	R	R	
• Words with initial sounds between i to p							X	R	R	
• Word with initial sound between q to Z								X	R	
• Words with initial sounds between i to p						X	R	R	R	
• Word with initial sound between q to Z								X	R	
Identifying (hearing and saying) the end sound or phoneme in a word "You can hear the last sound in a word [r-u-n]." "You can say a word to hear the last sound."										
Hearing and identifying words that end with the same sound or phoneme "Some words sound the same at the end [win, fun]."										
Identifying the middle sound in a word										
Playing with phonemes at the word level										
Segmenting words into phonemes (ie Hearing and saying individual phonemes (sounds) into words) (Using imaginary elastic to stretch out words and hear each sound) "You can say each sound in a word [b-a-t]." "You can say a word slowly." "You can say the sounds of a word [m-a-k, make]."										
Blending two or three phonemes to make a word "You can blend sounds together to say a word [d-o-g=dog]." (opposite of above)										
Blending onsets with rimes "You can blend word parts together [d-og, dog]."										
Adding phonemes to the end of words to make new words "You can add sounds to the end of a word [an + d=and]."										

English Phonemic Character Keyboard

i:	ɪ	ʊ	u:	ɪə	eɪ	/				
sheep	ship	bo <u>o</u> k	sh <u>oo</u> t	he <u>r</u> e	wa <u>i</u> t					
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ				
le <u>f</u> t	te <u>a</u> cher	he <u>r</u> e	do <u>o</u> r	to <u>u</u> rist	co <u>i</u> n	sh <u>o</u> w				
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ				
h <u>a</u> t	u <u>p</u>	fa <u>r</u>	o <u>n</u>	ha <u>i</u> r	li <u>k</u> e	mo <u>u</u> th				
p	b	t	d	tʃ	dʒ	k	g			
pe <u>a</u>	bo <u>a</u> t	tr <u>e</u> e	do <u>g</u>	che <u>e</u> s e	jo <u>k</u> e	co <u>i</u> n	go			
f	v	θ	ð	s	z	ʃ	ʒ			
fr <u>e</u> e	vi <u>d</u> eo	th <u>i</u> ng	th <u>i</u> s	se <u>e</u>	zo <u>o</u>	sh <u>e</u> ep	televi s <u>i</u> on			
m	n	ŋ	h	l	r	w	j			
mo <u>u</u> s e	no <u>w</u>	th <u>i</u> ng	ho <u>p</u> e	lo <u>v</u> e	ru <u>n</u>	we	yo <u>u</u>			
↗	↘	.	'	,	~	?	˙	ə	ɜ	ɔ

Notes on sounds and letters

The sounds of English

When writing English we use the **26 letters** of the alphabet. Spoken English has more than **26** sounds though. There are roughly **44 different sounds**. Therefore it's not very easy only to use the letters of the alphabet to show the pronunciation of English.

There is a system which uses a group of **symbols**. Some of these symbols look the same as letters and some are very different. You can use these symbols to write out the pronunciation of words and in many dictionaries for English learners you will see the pronunciation written out.

To show that what is written are **sounds** and **not letters** the transcriptions are written between slashes, / /. For example, the pronunciation of the word 'pet' is written: /pet/.

In this example the sound symbols look exactly the same as the letters. You can only tell we are talking about pronunciation rather than spelling because of the / /. However, some words look very different when you see their pronunciation. /tʃɜːtʃ/ is the word 'church'.

Sounds and letters

Vowel sounds are not the same as vowel letters. The word European begins with the vowel letter 'E' but the first sound is actually a consonant sound /j/. So, when speaking the word European will be preceded by the article 'a' and not 'an'.

Sounds and spelling

It's important to note that the spelling of a word is not always an accurate guide to how it is pronounced. Similarly the pronunciation of a word is not always helpful when working out how that word should be spelt.

There are 26 letters in the English alphabet but there are many more sounds in the English language. This means that the number of sounds in a word is not always the same as the number of letters. For example, the word 'CAT' has three letters and three sounds but the word 'CATCH' has five letters but still only three sounds.

If we write these words using sound symbols, we can see exactly how many sounds they have.

CAT is written /kæt/ CATCH is written /kætf/

In 'CATCH' the three letters TCH are one sound represented by one symbol /tʃ/

Stress and syllable

Stress could be roughly described as the relative strength of a syllable. We can study stress from the point of view of production and of perception. The production of stress is generally believed to depend on the speaker using more muscular energy than is used for unstressed syllables.

A syllable is a very important unit. We can divide a word into one or more syllables. For example *mum* has one syllable, *mother* has two syllables and *grandmother* has three syllables. A syllable is a group of one or more sounds. The essential part of a syllable is a vowel sound (V). Some syllables are just one vowel sound. For example, these words have one syllable, and the syllable is just one vowel sound: eye or I /aɪ/, owe /əʊ/, ear /ɪə/. A syllable can have consonant sounds (C) before the V: go, my, know, weigh, after the V: if, egg, ice, eight or before and after the V: ten, nose, mouth, knife

Subjects and Weekly Time Allocation for Lower Primary

Subjects in Primary 1 - 3	Weight (%)	Number of periods (1 period = 40 min.)		
		P ₁	P ₂	P ₃
1. Kinyarwanda	27	8	8	8
2. English	23	7	7	7
3. Mathematics	20	6	6	6
4. Social and Religious Studies	13	4	4	4
5. Sciences and Elementary Technologies	7	2	2	2
6. Creative arts: Music, Dance and Drama, Fine arts and crafts	7	2	2	2
7. Physical Education and Sports	3	1	1	1
Total number of periods per week	100	30	30	30
Total number of contact hours per week		20 hrs	20 hrs	20 hrs
Total number of contact hours per year (39 weeks)		780 hours /year		