



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

Primary 5 Curriculum

Set One: English, Integrated Science, Local Language, Mathematics and Religious Education (Christian Religious Education & Islamic Religious Education) and Social Studies.



National Curriculum Development Centre,
P.O. Box 7002,
Kampala - Uganda

2010

PRIMARY FIVE CURRICULUM

SET ONE



National Curriculum Development Centre

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA 2010

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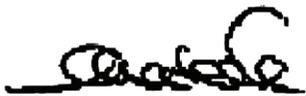
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NCDC takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or E-mail admin@ncdc.go.ug or www.ncdc.go.ug.



Connie Kateeba

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FOREWORD

The quality of education in a country is a major factor in its socio-economic development. Conscious of this fact, the Government of Uganda embarked on curriculum reviews intended to improve upon the education system at all levels. These reviews are guided by the Government Consultancy Report of 2005 which was done in light of and inspired by the measures government took earlier on:

- Government Report on Education Policy Review Commission (1989 Chaired by Kajubi);
- Government White Paper on the implementation of the recommendations of the report of the Education Policy Commission 1992
- Bazil Kiwanuka Report of the Curriculum Taskforce of 1993
- Implementation of UPE to increase accessibility without compromising quality, relevance and equity.

The Ministry of Education and Sports through NCDC has handled the review in three main phases namely:

- P1-3 Thematic Curriculum
- P4 the Transition year
- P5-7 the upper primary curriculum review.

At each level of review there were specific focuses. At P1-3 it was focused on development of literacy, numeracy, life skills and values. At P4 the focus was on addressing the transition and consolidating the achievements of thematic. While in Upper Primary (P5-7) the focus was to consolidate the language development and prepare learners for post primary education.

A curriculum of this kind is a guide to our development and is concerned with achievement of goals through a systematic coverage of content during the teaching/learning process in a given situation. This therefore makes it important in our educational system.

I, therefore, I call upon all stakeholders to participate effectively in the implementation of this curriculum and the enhancement of quality education in schools by playing their roles efficiently.



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1.0 Introduction

This Primary Five Curriculum was developed after the Thematic Curriculum and the P4 Transition Curriculum based on subjects. It was designed to address overflows from earlier classes, content overload and unnecessary overlaps of topics. The P5 Curriculum is presented in two sets of documents. Set One comprises of English, Integrated Science, Local Language, Mathematics and Religious Education (Christian Religious Education & Islamic Religious Education while Set Two comprises of Creative Arts and Physical Education.

This is Set One Curriculum. This Curriculum is intended to address the following national aims of education in general and the aims and objectives of primary education in particular as outlined in the Government White Paper on the Education Policy Review Commission Report (1992):

2.0 The National Aims of Education

- (a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
- (b) To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship.
- (c) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
- (d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
- (e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
- (f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

3.0 Aims and Objectives of Primary Education in Uganda

At the Primary education level, the national aims of education can be translated to include the following aims and objectives:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
2. To develop and maintain sound mental and physical health.
3. To instil the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life.

5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop the pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners.

4.0 Rationale

At P5, the curriculum takes into account the fact that:

At P1- P3, the emphasis had been development of literacy and numeracy, life skills, values and attitude.

- In P4 the transition year learners were introduced to subject based learning, using English as the medium of instruction.
- P4 learning consolidated the achievements of P1 - P3 learning.

This P5 curriculum is meant to further consolidate the achievements of the earlier classes. Each subject has stated learning outcomes for each topic; content and language competences. It is also intended to provide the learners with basic knowledge in the various subjects, skills, attitudes, practices and values important for learners of P5 to prepare them for:

- Secondary education.
- The world of work.
- Scientific and technical application of knowledge.
- Life skills.

5.0 Structure of the Curriculum

5.1 Subjects in P5 Curriculum

The Primary Five Curriculum consists of the following subjects:

- | | |
|-------------------|------------------------------------|
| 1. English | 4. Integrated Science |
| 2. Mathematics | 5. Local Language |
| 3. Social Studies | 6. CAPE 1 – Music, Dance and Drama |

- 7. CAPE 2 – Physical Education
- 8. CAPE 3 – Art & Technology
- 9. Religious Education:
 - Christian Religious Education
 - Islamic Religious Education

5.2 What the Review Addressed

Basically, there has been minimal change of topics in all the subjects of P5 curriculum. There will be no need for change in instructional materials. There are few topics shifting without much change in content apart from making content presentations simple and light for learners of P5. In each subject a matrix indicating how topics have shifted has been included. Such matrix displays how overflows from earlier classes, overlaps, overtones, and unnecessary repetition have been addressed.

Language competences have been expressed in each topic of every subject. Teachers will be required to pay attention to these.

5.3 Period Allocation

Subject	Periods			
	P4	P5	P6	P7
English	6	6	6	6
Mathematics	6	6	6	6
SST	5	5	5	5
R.E.	3	3	3	3
Integrated Science	6	6	6	6
LL	3	3	3	3
CAPE 1 – MDD	2	2	2	2
2 - P.E	3	3	3	3
3 - Art & Technology	4	4	4	4
Library Reading	2	2	2	2
Totals	40	40	40	40

5.4 Primary Five Sample Time-table

Each lesson/period in P5 shall take a duration of 40 minutes. It is suggested that practical subjects be given at least one double lesson to give adequate time to practice the new skills.

Day	8.00-8.30	8.30-9.10	9.10-9.50	9.50-10.30	10.30-11.00	11.00-11.40	11.40-12.20	12.20-01.00	01.00-02.10	02.10-02.50	02.50-03.30	03.30-04.30	04.30-05.00
Mon	MORNING ASSEMBLY	MTC	ENG	CAPE ₂	BREAK	ENG		LIB	LUNCH BREAK	RE	CAPE ₁	GAMES	EVENING ASSEMBLY
Tue		RE	MTC	SST		ENG	CAPE ₃			SST	LL		
Wed		ENG	SCE	CAPE ₂		SST	LIB	LL		CAPE ₁	ENG		
Thur		MTC	SST	MTC		LL	SCE	RE		SCE			
Fri		SCE		CAPE ₂		MATHS		SST		CAPE ₃			

CAPE Creative Arts & Physical Education

SCE Integrated Science

RE Religious Education

LIB Library

ENG English

SST Social Studies

MTC Maths

LL Local Language

6.0 General Methodology

The P5 pupils are expected to have developed sufficient basic literacy skills both in local languages and English. In each syllabus, development of content and concepts has been arranged in a progressive manner according to the learners' interests, progress and ability. The teacher is expected to enhance learning through the most effective learner-centred activities. The teacher will be expected to facilitate learning as the learners do the activity based learning.

In each subject, the methods a teacher chooses to use should be those which contribute towards the achievements of the competences, learning outcomes and eventually lead to the achievements of the aims and objectives of Primary Education stated above. At Primary Five the methods used should prepare learners for effective participation in further study of the topics in upper classes and eventually in secondary level.

7.0 Assessment Guidelines

In principle, continuous assessment is recommended in each subject. The assessment shall be based on the summarized competences suggested in each subject. The teacher is expected to manage the records of learners' results on the activities they do as learning progresses.

Like in the earlier classes, the guidelines have been provided in each subject to guide the teacher carry out, manage, keep records and utilize assessment results at various stages of learning. Records shall be kept on each individual learner, class progress and end of term performance. The teacher is encouraged to record those innovative products of learners that may not have been planned but are indicators of positive progress of a learner. The teacher is reminded that learners of P5 are already anxious about PLE and therefore need to be prepared for it. There should be regulator pen and paper assessments reflecting what is similar to PLE situations.

English

Background

English language has been, and still is, an important subject on the primary school curriculum. Children are expected to be fluent in this language by the end of the primary school.

In P.4, English language was used as a medium of instruction you were allowed. The English syllabus for P.5 has been prepared to provide the learner with opportunities to fully utilize the vocabulary and structures learnt in previous classes.

Unlike in P.4, which was a bilingual class, P.5 teaching will fully be carried out in English. The topics suggested here will consolidate on what has so far life situation. This provides an opportunity for the learner to practice what is learnt in class.

Rationale

Uganda is a multilingual society where over thirty indigenous languages are spoken. Until recently, when Kiswahili was declared to be the second official language, English has been and will continue to be the first official language. For this reason, English is a subject taught from the primary to secondary levels to enable learners communicate and access information which is in English.

General outcomes of teaching English in primary schools

By the end of Primary Five learners will have:

- Acquired effective use of the four basic language skills, that is, listening, speaking, reading and writing.
- Developed the confidence to use English in both oral and written forms.
- Acquired the appropriate language to use in a variety of situations.

Organization of the Syllabus

This P.5 syllabus has been arranged in matrix. The scope and sequence has been organized around eight topics. Some of the topics have sub-topics. Competences to be developed have been suggested with activities related to the content. As you may be aware, in the English language subject, the only new content taught is vocabulary and structures. This content is consolidated dialogues, composition, reading comprehension, rhymes, poems and language games.

You should therefore, ensure that each week, some vocabulary, (at least four but not more than five) is taught, with one structure. Several periods for each topic have also been provided in the syllabus.

Methodology

Effective language teaching calls for active participation of learners. Learners should therefore be given adequate opportunity to practice the vocabulary and structures learnt. Oral practice should always be given before written practice. The teacher should always use generic methods such as demonstration, discovery, role-play, research, group work, creative writing, drawing and reporting.

Teaching procedure

It is suggested that English in P5 could be taught using the following steps.

1. vocabulary

- Step 1:** Revise any related learnt vocabulary.
- Step 2:** Teach the new vocabulary using real objects, pictures or demonstration.
- Step 3:** Encourage learners to practice the pronunciation of the new vocabulary in groups, pairs and individually.
- Step 4:** Guide learners to use the new vocabulary using the structures(s) previously learnt.
- Step 5:** Ask learners to make sentences in groups and then in pairs.
- Step 6:** Let learners write sentences in their books. You can also ask them to draw pictures relating to the vocabulary.

2. Structures

- Step 1:** Revise the vocabulary taught in the previous lesson.
 - Step 2:** Present the new structures using demonstration.
 - Step 3:** Guide learners to orally practice the structures in groups, pairs and individually.
 - Step 4:** Let learners do a written practice using the structures.
- Note:** Remember, one structure should be taught in a given lesson.

3. Reading Comprehension

- Step 1:** Revise the structures and vocabulary previously learnt
- Step 2:** Discuss the text using pictures or stories.
- Step 3:** Set guiding questions and let the learners silently read the text. Put emphasis on the correct reading habits.
- Step 4:** Using guiding questions, discuss the text in a plenary.
- Step 5:** Let the learners in groups, discuss the comprehension question about the text.
- Step 6:** Let the learners write the answers in their note books. Encourage them to write full sentences. You may also ask the learners to summarize the text through drawings or paraphrasing.

Handling writing and spelling

Although learners are now in the upper primary, the issue of handwriting should still be emphasized. Learners with poor handwritings should be helped. For spelling, this should be done every day and whenever errors are made.

Instructional Materials

No successful teaching can be attained without use of appropriate instructional materials. The teacher is therefore encouraged to use instructional materials appropriate to the content. The teacher can use real objects, pictures, story books, reading cards, newspaper cutting, and many others.

Assessment

Continuous assessment is strongly recommended. This is because it enables the teacher to assess the progress of the learner so as to provide assistance where it may be required. The syllabus suggests competences to be assessed at the end of each topic.

The teacher should always keep records of the performance of each of the learners. Progression to a new topic or language area should always be done after the learner has shown the readiness to move on.

TERM I

TOPIC 1: VEHICLE REPAIR AND MAINTENANCE

23 periods

General background

This topic will enable learners to develop knowledge of crucial vehicle parts and identify tools required in vehicle repair and maintenance. Through this topic, learners will also be helped to develop appropriate language related to vehicle repair and maintenance. It is hoped that through the various suggested activities, learners will appreciate the need to have well maintained vehicles which may in turn reduce accidents caused by vehicles in dangerous mechanical condition.

Learning outcome

The learner is able to use appropriate vocabulary related to vehicle repair and maintenance.

Life skills and indicators

- Problem-solving
 - Taking a decision
 - Making a choice

- **Negotiation**
 - Using persuasive language
 - Making requests

- **Decision-making**
 - Making a choice
 - Asking questions

- **Values**
 - Appreciation
 - Trust
 - Patience

Sub-topic 1A: Parts of a Vehicle

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the given vocabulary to construct oral sentences with proper pronunciation. • Uses the present perfect tense to make sentences. • Constructs sentences using “must” and ‘mustn’t; “has” and “have”. 	<p>Vocabulary Engine, tyre, steering, wheel, windscreen, driving mirror, boot, seat belt, seats, wiper, head lamp, indicators, spokes, chain, mud guard, carrier, saddle, reflector, brakes, bell, peddle, handle bar.</p> <p>Grammar Use of present perfect tense. Use ‘has’ and ‘have’ Use of ‘must’ and mustn’t.</p> <p>Structures ...must ... e.g: You must repair your vehicle. ...mustn’t drive ... e.g: You mustn’t drive with flat tyres. ... has ... e.g: Ogule has bought new tyres for his car. ... have ... e.g. The children have broken the wind screen of Mr. Kasozi’s car.</p>	<ul style="list-style-type: none"> • Identifying common parts of a vehicle. • Describing parts of a vehicle. • Constructs sentences about parts of a vehicle. • Creating stories about parts of a vehicle. • Using vocabulary and structures. • Reading and writing texts about parts of a vehicle. • Drawing and labelling pictures to illustrate parts of a vehicle. • Spelling words correctly.

Sub-topic 1B: Equipment used in vehicle Repair

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Makes sentences using the vocabulary related to vehicle repair and maintenance. • Uses conditionals “if” and structures to construct sentences with conditionals. • Completes the given vocabulary and structures. • Constructs their own structures using conditionals “if” and “in order”. 	<p>Vocabulary Tool box, spanner, screw driver, pliers, hammer, file, car jack, saw, grease, oil, sand paper, tester, wire.</p> <p>Grammar Conditionals (if)</p> <p>Structures If ... e.g. If I want to remove a tyre, I will use a car jack. ... if ... e.g. I will buy a spanner tomorrow if I go to town. ... in order to ... Kirya used a pair of pliers in order to cut the wire. Review this sentence. Not the best, e.g. could try e.g.: In order to get the job done well, you may have to use pliers to cut the wire.....</p>	<ul style="list-style-type: none"> • Reading and writing text on equipment used in vehicle repair and maintenance. • Identifying and describing equipment used in vehicle repair and maintenance. • Conducting conversations on equipment used in vehicle repair and maintenance. • Asking and answering questions about equipment used in vehicle repair and maintenance. • Spelling words correctly.

Suggested Competences for Assessment

The learner:

- Uses vocabulary related to vehicle repair and maintenance orally.
- Reads texts and answers questions on vehicle repair and maintenance.
- Writes texts about vehicle repair and maintenance.

TOPIC 2: PRINT MEDIA

16 PERIODS

General Background

This topic is intended to provide learners with adequate language to deal with all forms of print media. It will equip them with adequate knowledge and skills to read newspapers, magazines, pamphlets, brochures, and so on.

Learning Outcomes

The learner is able to use adequate vocabulary used in the print media and shows the desire to read and write articles in the print media.

Life Skills and Indicators

- **Effective communication**
 - Fluency
 - Confidence
 - Accuracy

- **Critical thinking**
 - Responding to questions appropriately.
 - Analysing statements.
 - Making the best use of the information you have.

- **Creative thinking**
 - Initiating new ideas
 - Logical reasoning
 - Finding different ways of doing things.

- **Values**
 - Responsibility
 - Co-operation
 - Sharing
 - Appreciation

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the given vocabulary in sentences. • Constructs sentences using the appropriate structures. <p>Uses articles, relative pronouns and appropriate tenses in constructing sentences.</p>	<p>Vocabulary Cartoon, puzzle, story, news, announcement, advertisement, newspaper, magazine, back page, front page, reporter, article, editorial, columnist, editor, journalist, column, crossword, media, brochure, pullout, newsletter.</p> <p>Grammar Use of articles: a, the, an. Relative pronouns. Tenses: past, simple, future.</p> <p>Structures The ... which ... e.g. The article which appeared in the newspaper last week was sad. ... an... e.g: The journalist wrote an interesting story about elections. ... a... e.g. Mpung is a good columnist. ... will ... e.g: The advertisement on games and sports will be in the newspapers next week.</p>	<ul style="list-style-type: none"> • Talking about different items related to print media. • Reading different texts related to print media. • Writing articles, adverts and stories. • Asking and answering questions in past simple and future tense. • Spelling words correctly.

Suggested Competences for Assessment

The learner:

- Listens to and makes oral comments about the print media.
- Reads and reports on various print media.
- Writes articles on various issues.

TOPIC 3: TRAVELLING

15 periods

General Background

This topic is intended to make learners use language related to travelling. It will enable learners build on knowledge acquired in P.4 under the topic “**Giving Direction**”. Learners will develop vocabulary, structures and skills related to travelling.

Learning Outcome

The learner is able to use a range of vocabulary and appropriate grammatical structures related to travelling.

Life skills and Indicators

- Effective communication
 - Articulation
 - Audibility
 - Confidence

- Assertiveness
 - Being open
 - Expressing ones point of view
 - Standing in for one’s right

- Decision-making
 - Making choice
 - Telling consequences of their choices

- Values
 - Responsibility
 - Keeping time
 - Respect

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Describes different means of travel using the given vocabulary. • Uses the vocabulary and grammar given to construct sentences using proper adverbs and tenses. <p>Constructs own structures using the given grammar.</p>	<p>Vocabulary Further, about, fare, conductor, ticket, seat, cycle, speed, fast, reduce, arrive, reach, leave, departure, destination, luggage, passenger, travel, taxi, coach, by.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Adverbs. • Past continuous tense. • Past simple tense. <p>Structures ... while ... e.g. The conductor collected the fare while the taxi was moving. While ... e.g. While we were travelling, one of the children started crying. ... often ... e.g. I often travel by bus to town.</p>	<ul style="list-style-type: none"> • Acting dialogues on travelling. • Reading texts on travelling. • Asking and answering questions on travel charts. • Writing imaginative compositions on travelling. • Spelling words correctly.

Suggested Competences for Assessment

The learner:

- Listens to and comments about various travel reports.
- Confidently, talks about various means of travelling.
- Reads texts and answers questions on travelling.
- Writes simple texts on travelling.

TERM II

TOPIC 4: LETTER WRITING

10 periods

General Background

This topic will enable learners to develop knowledge and skills of writing personal letters. It builds on what was handled in the previous topic **print media**. It lays a foundation for formal writing which is to be handled in P.7.

Learning Outcome

The learner is able to write a variety of personal letters such as seasonal greetings and invitations.

Life skills and Indicators

- Effective communication
 - Logical presentation of ideas
 - Accuracy

- Creative thinking
 - Logical reasoning
 - Innovativeness

- Critical thinking
 - Selecting and evaluating information.
 - Making best use of the information you have.
 - Analyzing statements.

- Values
 - Love
 - Appreciation
 - Friendliness

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies components of a personal letter using the given vocabulary. Completes sentences using the given structures. Writes letters using the acceptable grammar rules. 	<p>Vocabulary Invite, letter, envelope, address, card, occasion, party, guest, host, hostess, ceremony, affectionate, sincerely, yours, dear, sender, receiver, writer, friend, reply.</p> <p>Grammar</p> <ul style="list-style-type: none"> Interjections. Punctuation. Personal pronouns. <p>Structure E.g. Hullo, my friend. ... would ... E.g. He would come to our party if we invited him. Would...? E.g. Would you write a letter to your mother if she was sick? ... could... E.g. Maria could write a letter inviting Maggy to a birthday party. Could ...? e.g: Could he reply that letter immediately?</p>	<ul style="list-style-type: none"> Asking and answering questions on personal letters. Reading personal letters. Writing personal letters. Spelling words correctly. Reading texts related to letter writing. Writing personal letters.

Suggested Competences for Assessment

The learner:

- Uses oral expressions connected to letter writing.
- Reads and answers questions on letters.
- Write personal letters using appropriate language.

TOPIC 5: COMMUNICATION

74 periods

General Background

This topic will enable learners to develop the knowledge and skills of giving and receiving information in order to enable them interact or communicate with others freely. The topic also consolidates knowledge and skills acquired in the previous topics.

Learning Outcome

The learner is able to apply knowledge and skills acquired to communicate effectively using the post office, telephone and email.

Life Skills and Indicators

- Effective communication
 - Clarity
 - Accuracy
 - Logically

- Critical thinking
 - Responding to questions appropriately.
 - Taking decisions.
 - Making best use of the available information.

- Values
 - Co-operation
 - Appreciation
 - Friendliness
 - Care

Sub-Topic 5A: The Post Office

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses given vocabulary in sentence construction. • Writes sentences using the future tense and conjunctions appropriately. • Constructs own sentences using the given structures as examples. • Completes the given structures. 	<p>Vocabulary Post, stamp, letter box, directory,, package, money order, private box, parcel, telegram, mail, aerogram, post office, box, box rental, letter slot, post office, registered letter.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Future tense. • Conjunctions. <p>Structures ... either ... or ... E.g. Sarah will either send a letter or send a telegram. ... might ... e.g. She might receive her parcel this evening. ... unless ... e.g. Your letter will not be posted unless you fix a postage stamp. Unless e.g. Unless you pay for your box rental, it will be closed.</p>	<ul style="list-style-type: none"> • Role playing posting and receiving mail. • Reading texts related to post office. • Writing compositions on post office. • Spelling words correctly.

Sub-Topic 5B: The Telephone

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the given vocabulary in constructing sentences. • Constructs sentences using the appropriate tenses. • Completes the given structures. • Constructs own sentences basing on the given structures. 	<p>Vocabulary Telephone, mobile telephone, teleface, airtime, landline, fixed line, receiver, handset, network mast, toxins, telephone directory, dial, airtime, airtime card, call, subscriber's identification module (sim) card, load.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Past simple tense. • Present simple tense. <p>Structures ... enough ... to e.g. She did not enough have airtime to make a call. ... need to ... E.g: You need to fix a landline at home. ... needn't to ... E.g. You needn't own two telephones.</p>	<ul style="list-style-type: none"> • Role playing telephone activities • Demonstrating how to use a telephone. • Reading texts about using a telephone. • Asking and answering questions on telephone. • Writing texts related to telephone. • Spelling words correctly.

Sub-topic 5C: The Internet

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the given vocabulary in sentences. • Uses the past simple and appropriate conjunctions, and interrogatives in sentences. • Completes the given structures. 	<p>Vocabulary E. mail, website, delete, save, open, scroll, folder, surfing, computer, internet café, service fee, virus, google, yahoo, search, page, access, sign in, sign out, log, internet explore, search engine.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Past simple. • Conjunctions. • Interrogative, pronoun (who, what, which). <p>Structures ... too.. to ... e.g The internet café was too congested to sit in. ... in order to ... e.g I opened the website in order to access my e- mail. ... so as ... e.g He logged onto yahoo so as to surf news.</p>	<ul style="list-style-type: none"> • Acting dialogues and conversations on using the internet. • Reading e-mail messages. • Asking and answering questions • Writing e-mail messages • Spelling words correctly

Suggested Competences for Assessment

The learner:

- Listens and responds to various expressions on communication.
- Reads texts related to the forms of communication.
- Writes texts using language related to communication.

TOPIC 6: CULTURE

29 periods

General Background

This topic will build on what was covered in **P.3 (Theme 9: Culture and Gender in Our Sub County)**. It will provide learners with an opportunity to learn and appreciate other people's cultures. It will also enable the learners develop vocabulary and structures related to culture.

Learning Outcome

The learner is able to develop knowledge on and be able to appreciate, different cultures.

Life Skills and Indicators

- **Self- awareness.**
 - Self-identification
 - Talking about one's culture

- **Friendship formation**
 - Use of polite language
 - Working in groups

- **Assertiveness**
 - Being open
 - Giving reasons for action
 - Listening and valuing others

- **Values**
 - Respect
 - Love
 - Co-operation

Sub-topic 6A: Nationalities

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the vocabulary in sentences. • • Uses adjectives and prepositions in constructing sentences. • • Constructs own sentences using the given grammar. 	<p>Vocabulary Ugandan, Tanzanian, Kenyan, Rwandese, Sudanese, German, French, English, Scottish, American, Brazilian, Chinese, Indian, Japanese.</p> <p>Grammar Adjectives. Prepositions.</p> <p>Structure I am a ... e.g. I am a Chinese. ... not a ... but ... e.g. He is not a Ugandan but a Kenyan. e.g. Egyptians come from Egypt.come from..... e.g. Egyptians come from Egypt.</p>	<ul style="list-style-type: none"> • Acting situational games related to nationalities • Reading and answering questions on nationalities. • Writing guided composition on nationalities. • Completing sentences on nationalities. • Spelling words correctly.

Sub-topic 6B: Languages

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the vocabulary appropriately in sentences. • Uses nouns, the passive voice and conditionals (if 2) in sentence construction. 	<p>Vocabulary Luganda, Lumasaba, Runyankitura, Luo, Iteso, Kiswahili, French, English, German, Latin, Chinese, Ibo, lingala, Kinyanwanda.</p>	<ul style="list-style-type: none"> • Acting dialogues and conversations related to languages. • Asks and answers questions related to languages. • Reading different texts related to

<ul style="list-style-type: none"> • Constructs own sentences using the given grammar. 	<p>Grammar</p> <ul style="list-style-type: none"> • Nouns. • Passive voice. • Conditionals (if 2). <p>Structures</p> <p>... because ... e.g. She speaks Lugishu because she comes from Bugishu.</p> <p>Sentence transformation e.g. People in England speak English. English is spoken in England. If ... would ... If I were a Nigerian, I would be rich. ... would ... if Muyyobo would speak Spanish if she was from Spain.</p> <p>... as ... e.g. Kinyarwanda is for Rwandese as Linganla is for Congolese.</p>	<p>languages</p> <ul style="list-style-type: none"> • Writing imaginative composition. • Writing sentence transformations. • Spelling words correctly. • Competing the structures.
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Suggested Competences for Assessment

- Listens and responds to various cultural expressions.
- Reads and reacts on various articles about culture.
- Writes various texts on nationalities and languages.

TERM III

TOPIC 7: PEACE AND SECURITY

15 periods

General background

This topic will enable learners to develop vocabulary related to peace and security. It will enable them acquire appropriate language necessary for harmonious living.

Learning outcome

The learner is able to use the vocabulary and structures related to security and peace in real life situations.

Life skills and indicators

- **Non – violent conflict resolution.**
 - Resolving issues peacefully.
 - Using appropriate language.
 - Accepting defeat.
 - Assisting others to come to an understanding.
 - Reporting bad acts.
- **Negotiation**
 - Temper control.
 - Using persuasive language.
 - Apologizing.
 - Requesting.
 - Thanking.
- **Interpersonal relationships**
 - Forgiving others.
 - Interacting freely.
- **Values**
 - Appreciation
 - Care
 - Love
 - Respect

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Constructs sentences using the given vocabulary. • Uses conjunctions and the given tenses appropriately. • Uses the given structures in sentence construction. • Constructs own structures using the given grammar. 	<p>Vocabulary Peace, security, judge, magistrate, report, statement, offense, offend, handcuff, crime, cell, arrest, court, police station, police post, army, barracks, case, court, witness, defense, gun, arrows.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Conjunctions. • Past tense (simple). Present perfect tense. <p>Structures ... so ... that ... e.g.: The village has so many thieves that there is no peace. ... and ... e.g. The policeman arrested the murderer and took him to court. ... has/have ... e.g. Okumu has given his statement to the police ... about ... e.g.: The witnesses have given their statements about the case.</p>	<ul style="list-style-type: none"> • Acting conversations and dialogues. • Reading stories. • Telling and retelling stories. • Asking and answering questions. • Writing guided compositions. • Drawing scenes related to peace and security. • Spelling words correctly.

Suggested Competences for Assessment

- Listens and reads stories about peace and security.
- Reads texts about peace and security.
- Writes/draws scenes about peace and security.

TOPIC 8: SERVICES (BANKING)

16 periods

General Background

This topic will build on what was covered in P.3 (Theme 7 under **Managing Resources**). It will enable learners develop the basic language and skills related to banking which will be used in real life situations.

Learning Outcome

The learner is able to apply the knowledge and skills acquired in real life situations.

Life Skills and Indicators

- **Decision making**
 - Making choices
 - Asking questions
 - Giving instructions
 - Coping with stress
 - Being patient
 - Accepting advice

- **Negotiation**
 - Requesting
 - Thanking

- **Values**
 - Appreciation.
 - Patient.
 - Endurance.
 - Responsibility.

Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Uses the given vocabulary in sentences.• Uses conjunctions and the given tenses in sentences.	Vocabulary Bank, bank manager, Pass-book, bank-book, teller deposit withdraw, credit, save, safe, balance, account, bank statement, bounce, cheque forge, cashier, withdraw, form, deposit	<ul style="list-style-type: none">• Describing process of banking• Role playing banking situations.• Acting dialogues and conversations on banking.

<ul style="list-style-type: none"> • Completes sentences using the given structures. • Constructs own sentences using the given grammar. 	<p>form, ATM card, machine, cheque book, savings, account, money.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Conjunctions. • Past simple tense. • Future tense. • Present simple tense. <p>Structures</p> <p>Neither ... nor ... e.g. Neither is he a Manager nor a cashier at that bank ... neither ... nor ... Wafula will neither withdraw nor deposit money to day. ... as soon as ... E.g. The cashier gave Akello money as soon as she presented the withdraw form. As soon as ... E.g. As soon as Apio gave in the account number, the bank manager told him his balance.</p>	<ul style="list-style-type: none"> • Reading and interpreting information related to banking. • Writing and completing texts spelling words correctly.
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Suggested Competences for Assessment

The learner:

- Uses vocabulary related to banking.
- Reads and answers questions related to banking.
- Writes texts related to banking.

Integrated Science

Background

This is Primary Five Science Syllabus. In Primary 1-3 learning is based on themes, learning outcomes and competences. Most of the Science related competences are covered under the literacy strands of the Thematic Curriculum. In Primary Four learning was based on subjects and the Science Syllabus outlined learning outcomes, content and language competences.

Learners in Primary Five are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use English only as a medium of instruction. The teacher is required to check from time to time if learners understand the concepts correctly and are able to consolidate what was acquired in earlier classes.

The instructional process will follow what was in the old syllabus and teachers will be required to use the old instructional materials.

Rationale

This revised Primary Five (P5) Science syllabus has been designed to consolidate the basic literacy and numeracy skills acquired during the Thematic Curriculum and the transition year. It is also intended to provide the learner with knowledge on basic science, health, agriculture and environmental knowledge, skills, attitudes, practice and values important to prepare learners for upper classes.

The main changes which have been made in this Primary Five syllabus are:

- Topic overflows from P4 e.g. the Digestive Systems and measurements have been included. Topics like Primary Health Care, part of Digestive System from has been simplified and is presented for P5. These are shown in the matrix below on topic shifts.
- Contents in some topics have been reduced in order to keep the learning experience light and simple. The more complex content has been shifted to upper classes while others have been redesigned to suit P5 learners' level.
- The scope and sequencing of content has been based on progression of outcomes and competences.
- Literacy skills and Language competences have been included in each topic to clarify concepts.
- Possible life skills which can be developed have been suggested in each topic.
- Subject competences and language competences have been included to replace objectives. These are arranged in order of cognitive levels namely knowledge, comprehension and application.
- Language competences have been included especially to reinforce literacy skills and to help clarify concepts.
- General outcomes instead of aims and objectives have been provided for each topic.
- The background for each topic has been given together with other necessary guidance to the teacher on how to handle the topic.

General Methodology

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit these competences.

The teacher of Integrated Science is expected to use a variety of books of the old curriculum. This will not enrich teachers content but will help the teacher to prepare the correct contents on the topics. The teacher is expected to constantly help relate science to real life situations and experiences. Not all schools in Uganda may have same learning environment. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. Such methods therefore, should cater for the spiral nature of the science syllabus. At Primary Four the topics introduced and content covered should pave way for further study of the topics in upper classes. Primary four class will be useful in preparing learners for effective participating in P5-7.

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus. Besides the Continuous Assessment, there shall be end of term and end of year assessment carried out and records kept.

General Learning Outcomes

When the learners go through this syllabus they will be able to:

- Survey, identify and distinguish the attributes of plants, animals, other objects and conditions in the environment.
- Use characteristics to compare and classify animals, plants and other objects in the environment.
- Identify the features and describe the functions of different parts of the human body.
- Take care of the different parts of their bodies and practice good health habits.
- Keep safe and avoid accidents.
- Understand the conditions for proper growth of living things.
- Apply correct scientific processes in investigations of various phenomena.
- Show knowledge of and take care of the environment for its sustainable use.

P5 Integrated Science Topic Outline

Themes or Unit	Topic
1. The Environment	Components of the environment: The Soil
2. Human Health	Immunization
	Food and Nutrition
	Primary Health Care and Family Care
3. The World of Living Things	Bacterial and Fungi
4. The Human Body	The Digestive System
5. Matter and Energy	Measurement
	Heat Energy
6. Managing changes in the Environment	Types of Change
7. Science in Human activities and occupation	Keeping goats, sheep and pigs
	Occupation in our community: Crop growing
	Keeping Poultry and Bees
8. Community Population and Family Life	Community Health and Social Problems among young people

TERM I

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

Topic: Keeping Poultry and Bees

General Background

Keeping poultry and bees is a very important topic which helps learners to develop interest and basic skills for managing simple projects like poultry and bee keeping for self-reliance. It is important to note that this topic will help learners to appreciate poultry and bee farming as a business. This topic has been retained from the old syllabus.

Learning Outcome

- The learner is able to know and use basic scientific knowledge and skills in the management of poultry and bees.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies different types of poultry. • Describes the external parts of a domestic fowl. • Identifies the different types of chicken. • Describes the breeds of chicken. • Explains the uses of poultry. • Describes the systems of keeping poultry: chicken. • Explains how to manage a poultry farm. 	<ul style="list-style-type: none"> • Names the different types of poultry. • Labels with correct spelling a diagram showing the external parts of a domestic fowl. • Correctly reads words and sentences on poultry. • Listens to stories about poultry farming as a business. • Recites rhymes about poultry farming. 	<ul style="list-style-type: none"> • Types of poultry (chicken, turkey, guinea fowls, ducks, pigeons). • External features of a domestic fowl (male and female) <ul style="list-style-type: none"> - comb, beak, wing, legs, feathers, claws, wattle, scales • Types of chicken <ul style="list-style-type: none"> - broilers - layers • Breeds of chicken • Systems of keeping poultry (chicken) 	<ul style="list-style-type: none"> • Naming types of poultry. • Describing the different types of poultry. • Drawing the external structure of a hen. • Labelling the different parts of a hen. • Naming different types of chicken. • Describing breeds of chicken. • Explaining uses of poultry farming. • Describing the systems of keeping poultry: chicken.

Subject Competences	Language Competences	Content	Suggested Activities
	<ul style="list-style-type: none"> Writes words, sentences and stories about keeping chicken. 	<ul style="list-style-type: none"> - Free range, deep litter, fold pen, battery • Management of poultry: chicken • Proper feeding, housing, pest and disease control and treatment e.g. spraying and vaccination. 	<ul style="list-style-type: none"> • Explaining how to manage a poultry farm
<ul style="list-style-type: none"> • Describes the life history of bees • States the different types of bees. • States the importance of bees. • Explains the condition and reasons for swarming. • Identifies the types of bee hives. 	<ul style="list-style-type: none"> • Spells the words correctly. • Reads stories and poems about the importance of bee farming. • Writes stories about bee farming. • Draws and labels the life cycle of bees. 	<ul style="list-style-type: none"> • Types of bees <ul style="list-style-type: none"> - drones, workers, queen. • Importance of bees to plants and people. <ul style="list-style-type: none"> - pollination, honey, bee wax, propolis. • Conditions and reasons for swarming <ul style="list-style-type: none"> - leakage in the hive, excessive heat, attack by enemies, bad smell, noise, looking for a new hive. • Types of hives <ul style="list-style-type: none"> - Traditional bee hive e.g. Kigezi, dug out log, tin, - Modern bee hives e.g. box hive, top bar hive. 	<ul style="list-style-type: none"> • Naming different types of bees. • Describing the life history of bees. • Drawing and labelling the life cycle of bees. • Stating the importance of bees. • Discussing the conditions and reasons for swarming. • Identifying the types of bee hives. • Describing the different methods of harvesting honey. • Spelling, reading and writing words, sentences and stories about bee farming.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Describes the different methods of harvesting honey. • Explains the importance of bee farming as a business. 		<ul style="list-style-type: none"> • Harvesting honey - - Traditional and modern methods • Bee farming as a business0. • -Money, food, candles, plastics, employment. 	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication. • Critical thinking. • Creative thinking. • Problem-solving. • Decision making. 	<ul style="list-style-type: none"> • Responsibility • Care • Concern • Appreciation • Love • Patience • Fluency 	<ul style="list-style-type: none"> • Name the different types of poultry. • Describe the conditions and reasons for bee swarming. • Explain the importance of poultry and bee farming as a business.

THEME: MATTER AND ENERGY

Topic: Measurement

General Background

This topic should be used for increasing the learner's skills of taking accurate measurements with the correct units and using different instruments and apparatus. The teacher should show the relationship between mass and weight between capacity and volume. The language of measuring must be used correctly with demonstrations to explain the meanings; as well as such as heavy and light, big and small, floating and sinking. The topic is a preparation for the future lessons on energy and so should be carefully taught with learners doing experiments. The teacher should relate this topic with what is taught in Mathematics. This topic is an overflow from P4 Term Two.

Learning Outcome

The learner is able to know standard units for measuring mass, weight and volume and use correct instruments to measure mass, weight and volume.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> States the different measurements of objects. Explains the need for standard measures of mass, weight and volume. Uses the correct instruments and apparatus to take measurements. 	<ul style="list-style-type: none"> Talks about measuring different objects and uses the correct English words to compare measurements. Spells the words correctly. Reads and writes scientific units used for measuring correctly. 	<ol style="list-style-type: none"> Measuring <ul style="list-style-type: none"> Mass and weight. Capacity and volume. Behavior of objects with water <ul style="list-style-type: none"> Floating and sinking Displacement methods Finding density of different objects in relation to mass and volume. 	<ul style="list-style-type: none"> Comparing different objects by mass, weight and volume. Carrying out experiments on floating and sinking. Measuring mass, weight and volume using standard measures and correct instruments. Using the correct units of measure in different situations. Finding densities of different objects.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Effective communication. Critical thinking. Decision-making. Coping with emotions. Coping with stress. Problem-solving. 	<ul style="list-style-type: none"> Fluency Confidence Responsibility Taking decisions Logic Endurance Prediction Sympathy Care 	<ol style="list-style-type: none"> Name the different units used when measuring various objects. Explain why objects float or sink in water. Measure mass, weight and volume of different objects.

THEME: HUMAN HEALTH

Topic: Immunisation

General background

Many children's lives have perished due to diseases we could easily avoid. Learners should be made aware of the ways of preventing the deadly childhood diseases. Immunization is an important and most effective means of protecting the young from the killer diseases. The learners should therefore be vigilantly made to appreciate and take part in the immunization activities. This topic has been retained but taken from Term Two to Term One.

Learning outcome

The learner is able to develop more knowledge on immunization, appreciate the importance of immunizations and actively take part in the immunization activities.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none">• Identifies the different types of immunity.• Explain the importance of immunity.• Identifies different vaccines and relates them to the immunisable diseases.	<ul style="list-style-type: none">• Talks about different types of immunity.• Spells the relevant words correctly.• Sings songs about immunization.• Reads and writes words and sentences and stories about immunization.• Recites poems about immunization.	<ul style="list-style-type: none">• Immunity<ul style="list-style-type: none">- What it is- Types of immunity<ul style="list-style-type: none">○ Natural○ Acquired• Importance of immunity• Immunisable childhood diseases<ul style="list-style-type: none">- Polio- Tuberculosis- Diphtheria- Measles- Whooping cough- Tetanus- Hepatitis B- Hemophilia influenza	<ul style="list-style-type: none">• Naming different vaccines.• Identifying different immunisable diseases.• Matching disease to vaccines.• Describing treatment and preventive measures.• Identifies different ways of administering vaccines.• Discussing signs and causes.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Identifies signs and symptoms of different immunisable diseases. • Identifies other immunisable diseases. • Relates the vaccines to diseases. • Identifies immunization centres in the area. • Describes treatment for immunisable diseases. 		<ul style="list-style-type: none"> • Causes, spread, signs and symptoms and effects. • Vaccines <ul style="list-style-type: none"> - What they are. - Storage • Types of vaccines <ul style="list-style-type: none"> - Measles vaccine - Polio vaccine - DPT - BCG, Hep B, Heb • Administration of vaccines <ul style="list-style-type: none"> - Orally - By injection. • Other immunisable diseases <ul style="list-style-type: none"> - Cholera - Yellow fever - Meningitis - Signs and symptoms and effects of other immunisable diseases. 	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Problem-solving. • Critical thinking. • Effective communication. • Self-awareness. • Empathy. • Decision-making. 	<ul style="list-style-type: none"> • Responsibility • Care • Taking decisions • Fluency • Concern • Confidence • Sympathy 	<ol style="list-style-type: none"> 1. Name the childhood immunisable diseases. 2. Describe the signs and symptoms of the childhood immunisable diseases. 3. Explain the importance of immunization.

THEME: HUMAN BODY

Topic: The Digestive System

General background

Learners now know the major organs of the body and their locations. The teacher should make sure that learners understand that the digestive system consists of different organs with different functions. You should relate digestive diseases with diarrhoea diseases learnt in Primary Four. This topic should be used for increasing skills of good feeding habits in order to have a healthy digestive system. This topic is an overflow from P4 term 3 and also taken from P7 Term 1 and merged.

Learning outcome

- The learner acquires knowledge about the organs of the digestive system and what happens to food within the system.
- Appreciate the importance of the digestive organs of the human body.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Explains what the digestive system is. • Identifies parts of the digestive system. • Describes the functions of the different parts of the digestive system. • Describes the signs and symptoms of diseases and disorders of the digestive system. 	<ul style="list-style-type: none"> • Names the different parts of the digestive system. • Spells the words correctly. • Recites rhymes about the different parts of the system. • Reads words, sentences and stories about the digestive system. • Draws and labels the different parts of the digestive system. 	<ul style="list-style-type: none"> • Digestive system <ul style="list-style-type: none"> - What it is. • Parts of the digestive system <ul style="list-style-type: none"> - The alimentary canal (mouth, oesophagus, stomach, small and large intestines). • Functions of the different parts of the digestive system. • Diseases and disorders of the digestive system. <ul style="list-style-type: none"> - Causes - Signs and symptoms. 	<ul style="list-style-type: none"> • Naming the different parts of the digestive system. • Spelling the words correctly. • Reciting rhymes about parts of the digestive system. • Reading words, sentences and stories about the parts of the digestive system.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Demonstrates behaviours and habits of maintaining the efficiency of the digestive system. 		<ul style="list-style-type: none"> Prevention and management of diseases and disorders of the digestive system. Behavior and habits of maintaining the efficiency of the system. 	<ul style="list-style-type: none"> Drawing and labeling the different parts of the digestive system. Discussing ways of prevention and management of diseases and disorders of the digestive system.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Critical thinking. Self-awareness. Problem-solving. Decision-making. Empathy. 	<ul style="list-style-type: none"> Logic Responsibility Taking decisions Concern Care 	<ul style="list-style-type: none"> Name the different parts of the digestive system. Describe the functions of the different parts of the digestive system. Draw and label the different parts of the digestive system.

TERM II

THEME: THE ENVIRONMENT

Topic: Components of the Environment “Soil”

General background

The environment is not a new theme. At this level learners should be guided to study soil which is a major component of the environment. Soil is composed of many living and non-living substances which makes things to co-exist. The learners should be helped to find out how soil helps people to survive and its relationship with other components of the environment. Experiments should be carried out to find the components of soil. This topic existed here and has been retained.

Learning outcome

The learner is able to:

- Recognize causes of soil degradation.
- Demonstrate good practices of conserving and protecting soil.
- Appreciate the importance of soil in nature.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none">• Identifies the different types of soil.• Describes the different ways soil is formed.• Investigates to show properties of different soils.	<ul style="list-style-type: none">• Names the types of soil.• Describes the components of soil.• Recites poems and rhymes about soil.• Sings songs about soil.• Reads words, sentences and stories about soil.	<ol style="list-style-type: none">1. Soil<ul style="list-style-type: none">- What it is- Types of soil<ul style="list-style-type: none">○ Loam○ Clay○ Sand2. Soil formation<ul style="list-style-type: none">- Weathering of rock- Decomposition of matter3. Components of soil<ul style="list-style-type: none">- Rock / soil particles (mineral)- Air	<ul style="list-style-type: none">• Identifying types of soil.• Describing the different types of soil.• Experimenting to show the properties of the soil.• Describing the components of soil.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Analyses the importance of soil. • Describes the types and causes of soil erosion. • States the effects of harmful materials on soil. • Demonstrates methods of soil conservation. <p>Discusses ways of improving soil fertility.</p>	<ul style="list-style-type: none"> • Writes words, sentences and stories about soil. 	<ul style="list-style-type: none"> - Water - Humus / organic matter - Living things (e.g. bacteria, fungi) 4. Importance of soil <ul style="list-style-type: none"> - Plant growth - Construction - Pottery - Home for animals - Source of minerals 5. Soil erosion <ul style="list-style-type: none"> - What it is - Types of erosion - Causes of erosion - Agents of erosion 6. Effects of harmful materials on soil <ul style="list-style-type: none"> - Broken glasses / tins - Plastics - Polythene - Chemicals / oils 7. Soil conservation <ul style="list-style-type: none"> - What it is - Methods of soil conservation 8. Soil fertility <ul style="list-style-type: none"> • What it is 	<ul style="list-style-type: none"> • Discussing the importance of soil. • Describing the types and causes of soil erosion. • Stating the effects of harmful materials on soil. • Practicing methods of soil conservation. • Discussing ways of improving soil fertility. • Investigating the advantages and disadvantages of artificial fertilizers and manure. • Making compost manure. • Describing the various components of soil.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Investigates the advantages and disadvantages of artificial fertilizers and manure. Demonstrates best ways of making compost manure. 		<ul style="list-style-type: none"> Ways of improving soil fertility. Artificial fertilizers (in-organic). Natural fertilizers (organic) e.g. <ul style="list-style-type: none"> Compost manure Farm yard manure Green manure Organic mulches <p>9. Advantages and disadvantages of artificial and natural fertilizers (manure).</p> <p>10. Making compost manure (project).</p>	<ul style="list-style-type: none"> Discussing the importance of soil. Participating in making compost manure.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Decision-making. Effective communication. Critical thinking. Problem-solving. 	<ul style="list-style-type: none"> Logic Care Responsibility Taking decisions Appreciation 	<ul style="list-style-type: none"> Name the different types of soil. Describe the components of soil. Discuss the methods of conserving soil.

THEME: MATTER AND ENERGY

Topic: Heat Energy

General Background

Learners have been introduced to matter and energy in Term I. They learnt terms like mass, volume and density. You should build on what they learnt to introduce states of matter and forms of energy. Guide learners to identify the difference between types and forms of energy. Heat is a very essential form of energy in our day to day life. It provides optimum warmth for plant and animal growth. Many changes essential for the survival of the ecosystem. Learners should practically be exposed to the effects of heat in matter. This will enhance the understanding of their own environment and get ways of manipulating it and hence improving their lives. This topic existed in Term ... but has been taken to Term Two.

Learning Outcome

The learner is able to use basic scientific knowledge on effects of heat on things in the environment and demonstrate skills of investigating effects of heat on matter.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Analyses what matter is. Investigates the three states of matter. Differentiates between 	<ul style="list-style-type: none"> Describes matter and its characteristics. Role plays on transfer of heat. Spells the words correctly. Reads words, sentences and stories about heat energy. Writes short stories on forms of energy. 	<ol style="list-style-type: none"> Matter <ul style="list-style-type: none"> What it is Weight / mass Properties of matter (experiments) <ul style="list-style-type: none"> Has weight/mass Occupies space Exerts pressure States of matter <ul style="list-style-type: none"> Solid Liquids Gases 	<ul style="list-style-type: none"> Naming different states of matter. Experimenting mixing and separating mixtures. Describing types and forms of energy. Carrying out activities / experiments that show effects of heat on matter. Drawing and labeling

Subject Competences	Language Competences	Content	Suggested Activities
<p>solutes and solvents.</p> <ul style="list-style-type: none"> Identifies the differences between types and forms of energy. Identifies different sources of heat. Describes the effects of heat on matter. <p>Investigates methods of heat transfer.</p>	<ul style="list-style-type: none"> Draws and labels the different types of thermometers. 	<ol style="list-style-type: none"> Solutes, solvents and solutions. Energy <ul style="list-style-type: none"> What it is. Types of energy <ul style="list-style-type: none"> Kinetic energy Potential energy Forms of energy e.g. heat, sound, electric, magnetism, light (no details of each needed) <ul style="list-style-type: none"> Characteristics of forms of energy (make work possible, transformation). Heat energy <ul style="list-style-type: none"> What it is Sources of heat e.g. sun, food, candle light; hot flat iron, hot charcoal, burning wood or coal, etc. Uses of heat e.g. cook, dry food, dry clothes, warm things. Effects of heat gain and loss <ul style="list-style-type: none"> Change of size / length Expansion (experiments on the expansion) Contraction (experiments on contraction) 	<p>thermometers.</p> <ul style="list-style-type: none"> Measuring temperatures. Mixing and separating mixtures. Working out sums that involve conversions in °C and °F. Discussing what energy is (the concept of energy). Drawing and labelling different thermometers. Discussing the effects of heat on matter. Explaining of heat in our everyday experiences. Practicing measuring temperature correctly. Drawing the different thermometers correctly.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • States the difference between heat energy and temperature. • Relates heat to temperature. • Explains the types and uses of the thermometer. 		<ul style="list-style-type: none"> • Change of state e.g. melting, evaporation, freezing, condensation, sublimation. • Increase in temperature • Heat transfer (how heat travels) • Conduction in solids • Convection in liquids and gases • Radiation in vacuum <p>8. Uses of different methods of heat transfer in our surrounding e.g.</p> <ul style="list-style-type: none"> • The thermos flask • The charcoal stove <p>9. Heat and temperature</p> <ul style="list-style-type: none"> • What temperature is <p>10. Thermometers and measure of temperature</p> <ul style="list-style-type: none"> • Types and uses of thermometers • Celsius scale • Fahrenheit scale • Six's (Minimum and Maximum) • The clinical thermometer 	

Subject Competences	Language Competences	Content	Suggested Activities
Converts degrees appropriately.		<ul style="list-style-type: none"> Differences between different thermometers. 11. Conversion from degree Celsius to Fahrenheit and vice versa. 	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Effective communication. Problem-solving. Critical thinking. Decision-making. Creative thinking. 	<ul style="list-style-type: none"> Responsibility Care Cooperation Confidence Logic Taking decisions Making right choices 	<ul style="list-style-type: none"> Describe the characteristics of different states of matter. Explain how heat energy affects the environment. Draw and label the different types of thermometers.

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

Topic: Occupations in Our Community: Crop Growing

General background

Learners already have the basic knowledge and skills about the growing of crops in general. In this topic the teacher is required to guide the learners on how to grow and care for the common tuber crops in their locality and select one for a sample study.

It is important to note that exposing learners to seeing, feeling, smelling and other practical activities enhances understanding and development of the concepts and skills you intend to develop in learners. This topic existed in Term Three but has been brought to Term Two.

Learning outcome

The learner is able to show knowledge about common tuber crops, demonstrate growing tuber crops and appreciate the importance of proper harvesting, processing and storing tuber crops.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies the characteristics of common tuber crops. • Discusses ways of growing and caring for tuber crops. • Identifies pests and diseases of tuber crops. • Describes the characteristics of common tuber crop pests and their effects on crops. • Discusses methods of controlling pests and diseases of tuber crops. 	<ul style="list-style-type: none"> • Names the common tuber crops. • Describes ways of caring for tuber crops. • Recites rhymes about the growing and caring for tuber crops. • Reads words, sentences and stories about the growing and caring for tuber crops. • Writes words, sentences and stories about the growing and caring for tuber crops. 	<ol style="list-style-type: none"> 1. Common tuber crops <ul style="list-style-type: none"> • Root tubers <ul style="list-style-type: none"> - sweet potatoes - carrots - turnips - cassava • Stem tubers <ul style="list-style-type: none"> - Irish potatoes and yams 2. Growing and caring for tuber crops. 3. Common pests and diseases of tuber crops. <ul style="list-style-type: none"> • Characteristics of common tuber crop pests. • Effects of pests and diseases on tuber crops: <ul style="list-style-type: none"> - Rotting of tubers - Holes on tubers and leaves - Leaf yellowing - Leaf curling, etc. 	<ul style="list-style-type: none"> • Identifying the common tuber crops. • Naming tuber crops. • Discussing the ways of growing and caring for tuber crops. • Describing the characteristics of common tuber crop pests. • Discussing the effects of pests and diseases on tuber crops. • Discussing methods of controlling pests and diseases of tuber crops. • Describing ways of harvesting, processing and storing of tuber crops. • Practicing the growing of tuber crops as a project.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Describes ways of harvesting, processing and storing tuber crops. • Practices the growing of tuber crops (project by the Young Farmer's Club). 		<ul style="list-style-type: none"> • Methods of controlling pests and diseases of tuber crops. • Harvesting, processing and storage of tuber crops. • Science oriented clubs • - Young Farmers' Club 	<ul style="list-style-type: none"> • Discussing the effects of pests and diseases on tuber crops.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication • Creative thinking. • Decision-making. • Problem-solving. 	<ul style="list-style-type: none"> • Fluency • Confidence • Responsibility • Appreciation • Making right choices • Taking decisions • Care 	<ol style="list-style-type: none"> 1. Name the different types of tuber crops. 2. Describe the ways of growing and caring for tuber crops. 3. Discuss the ways of harvesting, processing and storing tuber crops.

THEME: THE WORLD OF LIVING THINGS

Topic: Bacteria and Fungi

General background

Learners are already aware of germs as disease agents. In this topic, the teacher is supported to create awareness in learners about bacteria and fungi as disease agents. It is also important to note that some bacteria and fungi are useful to our day-to-day life experiences. Practical opportunity if possible should be availed to the learners to observe samples of bacteria and fungi under the microscope. This topic existed in Term Three but has been brought to Term Two.

Learning outcome

The learner is able to use scientific knowledge and skills about bacteria and fungi as disease agents and how they can be used to solve problems of everyday experiences.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none">• Describes bacteria, where they are found and where they breed.• Describes characteristics of bacteria.• Discusses ways of preventing, controlling and treating bacterial diseases.• Describes fungi as harmless and harmful organisms.	<ul style="list-style-type: none">• Describes bacteria / fungi, where they are found and where they breed.• Acts a dialogue on useful and harmful bacteria / fungi.• Reads words, sentences and stories about bacteria and fungi.• Writes words, sentences and stories about bacteria and fungi.	<ol style="list-style-type: none">1. Bacteria<ul style="list-style-type: none">• What they are.• Where they are found.• Where they breed.2. Nature of bacteria<ul style="list-style-type: none">• Harmful• Useful / harmless3. Prevention, control and treatment of bacterial diseases.4. Fungi<ul style="list-style-type: none">• What they are.• Where they are found	<ul style="list-style-type: none">• Describing bacteria and fungi, where they are found and where they breed.• Describing bacterial and fungi as harmful and harmless organisms.• Discussing ways of preventing, controlling and treating bacteria and fungal diseases.• Comparing bacteria to fungi.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Identifies dangers of fungi. Discusses ways of preventing and controlling bacteria and fungal diseases. 		<ul style="list-style-type: none"> Examples of fungi <ul style="list-style-type: none"> Harmful Harmless / useful Uses of fungi (mushroom for food, mould for penicillin drug, in brewing). <p>5. Dangers of fungi.</p> <p>6. Prevention and control of diseases caused by fungi.</p> <p>7. Facts about bacteria and fungi.</p>	<ul style="list-style-type: none">

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Critical thinking. Creative thinking. Decision-making. Coping with emotions. Coping with stress. Effective communication. 	<ul style="list-style-type: none"> Sympathy Care Taking decisions Logic Concern Fluency Responsibility 	<ol style="list-style-type: none"> Name the forms of bacteria and fungi. State the uses of bacteria and fungi. Describe ways of preventing, controlling and treating bacteria and fungal diseases.

TERM III

THEME 5: MANAGING CHANGES IN THE ENVIRONMENT

Topic 1: Types of Changes – Biological, Physical and Chemical Changes

General background

There are many changes that happen to living organisms as they grow. Changes also happen to other things in the environment and the atmosphere.

In P4 the learners learnt about changes in the water cycle. They also learnt about changes caused by heat to different things in the environment. You build on what has been learnt to guide learners to understand the different changes like those they may experience. Child growth and monitoring cards should be used to develop an understanding of biological changes. Note that physical and chemical changes happen in our environment now and then. You should focus on daily experiences which are familiar and which the learners can easily learn from. This topic has been retained but taken to Term Three.

Learning outcome

The learner is able to demonstrate basic knowledge and simple skills for managing changes in the environment.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">Describes how changes take place in the environment.	<ul style="list-style-type: none">Names agents of change.Recites poems.Role plays.Reads words and sentences about the types of changes.Writes words and sentences about the environmental changes.	1. Changes in the environment <ul style="list-style-type: none">a) Biological changes<ul style="list-style-type: none">What they are.Growth in plants and animals.Physical changes in plants and animals.Managing body changes<ul style="list-style-type: none">Body careGuidance	<ul style="list-style-type: none">Naming different changes in the environment.Classifying changes under biological, physical and chemicals.Writing and singing songs about environmental changes.Experimenting on physical changes of states of water.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Identifies the different changes in the environment. • Describes the different changes in the environment. • Describes the different effects / consequences of various changes in the environment. 		<p>b) Chemical changes</p> <ul style="list-style-type: none"> • What they are <ul style="list-style-type: none"> - Rusting - Fermentation - Respiration - Rotting and decaying <p>c) Physical changes</p> <ul style="list-style-type: none"> • What they are. • Changes in weather. • Changes in the states of matter. <ul style="list-style-type: none"> - Land slides - Earth quakes • Placement faulting / volcanic actions. <p>2. Characteristics of various types of changes in the environment.</p> <p>3. Consequences of various types of changes to: people, animals and plants</p> <ul style="list-style-type: none"> • Increases in size. • Increases in temperature. • Mountain formation. • Rain formation. • Change of state. 	

Subject Competences	Language Competences	Content	Suggested Activities
•		<ul style="list-style-type: none"> • New things are formed. • Placement of things. 	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Critical thinking. • Creative thinking. • Effective communication. • Problem-solving. • Self-esteem. • Empathy. 	<ul style="list-style-type: none"> • Responsibility • Sharing • Care • Concern • Logic • Confident • Acceptance 	<ol style="list-style-type: none"> 1. Name different changes that happen to living things. 2. List changes in the environment under <ol style="list-style-type: none"> a) Biological b) Physical c) Chemical 3. Describe ways of managing different changes that happen in our environment.

THEME 5: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

Topic 2: Keeping Goats, Sheep and Pigs

General background

Learners have already learnt about the keeping of rabbits in P4. In this topic, the teacher should build on that scientific knowledge to guide learners to keep other bigger animals like goats, sheep and pigs.

It is important to arrange field visits to nearby animal farms to emphasize the importance and skills of keeping goats, sheep and pigs. This topic existed in term one but has been taken to Term Three.

Learning outcome

The learner is able to demonstrate scientific knowledge and skills necessary for keeping bigger animals as well as start and manage animal keeping projects.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies names of external parts of goats, pigs and sheep. • Describes different breeds of goats and sheep. • Describes uses of goats and sheep. • Discusses the causes, signs, symptoms, prevention and control measures of diseases of goats and sheep. • Discusses the causes, signs, symptoms, prevention and control measures of parasites and diseases of pigs. 	<ul style="list-style-type: none"> • Names the external parts of goats, sheep and pigs. • Recites a rhyme about products of goats, sheep and pigs. • Reads words, sentences, stories on goats, sheep and pigs. • Writes words, sentences and stories of goats, sheep and pigs. <p>Draws and labels external parts of goats, sheep and pigs.</p>	<ol style="list-style-type: none"> 1. Keeping goats and sheep <ul style="list-style-type: none"> • External parts of goats and sheep <ul style="list-style-type: none"> ○ Uses ○ Breeds 2. Housing and management of goats and sheep. 3. Products from goats and sheep e.g. <ul style="list-style-type: none"> • Meat • Skins • Wool • Milk 4. Diseases of goats and sheep <ul style="list-style-type: none"> • Causes • Signs and symptoms • Prevention and control. 5. Keeping pigs <ul style="list-style-type: none"> • External parts of a pig. • Breeds of pigs. • Proper housing and management of pigs. • Common parasites and diseases of pigs. 	<ul style="list-style-type: none"> • Listing external parts of goats, sheep and pigs. • Naming different breeds of goats sheep and pigs. • Listing products of goats, pigs and sheep. • Discussing how to control parasites and diseases of goats, sheep and pigs. • Drawing and labeling the external parts of goats, sheep and pigs. • Caring for goats, sheep and pigs (a project). • Draws and labels external parts of goats and sheep. • Lists products from goats and sheep. • Identifies breeds of pigs. • Describes ways of housing and managing pigs. • names common parasites and diseases of pigs

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Designs a work plan for and starts an animal keeping project. 		<ul style="list-style-type: none"> • Causes, signs and symptoms, prevention, control and treatment of pig diseases and worm infestations. <p>6. Starting pigs, goats and sheep project and record keeping of activities carried out.</p>	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication. • Decision-making. • Critical thinking. 	<ul style="list-style-type: none"> • Responsibility • Care • Logic • Concern 	<ol style="list-style-type: none"> 1. Name the different breeds of goats, sheep and pigs. 2. Identify the diseases and parasites of goats, sheep and pigs. 3. Draw and label the external parts of goats, sheep and pigs.

THEME 5: HUMAN HEALTH

Topic 3: Food and Nutrition

General Background

Food and Nutrition is a primary aspect of life for both plants and animals. Food is important for growth and development of living things. In P4 the learners learnt the need for food and classified available foodstuffs under classes of carbohydrates, proteins, vitamins and minerals. Learners will now learn the advantages and disadvantages of breast feeding, bottle feeding, traditional customs and food taboos.

You should guide the learners to tell the importance of feeding the vulnerable groups of people well. Lead learners to discuss appropriate and prevailing views on the right use of the staple foods in the community. This will enable them increase their knowledge on proper food and nutrition and acquire skills for feeding people with different needs in the community. This topic existed in Term Two but has been taken to Term Three.

Learning Outcome

The learner is able to use scientific knowledge and skills necessary for keeping bigger animals and become able to start and manage animal keeping projects.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Explains what breast feeding is, its advantages and disadvantages. Explains what bottle feeding is, its advantages and disadvantages. 	<ul style="list-style-type: none"> Names food for different communities. Recites poems and sings songs on breastfeeding. Writing food diets for the vulnerable people. Explains some dishes for the vulnerable. 	<ol style="list-style-type: none"> Breast feeding <ul style="list-style-type: none"> What it is Advantages and disadvantages to: <ul style="list-style-type: none"> mother baby family Bottle feeding <ul style="list-style-type: none"> What it is. 	<ul style="list-style-type: none"> Writing advantages and disadvantages of breast feeding to: <ul style="list-style-type: none"> Mother Baby Care family Explaining the instances when bottle feeding is necessary. Listing different vulnerable groups of people.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Identifies the vulnerable groups of people. • Explains traditional customs and their advantages and disadvantages to the community. • Identifies different food patterns for different communities. 		<ul style="list-style-type: none"> • Advantages and disadvantages to: <ul style="list-style-type: none"> - mother - baby - family 3. The vulnerable groups <ul style="list-style-type: none"> • Who they are? <ul style="list-style-type: none"> - weaning babies - the sick - the elderly • convalescents <ul style="list-style-type: none"> - breast feeding - pregnant mothers and their unborn children. • Food for the vulnerable <ul style="list-style-type: none"> - soft drinks - soft foods - balanced diet • Traditional customs and food taboos in communities. <ul style="list-style-type: none"> - what taboos are e.g. women should not eat chicken, eggs, etc. - effects of food taboos in nutrition. 4. Food consumption patterns in the community. <ul style="list-style-type: none"> • Staple foods of different communities. • Other foods of different communities. 	<ul style="list-style-type: none"> • Explaining why vulnerable people need special feeding? • Discussing the customs and food taboos in your society? Writing advantages and disadvantages of food taboos. • Identifying different food consumption patterns in a community. • Describing food for the vulnerable. • Differentiates bottle feeding.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication. • Self-awareness. • Creative thinking. • Self-esteem. 	<ul style="list-style-type: none"> • Responsibility • Care • Love • Appreciation 	<ol style="list-style-type: none"> 1. Write advantages and disadvantages of: <ol style="list-style-type: none"> a) Breast feeding b) Bottle feeding c) Food taboos. • List five groups of vulnerable people in the community.

THEME: HUMAN HEALTH

Topic 4: Primary Health Care (PHC)

General Background

In this topic, learners should be involved in activities which enable them to carry out health activities that use the knowledge they have so far gained in health education theories. Community hygiene activities at this level should mainly be confined to school keeping the compound clean disposing rubbish, latrine, hygiene, etc to be an example to the community. This topic was merged from P5 Term Three, P6 Term two and P7 Term one.

Learning Outcome

The learner is able to apply knowledge of the elements and principles of Primary Health Care for improved quality of life.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Describes what PHC is, its elements and principles. • Demonstrates activities of PHC in promotion of community hygiene. • Explains the responsibilities of individuals, families and the community in health promotion. • Identifies the different types of people with special needs in the community and how to care for them. 	<ul style="list-style-type: none"> • Describes what PHC is, its elements and principles. • Listens to stories about PHC activities in the community. • Sings songs about PHC promotion in the community. • Reads words, sentences and stories about PHC activities in the community. • Writes words, sentences and stories about PHC activities in the community. 	<ol style="list-style-type: none"> 1. Primary Health Care <ul style="list-style-type: none"> • What it is. • Elements and Principles of PHC. 2. Activities in PHC in promotion of community hygiene e.g. <ul style="list-style-type: none"> • Rubbish and excreta disposal. • Protecting water sources. <p>Responsibility of individuals, family and community in health promotion.</p> <ol style="list-style-type: none"> 4. Suitable lifestyles and good health practices. 5. People with special needs in the community e.g. <ul style="list-style-type: none"> • the sick • the elderly • the disabled • the young 6. Care for people with special needs e.g. <ul style="list-style-type: none"> - protection • medication 	<ul style="list-style-type: none"> • Describing PHC, its elements and principles. • Practicing activities of PHC in the community. • Demonstrating the responsibilities of individuals, families and community in health promotion. • Naming people with special needs in the community. • Discussing how to care for people with special needs.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Self-awareness. • Self-esteem. • Empathy. • Problem-solving. • Decision making. • Critical thinking. 	<ul style="list-style-type: none"> • Sympathy • Confidence • Responsibility • Care • Logic • Concern • Acceptance • Love • Sharing • Appreciation 	<ol style="list-style-type: none"> 1. List the activities of PHC in promotion of community hygiene. 2. Describe the responsibilities of individuals, family and the community in health promotion. 3. Discuss how to care for people with special needs in the community.

Word List

Poultry Keeping

- | | | |
|-------------|------------|---------------|
| • poultry | • beak | • free range |
| • external | • claws | • deep litter |
| • functions | • wattle | • fold pen |
| • systems | • scales | • fowl |
| • | • broilers | |
| | • layers | |

Bee Keeping

- | | |
|---------------|------------------|
| • swarming | • leakage |
| • drones | • dug out log |
| • pollination | • top bar hive |
| • wax | • excessive heat |
| • propolis | |

Measurement

- mass
- weight
- volume
- capacity
- floating
- sinking
- displacement
- density (ies)
- instruments

Immunization

- immunity
- vaccine(s)
- immunisable
- symptoms
- diphtheria
- meningitis
- hemophilia influenza
- Hepatitis B
- whooping cough
- Tuberculosis
- Tetanus
- Yellow fever

Digestive System

- digestion
- aoesophagus
- rectum
- salivary glands
- pancreas
- disorder(s)
- efficiency
- ulcers
- intestinal obstruction
- constipation
- vomiting
- digestive system
- habit
- maintain(ing)

Components of the Environment: Soil

- fertilizers
- artificial
- mulches
- properties
- harmful
- components
- erosion
- agent(s)
- conservation
- compost
- loam
- clay
- bacteria
- fungi
- chemicals
- fertility
- manure
- humus
- green manure
- organic manure
- habitat
- mining
- polythene
- mineral

Heat Energy

- solutes
- solvents
- characteristics
- transfer
- expansion
- evaporation
- sublimation
- conduction
- Fahrenheit scale
- conversion
- dissolving
- mixtures
- forms
- kinetic energy
- gases
- contraction
- freezing
- radiation
- convection
- clinical thermometer
- potential energy
- exerts
- pressure
- solid
- magnetism
- melting
- condensation
- vacuum
- Celsius scale

Occupations in our Community: Crop Growing

- tuber crops
- tubers
- pests
- cassava mosaic
- rotting
- spraying
- crop rotation
- rogging
- storage
- potato blight

Bacteria and Fungi

- organisms
- agent(s)
- bacterial diseases
- harmless
- fungal diseases

Types of Changes – Biological, Physical and Chemical Changes

- biological
- chemical
- adolescents
- melting
- rusting
- fermentation
- respiration
- decaying
- freezing
- placement faults

Keeping Goats, Sheep and Pigs

- parasite(s)
- swine flue
- flock

Food and Nutrition

- proteins
- carbohydrates
- vitamins
- staple food(s)
- minerals
- vulnerable
- weaning
- consumption
- convalescents
- nutrition
- balanced diet

Primary Health Care (PHC)

- elements
- principles
- hygiene
- excreta
- disposal
- suitable
- practices

Local Language

Background

This is a primary Five Local Language Syllabus. Local Language means the language of the locality where the school is situated. In some cases, such as army schools which are bound to use Kiswahili, it may be a language decided on for convenience. Local Language teaching at Primary Five will focus on language in use plus some grammar. Culture and life skills will also be taught.

Rationale

One of the National Aims of Education as stipulated in the Government White Paper is to “promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence”. Patriotism for one’s country can only be achieved if learners are taught to respect and love their heritage, languages, communities, districts and eventually pride in being a Ugandan. Learning the grammar of a familiar language will give the learner a background to learning other languages in future.

General Aims of Teaching a Local language

When the learners go through this Syllabus, they will be able to:

1. Demonstrate permanent functional literacy.
2. Communicate effectively in Local Language.
3. Listen attentively and respond accurately and appropriately to instructions / directions.
4. Use correct language pattern / system in writing.
5. Explain the significance of cultural practices and rituals.
6. Create original stories around given situations.
7. Read a given text fluently with high level of comprehension.
8. Write stories, texts, reports or letters with correct use of orthography, structures and punctuation.
9. Develop a sense of pride for his/her language and culture and respect for other people’s culture.

General Methodology

It is strongly advisable that learners are taught using participatory methods. Local Language like any other language should be taught to the learners focusing on the four basic language skills: listening, speaking, reading and writing.

In every topic the aspects of culture related to that topic should be taught for example proverbs or taboos.

Methodology for Specific language aspects

a) Orthography:

Though this was handled in Primary Three and Four, there is need to continue reminding learners of the rules of orthography whenever grammar is being taught.

b) Comprehension:

Learners should be availed with a number of reading texts. These will not only be used for comprehension but also for teaching punctuation, tenses, prepositions, and other aspects of grammar.

c) Oral Literature forms:

These are: proverbs, similes, metaphors and idioms. These should be taught in relation to the topic at hand, for example, a topic on environment can be used to teach proverbs or taboos related to environment.

d) Culture:

Language and culture are inseparable. The morals, values, responsibilities are taught through culture. Aspects of culture should be taught as various topics, for example, if you teach about meetings you can teach about sayings referring to meetings.

e) Penmanship:

Language teaching aims at making learners functionally literate. They learn to communicate effectively both orally and in writing. Whenever there is a writing activity, the learner should be helped and reminded to write legibly.

f) Punctuation:

This is an important aspect of writing but should be taught using texts where the punctuation marks have been used.

Hints to the Teacher

The teacher needs to develop certain interests and engage in certain activities in order to manage the teaching and learning process properly, for example, by:

- a) Collecting materials and information about culture of that community (where the school is) such as names of people, places, objects, landmarks, their origin and meaning.
Practices of the people, child rearing, dressing habits, religious beliefs, cures for common illnesses, beliefs about certain diseases, occupations and implements social behaviour e.g. greetings and values, historical data on the villages in the neighbourhood.

- b) Visiting places of cultural interest in that area and find out what those people cherish.
- c) Assessing your culture objectively and find ways to add to or improve on that culture.
- d) Treating other people's cultures with understanding and teach learners to do the same.

NB:

For the topics which are not language related like Human Rights, Child Labour, HIV and AIDS and so on. You are expected to concentrate more on the grammar, vocabulary and the structures used. The learners, however, will learn the content of the text through comprehension.

Materials to be used

These include charts, books, news captions, concrete materials, art facts books. These could be prepared by the teacher, photocopied, bought or borrowed.

Assessment:

Assessment is a very important part of the learning process, as it indicates where the strength and weaknesses in the learning and teaching process are.

You are expected to determine the learners' achievement through:

- a) Observation (of behaviour and life skills).
- b) Continuous assessment (of topic, unit or week)
- c) Examinations (for instance at the end of the term or year)

Besides continuous assessment and end of term, there should be end of year examinations but must have a bearing on the records kept every term.

Topic Outline

Term I

TOPIC	SUB-TOPIC	PERIODS
1. Language used in different public places	<ul style="list-style-type: none">Names of public placesLanguage usedDirectionsBehaviourWorkers and tools used	14
2. Meetings	<ul style="list-style-type: none">Cultural meetingsPolitical meetings	10
3. Human Rights and Responsibilities	<ul style="list-style-type: none">A text on Human RightsChildren's RightsChildren's ResponsibilitiesCompound sentences	12

Term II

TOPIC	SUB-TOPIC	PERIODS
1. Making use of reading materials	<ul style="list-style-type: none">Types of reading materialsContent in reading materialsPurposes for reading	12
2. Modern communication	<ul style="list-style-type: none">Types of itemsHow the items are used	10
3. Advanced Creative language	<ul style="list-style-type: none">Text on environmental conservationCompound sentencesParagraphingOral Literature	14

Term III

TOPIC	SUB-TOPIC	PERIODS
1. Child Labour	<ul style="list-style-type: none">• A Text on Child Labour• Present simple Tense• Future Tense	8
2. HIV/AIDS	<ul style="list-style-type: none">• A Text on HIV/AIDS• Guided Compositions• Oral Literature	6
3. Letter Writing	<ul style="list-style-type: none">• Informal Letters• Tenses• Text on Peace Education• Composition• Oral Literature	12

TERM 1

TOPIC 1: LANGUAGE USED IN DIFFERENT PUBLIC PLACES

RATIONALE

The learner at this stage is beginning to be exposed to several public places, such as churches, schools and markets among others. It is therefore important for the learner to learn the appropriate language and behaviour expected of him/her while in those places.

BACKGROUND TO THE TOPIC

At this level, there is a lot of communication among learners both at school and at the community level where they stay. They therefore need to be conversant with different salutations and the appropriate language used in public places. It is important that you gather as much vocabulary as possible to cover the titles of different people, their roles and the appropriate language for effective communication.

LEARNING OUTCOME

The learner is able to communicate effectively in different public places to deliver accurate messages appropriately and effectively.

LIFE SKILLS

- Effective communication
- Make sure the learners' responses are well structured in correct full sentences.
- Interpersonal relationships
- Supervise the learners when working in groups.

Subject Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none">• Identifies public places and the activities that go on in those places.• Creates stories about different places.	<ul style="list-style-type: none">• Names of public places.• Stories	<ul style="list-style-type: none">• Identifying the different public places.• Describing public places mentioned.• Writing descriptive stories about the named places.• Completing/copying proverbs related to the public places.• Reading stories about named places.• Answering questions on stories read.

Subject Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Uses polite phrases and vocabulary appropriately. • Demonstrates how to ask for direction to reach a destination. 	<ul style="list-style-type: none"> • Polite language used in public places e.g. <ul style="list-style-type: none"> - Thank you. - Excuse me. - I am sorry. - May I help you please ...? • Directions <ul style="list-style-type: none"> - asking for direction. - giving direction. 	<ul style="list-style-type: none"> • Conversing about common events using appropriate language. • Borrowing items using appropriate phrases. • Role playing behaviours e.g. apologizing. • Using appropriate language in public. • Greeting other people appropriately. • Giving directions and instructions. • Reading a dialogue about showing the way. • Writing a dialogue reflecting polite language.
<p>Demonstrates how to behave in public places.</p>	<ul style="list-style-type: none"> • Behaviour in public <ul style="list-style-type: none"> - desirable. - non-desirable. 	<ul style="list-style-type: none"> • Apologizing to others when in error using correct phrases • Observing others role playing for the correct actions. • Asking others for advice. • Choosing the right language to use. • Showing concern for children, the elderly and the disabled. • Reading/ acting a dialogue between workers and visitors. • Role playing behaviours and work in public places. • Participating or watching a role play on how to behave in public places.
<ul style="list-style-type: none"> • Identifies workers in a given place by title and roles. • Describes things used. • Constructs correct sentences about places, workers, tools or their roles. 	<ul style="list-style-type: none"> • Workers in a given place. <ul style="list-style-type: none"> - titles - duties • Tools used by the workers. 	<ul style="list-style-type: none"> • Talking about workers by title. • Talking about the roles of the workers. • Drawing and labeling the tools and objects used. • Making sentences referring to workers and their roles.

GUIDANCE TO THE TEACHER

- Through question and answer, ask learners to name public places they know in their community like: market or worship buildings.
- Divide the class into small groups and ask them to list activities that take place in those public places. This gives learners a chance to make friends and learn how to work with others.
- Make a table on the chalkboard with headings in two columns: Places and Activities and ask learners to match them.
- Discuss with the learners different situations in which polite language is required. Give learners a chance to share their experience, about what they know.
- Organize short activities of role-play depicting how people interact in those public places. Give learners a chance to volunteer for the role play. This will develop a skill of self-awareness.
- Let learners with Special Education Needs (SEN) be actively involved in all class activities. Encourage their peers to assist them.

TOPIC 2: MEETINGS

RATIONALE

Meetings can be cultural, political or official. This topic will focus on cultural and political meetings. The learner will be exposed to special vocabulary and structures used in such meetings. This will prepare them to participate in such meetings effectively in future.

BACKGROUND

This topic will cover knowledge, vocabulary and procedure of conducting cultural and political meetings. You are therefore expected to make enough research about the two types of meetings. Make research on cultural meetings and campaign speeches in order to have the required content to teach.

LEARNING OUTCOMES

The learner is able to acquire vocabulary, knowledge, skills and procedures of conducting cultural and political meetings and demonstrate how a campaign speech is delivered.

LIFE SKILLS

- Self-awareness
The learner will be asked to talk about rituals in his/her respective culture.

- Effective communication
The learner will be encouraged to speak up fluently when giving contributions.
- Critical thinking
The learner will evaluate rituals in groups.

Subject Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies different types of cultural meetings / rituals, and the way they are conducted. 	<ul style="list-style-type: none"> • Cultural meetings <ul style="list-style-type: none"> - Type - Participants/roles - Process 	<ul style="list-style-type: none"> • Discussing different types of cultural / ritual meeting ceremonies/rituals. • Describing how and where meetings or ceremonies are performed. • Identifying participants for meetings and their roles. • Brainstorming on how and where particular meetings/ceremonies are performed.
<ul style="list-style-type: none"> • Describes different cultural objects used during meetings / ceremonies/ rituals. • Explains the significance of certain objects and symbols used in cultural meetings. 	<ul style="list-style-type: none"> • Cultural objects and symbols. • Importance of objects and symbols used. 	<ul style="list-style-type: none"> • Drawing different cultural objects used during meetings/ ceremonies / rituals. • Talking about cultural symbols. • Drawing objects used in cultural meeting and labelling them.
<ul style="list-style-type: none"> • Explains the purpose of carrying out the ceremony and rituals. • Narrates the beliefs related to the procedure of the ritual. 	<ul style="list-style-type: none"> • Significance of different ceremonies and rituals e.g. <ul style="list-style-type: none"> - initiation - baby naming - engagement in marriage. • Procedures of cultural beliefs related to rituals. 	<ul style="list-style-type: none"> • Identifying different ceremonies and rituals. • Describing ceremonies and rituals. • Explaining the purpose of given ceremonies and rituals. • Analysing any beliefs related to the ritual. • Discussing procedures of certain rituals.

Subject Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Explains some of the beliefs and practices related to ceremonies and rituals. 	<ul style="list-style-type: none"> Beliefs and practices of cultural rituals as expressed in <ul style="list-style-type: none"> proverbs / sayings taboos idioms similes stories 	<ul style="list-style-type: none"> Completing proverbs. Making sentences using idioms. Writing sentences containing idioms. Explaining taboos related to ceremonies. Making sentences that contain similes. Completing proverbs related to ceremonies in sentences. Using idioms related to ceremonies in sentences. Making sentences using similes. Discussing different beliefs and practices.
<ul style="list-style-type: none"> Explains the importance of a village meeting. Names participants in a village meeting. Describes procedures of a village meeting. Demonstrates how to carry out political meetings / rallies. 	<ul style="list-style-type: none"> Village meeting. Meeting procedures. Political meetings <ul style="list-style-type: none"> Local council Rallies 	<ul style="list-style-type: none"> Writing an agenda for a village meeting. Writing a speech to mobilize for an activity. Naming participants in a village meeting. Describing procedures of a village meeting. Discussing participants in cultural meetings and their roles. Making a mock political rally.

GUIDANCE TO THE TEACHER

- Ask learners to name different cultural rituals / ceremonies and their venues. List them on the chalkboard as they are generated. This helps the learners to be proud of what they are hence boosting their self-esteem.
- Divide the class into small groups and let each draw a table showing different participants in such meeting and their roles.
- After group presentations, lead a general discussion to ensure consistency across the groups.
- Ask learners individually to name and describe objects used and what they are used for.
- In small groups, let learners discuss how common rituals affect the candidates who undergo the activities performed. Help learners to critically evaluate the ritual hence develop critical thinking.
- Allow groups to report to the rest of the class. Allow comments from other groups.
- Ask groups to plan and role play the easiest ceremonies / rituals which can be performed by pupils in class.
- Start a proverb about rituals and ask learners to complete it, and then allow them to produce similar proverbs.

- Give a taboo related to a ceremony or a ritual and ask learners to give more taboos. Discuss each of the taboos briefly.
- Ask learners to describe political meetings they have ever attended.
- Give chance to shy and slow learners and those with different problems like speech to also participate fully in all class work. (Give them extra- time or any required help).
- Group learners and ask each group to produce an agenda for a meeting.
- Let each group present to the class as you comment on their presentations.
- Lead learners to describe the procedures.

TOPIC 3: HUMAN RIGHTS AND RESPONSIBILITIES

RATIONALE

The Human Rights Charter was written in English and translated into other international languages. What learners have met are a few interpretations of that charter. They need to have a more informed discussion of those rights that concern them and those that concern their parents. This will help them to respect the rights of their parents as they negotiate for observance of their own.

BACKGROUND

Get a list of human rights, analyze them and compare them with children's rights. Find out from the community which children's rights are violated most. Research about the responsibilities of learners to self, parents, and communities.

LEARNING OUTCOME

Learners will construct sentences using conjunctions and plurals of nouns about human rights.

LIFE SKILLS

- Self-awareness
The learners will be taught one's position and responsibility.
- Problem-solving
Learners will evaluate facts about human rights.
- Effective communication
Learners will talk freely about instances when their rights had been violated.

- Critical thinking

Learners will respond to questions appropriately.

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Reads a text on Human Rights • Identifies the importance of human rights. • Explains instances which violate Human rights. • Describes children’s responsibilities. 	<ul style="list-style-type: none"> • A text on Human rights e.g. <ul style="list-style-type: none"> - Identity - Nationality - Life/live • Violation of rights • Children’s rights e.g. <ul style="list-style-type: none"> - education - shelter - security • Children’s responsibilities. • Compound sentence. • Conjunctions. 	<ul style="list-style-type: none"> • Identifying a number of human rights. • Discussing human rights. • Discussing children’s rights. • Describing instances of violations of human rights. • Giving examples of learners’ rights. • Explaining children’s responsibilities: <ul style="list-style-type: none"> - to parents - to teachers - to community • Constructing compound sentences using conjunctions. • Generating conjunctions. • Listing examples of countable nouns. • Listing examples of uncountable nouns. • Giving plurals of countable nouns. • Changing sentences from singular to plural. • Using countable and uncountable nouns in sentences. • Nouns <ul style="list-style-type: none"> - countable - uncountable • plurals of countable nouns

GUIDANCE TO THE TEACHER

- In small groups, let learners list the children's rights they have heard about.
- Ask the groups to read what they have written as you make a general list of their rights on the chalkboard. (See appendix at the end of this syllabus).
- Help them to fill the gaps of what they have not spelt out properly and what is totally missing by comparing with the list you prepared.
- Explain to the learners what violation of rights is.
- In a general discussion of question and answer, ask them to describe instances where they think their rights were violated.
- Go through the preceding steps again to discuss general human rights.
- Compare and discuss the relationship between human rights and children's rights.
- Make two short related statements and ask learners to combine them into one.
- Ask them what words were used to join the sentences.
- Explain the role of conjunctions and ask them to construct similar sentences.
- Revise the meaning of nouns and ask for plurals.
- Help learners to notice how some nouns keep the same form when in plural as that of singular.
- Use examples to introduce the idea of countable and uncountable nouns.
- Identify the gifted learners in your class and let them take charge in assisting their peers in groups.
- Give extra time to the slow learners who will not grasp the new concepts in the expected time.
- Take time to identify other learners with particular exceptional behaviours like giving complaints and those who do not see or hear properly and allow them to sit in front.
- Do not punish those who always sleep in class, but talk to them. Find out their problems and counsel or guide them.

TERM II

TOPIC 1: MAKING USE OF READING MATERIALS

RATIONALE

Globally, information is mostly accessed through reading and researching on different topics / reading materials. In order to have the learners cope with this global experience, they should be guided in getting acquainted with various reading materials and how to use them.

BACKGROUND

By now, the learner is able to read but needs skills in categorizing the reading materials such as for interest. Learners are to be helped to acquire knowledge on the types of books like, novels, dictionaries and text books. They will also discuss the styles of reading according to one's intention of reading. You are therefore expected to provide the learners with a good variety of reading materials and to explain fully the materials, the content and how they are used depending on their intention.

LEARNING OUTCOME

The learner is able to identify different reading materials according to content and demonstrate the right style of reading with comprehension.

LIFE SKILLS

- Critical thinking
Learners will be helped to make the best use of the information availed.
- Effective communication
Learners will ask and answer questions.
- Problem-solving
Learners will identify different reading materials.
- Creative thinking
Learners will choose from the different styles of reading

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Differentiates the types of reading materials and their importance and style of reading. • Explains the purpose for each style. 	<ul style="list-style-type: none"> • Types of reading materials e.g. <ul style="list-style-type: none"> - News papers - Novels - Religious books and - Text books. • Purpose of different reading materials. • Style of reading. 	<ul style="list-style-type: none"> • Identifying different types of reading materials according to content. • Explaining different purpose of reading. • Listening, asking and answering questions about the definition of skimming, scanning and reading for comprehension. • Scanning a text and answering comprehension questions. • Skimming a newspaper and answering questions. • Reading a text and answering comprehension questions. • Discussing the purpose for each style. • Answering questions on a text read.
<p>Describes the content presented in different reading materials</p>	<ul style="list-style-type: none"> • Content in different reading materials e.g. novel, stories, dictionaries- meaning of the words, text book content and exercises. 	<ul style="list-style-type: none"> • Studying materials by the help of the teacher. • In groups, describing the main items in the reading materials. • Comparing reading materials according to content. • Explaining using examples of the differences between reading materials.
<ul style="list-style-type: none"> • Analyses the purposes for reading different types of materials. 	<ul style="list-style-type: none"> • Purpose for reading e.g. for leisure (novels) or information (Religious books). <ul style="list-style-type: none"> - Comprehension • Poems, rhymes, songs 	<ul style="list-style-type: none"> • Identifying what to read. • Explaining uses of reading. • Scanning through a given document and answering question on it. • Concentrating on the reading. (for comprehension) • Reading poems or songs. • Answering questions on poems. • Discussing purposes for reading. • Reading a given text for comprehension.

GUIDANCE TO THE TEACHER

The guidelines here below may not be the only ones to follow but use your own experience depending on your environment and situation to enable the learner achieve the intended life skills and competences.

- Lead learners to name the reading materials they know as you list them on the chalkboard.
- Discuss the difference between the learning materials in terms of content and use.
- Demonstrate different types of reading using different materials as learners watch.
- Guide learners to practice different styles of reading.
- Give out a text which they can read for comprehension.
- Guide the learners to identify the main aspects in a reading material.
- Give out different materials and ask learners to identify and describe those main aspects of a reading material.
- Lead learners to compare reading materials according to content.
- Guide learners to brainstorm about the purpose of reading.
- Record and complement the responses.
- Ask the learners to write types of various texts about reading materials, purposes of reading and style of reading.
- Provide rhymes and poems for learners to read and give them oral questions.

TOPIC 2: MODERN COMMUNICATION

RATIONALE

Many learners have used some gadgets for modern communication like radio and telephone, although they may not be in a position to classify them. They are used in a similar role of communicating among human beings. In P.4, these learners discussed local media. Now there is need to teach them about modern means of receiving and sending information. The topic will enable them to match with global advanced information communication technology. They will also learn that apart from receiving, they can also search for information.

BACKGROUND

The learners already practise modern communication both at home, in the communities and at school. In P4 they learnt about the different types of local media on which they can now build the modern means of communication, thus from known to the unknown. Give learners as much exposure as possible as some of them may not easily comprehend what they have never seen.

LEARNING OUTCOME

The learner is able to identify the different types/items of modern communication, explain how they work and demonstrate appropriate skills and language when using different gadgets.

LIFE SKILLS

- Effective communication
Reading the text related to communication.
- Negotiation skills
Using the appropriate language depending on the media.
- Decision making
Making choice on the type of gadget to use. Asking and answering questions on phone.

Competences	Content	Activities
The learner; <ul style="list-style-type: none">• Identifies the different types of items / gadgets used in modern communication.• Explains how different types of gadgets are used in communication.	<ul style="list-style-type: none">• Types of items / gadgets used in modern communication.• Different ways each type of communication gadgets works.• Types of messages communicated by different kinds of communication gadgets.	<ul style="list-style-type: none">• Identifying different communication gadgets.• Observing the available communication gadgets.• Discussing different messages communicated by the different types of the communication gadgets.• Reading texts related to modern communication.• Writing different compositions on how different communication gadgets work.• Identifying types of messages communicated.• Writing a composition on how communication gadgets work.

GUIDANCE TO THE TEACHER

- Bring a radio to class and use it to start your lesson.
- Discuss with the class how a radio works, for example, what we get from it and who sends that information on the air waves.
- Talk about other gadgets which they are familiar with, start with those they have heard about and inform them about new ones.
- As you discuss, show the real objects or pictures of those gadgets.
- Remember to ask learners to name what sense we use to receive the communication from each gadget; (the eye/the ear)

- Guide composition writing about the use of one type of communication gadget they are familiar with such as radio or phone.
- Help learners to construct questions hence demonstrate the use of question marks.
- Teach about the comma, demonstrate its use.
- Give a written exercise on the use of a question mark and a comma.
- Construct compound sentences and teach learners how to insert commas for easy reading.

TOPIC 3: ADVANCED CREATIVE LANGUAGE

RATIONALE

Since the learners have been using the language in speech, reading and writing, they have acquired some level of competence. Using advanced creative language, learners will be exposed to texts that have information to be discussed. This will add to the variety of vocabulary and structures they already have in use.

BACKGROUND

This topic will cover reading a text on cultural and modern environmental conservation. These will initiate comprehension, debate, use of compound sentences and a comma. For practice and preparation for advanced creative language, you need to guide learners to practice writing paragraphs. You also need to prepare the text on environmental conservation ahead of time, which they will read for vocabulary, structures, punctuation and comprehension.

LEARNING OUTCOME

The learner is able to demonstrate the ability to read and comprehend a given text and use the most appropriate language to write on a given topic using correct grammar.

LIFE SKILLS

- Decision-making
Choosing methods of protecting the environment.
- Effective communication
 - Writing a composition.
 - Composing a text on objects.

- Critical thinking
 - Friendship formation.
 - Working in groups.

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Constructs sentences related to environmental conservation methods. • Differentiates between modern and cultural environmental conservation. • Constructs compound sentences correctly. 	<ul style="list-style-type: none"> • Environmental conservation methods <ul style="list-style-type: none"> - Cultural - Modern • Compound sentence and uses of a comma <ul style="list-style-type: none"> - breaking a sentence - naming things - titles e.g. Mrs, Mr. - on address - before quotation marks. 	<ul style="list-style-type: none"> • Identifying environmental conservation methods, cultural or modern. • Reading a text on conservation. • Reading a text on environmental protection. • Answering questions in writing about the text on the modern and cultural environmental conservation. • Discussing the similarities and differences between modern and cultural methods of environmental conservation. • Constructing compound sentences. • Constructing sentences with a comma. • Describing and giving examples on the use of a comma.
<ul style="list-style-type: none"> • Explains the principles of paragraphing • Writes a composition (free creative text). 	<ul style="list-style-type: none"> • Paragraphing. • Composition writing. 	<ul style="list-style-type: none"> • Discussing the principles of paragraphing. • Writing the objects to be talked about in a story (plot). • Writing a guided composition on a topic. • Choosing a topic to write on. • Writing the plot of the composition.
<ul style="list-style-type: none"> • Reads, recites and acts poems with fluency. 	<ul style="list-style-type: none"> • Poems related to particular objects • Songs related to particular events. 	<ul style="list-style-type: none"> • Reading poems following rhythm. • Singing songs related to common events. • Answering comprehension questions from poems. Discussing themes that are suitable for writing poems. • Writing poems on a selected theme.

GUIDANCE TO THE TEACHER

- Guide learners to identify environmental conservation methods they know and group the methods in their respective categories.
- Note the good points on the blackboard.
- Give them a text on environmental concern to read for comprehension. Ask oral and written questions.
- Using examples, guide learners to select an object to write on.
- Demonstrate / work with them to produce a plot for the chosen topic.
- Let them practice writing a plot of a given topic in groups.
- Guide the groups to report as you comment.
- Present prepared poems to learners either on a chart or photocopies.
- Demonstrate several times how a poem is read as learners listen.
- Ask learners to practice reading a poem. Guide them as they read.
- Ask them to answer comprehension questions on the poem.

Note: Use text on environmental conservation and a poem on environmental concern.

TERM III

TOPIC 1: CHILD LABOUR

RATIONALE

Child labour is one form of child abuse and one of the things that have affected children's education and livelihood in general. This topic is intended to give learners awareness about effects and dangers of child labour so that they can make informed decisions when faced with certain conditions.

BACKGROUND

In this topic, learners will be exposed to a text on child labour which will highlight the definition, forms of child labour, its causes and consequences. You need to research on literature about child labour from KURET, International Rescue Committee, Naggulu or the Library so that you teach from an informed point of view.

LEARNING OUTCOME

The learner is able to demonstrate awareness of the information presented on child labour and use the text to practice grammar aspects in use.

LIFE SKILLS

- Assertiveness
Standing for one's right.
- Self esteem
Expressing likes and dislikes.
- Negotiation skills Responding appropriately.
- Peer resistance
Standing by one's principles.

Subject Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Reads a text on child labour. • Discusses the forms of child labour. • Answers questions on text. • Constructs correct sentences in present simple tense. • Constructs correct sentences in future tense. 	<ul style="list-style-type: none"> • Text on child labour focusing on: <ul style="list-style-type: none"> - Forms - Child work - Causes - Consequences. • Comprehension • Present simple tense. • Future tense. 	<ul style="list-style-type: none"> • Reading a text on child labour. • Answering questions on child labour text. • Discussing forms of child labour. • Making sentences in present tense. • Reading sentences in present tense. • Making sentences in future tense. • Writing sentences in future and present tense. • Acting a dialogue on child labour. • Writing messages against child labour.

GUIDANCE TO THE TEACHER

- Ask learners to brainstorm on what they understand by child labour. Complement by giving the definition.
- Guide a discussion by giving a few examples of forms of child labour to set the pace.
- Record the good responses on the chalkboard.
- Lead the discussion on the differences between child labour and child work.
- Record the differences given, then ask learners to copy them.
- Give two sentences in present simple tense and ask learners to give similar ones.
- Guide the presentation as you record the good ones.
- Tell the learners that those sentences are in present simple tense.
- Give two sentences in future tense.
- Ask learners to give similar sentences in future tense.
- Record the good responses.
- Let the learners read the sentences recorded.
- Let the learners copy the sentences in present and future tenses as examples and formulate their own in their books.
- Give an exercise in which learners change sentences from one tense to another.

Note: Brief notes on child labour have been provided at the end of this syllabus

TOPIC 2: HIV / AIDS

RATIONALE

HIV/AIDS is one of the most harmful infections commonly talked about in this era. It is a common belief in Uganda that every body knows what HIV/AIDS is, it's causes, its effect, and the way it spreads. Unfortunately it is not true because whenever HIV/AIDS is talked about, there is something new learnt. Learners at this age need to get information on HIV/AIDS for awareness, prevention and knowledge to help them avoid the epidemic. Much of the information available is in English, and in many of our cultures, talking about such topics has been a taboo. Bringing it up now in local language will enhance awareness.

BACKGROUND

In this topic, it is intended that you use a text on HIV/AIDS which spells out the causes, effects, spread, misconceptions and prevention measures. You are expected to prepare the text or to photocopy captions which have the facts before you teach the lesson. You are also expected to have read widely about HIV/AIDS so that you are informed. The text could also be used to teach comprehension, verbs, prepositions, tenses and even punctuation.

Using group discussion, learners can be guided to come up with a guided composition.

LEARNING OUTCOME

The learner is able to demonstrate knowledge and skills of dealing with HIV/AIDS and use the right grammar to write a composition about it.

LIFE SKILLS

- Self-awareness
Self-evaluation
- Coping with emotions
Being sensitive about other people's emotions.
- Critical thinking
Making the best use of the information you have.

Subject Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Reads a text on HIV/AIDS. • Discusses a text on HIV/AIDS. • Writes a composition on HIV/AIDS. • Reads a poem on HIV/AIDS. 	<ul style="list-style-type: none"> • A text on HIV/AIDS focusing on: <ul style="list-style-type: none"> - What it is. - Ways it spreads. - Prevention. - Misconceptions. • Composition • A Poem 	<ul style="list-style-type: none"> • Reading a text on HIV/AIDS • Talking about the spread of HIV/AIDS. • Asking and answering questions. • Discussing the misconception held on HIV/AIDS. • Copying salient issues on HIV/AIDS e.g. what causes its transmission and prevention. • Writing a guided composition on HIV/AIDS. • Reciting a poem. • Reading a poem. • Discussing the messages in the poem. • Answering questions on the read poem. • Copies a poem on HIV/AIDS. • Answers written questions.
<ul style="list-style-type: none"> • Constructs sentences using the present tense. • Writes legibly. 	<p>Guided composition using present simple tense.</p>	<ul style="list-style-type: none"> • Talking about the choice of a topic. • Constructing sentences in the present tense. • Writing a composition.

GUIDANCE TO THE TEACHER

- Make research about HIV/AIDS and either prepare or photocopy a text with facts on AIDS.
- Hold a discussion with learners to gauge how much they know about HIV/AIDS in terms of definition, spread, prevention and effects.
- As the discussion progresses, record important points on the blackboard.
- Give a brief introduction on the text, and group the learners in preparation for reading the text, set the learners to read with a purpose.
- When the learners are through with the text, give oral questions about the text.
- Give written questions to be answered in writing individually.

- Demonstrate the correct use of present simple tense and ask learners to make similar sentences.
- Lead the learners to discuss the topics in line with HIV/AIDS.
- Remind the learners about the principles of writing a composition and set them to write individually.
- Either put up a chart with a poem on HIV/AIDS, or on any other disease or proverbs referring to HIV/AIDS or its effects. Guide the learners to read it several times.
- Lead the learners to answer questions on the poem.
- Summaries the important points on HIV/ AIDS and let learners copy them in their books.

TOPIC 3: LETTER WRITING

RATIONALE

Letter writing is a way of conveying an intended message to another person in written form. In this topic, learners will acquire knowledge and skills of writing informal letters. This will facilitate their communications with friends and the society they live in at large.

BACKGROUND

In this topic, you are expected to give learners plenty of practice in writing informal letters and compositions. There should be more emphasis put on the use of future tense and conditional sentences that is the 'if' clause. The skills expected to be acquired will help learners to communicate effectively.

LEARNING OUTCOME

The learner is able to write informal letters and compositions legibly and chronologically using the correct punctuations and tenses.

LIFE SKILLS

- Effective communication
Writing meaningful letters
- Assertiveness
Expressing one's point of view
- Coping with stress
Talking about personal problems

Subject Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Explains what an informal letter is. • Identifies parts of an informal letter. • Writes an informal letter with punctuation marks and proper tenses. 	<ul style="list-style-type: none"> • Informal letters • Parts of an informal letter • Punctuation marks • Tenses 	<ul style="list-style-type: none"> • Reading samples of informal letters. • Writing a letter to a friend. • Organizing ideas chronologically. • Writing legibly. • Using punctuation marks correctly. • Using tenses correctly.
<p>Reads and comprehends a text on peace education.</p>	<p>A text on peace education</p>	<ul style="list-style-type: none"> • Reading a text on peace. • Answering written questions. • Completing sentences. • Completing sentences using given word / words correctly.
<ul style="list-style-type: none"> • Discusses parts of a composition and writes about peace education. 	<p>Composition on peace education</p>	<ul style="list-style-type: none"> • Reading a sample composition. • Writing a composition on a given topic. • Identifies a topic to write on. • Organizes the plot for the story. • Uses correct tenses.
<ul style="list-style-type: none"> • Interprets proverbs. • Reads proverbs. 	<p>Oral literature (proverbs)</p>	<ul style="list-style-type: none"> • Reading proverbs. • Completing proverbs. • Copying proverbs.

GUIDANCE TO THE TEACHER

- Hold a brain storming session to find out how much learners know about informal letters.
- Use the sample letters you have to explain the reasons for writing and the presentation.
- Emphasize salient issues like addresses, punctuation, date, chronological presentation of ideas, being brief, margins and grammar.

- Have sample letters, a text on peace education and a story on a chart for learners to read and identify salient parts of a letter. Have a collection of proverbs.
- Use conditional sentences (if) and future simple tense as you present each item.
- Encourage learners to use punctuation marks correctly as they read and write.
- Emphasize legibility as they write.
- Guide learners to practice writing informal letters either in groups or individually.
- Present the text on peace education and explain briefly what it is about.
- Group learners and instruct them to read silently as you supervise.
- Organize for the answering of questions either orally or in writing or a filling in exercise.
- Guide a discussion on things that can cause or disrupt peace.

Note: These will give clues to aspects which can be used as titles.

- Guide a discussion to revise the parts of a composition and use one of the topics you have on the blackboard.
- As a class, let learners generate the plot of the composition through questions and answers.
- Demonstrate how this plot can be used when writing a composition.
- Use that sample to revise the major parts of a composition.
- Ask learners to write a composition on a peace-related topic.
- Provide proverbs and ask learners to generate more proverbs.
- Guide learners to copy the proverbs generated with proper spelling and punctuation.

Note: Your chart containing proverbs could be pinned up in class for further reading.

APPENDIX I: ON HUMAN RIGHTS

HUMAN RIGHTS (SAMPLE)

1. All persons are equal before the law.
2. A person should not be discriminated against on grounds of sex, race, colour, ethnic origin, tribe, birth, creed, religion, socio-economic standing, political opinion or disability.
3. Only courts of law can pass a valid death sentence.
4. The life of an unborn child may not be terminated except as authorized by law.
5. No person shall be deprived of his personal liberty unless he has committed an offence and has been proved guilty by court of competent jurisdiction.
6. Nobody shall be subjected to any form of torture.
7. Slavery is prohibited.
8. Unlawful search of a person, his/ her home or other property is prohibited.
9. A person is presumed innocent until proved guilty or unless he / she plead guilty.
10. Women shall be accorded full and equal dignity with men.
11. Laws and traditions that undermine the status and rights of women are prohibited.
12. The state is under the obligation to support disabled persons in development.
13. Minorities have a right to participate in decision-making in order to articulate their interest.
14. Every person has the right to practice his/her profession and to carry out any lawful trade or business.
15. Union has a right to unionize for the protection and advancement of their interest.

Mathematics

Introduction

This mathematics syllabus has been divided into six themes and twelve topics.

The Themes are: Sets, Numeracy, Interpretation of Graphs and Data, Measurements, Geometry and Algebra.

The topics include:

- | | | |
|--------------------------------------|------------------------|---|
| - Set concepts | - Fractions. | - Length, Mass and Capacity |
| - Whole numbers | - Data handling | - Lines, Angles and Geometric figures. |
| - Operations on whole numbers | - Money | - Integers |
| - Patterns and sequences | - Time | - Algebra |

The scope and sequence has been designed in such a way that the topics have been further broken down into manageable teachable sub-topics. The material in this mathematics syllabus differs markedly from the traditional Mathematics in that it is more directly concerned with application of mathematics in everyday life. A brief background has been made for each topic, which lays a firm foundation for the concept to be developed.

Mathematics has been allocated six (6) lessons per week. Some of the exercises are supposed to be done outside the allocated time. Encourage the learners to always do maths in their time.

Rationale

The constant use of the mathematical approach to situations and formation of important concepts are the main aims of this syllabus. Often familiar facts are emphasized to illustrate a mathematical idea so that a concept can be firmly established before being used to discover new facts.

Throughout the primary school, emphasis should be laid on recording, reporting and discussing investigations carried out.

Mental mathematics and its integration into other subjects must be encouraged. This will in turn make the learning of mathematics much easier and interesting. Remember the learner may know much more than you expect him/her to know. Practical work will therefore play a big role in consolidating what the learner already knows before new ideas are brought in.

A four step plan is one of the strategies a mathematics teacher and learner may use to solve a problem. Understanding the problem is the first step to solving it.

UNDERSTAND	<ul style="list-style-type: none"> • Read and understand the problem. • Know what is given and what you have to find.
PLAN	<ul style="list-style-type: none"> • Make a plan. • Choose a problem-solving strategy.
WORK	<ul style="list-style-type: none"> • Carry out the plan. • Use the strategy and do any necessary calculations.
ANSWER	<ul style="list-style-type: none"> • Check any calculations and answer the problem. • Interpret the answer if necessary.

This syllabus if well implemented will go a long way in providing a foundation to a dynamic society.

SCOPE AND SEQUENCE

THEME 1:SETS

TOPIC: Set Concepts

In the previous classes, the learner was introduced to the concept of sets. This continues with the work on sets that has already been covered. The task for the teacher is to help learners draw examples from everyday life related to sets. As you introduce them to Venn diagrams and some notation in sets, they need enough practical work to master correct use of symbols and language used in set concepts.

Learning Outcome

The learner is able to demonstrate the knowledge of sets to solve problems in real life situations.

Life Skills: Critical thinking, creative thinking, effective communication.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • Forms sets. • Identifies the union and intersection of sets using Venn diagrams. 	<ul style="list-style-type: none"> • Names and describes the sets. • Distinguishes equal sets from equivalent sets. 	<ul style="list-style-type: none"> • Sets <ul style="list-style-type: none"> - Equivalent - Empty - Equal - Union of sets - Intersection of sets • Venn diagrams. 	<ul style="list-style-type: none"> • Forming and drawing the sets. • Drawing Venn diagrams. • Identifying members of the union and intersection of sets on the Venn diagram. • Drawing Venn diagrams and using them.

Teacher's Notes

- Let the learners form different sets of objects of different colours, shapes and different numbers.
- The learners should pick two sets and compare the number of members of each set to find out whether the sets are equal or equivalent.
- The learners should identify the common members of the sets being compared.
- Guide the learners to draw Venn diagrams.
- Introduce different shapes of Venn diagrams to the learners.

Assessment Competences

The learner is able to:

1. Form sets
2. Draw Venn diagrams to show union and intersection of sets.
3. Write down the union and intersection of sets from given sets.

THEME 2: NUMERACY

TOPIC: 1 Whole Numbers

This topic provides the basis for learners to develop the attitude of determination to solve problems in real life by calculation. It is when the learner can properly count, read and write whole numbers that he/she can eventually be introduced to operations on numbers. Let the learner use examples of real objects, such as cows, goats, chairs, etc.

Learning Outcome

The learner is able to appreciate the need of counting in everyday life and work with whole numbers up to 999,999.

Life Skills

- Critical thinking.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none">• Identifies place value of each digit in 6-digit numbers.• Finds values of digits.• Expands six-digit numbers.• Rounds off whole numbers to the nearest ten thousands.• Reads and writes Roman numerals.	<ul style="list-style-type: none">• Names place values up to millions.• Reads numbers in expanded form.• Writes expanded numbers in words.• Reads and writes Roman numerals up to fifty in words.	<ul style="list-style-type: none">• Numbers<ul style="list-style-type: none">- Place value- Value up to 999,999.- Natural numbers up to 999,999.- Rounding off whole numbers to nearest 10,000.- Roman numerals.	<ul style="list-style-type: none">• Identifying place values up to 6 digits.• Working out values of digits.• Rounding off whole numbers.• Reading and writes Roman numerals.• Converting Hindu – Arabic numerals to Roman and vice versa.

Teacher's Notes

- Let the learners make abaci. The abacus should be used in naming and identifying place values.
- Help the learners to round off the numbers using abacus. The meaning of placing a small Roman numeral on the left or right hand side of the bigger Roman numeral should be emphasized to the learners.

Assessment Competences

The learner is able to:

1. Name place values up to hundred thousand's.
2. Read and writes whole numbers up to 999,999.

TOPIC: 2 Operations on whole numbers

This topic should not be handled in isolation. The learner should be helped to realize that everyday they add something to another. For instance they add sugar to tea, salt to soup, welcome other members to our families, etc.

Always relate these operations to real life and bring out other words that will consolidate the concepts further, for example increase, decrease, reduce, more, less.

Learning Outcome

The learner is able to use the four basic operations to solve problems.

Life Skills: Critical thinking.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">- Adds whole numbers up to 6 digits with or without regrouping.- Solves word problems.	<ul style="list-style-type: none">• Describing the meaning of addition verbally.• Reading word problems aloud.	<ul style="list-style-type: none">• Addition of whole numbers.	<ul style="list-style-type: none">• Computing problems involving addition.• Solving simple word problems in real life situations.
<ul style="list-style-type: none">- Subtracts whole numbers up to 6 digits with or without regrouping.- Solves simple word problems.	<ul style="list-style-type: none">• Using other terms correctly for subtraction such as decrease, take away, minus, less than in English sentences.• Reading word problems verbally.	<ul style="list-style-type: none">• Subtraction of whole numbers.	<ul style="list-style-type: none">• Computing problems involving subtraction.• Reading and solving simple word problems in real life situations.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> - Multiplies numbers up to 4 digits by 2 digit natural numbers. - Interprets and solves word problems. 	<ul style="list-style-type: none"> • Using correct mathematical terms for multiplication in sentences. • Playing games involving multiplication tables. 	<ul style="list-style-type: none"> • Multiplication by 2 digit natural numbers. 	<ul style="list-style-type: none"> • Multiplying up to 4 digit numbers by 2 digit numbers. • Reading and solving simple word problems in real life situations.
<ul style="list-style-type: none"> - Divides whole numbers by 2 digit numbers with or without remainders. - Solves simple word problems. 	<ul style="list-style-type: none"> • Correctly using mathematical terms for division e.g. divided by, share, quotient, dividend in sentences. • Interpreting word problems. 	<ul style="list-style-type: none"> • Division of whole numbers by 2 digit numbers. 	<ul style="list-style-type: none"> • Working out division sums describing each step. • Reading and solving word problems in real life situations.
<ul style="list-style-type: none"> - Uses the operations of addition, subtraction, multiplication and division to solve problems in real life situations. 	<ul style="list-style-type: none"> • Interpreting problems involving the four basic operations. 	<ul style="list-style-type: none"> • Mixed operations 	<ul style="list-style-type: none"> • Reading and solving real life problems.
<ul style="list-style-type: none"> - Counts, adds and subtracts numbers in Base Five. 	<ul style="list-style-type: none"> • Counts numbers in Base Five. 	<ul style="list-style-type: none"> • Numbers in Base Five. 	<ul style="list-style-type: none"> • Counting numbers in Base Five. • Computing problems involving addition and subtraction of numbers in Base Five.

Teacher's notes

- Learners should be encouraged to use concrete objects when they are carrying out operations on numbers.
- Encourage your learners to always read aloud the mathematical problems to the whole class.
- Learners should always be reminded of the place values while carrying out operations on numbers.

Assessment Competences

The learner is able to:

- Add numbers up to 6 digits.
- Subtract numbers up to 6 digits.
- Multiply numbers up to 4 digits by 2 digit numbers.
- Divide whole numbers by 2 digit numbers.
- Use the four operations on whole numbers in word problems.
- Add and subtract numbers in Base Five.

TOPIC 3: Patterns and Sequences

New ideas like Lowest Common Multiple, Highest Common Factor, increasing and decreasing progression must be introduced gradually.

Use of mental work may be helpful in stimulating the learners' computation skills.

Learners will need a variety of patterns and sequence in order to discover the difference between the two and how one leads to the other.

Learning Outcome

The learner is able to relate and apply simple computation skills involving patterns and sequence in real life situations.

Life Skills

- Critical thinking.
- Creative thinking.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> - Forms patterns using increasing and decreasing progression. - Identifies triangular, square and composite numbers. - Prime numbers - Works out the L.C.M and G.C.F 	<ul style="list-style-type: none"> • Names and sequences types of numbers. • Describes what LCM and GCF are. 	<ul style="list-style-type: none"> • Types of numbers • Factors and multiples of whole numbers. • LCM and GCF. 	<ul style="list-style-type: none"> • Identifying and listing the types of numbers. • Listing factors and multiples of numbers. • Finding the LCM and GCF.
<ul style="list-style-type: none"> - Uses types of numbers to form number patterns and sequences. - Describes and solves number patterns and sequences. 	<ul style="list-style-type: none"> • Names types of numbers to form number patterns. 	<ul style="list-style-type: none"> • Number patterns. • Types of numbers 	<ul style="list-style-type: none"> • Using the types of numbers to form and solve number patterns.

Teacher's Notes

Various patterns and sequences should be introduced to learners. Avoid giving examples only based on the common patterns and sequences. Let the learners form their own patterns and sequences and ask their colleagues to solve them.

Assessment Competences

The learner is able to:

1. Recognize types of numbers.
2. Read and write patterns and sequences of the different types of numbers.
3. Calculate the LCM and GCF.

TOPIC 4: Fractions

The idea of LCM and GCF will practically help the learner in working out the operations of addition and subtraction. Slowly, help them to use the idea of equivalent fractions, then L.C.M in adding and subtracting fractions. Emphasize to the learners concepts of reading and writing fractions correctly.

Learning Outcome

The learner is able to solve problems involving fractions and relating them to real life situations.

Life Skills:

Effective communication.

Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Adds and subtracts fractions with different denominators. 	<ul style="list-style-type: none"> Reading and solving problems involving fractions with different denominators. 	<ul style="list-style-type: none"> Addition and subtraction of fractions with different denominators. 	<ul style="list-style-type: none"> Adding fractions with different denominators. Subtracting fractions with different denominators.
<ul style="list-style-type: none"> Multiplies fractions by proper fractions. Multiplies fractions by natural numbers. 	<ul style="list-style-type: none"> Reading and solving problems involving multiplication of fractions. 	<ul style="list-style-type: none"> Multiplication of fractions. 	<ul style="list-style-type: none"> Multiplies fractions by fractions. Multiplies fractions by natural numbers.
<ul style="list-style-type: none"> Divides proper fractions by proper fractions. Divides fractions by natural numbers and vice versa. Interprets and solves problems in real life situations. 	<ul style="list-style-type: none"> Reading and solving problems involving division of fractions. 	<ul style="list-style-type: none"> Division of fractions. 	<ul style="list-style-type: none"> Dividing proper fractions by proper fractions. Dividing fractions by natural numbers.

Teacher's Notes

- Bring out the concept of fractions with different denominators clearly by letting the learners cut parts of a whole object. The parts should be of different sizes.
- Let the learners name the parts they have cut as fractions of the whole object.
- The fractions named will have different denominators.
- Now let two or more learners put together (add) their parts.
- Ask them to name the new parts formed as a fraction of the original object.
- Revise the multiples of numbers and equivalent fractions.
- Learners should be helped to realize that to add or subtract fractions with different denominators, the knowledge of equivalent fractions and multiples is applied.

Assessment Competences

The learner is able to:

- Carry out the four fundamental operations on fractions.
- Solve real life problems related to fractions.

TERM II

THEME 2: NUMERACY

TOPIC 1: Fractions

Learners can be helped to read words like tenths and hundredths correctly. They must distinguish between the two and a number line will be of great help, if properly used. Then introduce to them addition and subtraction. There is also need to emphasize place value in order to add or subtract decimals.

Learning Outcome

The learner is able to solve problems involving decimals related to real life situations.

Life skills

Effective communication.

Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none">Identifies place values of each digit up to hundredths.Finds the values of digits in decimals.Compares decimals on a number line.Converts decimals to fractions and vice versa.Adds and subtracts decimals up to hundredths.Solves word problems.	<ul style="list-style-type: none">Names the place values.Reads and writes values of decimals in words.Reads aloud and solves problems involving decimals.Reads and interprets word problems.	<ul style="list-style-type: none">Place value of decimals up to hundredths.Decimals on number lines.Conversion of decimals to fractions and vice versa.Addition and subtraction of decimals up to hundredths.	<ul style="list-style-type: none">Finding place value and values of digits of numbers.Ordering decimals using a number line.Converting decimals to fractions and vice versa.Adding and subtracting decimals up to hundredths.

Teacher's Notes

Revise a number line of whole numbers. Put decimal numbers on a number line.

Lead the learners to understand that the place values for decimals start from tenth to hundredth and so on but they are to read from left to right and the value decrease from left to the right.

Assessment Competences

The learner is able to:

1. Use place value of digits to find values.
2. Arrange decimal fractions in order of size.
3. Convert decimal to vulgar fractions.
4. Add decimal fractions.
5. Subtract decimal fractions.
6. Solve simple word problems involving decimals.

THEME 3:GEOMETRY

TOPIC: Lines, Angles and Geometrical figures

The concept of geometry is intended to seek opportunities for drawing mathematical experience out of a wide range of activities and this includes identification and recognition of geometric figures like circles and regular polygons. Measurement and symmetry arise frequently in Art and Technology and many patterns have some geometric basis. It is therefore important that the practical approach be used as much as possible in order for the learner to conceive these ideas.

Learning Outcome

The learner is able to recognize and constructs various geometric figures and relates them to other fields such as architectural drawings.

Life Skills

- Creative thinking.
- Effective communication.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> - Draws and identifies parallel and perpendicular lines. - Draws and measures angles. - Constructs circles and regular hexagons. • Describes lines of symmetry. 	<ul style="list-style-type: none"> • Identifies parallel and perpendicular lines. • Labels angles. • Reads and writes English sentences about the angles. • Describes in English the parts of circles. 	<ul style="list-style-type: none"> • Parallel and perpendicular. • Angles. • Circles and regular hexagons. • Simple lines of folding symmetry <ul style="list-style-type: none"> - rectangle - square • special triangles. 	<ul style="list-style-type: none"> • Constructs parallel lines. • Gives examples of parallel lines in their environment. • Uses geometric instruments to construct angles, circles and regular hexagons. • Practically folds various models to recognize and identify lines of folding symmetry. • Folding to form lines of symmetry.
<ul style="list-style-type: none"> - Draws diagrams to show rotations and revolutions. 	<ul style="list-style-type: none"> • Names examples of rotations. • Follows instructions to draw rotations and revolutions. 	<ul style="list-style-type: none"> • Rotations and revolutions. 	<ul style="list-style-type: none"> • Constructs rotations using their toes, pegs.

Teacher's Notes

- Learners should identify objects in the classroom which have parallel and perpendicular sides.
- Encourage learners to have their own geometry sets.
- Guide the learners in drawing parallel and perpendicular lines.
- Practically, help the learners to construct a hexagon as you observe them carry out construction.
- Learners fold square, rectangular, triangular papers from lines of symmetry. After the practice, learners can describe what a line of symmetry is.

Assessment Competences

The learner is able to:

1. Construct parallel lines.
2. Use geometric instruments to construct angles, circles and regular hexagons.
3. Identify lines of folding symmetry.
4. Construct rotations and revolutions.

THEME 4: INTERPRETATION OF GRAPHS AND DATA

TOPIC 3: Data handling

Graphs are being used more and more in our daily life to present information in an interesting form. It is therefore important that learners be trained to read them. Learners should also be given enough practice in drawing them to ensure that they can apply the knowledge they have gained. Let them discover how information can be summarized into graphs.

Learners will easily acquire the intended skills if you make this topic fun and involve them in teams especially in the case of large classes. Let them discover how information can be summarized into graphs.

Learning outcome

The learner is able to interpret and solve problems involving graphs.

Life skills

Effective communication. Critical thinking.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Draws and recognizes scales on the horizontal and vertical axes.	<ul style="list-style-type: none">• Reads scales on the horizontal and vertical axes.	<ul style="list-style-type: none">• Scales on the horizontal and vertical axes.	<ul style="list-style-type: none">• Drawing graphs.• Representing and interpreting data on graphs.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Represents and interprets data on bar and line graphs. Determines and uses the average of the bar and line graphs. 	<ul style="list-style-type: none"> Reads and interprets information on bar and line graphs. 	<ul style="list-style-type: none"> Bar graphs. Line graphs. <p>Average.</p>	<ul style="list-style-type: none"> Working out average of given data.

Teacher's Notes

This topic should be practical, for example, learners can be tasked to find out how they scored in the previous term. Let them record the marks scored and find the number of learners who scored those marks.

Let them record their findings in a table. Let the learners plot the number of learners on the Y-axis and marks scored on the X-axis. Guide them to draw graphs.

Assessment Competences

The learner is able to:

1. Draw graphs.
2. Represent and interpret graphs.
3. Work out average of data.

TOPIC 4: Time

This topic must at all cost be practical. It is through this that the learner will be able to read and write time correctly. Real clock faces will be a source of emphasizing phrases such as minutes to or minutes past.

Finding duration must be introduced gradually because it sometimes involves conversion of units of time.

Learning Outcome

The learner is able to appreciate and apply the knowledge of time in real life situations.

Life Skills:

- Effective communication.
- Decision-making.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> - Tells time on the 12 hour clock. - Recognizes minutes and seconds. - Finds duration. <ul style="list-style-type: none"> • Solves problems related to time, distance and speed. 	<ul style="list-style-type: none"> • Reads and tells time verbally on the 12 hour clock. • Constructs sentences involving phrases of time. 	<ul style="list-style-type: none"> • Time on the 12 hour clock. • Duration. Time, distance and speed. 	<ul style="list-style-type: none"> • Reading and telling time up to the second. • Working out duration, given two points of time. • Calculating speed, distance and time using simple word problems.

Teacher's Notes

- Bring a physical (real) clock for the learners to see.
- Identify an hour, a minute and a second.
- Let the learners practice how to write time.
- Guide learners on how the phrases a.m. and p.m. are used.
- Introduce duration by using time in the same phase i.e. starting and ending time is either a.m. or p.m.
- Lead the learners in finding the relationship between speed, time and distance.

Assessment Competences

The learner is able to:

1. Tell time on the 12 hour clock.
2. Convert hours to minutes and vice versa.
3. Find duration.
4. Solve word problem involving time, distance and speed.

TERM III

THEME: MEASUREMENTS

Topic 1: Money

Since the learner has some background about money, refer to that as a foundation. In this class, insist on solving practical problems related to utilization of Uganda currency in everyday life situations. Use practical approaches as much as possible.

Learning Outcome

The learner is able to solve practical problems related to utilization of Uganda currency in everyday life.

Life Skills Problem-solving. Logical thinking.
Effective communication.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">Solves practical problems related to buying and selling using Uganda currency.Costs and prices.Computes simple profit and loss.	<ul style="list-style-type: none">Role plays buying and selling using Uganda currency.Uses practical examples to describe simple profit and loss.	<ul style="list-style-type: none">Money.Buying and selling.Profit and loss. Costs and prices.	<ul style="list-style-type: none">Role playing buying and selling.Computing and solving problems related to profit and loss.

Teacher's Notes

- Use question and answer approach.
- Let the learners role play the buying and selling.
- Learners should orally discuss the profit and loss and identify which condition leads to profit or loss.
- Let them relate buying, selling, profit and loss.

Assessment Competence

The learner is able to solve problems involving money.

TOPIC 2: Length, Mass and Capacity

This topic was explored in the previous classes. At this level, let the learners practice using standard instruments to measure length, mass and capacity accurately. Let them get involved in the practical measurement of length, mass and capacity before they can work out area, perimeter and problems involving mass and capacity. Do also encourage guided co-operative learning.

Learning Outcome

The learner is able to recognize and use standard instruments and units for measuring length, mass and capacity.

Life Skills

Critical thinking, Effective communication Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Converts mm to cm and vice versa.• Calculates area and perimeter.	<ul style="list-style-type: none">• Constructs sentences using cm, mm, perimeter.	<ul style="list-style-type: none">• Lengths in m, cm and mm.• Perimeters in cm and mm. Areas in m ² and cm ² .	<ul style="list-style-type: none">• Calculating perimeter and area of plane shapes like rectangles, squares and triangles.
<ul style="list-style-type: none">• Solves mathematical problems that involve mass.• Converts kg to g and vice versa.	<ul style="list-style-type: none">• Reads and interprets word problems involving mass.	<ul style="list-style-type: none">• Mass in kg and g.	<ul style="list-style-type: none">• Working out problems involving mass.
<ul style="list-style-type: none">• Solves problems with the measurement of capacity.• Converts litres to m and vice versa.	<ul style="list-style-type: none">• Reads and interprets word problems involving capacity.	<ul style="list-style-type: none">• Capacity in litres and ml.	<ul style="list-style-type: none">• Working out problems involving capacity.

Teacher's Notes

- Using a meter rule, let the learners find out how many centimetre are in metre. Guide them on how converting from metre to centimetre and vice versa is done.
- Get different containers marked with litres (l) and others marked milliliters (ml). Let the learners tell how many ml containers were used to fill the container marked l. Lead them in how to convert from litres to milliliters and vice versa.
- Let the learners recall how many grams are in one kilograms. Guide them on how to convert from kg to g and vice versa.

Assessment competences:

The learner is able to:

1. Calculate area and perimeter of plane figures.
2. Solve word problems involving length, mass and capacity.

THEME 2: NUMERACY

Topic 3: Integers

This is a new topic. Introduce it using the idea of the number line and do enough practical work with the learners.

Then introduce operations without a number line but give learners practical examples and allow them to give many more similar examples. By so doing, learners will slowly master the concept of integers.

Learning Outcome

The learner is able to use the number line to properly work out problems related to integers.

Life Skills

- Problem-solving.
- Critical thinking.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> - Draws number lines. - Identifies positive and negative integers. 	<ul style="list-style-type: none"> • Describes positive and negative integers on number lines orally. 	<ul style="list-style-type: none"> • Positive and negative integers. 	<ul style="list-style-type: none"> • Using number lines to describe positive and negative integers.
<ul style="list-style-type: none"> - Arranges integers. 	<ul style="list-style-type: none"> • Describes what “ordering integers” is. 	<ul style="list-style-type: none"> • Ordering integers. 	<ul style="list-style-type: none"> • Writing integers in ascending or descending order.
<ul style="list-style-type: none"> - Uses symbols =, <, >, to compare integers. 	<ul style="list-style-type: none"> • Explains phrases like less than, greater than or equal to, to compare integers. 	<ul style="list-style-type: none"> • Comparison of integers. 	<ul style="list-style-type: none"> • Comparing integers using symbols.
<ul style="list-style-type: none"> - Adds integers. - Subtracts integers. 	<ul style="list-style-type: none"> • Describes addition and subtraction of integers. 	<ul style="list-style-type: none"> • Addition and subtraction of integers. 	<ul style="list-style-type: none"> • Adding and subtracting integers.
<ul style="list-style-type: none"> - Solves simple word problems involving integers. 	<ul style="list-style-type: none"> • Reads word problems involving integers. 	<ul style="list-style-type: none"> • Simple word problems. 	<ul style="list-style-type: none"> • Solving simple word problems involving integers.

Teacher’s Notes

- Introduce integers using number line which has both positive and negative numbers. Starting from the point marked 0 (zero), describe forward movement as positive movement and backward movement as negative movement.
- Positive movement is represented by positive numbers and negative movement by negative numbers.
- Let the learners relate positive and negative numbers to profit and loss respectively and other daily life experiences.

Assessment Competences

The learner is able to:

1. Draw number lines.
2. Add integers.
3. Subtract integers.
4. Use symbols to compare integers.
5. Solve simple word problems involving integers.

THEME 6:ALGEBRA

Topic 4: Algebra

This is not a new topic since it has already been explored in the previous classes. However, at this level, learners must get actively involved in solving of algebra problems. Use examples that learners are familiar with to get them into forming algebraic expressions.

Learning Outcome

The learner is able to solve mathematical problems and puzzles using the knowledge of algebra.

Life Skills

- Critical thinking.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">- Solves simple equations.- Collects like terms.- Forms algebraic expressions.- Solves simple word problems involving algebra.	<ul style="list-style-type: none">• Reads mathematical statements.• Uses words like simplify in sentences.• Reads algebraic expressions.• Reads word problems involving algebra.	<ul style="list-style-type: none">• True mathematical statements.• Like terms.• Expressions in algebra.• Simple word problems involving algebra.	<ul style="list-style-type: none">• Solving simple equations of one variable.• Collecting simple like terms.• Forming algebraic expressions.• Solving simple word problems involving algebra.

Teacher's Notes

- Introduce this topic by using a lot of mental work. Write the problem on the blackboard with numbers missing. Let the learners solve the missing number. Refer to the missing number as the unknown. Use the alphabet letters to represent the unknown.
- Introduce the term “like terms”, guide the learners on how mathematical operations are carried out on “like terms” and finally solve for the unknown.
- Give many numbers to learners to solve on their own.

Assessment Competences

The learner is able to:

- Solve equations.
- Simplify algebraic expressions.

RELIGIOUS EDUCATION

(A) Christian Religious Education Syllabus

RELIGIOUS EDUCATION

Background

This is Primary Five Religious Education Syllabus. In Primary 1 – 3 learning is based on themes, learning outcomes and competences. Most of the religious related competences are covered under the literacy strands of the Thematic Curriculum.

In Primary Four learning based on subjects and the Religious Education Syllabus outlined the learning outcomes, content and language competences. Learners in Primary Five are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use only English as a medium of instruction. The teacher should take note that the concepts are clear to enable the learners consolidate what was learnt in earlier classes. The instructional process will follow what was in the old syllabus and the teachers will be required to use the old instructional materials.

Rationale

The revised Primary Five Religious Education syllabus has been designed to consolidate all the skills acquired from P.1 to P.4. It is also intended to provide the learner with knowledge on faith, other religions, hope, relationships, judgement, fasting, leadership, good neighbourliness, importance of prayer among others.

There have been changes made including reducing the content to keep the learning experience light and simple for the learners.

- Language competences have been included in order to enforce literacy skills.
- Subject competences and language competences have been included to replace specific objectives. These competences focus on knowledge, comprehension and application.
- General learning outcomes instead of general objective are also stipulated for each topic.
- A background to introduce each of the topics has been provided. It further gives an overview of the whole topic and thus gives teacher an insight into the topic.
- Content on Voter Education, sexual and Reproductive Health, life planning skills and child labour has been included. The teacher has been guided on how to teach it, resources for the teacher to consult have also been provided in the syllabus Matrix.

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus. Besides the Continuous Assessment, there shall be end of term and end of year assessment carried out and records kept.

General Methodology

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit these competences.

The teacher of Religious Education is expected to use a variety of books of the old curriculum. This will not enrich teachers content but will help the teacher to prepare the correct contents of the topics. The teacher is expected to constantly help relate science to real life situations and experiences. Not all schools in Uganda may have same learning environment. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. They should be interactive in order to make the learning process interesting.

General learning outcomes

When learners go through this syllabus, they will be able to:

- Develop appreciation for faith and its importance to an individual.
- Explore the facts about Islam, appreciate its existence and articulate behaviours that build good relationships.
- Explain the fulfilment of God's promise to save mankind.
- Show knowledge of and take care of the people in need.
- Express appreciation for the fact that God is the source of all Hope.

TERM I

THEME 1: CHRISTIANITY AND GOD'S WORD

TOPIC 1: FAITH

Background to the Topic

This topic presents the concept of faith. Faith is exemplified by some Bible characters in the personalities of Abraham, Moses and Daniel. It goes further to give examples of famous Christians who emulated the examples of some of the Bible characters to live faithful lives.

To live a life of faith, we need examples to emulate and use guidance from God's word. But the learner should also be helped to appreciate that the life of faith has challenges. The challenges can be overcome by perseverance. Help the learner to understand that we also need faith in authority like the constitution, Electoral Commission and the electoral process, just as we have faith in the Bible. Assist the learner to define and identify types of values.

Learning Outcome

- The learner is able to understand and appreciate that faith is important in his/her life.

Life Skills

- Critical thinking.
- Decision-making.
- Effective communication.

Values

- Faith
- Perseverance
- Co-operation

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> Explains the concept of faith and its values. Explains how Bible Characters Expressed their faith. Explains how some famous Christians expressed their faith. 	<p>The learner:</p> <ul style="list-style-type: none"> Writes in his own words the meaning of faith/values. Writes short notes on Bible characters. Talks in simple language about how some famous Christians expressed their faith. 	<p>Meaning of faith and values Bible characters</p> <ul style="list-style-type: none"> Abraham – Gen. 12: 1 – 5, 17:5 Moses – Exodus 1:15 – 22, 2:1-10 Daniel 6:1 – 28. <p>Saints and Martyrs – learning from their experience of faith.</p> <ul style="list-style-type: none"> Stephen – Acts 7:54 – 8:1 Acts 9:1 – 31 St. Perpetual Mbaga Tuzinde 	<ul style="list-style-type: none"> Reading the Bible text. Sharing experiences about faith. Dramatizing the Bible characters like Daniel in a den of lions. Answering questions about the text. Group discussion on how some famous Christians expressed their faith. 	<ul style="list-style-type: none"> Bible Profiles of st Perpetual and Mbaga Tuzinde and other Uganda Matyrs.
<ul style="list-style-type: none"> Describes how we can express faith in authority. 	<ul style="list-style-type: none"> Answers questions about authority. 	<p>Faith in authority</p> <ul style="list-style-type: none"> Constitution as an authority. Electoral Commission as body that should express faith in authority. Electoral process and the learners. 	<ul style="list-style-type: none"> Identifying different types of authority. Explaining how having faith in authority benefits the community. 	<ul style="list-style-type: none"> The Uganda Constitut ion. Voter Education Manual.
<ul style="list-style-type: none"> Tells how one can grow in faith. 	<ul style="list-style-type: none"> Tells stories on how one can grow in faith. 	<p>Faith and perseverance</p> <ul style="list-style-type: none"> Relating life of faith to a race in which perseverance is needed in order to win. 1Tim 6: 12 2Tim 2: 9 –10 Heb 10:23 	<ul style="list-style-type: none"> Sharing experiences on how one grows in faith. Reading and studying the Bible text. Answering questions about the Bible text. Discussing different types of values. 	<ul style="list-style-type: none"> Bible. Piascy materials

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none"> Identifies types of values. 	<ul style="list-style-type: none"> Writes down some values that help one in life. 	<ul style="list-style-type: none"> Armed to face problems – shield. Ephesians 6:10 – 16 Psalm: 91: 1-6 Prov. 30:5 Types of values people need today Personal Family 	<ul style="list-style-type: none"> Dramatic Bible reading. Guided discussion and sharing of experiences by the learners. 	

TOPIC 2: Christianity and Islam

Background to the Topic

This topic is a comparative study of a few facts about Islam and Christianity. It is meant to help the learner appreciate the fact that people seek God in different ways. The differences in seeking God should help pupils to live with others in a community based on respect and love having known that we are all creatures and seekers of God.

This topic presents facts about Islamic and Christian beliefs in the principles of democracy. It also presents the learners with some knowledge of how to relate with others and how to sustain good relationships. When handling this topic, the teacher should use story telling, brainstorming and question and answer and field visits (Mosque/Church). It is also important to use resource persons from the Islamic community.

Learning Outcome

The learner is able to explore the facts about Islam, appreciate its existence, and articulate behaviours that build or destroy good relationships.

Life skills

- Decision-making.
- Friendship formation.
- Self awareness.

Values

- Love
- Tolerance
- Appreciation

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Mentions the reasons for worshipping God. • Explains the history of Islam. 	<p>The learner</p> <ul style="list-style-type: none"> • Talks about the reasons for worshipping God. • Writes in short sentences on the history of Islam 	<p>Facts about Islam</p> <ul style="list-style-type: none"> • Why we worship God • Allah • Mohammed <p>History of Islam</p> <ul style="list-style-type: none"> - Life of Mohammed - Beginning of Islam as a religion 	<ul style="list-style-type: none"> • Asking and answering questions. • Studying the information about the life of Mohammed. Sharing what they know of the beliefs of Islam. 	<ul style="list-style-type: none"> • Interpreted Qur'an. Simple books on Islam.
<ul style="list-style-type: none"> • Identifies the similarities and differences between Islam and Christianity. • Explains Christian and Islamic beliefs and principles of democracy. 	<ul style="list-style-type: none"> • Writes how they can show respect for people of different beliefs without losing their own. 	<p>Muslims beliefs and practices</p> <ul style="list-style-type: none"> • Reading the Qur'an. • Pillars of Islam. • Similarities and differences with Christianity. • Islamic and Christian beliefs and principles of democracy. 	<ul style="list-style-type: none"> • Identifying the similarities and differences between Islam and Christianity. • Discussing the pillars of Islam. • Drawing the diagram of the five pillars of Islam. 	<ul style="list-style-type: none"> • Copy of Qur'an. • Voter Education Manual. • News spirit • Piacy materials. • Ms Uganda materials on Democracy

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none"> Identifies aspects from Christianity and Islam that develop good relationships. 	Writes a poem about good relationships.	<ul style="list-style-type: none"> Practices of democracy in Uganda. <p>Relationships</p> <ul style="list-style-type: none"> Behaviour that can build or destroy relationships. Sustaining good relationships. 	<ul style="list-style-type: none"> Sharing views on the meaning of democracy and how it is practiced in Uganda. Discussing about democracy and how it is practiced. <p>Brainstorming on activities that promote good relationships..</p>	

TOPIC 3: God's Word for Us

Background to the Topic

This topic presents to the learners God's word: the Bible. It is meant to help the learner understand the uniqueness of the Bible. It is important in that the learner understands that the Old Testament contains books which were written before the coming of Christ. They explain God's intervention in the history of mankind and His promise to send a saviour. The New Testament is written after the coming of Jesus which is the fulfillment of God's promise.

Help the learner to understand the centrality of the Bible in the life of a Christian. The Bible teaches guides and corrects people.

Help the learner to appreciate that as the Bible guides our way of life, the constitution does the same work of guidance to our lives. It is important to help learners to understand how to respond to the sources of guidance, that is the Bible and Constitution.

Learning Outcome

The learner is able to understand that the Bible presents God's self-evaluation to man with the purpose of setting him/her free from trouble.

Life skills

- Critical thinking.
- Self awareness.
- Effective communication.

Values

- Co-operation
- Appreciation
- Obedience

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies the Bible structures. • Identifies the different types of books in the Bible. • Explains why the Bible is a unique book. 	<p>The learner:</p> <ul style="list-style-type: none"> • Writes different books of the Bible. • Reads the Bible texts. 	<p>The Bible</p> <ul style="list-style-type: none"> • Unique book <ul style="list-style-type: none"> - Is. 40: 7-8, Psalm 11:1-5, - Prov. 3: 1-2, Rom. 15:4 - Matt. 11:28 • Two parts; <ul style="list-style-type: none"> - Old Testament and New Testament • Types of books <ul style="list-style-type: none"> - History and law books - History books - Poetry and wisdom books - Prophets - Jesus Biography - Letters - Revelation 	<ul style="list-style-type: none"> • Drawing the structure of the Bible. • Discussing the common characteristics of books. • Naming the different books in the Old and New Testament. 	Bible

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none"> Lists different ways God inspired people to write his word. 	<ul style="list-style-type: none"> Writes different ways God inspired people to write his word. 	<p>Different ways of teaching the truth</p> <ul style="list-style-type: none"> Psalms; 118: 1 – 4 25: 4 – 5 51: 1 – 2 61: 1 – 2 <p>Proverbs 11:25 12:17-18 23:13-14</p>	<ul style="list-style-type: none"> Discussing different ways of learning about the word of God. Interpreting the messages to the learners. Relating the messages to their daily life. 	Bible
<ul style="list-style-type: none"> Identifies ways in which God's word can be applied in his/her life. 	<p>The learner:</p> <ul style="list-style-type: none"> Writes ways in which God's word can be applied in his/her life. 	<p>The Bible in our life</p> <ul style="list-style-type: none"> The Bible as out guide. <ul style="list-style-type: none"> Matt 4:1 – 11 Eph. 6:12 – 13, 17 It corrects out ways <ul style="list-style-type: none"> Psalms 119: 105 2 Timothy 3:15-17 	<ul style="list-style-type: none"> Discussing different ways in which God's word can be applied in his/her life. 	Bible
<ul style="list-style-type: none"> Discusses how the Bible is relevant to our lives. Explains how the constitution serves as guidance to the people. 	<ul style="list-style-type: none"> Reads Bible verses Recites the Bible verses. 	<p>Our response to the Bible</p> <ul style="list-style-type: none"> Reading the Bible <ul style="list-style-type: none"> Deut 17:18-20 Acts 8:27 – 30 Revelation. 1:1-3 Listening to the Bible <p>Constitution as a source of guidance to our daily lives.</p>	<ul style="list-style-type: none"> Group discussion on how the Bible changed people's lives. Learners discuss what they have heard. <ul style="list-style-type: none"> Mark 4: 1-9 Mark 4:13 -20 James 1:22 Sharing what they understand by constitution. 	<ul style="list-style-type: none"> Bible. News print The Uganda Constitution

			<ul style="list-style-type: none">• Discussing the constitution of Uganda and how it guides people.• Jesus and the children.<ul style="list-style-type: none">- Children discuss what Jesus said about children.• Reading of the verses about children in the Bible.	
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TERM II

TOPIC 4: GOD'S WORD FOR US: JESUS

Background to the Topic

This topic helps learners to see the Old Testament prophecies/promises of the Saviour fulfilled when Jesus Christ came to earth. It also shows/presents to the learner the exemplary teaching of Jesus and the need for repentance. You should stress in this topic the care which should be accorded to the sick especially those suffering from HIV/AIDS.

It teaches the message of the Holy Week to help the learner appreciate the passion, death and resurrection of Jesus. While teaching this topic, use dramatization, story telling and role play.

Learning Outcome

The learner is able to understand and explain the fulfilment of God's promise to save mankind.

Life skills

- Problem-solving.
- Critical thinking.
- Effective communication.

Value

- Forgiveness
- Care
- Love

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: <ul style="list-style-type: none">• Relates some Old Testament prophecies to	The learner: <ul style="list-style-type: none">• Reads Bible texts.• Writes simple stories about a	Fulfillment of prophecies <ul style="list-style-type: none">• Old Testament Is 7:14, 53:4-9 Zech. 9:9	<ul style="list-style-type: none">• Reading the Old Testament prophecies about Jesus and writing	

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> the work of Jesus. 	promise that was fulfilled.	<p>Micah 5:2</p> <ul style="list-style-type: none"> New Testament Matt. 3:13-17, Matt 21: 1 -10 Matt 12: 18-21 	what each Prophet foretold about Jesus.	<ul style="list-style-type: none"> Picture of Good News Bible New Testament pg. 119. Bible
<ul style="list-style-type: none"> Describes some of Jesus' teachings. 	Reads some texts in the Bible.	<p>Jesus teaching</p> <ul style="list-style-type: none"> Need for repentance - Luke 15:11-24 Love for enemies Mat. 5:43 – 45 Luke 6:27-31 Receiving God's word Luke 10:8 – 16 Mark 6: 1-6 Caring for the sick/needy Luke 4:18-19 John 11: 25 - 26 	<ul style="list-style-type: none"> Discussing situations where repentance and forgiveness are needed. Dramatizing the story of the lost son. Answering questions about the texts read. Discussing PIACY how to care for materials people with HIV/AIDS, etc 	
<ul style="list-style-type: none"> Explains the importance of Jesus' life, death and resurrection. 	<ul style="list-style-type: none"> Talks about the importance of Jesus in his/her life. 	<p>Message of Holy Week</p> <ul style="list-style-type: none"> Welcoming the King - John 12: 12- 19 Respecting God's house - Luke 19: 45 – 48 - John 2:13-17 	<ul style="list-style-type: none"> Dramatizing the events of the Last Supper. Studying the Biblical texts. Dramatic Bible reading of the texts. 	<ul style="list-style-type: none"> Bible

Topic competence	Language Competence	Content	Suggested activities	Resources
		<ul style="list-style-type: none"> • Remembering Jesus' death. - Mark 14:22-25 - 1Corinthians 11:23-26 • Faith in Jesus • Love of God - 1John 4:7-21 - 1Corinthians 13:4-8 • Power of God Luke24:1-12 24:36-43 	<ul style="list-style-type: none"> • Dramatization of cleansing of the temple • Discussion of the Bible texts. • Writing of short prayers thanking Jesus for dying for our sins. • Singing an Easter song. 	

TOPIC 5: We are the New People of God in the Spirit

Background to the Topic

This topic presents the coming of the Holy Spirit as promised by Christ after his resurrection, on the day of "Pentecost". The learner is expected to be exposed to the work of the Holy Spirit, the gifts and the fruits that are bestowed on the followers of Christ.

Help the learner to know/understand that symbols are used to represent the Holy Spirit since the spirit is invisible. It is also important to make children aware that since the founding of the church, the Holy Spirit has been actively at work. It is this same spirit that helped the Apostles Peter, John and Philip in their work of evangelization.

Use story telling, brainstorming and discussion and role playing. Allow children to exchange ideas to enable them grasp the concept.

Learning Outcome

The learner

ii) Able to understand and narrate the work of the Holy Spirit in the church.

Life skills

- Critical thinking
- Problem-solving

Values

- Faith
- Voluntarism
- Co-operation
- Helping

Topic competence	Language Competence	Content	Suggested activities	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Explains the promise of the Holy Spirit. • Describes the fulfillment of the promise of the Holy Spirit. 	<p>The learner:</p> <ul style="list-style-type: none"> • Tells the promise of the Holy Spirit. • Reads the text on the promise of the Holy Spirit. 	<p>Coming of the Holy Spirit</p> <ul style="list-style-type: none"> • Promise for the Holy Spirit John 16:5-15 - Acts 1:8 • Fulfillment - Acts 2:1 – 13 - John 1: 1 - 3 	<ul style="list-style-type: none"> • Discussing the importance of keeping the promise. 	<ul style="list-style-type: none"> • Bible
<ul style="list-style-type: none"> • Identifies the gifts and fruits of the Holy Spirit. 	<ul style="list-style-type: none"> • Reads the Bible text about gifts and fruits of the Holy Spirit. 	<p>The work of the Holy Spirit</p> <ul style="list-style-type: none"> • Seven gifts of the Holy Spirit. - 1 Corinthians 12:4-11 • Fruits of the Holy Spirit - Gal 5: 22 - 23 	<ul style="list-style-type: none"> • Studying Acts 2: 1-3 and telling how the Holy Spirit came at Pentecost. 	

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> Explains some symbols of the Holy Spirit. 	<ul style="list-style-type: none"> Writes the symbols of the Holy Spirit. 	<p>Symbols of the Holy Spirit</p> <ul style="list-style-type: none"> Dove → John 1:32 Wind → John 3:7-8 John 20:21-22 Acts 2:3-4 Fire → 	<ul style="list-style-type: none"> Discussing the meaning of symbols of the Holy Spirit. Drawing the symbols of the Holy Spirit. 	<ul style="list-style-type: none"> Bible
<ul style="list-style-type: none"> Identifies work of the Holy Spirit in lives of some individuals in the early church. Gives the aspects of the work of the Holy Spirit in the Church today. 	<ul style="list-style-type: none"> Reads and writes simple sentences about Stephen, Philip, Peter and John. Writes short sentences about roles of men and women in church. 	<p>The Holy Spirit in the Church</p> <ul style="list-style-type: none"> Stephen <ul style="list-style-type: none"> Acts 6:8-15, 7:1-60 Philip <ul style="list-style-type: none"> Acts 8:26-40 Luke 12:11-12 Peter and John <ul style="list-style-type: none"> Acts 3: 1 -10 Gender roles and equality in the church. Role of women in the church. Gender equality . 	<ul style="list-style-type: none"> Role playing situations when one may be unable to do a task and needs help. Studying stories of Stephen, Philip, Peter and John and identifying how they were changed by the Holy Spirit. Doing an exercise about gender roles in the church. 	<ul style="list-style-type: none"> Bible News print PIACY materials.

TOPIC 6: We are the Church

Background to the Topic

In this Topic, learners are exposed to the concept of the church not only as a building or a group believers in Christ, but also as a Body of Christ.

Learners get knowledge of the responsibilities of church members. This topic, also teaches learners about how a person becomes a member of the church. Once someone becomes a member of the church, he is given instructions. Those instructions are contained in Apostle's creed. The learners need to understand that the church is a community of believers who have activities to do together.

You can use story telling, question and answer and group discussions while teaching this topic.

Learning Outcome

The learner is able to explore and document, appreciate and explain the importance being a church member and the responsibilities he/she has to accomplish for the church.

Life skills

- Self -awareness
- Decision -making

Values

- Faith

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
The learner: <ul style="list-style-type: none">• Identifies the characteristics and nature of the church as the body of Christ.	The learner: <ul style="list-style-type: none">• Reads the Bible references.	Nature of the church <ul style="list-style-type: none">• Characteristics of the church; the body of Christ.<ul style="list-style-type: none">- 1Corinthians 12:12- Romans 12: 4-5- Colossians 1:17 -18	<ul style="list-style-type: none">• Discussing the characteristics of the church members.	Bible

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none"> • Describes the duties of church members. 	<ul style="list-style-type: none"> • Writes in short sentences the duties of church members. 	Responsibilities of church members	<ul style="list-style-type: none"> • Brainstorming on responsibilities of church members. 	Bible
<ul style="list-style-type: none"> • Explains how one becomes a member of the church. • Explains the terms "Baptism and Confirmation. • Describes what is meant by the world wide Communion of Saints. 	<ul style="list-style-type: none"> • Writes what he/she will do as a member of the church. • "Reads the Apostles Creed. • Crams and recites the Apostle's creed. 	Becoming a member of the church. <ul style="list-style-type: none"> • Baptism <ul style="list-style-type: none"> - Acts 2:38 • Confirmation The Apostles Creed <ul style="list-style-type: none"> • World wide church Gal 3:27 • Communion Saints <ul style="list-style-type: none"> - Revelations. 7:8-10 • Revelations 8:1 - 4 	<ul style="list-style-type: none"> • Reading and memorizing the Baptism and Confirmation prayer. • Reciting the Apostles Creed. 	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Writes different church activities. 	Church activities <ul style="list-style-type: none"> • Worship <ul style="list-style-type: none"> - Acts 2:41-47 • Service <ul style="list-style-type: none"> - Ephesians 6:19 • Using our gifts <ul style="list-style-type: none"> - 1 Thessalonians 5:16-18 - 2 Thessalonians 3:2 	<ul style="list-style-type: none"> • Listing ways of worship and prayer from experience and the Bible. 	<ul style="list-style-type: none"> • Bible • Copy of the Apostles Creed

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none"> Describes different vocations and their roles in the community. 	<ul style="list-style-type: none"> Talks about different vocations. Writes roles of different vocations in the community. 	<p>Vocations</p> <ul style="list-style-type: none"> Examples of vocations e.g. priesthood, teachers, doctors etc. Recognizing individual abilities and qualities. 	<ul style="list-style-type: none"> Role playing the roles of different vocations. 	<ul style="list-style-type: none"> Bible Newsprint Pictures reflecting different professions
<ul style="list-style-type: none"> Describes Jesus' experience as a child and outside home 	<ul style="list-style-type: none"> Writes simple sentences about activities Jesus got involved in as a child. 	<p>The work Jesus did as a child</p> <ul style="list-style-type: none"> Luke 2:42 Luke 2:51 <p>Lessons young people learn from Jesus as a child.</p>	<ul style="list-style-type: none"> Children give examples of activities Jesus engaged in as a child. Children discuss the work they do at home and school. 	<ul style="list-style-type: none"> Bible

TERM III

TOPIC 7: Witness

Background to the Topic

This topic will expose to the learners that Christ is the light of the world. Help the learner to understand how Christ's light can be seen in our daily life.

The topic presents the concept of witness and how Christians should live as witnesses for Christ in their respective vocations/occupations/professions. The learner is to learn the roles of:

- Returning officer.
- Presiding officer.
- Polling assistants.
- Polling constables.

The topic also presents how learners should be witnesses while performing their duties.

Learning Outcome:

The learner is able to understand and appreciate that Christians are witnesses/disciples of Christ in whatever circumstances they find themselves.

Life skills

- Self-awareness.
- Effective communication.
- Problem solving.

Values

- Honesty
- Respect
- Commitment
- Patience

Topic competence	Language Competence	Content	Suggested activities	Resources
<p>The learner:</p> <ul style="list-style-type: none"> Explains how Jesus is the light of the world. Describes how Christ's light can be seen in us. 	<p>The learner:</p> <ul style="list-style-type: none"> Writes ways in which Christ is seen as a light in us and in the world. 	<p>Christ the light</p> <ul style="list-style-type: none"> How Christ is the light. John 8:12 - 20 How Christ's light can be seen in us. Luke 18:35-43 Luke 1:10 – 17 John 11:33 – 36 Mark 10: 13-16 	<ul style="list-style-type: none"> Singing songs about sharing the light of Christ. Discussing ways in which Christ is seen as the light in us and in the world. 	<ul style="list-style-type: none"> Bible Biographies/literature about the people mentioned. Pictures of the people mentioned.
<ul style="list-style-type: none"> Describes different ways of witnessing for Christ. 	<ul style="list-style-type: none"> Writes the meaning of witness and ways of witnessing for Christ 	<p>Witnessing for Christ</p> <ul style="list-style-type: none"> Concept of witness. Living as a witness for Christ. Mathew 5:14-16 Spreading the word. Mathew 28:19-20 Ephesians 4:11-12 Ways of witnessing for Christ. Ephesians 4:7 Kivebulaya Mother Tereza Nelson Mandela Nyerere 1Timothy 3:1 – 2 Mathew 5:14-16 	<ul style="list-style-type: none"> Discussing ways of witnessing for Christ. Discussing in groups different Christians in history who have witnessed for Christ. 	

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> • Demonstrates the Christian service to the community as a witness to Christ. • Explains how to form healthy relationships. 	<ul style="list-style-type: none"> • Talks about how to reflect the light of Christ to other people. 	<p>How to reflect the light of Christ to other people</p> <ul style="list-style-type: none"> - Values that share good behaviour. - Avoiding moral degeneration in society. - The role of a returning officer, presiding officer, polling assistant, constable, etc. 	<ul style="list-style-type: none"> • Discussing the values that promote good behaviour. 	<ul style="list-style-type: none"> • Voter Educations Manual

TOPIC 8: Discipleship and its Rewards

Background to the Topic

This topic presents the idea of discipleship to the learner as well as the teaching of Jesus about discipleship. It further gives knowledge to the learners about the qualities and examples of discipleship. It also gives examples of famous Christians who emulated the discipleship as understood and taught by Jesus.

This topic teaches learners about relationships, qualities of a good friend and Jesus as a good friend. It also gives some knowledge on the polling process as seen in the roles of election observers and election monitors. The teacher can use group discussion, explanation, question and answer, and role-play in teaching this topic.

Learning Outcome:

The learner is able to understand and explain the concept of discipleship and describe Jesus' teaching about discipleship.

Life skills

- Friendship formation.
- Critical thinking.

Values

- Cooperation
- Love

- Respect
- Patience

Topic competence	Language Competence	Content	Suggested activities	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Describes discipleship 	<p>The learner,</p> <ul style="list-style-type: none"> • Tell Jesus teaching on Discipleship. 	<p>Discipleship</p> <ul style="list-style-type: none"> • Describe discipleship • Jesus teaching <ul style="list-style-type: none"> - Mark 1:16-20 • - Mathew 4:23-25 	<ul style="list-style-type: none"> • Brainstorming on Jesus' teachings on discipleship. 	<ul style="list-style-type: none"> • Bible
<ul style="list-style-type: none"> • Explains Jesus' teaching on discipleship 	<ul style="list-style-type: none"> • Writes some examples of discipleship 	<p>Examples of discipleship</p> <ul style="list-style-type: none"> • Spiritual uprightness • Comfort in sorrow. • Being humble. • Being pure in heart. • Working for peace. • Courage in persecution. - Mathew 5:1 – 10 - Luke 12: 29 – 31 	<ul style="list-style-type: none"> • Discussing what Jesus taught about discipleship. • Identifying different examples of discipleship. 	
<ul style="list-style-type: none"> • Lists some famous Christians who lived a life of discipleship. 	<ul style="list-style-type: none"> • Reads the lives of some famous Christians who lived a life of discipleship. 	<p>Some famous Christians who lived a life of discipleship</p> <ul style="list-style-type: none"> - St. Francis of Assisi - St. Clare - St. Augustine 		<ul style="list-style-type: none"> • Profiles of famous Christians like St. Francis of Assisi

TOPIC 9: RELATIONSHIP WITH GOD

Background to the Topic

This topic helps the learner to explore the concept of the Trinity: the “three persons in one”. It helps the learner to explore the roles of each personality in the Trinity.

The relationship between the Trinity reflects love, it is the same love that should exist and guide the relations of God’s creatures. This topic gives examples of Christians who to their best, lived and practiced love of God and love of fellow human beings. The topic challenges the learner to respond to that divine love by emulating the examples of some famous Christians.

The suggested methods will include singing, reading the Bible and discussions.

Learning Outcome

The learner is able to study and articulate the roles played by the three persons: God the **FATHER**, God the **SON** and God the **HOLY SPIRIT**.

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> The learner: Describes the role of the three persons of the Trinity. Identifies the three persons which make the Trinity Explains the role of each person 	<p>The learner:</p> <ul style="list-style-type: none"> Writes the roles of the three persons of the Trinity. Writes a simple poem about the trinity 	<p>Trinity</p> <ul style="list-style-type: none"> God the Father <ul style="list-style-type: none"> 1 John 3:1 Luke 12:29-30 1 John 4:8-10 God the Son John 15:9-10 <ul style="list-style-type: none"> John 8:19 God the Holy Spirit <ul style="list-style-type: none"> Romans 5:5, 8:9-17 Concept of the Trinity <ul style="list-style-type: none"> Mathew 3:16-17 Mathew 2:28:19 1Peter 1: 2 	<ul style="list-style-type: none"> Memorizing the Bible verses on the Trinity. Discussion of the verses Guided discovery on the roles of each person. Singing a song of the Trinity. Creative writing 	<ul style="list-style-type: none"> Bible

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> Identifies the two great commandments Jesus taught. Responds to God's love by obeying His commandments and loving others 	<ul style="list-style-type: none"> Reads the Bible verses. Writes the two great commandments. Talks about Christians who showed love to others. Reciting the two great commandments. 	<p>Two great commandments</p> <ul style="list-style-type: none"> Jesus teaching John 15:9-12 Mathew 7:12 Mathew 5:43-44. Examples of Christians Who loved without discrimination Our response 	<ul style="list-style-type: none"> Studying Bible references and discovering the role God the Father Son and the Holy Spirit plays. Memorizing the great commandments taught by Jesus. Dramatizing ways they can show Gods love to others. 	

TOPIC 10: HOPE

Background to the Topic

This topic aims at equipping learners with knowledge and skills that will encourage them never to give up. It explains to the learners how people waited for a Saviour right from the Old Testament times. The learners will be exposed to the messages of hope in Psalms, Jeremiah and Isaiah.

The topic of hope will also be applied in the learners' daily lives. The methods of instruction will include reading the Bible, discussion, singing, creative writing and role playing.

Learning Outcome

The learner is able to:

- Appreciate the fact that God is the source of hope in all circumstances.
- Develop skills that enable him/her to keep going on even under difficult circumstances.

Life skills

- Coping with emotions
- Decision-making

Values

- Faith
- Hope

Topic competence	Language Competence	Content	Suggested activities	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Explains Psalms of hope as reflected in the Bible. 	<p>The learner,</p> <ul style="list-style-type: none"> • Reads Luke 2:42 • Psalms of hope. • Writes how hope in God can help him face difficulties. 	<p>Psalms of Hope Psalms 31:24 33:20, 33:22 34:17-18, 42:5 71:5 – 7</p> <ul style="list-style-type: none"> • God give strength. • God gives protection. • God listens. • God is with us. 	<ul style="list-style-type: none"> • Memorizing Psalms of Hope. • Discussing of the message in the Psalms. • Writing a prayer asking God to give him hope in difficulties. 	<ul style="list-style-type: none"> • Bible
<ul style="list-style-type: none"> • Explains the Old Testament teaching about the hope that God gives. 	<ul style="list-style-type: none"> • Tells about the hope that God gives. 	<p>Old Testament teaching about Hope</p> <ul style="list-style-type: none"> • Hope in trouble - Jeremiah 6:22-28 - 23:5-6 	<ul style="list-style-type: none"> • Role playing on how to cope with teenage pregnancy and other forms of trouble. 	<ul style="list-style-type: none"> • Bible. • PIACY materials.

Topic competence	Language Competence	Content	Suggested activities	Resources
		<ul style="list-style-type: none"> - 31:1-5 - 31:31-34 Hope for Messiah Isaiah: 11:1-10	Reading and discussing of the Bible texts.	
<ul style="list-style-type: none"> • Describes how people were prepared for the coming of the Messiah. 	<ul style="list-style-type: none"> • Tells how people were prepared for the coming of the Messiah. 	Coming of the Messiah <ul style="list-style-type: none"> • Zechariah vision Luke 1:5-25, • Preparation Luke 1:25 – 38 • The Messiah is born Luke 1:39-45 • Wise men welcome the Messiah. Mathew: 2:1-11. 	<ul style="list-style-type: none"> • Memorizing the Bible verses. • Singing a song about the birth of the Messiah. 	<ul style="list-style-type: none"> • Bible.
<ul style="list-style-type: none"> • Explains how God gives hope for external life. 	<ul style="list-style-type: none"> • Talks about how God gives hope external life. 	Christian hope <ul style="list-style-type: none"> • Hope of external life. 1Thess 4:13-14 1Peter 1:3-4 Personal response. 	<ul style="list-style-type: none"> • Role playing the wise men going to see the Messiah. 	

(B) Islamic Religious Education Syllabus

ISLAMIC RELIGIOUS EDUCATION

Background

This is Primary Five Islamic Religious Education Syllabus. In Primary 1 – 3 learning is based on themes, learning outcomes and competences. Most of the religious related competences are covered under the literacy strands of the Thematic Curriculum.

In Primary Four learning based on subjects and the Religious Education Syllabus outlined the learning outcomes, content and language competences. Learners in Primary Five are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use only English as a medium of instruction. The teacher should take note that the concepts are clear to enable the learners consolidate what was learnt in earlier classes. The instructional process will follow what was in the old syllabus and the teachers will be required to use the old instructional materials.

Rationale

The revised Primary Five Religious Education syllabus has been designed to consolidate all the skills acquired from P.1 to P.4. It is also intended to provide the learner with knowledge on faith, other religions, hope, relationships, judgement, fasting, leadership, good neighbourliness, importance of prayer among others.

There have been changes made including reducing the content to keep the learning experience light and simple for the learners.

- Language competences have been included in order to enforce literacy skills.
- Subject competences and language competences have been included to replace specific objectives. These competences focus on knowledge, comprehension and application.
- General learning outcomes instead of general objective are also stipulated for each topic.
- A background to introduce each of the topics has been provided. It further gives an overview of the whole topic and thus gives teacher an insight into the topic.
- Content on Voter Education, sexual and Reproductive Health, life planning skills and child labour has been included. The teacher has been guided on how to teach it, resources for the teacher to consult have also been provided in the syllabus Matrix.

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus. Besides the Continuous Assessment, there shall be end of term and end of year assessment carried out and records kept.

General Methodology

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit these competences.

The teacher of Religious Education is expected to use a variety of books of the old curriculum. This will not enrich teachers content but will help the teacher to prepare the correct contents of the topics. The teacher is expected to constantly help relate science to real life situations and experiences. Not all schools in Uganda may have same learning environment. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. They should be interactive in order to make the learning process interesting.

General learning outcomes

When the learners go through this syllabus they will be able to:

- Appreciate the values that are advanced by the Surah(s)
- Express knowledge and understanding of fasting and how it links people to the Creator.
- Practice and express good neighbourliness in the communities where they live.
- Respect both God-made-laws and man-made-laws.
- Appreciate the values of giving inform of Zakah.

TERM I

THEME 1: READING FROM THE QU'RAN (CHAPTER 99)

Topic 1: Surat Al-Zilzala

General Background

Surat Al-zilzala is the 99th chapter in the Qur'an,

It shows that any deed done in life, even the most secret, will be brought to full light of day. The Surah was intended to guide people to do good and abandon evil. Hence this topic will help learners to know there is life after death, and that whatever a person does, good or bad, is accounted for both here and in the hereafter. The learner will therefore be able to properly choose and develop value.

Methodology

- Recitation
- Rote method
- Discussion
- Demonstration

Life skills and Values

- Effective communication.
- Creative thinking.
- Decision- making.

Learning Outcome

- The learner is able to understand and appreciate the content of the Surah, adopt and practice values advanced by the Surah and demonstrate life skills for maintaining peace in society.

Topic competence	Language Competence	Content	Suggested activities	Resources
<p>The learner:</p> <ul style="list-style-type: none"> Recites Surat AL-Zilzala. 	<p>The learner:</p> <ul style="list-style-type: none"> Reads, writes, pronounces and uses the following words related to the topic correctly: Surah Al-zilzala Revealed 	<ul style="list-style-type: none"> Recitation of Surah Al-zilzala Chapter 99. 	<ul style="list-style-type: none"> Invite a Mullah or school Sheik to assist recite the Surah correctly. Supervise their individual recitation and ensure memorization is done correctly. <p>Memorization of the Surah.</p>	<ul style="list-style-type: none"> Qur'an. Resource person.
<ul style="list-style-type: none"> Interprets the meaning of the Surah. 		<ul style="list-style-type: none"> Meaning of the Surah. 	<ul style="list-style-type: none"> Guide learners to tell the meaning of the Surah. 	<ul style="list-style-type: none"> Markers . Chart displaying the meaning of the Surah.
<ul style="list-style-type: none"> Relates the message in the Surah to his/her daily life. 		<ul style="list-style-type: none"> Relating the message of the Surah to real life. Life after death. Deed done in life, even the most secrete will be brought to the full light of day. Do good and abandon evil. What mankind does, good or bad, shall be accounted for. Proper choice and development of values e.g. honesty, respect for self and others, justice, peacefulness, cleanliness, etc. 	<ul style="list-style-type: none"> Use brainstorming and guided discussion to get the message and lessons from the Surah. Discuss factors that influence values e.g. family, peers, environment and how these values prepare an individual for the Day of Judgment. 	<ul style="list-style-type: none"> Charts showing examples of values in our society. Qur'an.

Suggested Competences for Assessment

- Reciting Surat Al-Zilzala.
- Explaining the meaning of the Surah.
- Relating the Surah to daily life.

THEME 2: HADITH: TRADITIONS OF THE PROPHET (PBUH)

Topic 2: Settlement of Debts

General Background

A debt is something that needs to be paid off. It could be physical or not. It is recommended by Prophet Muhammad (PBUH) that when you are in debt, try to repay it in order to keep good relationship with people.

Methodology

- Brainstorming.
- Discussion.
- Poetry.
- Question and answers.

Life Skills and Indicators

- Interpersonal relationships.
- Friendship formation.
- Decision-making.

Learning Outcomes

- The learner is able to read Prophet Literature and appreciate the message therein; practices life skills and demonstrates values for settling debts.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<ul style="list-style-type: none"> Narrates two Hadiths concerning settlement of debts. Interprets the meaning of the Hadith 	<p>The learner:</p> <ul style="list-style-type: none"> Reads, spells, writes, pronounces and uses the following words related to the topic correctly: <ul style="list-style-type: none"> Debts. Guarantee. Promise. Perform. Borrow. Hypocrite. Embezzlement. Entrusted. 	<ul style="list-style-type: none"> Hadith concerning settlement of debts. <ul style="list-style-type: none"> The prophet said: “if you will give me a guarantee on six points, I will guarantee paradise for you: when you speak, tell the truth; when you promise, perform; when you borrow, fulfill the promise” Hadith concerning settlement of debts. <p>The Prophet said “ The signs of a hypocrite are three: when she/he talks she/he lies, when he/she is entrusted he/she promises she/he does not fulfill”</p> 	<p>In groups allow learners to share lessons learnt from the Hadith.</p>	
Interprets the two prophetic traditions.		Interpretation of the meaning of the Hadiths.	<ul style="list-style-type: none"> Interpret to the learner the meaning of the Hadith. Guide the learner to recite a poem on keeping good relationships. 	<ul style="list-style-type: none"> Chart Markers Learners textbook.
Discusses the importance of Hadith.		<ul style="list-style-type: none"> The importance of the Hadith. 	<ul style="list-style-type: none"> Telling the importance of the Hadith. 	
Relates the two Hadiths to her/his daily life		<ul style="list-style-type: none"> Relating the two Hadiths to his/her daily life 	<ul style="list-style-type: none"> Use brainstorming and guided discussion to help learners relate 	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
		<ul style="list-style-type: none"> Things that can build or destroy relationships e.g. sharing, breaking a promise, etc. 	the message from Hadith to daily life.	

Suggested Competences for Assessment

- Narrating two prophetic traditions regarding settlement of debts.
- Interpreting the meaning of the given Hadith.
- Explaining the importance of the Hadith.
- Mentioning lessons learnt from the Hadith.
- Role playing consequences of not settling debts.
- Role playing consequences that can build or destroy relationship.

THEME 3: TAWHID (FAITH)

Topic 3: Resurrection and Judgment

General Background

Belief in the Day of Judgment is the fifth Pillar of Iman. It is very important because such a belief controls the actions of a believer. It involves the belief in the Day of Judgment and everything related to that day like death, such as after death and before resurrection.

Resurrection is when the dead will come back to life. After the second blowing of the trumpet, people will be resurrected. They will be gathered in one place where judgment will take place.

Methodology

- Guided discovery.
- Dramatization.
- Question and answer.

Life Skills and Indicators

- Decision making.
- Creative thinking.

Learning Outcome

The learner will know and tell the difference between resurrection and judgement, appreciate the events of resurrection and those that will lead to the Day of Judgement as well as demonstrate skills for living a harmonious life leading to a better abord in the here after.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Recognizes and tells the relationship between resurrection and judgement. 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, pronounces, writes, spells and uses the following words related to the topic correctly; - Resurrection - Judgment - Creativeness - Accountability - Gathering 	<p>Resurrection</p> <ul style="list-style-type: none"> - Blowing the trumpet. - Resurrection. - Gathering of all people. - Receiving books of records. - Accountability. 	<ul style="list-style-type: none"> • Review the previous topic - Surat Al-Zilzala. • Guide learners in a discussion in the events of the day of resurrection. • Group learners to dramatize the resurrection day. 	<ul style="list-style-type: none"> • Learners. textbook. • Trumpet. • Files.
<ul style="list-style-type: none"> • Outlines the significance of resurrection and judgement 		<ul style="list-style-type: none"> • Significance of resurrection and judgment. • Hope in an individual. • Live well in society. • An individual lives consciously. • Carefully to choose what we do. 	<ul style="list-style-type: none"> • Individually task learners to outline the significance of the day of judgement. 	

Suggested Competences for Assessment

- Describing the events of resurrection and judgment.
- Explaining the significance of resurrection and day of judgment.

THEME 4: FIQH (PRACTICE)

Topic 4: Fasting

General Background

Fasting generally is “to abstain from doing certain things.” In Islam, it refers to abstaining from eating, drinking and sexual intercourse from dawn until sunset with the intention of fulfilling Allah’s commands. Knowledge about this topic will help learners develop measures for choosing values rightly and to practice patience and endurance life skills.

Methodology

- Discussions.
- Question and answer

Life Skills and Indicators

- Appreciation.
- Standing for one’s values and beliefs.
- Interpersonal relations.

Learning Outcomes

The Learner is able to know and understand the importance of fasting, appreciates the need for perfecting it and practices moral values linking them to his/her creator.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Defines fasting. 	<p>The learner: Writes, spells, reads, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> - Fasting - Abstinence - Ramadhan - Dawn - Subset <p>Exempted.</p>	<ul style="list-style-type: none"> • Definition of fasting Abstaining from eating, drinking and sexual intercourse from dawn up to sunset, during the months of Ramadhan. 	<ul style="list-style-type: none"> • Guide learners to discuss the definition of fasting. • Summarize learner's responses. 	<ul style="list-style-type: none"> • Learners' textbooks.
<ul style="list-style-type: none"> • Explains reasons for fasting. 		<ul style="list-style-type: none"> • Reasons for fasting <ul style="list-style-type: none"> - To thank God. - Repenting. - It is a pillar of Islam. To get rewards. 	<ul style="list-style-type: none"> • Brainstorm about the importance of fasting. 	<ul style="list-style-type: none"> • Learners' text books.
<ul style="list-style-type: none"> • Describes people who should fast and those who care exempted. 		<ul style="list-style-type: none"> • People who should fast <ul style="list-style-type: none"> - Mature Muslims. - Sane Muslims. • People exempted from fasting <ul style="list-style-type: none"> - Young children. - Menstruating women. - Breast feeding mothers. - Sick people. - The insane. - Travelers. • Very old people. 	<ul style="list-style-type: none"> • Help learners to mention people who should fast. • Task them further to describe those exempted from fasting. 	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<ul style="list-style-type: none"> Explains things that spoil fasting. 		<ul style="list-style-type: none"> Things that spoil fasting <ul style="list-style-type: none"> Menstruation. Eating and drinking. Playing sex during the day. Vomiting. 	<ul style="list-style-type: none"> Guide learners to discuss things that spoil fasting. 	<ul style="list-style-type: none"> Learners' textbooks.

Suggested competences for Assessment

- Defines fasting.
- Outlining the importance of fasting.
- Describing people exempted from fasting.
- Explaining things that spoil fasting.

THEME 5: HISTORY OF ISLAM

Topic 5: Prophet Muhammad at Madina (PBUH)

General Background

Prophet Muhammad (PBUH) migrated from Mecca to Madina (Hejira) in the year 622A.D. It was an order from God due to increased persecution in Mecca. Secondly, Prophet Muhammad was invited by the people of Madina to help them resolve conflicts that existed there, and to spread Islam in Madina.

Methodology

- Discussions.
- Brainstorming.
- Story telling.

Life Skills and Values

- Appreciation.
- Standing for one's values and beliefs.
- Interpersonal relations.

Learning Outcomes:

The learner is able to understand and appreciate the behaviours of Prophet Muhammad (PBUH) at Madina and is able to demonstrate those behaviours into day to day life.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Describes Prophet Muhammad's leadership style in Madina (PBUH) 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, writes, spells, pronounces and uses the following words related to the topic, - Tribal wars. - Constitutional Laws. - Leadership roles. 	<ul style="list-style-type: none"> • Prophet, Muhammad (PBUH) at Madina. • His life as a leader - Unified the people under one leadership. - Stopped tribal wars in Madina. - Introduced the Madina Constitution. 	<ul style="list-style-type: none"> • Guide learners to identify some problems that were in Madina before migration. - No unifying leader. - Tribal wars. - No laws governing the city of Madina, etc. • Guide learners to compare the Constitution of Uganda with the Qur'an. (Muslim constitution). Help learners to identify the importance of a constitution. 	<p>Holy Qu'ran Constitution of Uganda.</p>
<ul style="list-style-type: none"> • Mention the name of the first Mosque built in the history of Islam 	<ul style="list-style-type: none"> • Write and read simple story of prophet Muhammad's work in Madina 	<ul style="list-style-type: none"> • Prophet Muhammad's life as a messenger in Madina - Built a Mosque. 	<ul style="list-style-type: none"> • Guide learners to tell various activities of Prophet Muhammad at Madina. 	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<ul style="list-style-type: none"> Explain how Prophet Muhammad (PBUH) managed to spread the new religion of Islam 	<ul style="list-style-type: none"> Use simple sentences to retell activities of prophet Muhammad at Madina Write short sentences using with empathies of the following words. <ul style="list-style-type: none"> Preaching Envoy 	<ul style="list-style-type: none"> Taught and preached the religion of ALLAH. Sent his companions outside Madina. He sent envoys to various kings and tribal leaders asking them to join the religion of Islam. 	<ul style="list-style-type: none"> Draw the Mosque of Madina. Ask learners to write a story about Prophet's Muhammad's mission in Madina. 	
<ul style="list-style-type: none"> Identifies battles in which Prophet Muhammad (PBUH) participated. 	<ul style="list-style-type: none"> Read, write and spell the following new words correctly: <ul style="list-style-type: none"> Battle. Badr. Uhud. Khanndaq. Write short sentences showing how they can lead an activity. Share experiences where they participate in group activities. 	<ul style="list-style-type: none"> Prophet Muhammad as a commander <ul style="list-style-type: none"> The battle of Badr. The battle of Uhud. The battle of Khandaq. 	<ul style="list-style-type: none"> Guide learners to mention the battles Prophet Muhammad participated in. Help learners to discuss lessons they learn from Prophet Muhammad. 	<ul style="list-style-type: none"> Learners' Text book

Suggested Competences for Assessment

- Explaining Prophet Muhammad's leadership style in Madina.
- Describing how Prophet Muhammad spread the new religion of Islam.
- Identifying various wars Prophet Muhammad participated in.
- Defining a constitution.
- Explaining the importance of a constitution.
- Comparing the Ugandan constitution with the Qur'an (Muslim Constitution).

TERM II

THEME 1: READING FROM THE QUR'AN

Topic: Surat Al-Kauthar (Chapter 108)

General Background

This Surah was intended to comfort Prophet Muhammad (PBUH). He was going through very hard times as his own people had turned against him and were resisting and opposing his mission. His companions also saw no chance of success with him. Besides, the Surah foretold the destruction of his enemies. Thus, the topic is important to the learners because it gives hope for people in problems, as it equips them with life skills for patience, perseverance and keeping on work however hard the circumstances. The learner, therefore is expected to:

- Protect truthfulness and stick on it.
- Have hope in the future.
- Depend on Allah and elders in case of a problem.

Methodology

- Recitation.
- Rote method.
- Discussion.
- Demonstration.
- Role play.

Life Skills and Indicators

- Creative thinking.
- Patience.
- Decision-making.
- Perseverance.

Learning Outcomes

The learner is able to know and appreciate the life that was lived by the Prophet (PBUH) and demonstrate skills for coping with situations.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<ul style="list-style-type: none"> • Surat Al-Kauthar (Chapter) 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, writes spells pronounces and uses the following words related to the topic: <ul style="list-style-type: none"> - Kauthar. - Slaughter. - Barren. - Belittle. 	<ul style="list-style-type: none"> • Recitation of Surat Al-Kauthar (Chapter 108). • Memorization of the above given Surah. 	<ul style="list-style-type: none"> • - Recite the Surah in its original form. • Let learners listen as you make the recitation atleast thrice. • Recite the Surah and let learners repeat after you. • Divide learners into different groups. • Make a recitation of the Surah and let one of the groups recite after you while others listen. • Give each group the same opportunity. 	
<ul style="list-style-type: none"> • Interprets the meaning of the Surah. • Relates the message in the Surah to the learner's actual life. 		<ul style="list-style-type: none"> • Meaning of the Surah <ul style="list-style-type: none"> - Verse 1: Surely, we have given you a lot of good things so pray to your God and sacrifice to him. - Verse 3: He who hates you is the one cut off. 	<ul style="list-style-type: none"> • Tell learners the English interpretation of the Surah. • Help learners to discover how the meaning of the Surah relates to their actual life. 	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
		<ul style="list-style-type: none"> - The message in the Surah. 	<ul style="list-style-type: none"> • Guide learners to make a drama on scenes depicting the need for turning to Allah for prayer whenever in problems • Guide learners to discuss issues in the Surah that relate to their daily life. Help learners to tell their experiences about how they solve their problems. 	

Suggested Competences for Assessment

- Reciting the Surah.
- Giving the meaning of verses in the Surah.
- Telling lessons learnt from the Surah.
- Dramatizing how turning to Allah in prayer can solve people's problems.

THEME 2: HADITH: TRADITIONS OF THE PROPHET (PBUH)

Topic 2: Good Neighbourliness

General Background

Good neighbourliness is one of the values any person is asked to promote. It is intended to knit a strong, coherent and caring society. In this society, everybody is expected to enjoy care and protection which are a result of the good relations brought about. One of the social misdeeds a Muslim can ever commit is to be unkind to a neighbour. Thus, this topic will help the learner to develop life skills and values for living harmoniously in society.

Methodology

- Group discussion.
- Demonstration.
- Story telling.

Life Skills and Values

- Effective communication.
- Problem-solving.
- Negotiation.
- Empathy.
- Caring.

Learning Outcomes

The learner is able to appreciate the need for good neighbourliness, show Islamic social values and demonstrate love and care for others in the community.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> Narrates two prophetic traditions concerning good neighbourliness. 	<p>The learner:</p> <ul style="list-style-type: none"> Reads, spells, pronounces, writes and uses the following words related to the topic correctly. <ul style="list-style-type: none"> Neighbour Safe. Misdeeds. Believer. Obligations. 	<ul style="list-style-type: none"> Hadith concerning good neighbourliness <ul style="list-style-type: none"> The Prophet said “A man whose neighbour is not safe from his misdeeds is not a believer in Islam” The Prophet (PBUH) said: Let the believer in Allah and the Day of judgement honour his neighbour (Muslim and Bukhar). Lady Aisha (RA) said the Prophet is Allah said: Jibreel advised me so repeatedly, to care for my neighbour that I thought my neighbour is my inheritor (Bukhar and Muslim). 	<ul style="list-style-type: none"> Help learners to read and write the Hadith correctly. Supervise them as they are writing. Let the learners define and write the definition of a neighbour. 	<ul style="list-style-type: none"> Textbooks. Chart which has the Hadiths.
<ul style="list-style-type: none"> Interprets the Prophetic traditions. 		<ul style="list-style-type: none"> The meaning of the prophetic traditions. Even if one does all other religious obligations but does not treat his/her neighbours well, he/she may go to hell. 	<ul style="list-style-type: none"> Explain the prophetic traditions. Help them to identify the meaning and allow them to write it. 	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<ul style="list-style-type: none"> Relates the information in the Hadith to daily life experience. 		<ul style="list-style-type: none"> How information in the Hadith relates to daily life. Islam encourages sustenance of good relations through the following. <ul style="list-style-type: none"> Visiting neighbours especially on occasions of death, sickness, births, weddings, etc. Avoiding to do any ill to a neighbour. Talking well of the neighbours. Being generous. Extending help. 	<ul style="list-style-type: none"> In groups, help learners to explain why a neighbour should be treated well. Guide them to dramatize a good and a bad neighbour. Ask them to write what they learn from the drama. 	<ul style="list-style-type: none"> Charts. Textbooks

Suggested Competences for Assessment

- Giving two traditions on good neighbourliness.
- Explaining the meaning of the traditions.
- Dramatizing good neighbourliness.
- Outlining lessons learnt from the play.

THEME 3: TAWHID (FAITH)

Topic 3: Paradise and Hell

General Background

Description of paradise and hell are important for any person to adhere to commandments of Allah. Temporarily, life of this world is a great temptation to man and this may lead people to ruining their lives as well as the world. Knowledge about existence of paradise and hell is crucial to the learner for it will model one's life and hence guarantee them safety and harmonious living in their societies.

Methodology

- Picture description.
- Demonstration.
- Discussion.

Life Skills and Indicators

- Appreciation.
- Honesty.
- Trust worthiness.
- Co-operation.
- Obedience.

Learning Outcomes

The learner develops knowledge about the existence of Allah, appreciates the importance of life skills for succeeding both in life and in the hereafter.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: Defines paradise and hell.	The learner: <ul style="list-style-type: none"> • Reads, spells, pronounces, rites and uses the following words related to the topic 	<ul style="list-style-type: none"> • Definition of paradise and hell <ul style="list-style-type: none"> - Paradise (Jannah) is a house of blessing for those who do good work and believe in God (Allah) and do what God commands them to do. 	<ul style="list-style-type: none"> • Help learners to define paradise and hell. • Allow them to write down points. 	<ul style="list-style-type: none"> • Learners' textbook • Charts
<ul style="list-style-type: none"> • Interprets the Prophetic traditions. 	<ul style="list-style-type: none"> - Paradise. - Hell. - Hot liquids. - Good doers. - Bad doers. - Jannah. - Allah/God. 	<ul style="list-style-type: none"> • The meaning of the prophetic traditions: <ul style="list-style-type: none"> - Even if one does all other religious obligations but does not treat his/her neighbours well, he/she may go to hell. 	<ul style="list-style-type: none"> • Explain the prophetic traditions. • Help them to identify the meaning and allow them to write it. 	
<ul style="list-style-type: none"> • Describes paradise and hell. 		<ul style="list-style-type: none"> • Description of paradise and Hell. <ul style="list-style-type: none"> - Paradise has got everything good that one may think of e.g. good rivers, good environment, neighbour neither hot nor cold, good fruits, etc. • Hell has got burning fire which does not stop, hot liquids with a bad smell, etc. 	<ul style="list-style-type: none"> • In groups, let the learners describe paradise and hell. • Demonstrate paradise and hell. 	<ul style="list-style-type: none"> • Charts • Qu'ran • Textbooks

Suggested competences for Assessment

- Defining hell and paradise.
- Discussing things that will be found in paradise and in hell.
- Describing the kind of people who will go to paradise and to hell.

THEME 4: FIQH (PRACTICE)

Topic 4: Tarawiih and Idd Prayers

General Background

Tarawiih and Idd are optional prayers of great significance in the life of an individual. Besides getting rewards for performing them, people meet, socialize, acquire new friends and solve their problems as a team. They signify unity of the faithful.

Methodology

- Demonstration.
- Discussion.
- Role playing method.

Life Skills and Values

- Effective communication.
- Interpersonal relationships
- Friendship formation.

Learning Outcomes

The learner is able to perform Tarawiih and Idd prayers perfectly and demonstrate life skills for ensuring peace and unity in society.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Defines Tarawiih and Idd prayers. 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, spells, pronounces, writes and correctly uses the following words related to the topic: <ul style="list-style-type: none"> - Sunnah. - Prayers. - Tarawiih. - Idd. - Celebration. - Praise. - Unity. - Repentance. - Performance. - Dhul Hijja. - Congregation. 	<ul style="list-style-type: none"> • Definitions <ul style="list-style-type: none"> - Tarawiih prayers are specific prayers offered during the month of Ramadhan. - It is Sunnah for both men and women. They are offered after the Isha prayer. - Muslims celebrate two Idd- days: el-Fitr which marks the end of the month of Ramadhan and Idd Adhuha celebrated in the month of Dhul hijja when Muslims are performing Hijja. 	<ul style="list-style-type: none"> • Help learners to differentiate between the two Idds by defining them and Tarawiih. • By show of hands, ask them if they have ever performed any of the above prayers. 	<ul style="list-style-type: none"> • Holy Qur'an. • Newspapers • Textbooks.
<ul style="list-style-type: none"> • Describes the importance of Tarawiih and Idd prayers. 		<ul style="list-style-type: none"> • Importance of Tarawiih and Idd prayers: <ul style="list-style-type: none"> - Brings about unity among Muslims. - Get rewards. - Repentance. - Supplication. - Praise. - Celebration. 	<ul style="list-style-type: none"> • In groups, let learners demonstrate how Idd is performed. • Another group demonstrates Tarawiih prayers with the guidance of the teacher. • Summarise their demonstrations. 	<ul style="list-style-type: none"> • Jesus (covering cloth) Hijab, Kanzu. • Mats. • Caps. • Stick.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<ul style="list-style-type: none"> Describes Idd and Tarawiih prayers. 		<ul style="list-style-type: none"> Description of Idd and Tarawiih prayers. <ul style="list-style-type: none"> Both performed in a congregation (group) and led by Iman. Tarawiih is offered in even rak'ah and every after two rak'ahs, Tahiyat is said and salam. Idd prayer has two rak'ahs and we begin with praying and end with Khutuba (sermon). Idd-el-fitri the sermon reflects the month of Ramadhan. Idd Adhuha the sermon reflects Prophet Ibrahim and his son Ismail. 		

Suggested Competences for Assessment

- Defining Idd and Tarawiih prayers.
- Outlining the importance of the above prayers.
- Describing how the two prayers are performed.

THEME 5: HISTORY OF ISLAM

Topic 5: Last Days of Prophet Muhammad (PBUH)

General Background

Prophet Muhammad (PBUH) lived for 63 years all of which were full of lessons for us to learn. His life ended shortly after he had conquered the city of Mecca, a place he was rejected and later on chased from. One of the major and historical events thereof was the farewell pilgrimage. Hence, this topic gives an insight on this pilgrimage and some of the clauses of the sermon he delivered during that event.

The topic is important to the learner because it provides a sense of direction, more so, as provided for in clauses of the last Prophetic sermon.

Methodology

- Story telling.
- Discussion.
- Creative thinking.
- Critical thinking.

Life Skills and Values

- Appreciation.
- Love.
- Confidence.
- Self -esteem.
- Respect for others.

Learning Outcomes

The learner is able to appreciate and demonstrate the message got from the content of the last message of Prophet Muhammad (PBUH).

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Describes the farewell pilgrimage. 		<p>The learner:</p> <ul style="list-style-type: none"> • Reads, spells, pronounces, writes and correctly uses the following words related to the topic: <ul style="list-style-type: none"> - Farewell. - Pilgrimage. - Sickness. - Burial. - Conflict resolution. - Democracy. - Citizen. 	<ul style="list-style-type: none"> • Sermon prophet last speech and guide learner to note down points. • Outline the content of the Prophet's last speech. • Give the lessons learnt from the last message. • Give the roles and responsibilities in Uganda. 	
<ul style="list-style-type: none"> • Describes the sickness and death of the prophet. 		<ul style="list-style-type: none"> • Lessons learnt from Prophet Muhammad's life. <ul style="list-style-type: none"> - Conflict resolution. - Establishment of a democratic Islamic state. - Need for democracy. - As a leader - Role of citizens in democracy. - Purposes of elections. - Types of elections. - Trustworthy. - Kindness. - Patience, etc. 	<ul style="list-style-type: none"> • Let learners use their experience to explain the sickness, death and burial of the Prophet. • Guide learners to demonstrate how one can resolve a conflict without fighting. • Let learners demonstrate the quality of being trustworthy and patient. • Summarize their demonstrations. 	<ul style="list-style-type: none"> • Textbooks • Markers. • Constitution of Uganda. • A chart showing the blind, the aged and the lame being helped to vote.

Suggested Competences for Assessment

- Outlining the content of the Prophet's last speech.
- Explaining the lessons learnt from the speech.
- Describing the sickness and death of Prophet Muhammad.
- Outlining the lessons learnt from Prophet Muhammad's life.

THEME 1: READING FROM THE QUR'AN

Topic 1: Surah Al-Alaq (Chapter 96)

General Background

This topic introduces chapter 96 of the Holy Qur'an. This Chapter talks about the first revelation that Allah revealed to Prophet Muhammad (PBUH). It explains the importance of seeking for knowledge as it talks about the stages of creation of man.

Methodology

- Recitation.
- Rote method.
- Discussion.
- Demonstration.

Life skills and values

- Appreciation.
- Problem-solving.
- Perseverance.
- Confidence.

Learning Outcomes

The learner is able to appreciate the message contained in the Surah, adopts and practices values advanced therein and demonstrates life skills for living a humble but successful life.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Recites of the Surah. 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, pronounces and writes vocabularies from the Surah - Al-Alaq. - Proclaim. - Cherisher. - Creator. Bountiful. 	<ul style="list-style-type: none"> • Surah Al-Alaq verses 1- 8 <p>Meaning of the Surah:</p> <ul style="list-style-type: none"> - Read in the name of your lord. He who created, - He created man from a clot of blood. - Read and your Lord is most Beautiful. - He taught (the use of pens) - He taught man what he did not know surely, man transgresses (the boundaries of Allah) - He looks upon him self as self sufficient. Surely, to your lord you are yet to return. 	<p>Interpreting the meaning of the Surah. Writes the interpretation of the Surah</p>	<ul style="list-style-type: none"> • Learner textbook • The Qur'an
<ul style="list-style-type: none"> • Explain lessons learnt from the Surah. 	<ul style="list-style-type: none"> • Mentions lessons learnt from the Surah. 	<ul style="list-style-type: none"> • Lessons learnt from the Surah. 		

Suggested Competences for Assessment

- Reciting the Surah Al-Alaq.
- Explaining the meaning of the Surah Alaq.
- Reading new vocabularies from the Surah.

THEME 2: HADITH (TRADITIONS OF THE PROPHET) PBUH

Topic 2: Tarawiih and Idd Prayer

General Background:

This topic presents two important kinds of prayers i.e. Tarawiih and Idd prayers. The topic gives a clear view of what Prophet Muhammad (PBUH) said about the two prayers and encourages learners to carry on with the message contained in the Hadiths.

Methodology

- Discussion.
- Demonstration.
- Brainstorming.
- Question and answer.

Life Skills and Indicators

- Creativity.
- Problem-solving.
- Relationship with others.
- Sharing.

Learning Outcomes

The learner is able to appreciate the Prophet's traditions and practices the message contained therein, adopt values and demonstrate skills for promoting unity and build a God-fearing society.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> Narrates a prophetic tradition concerning Tarawiid prayers. Narrates a prophetic tradition concerning Idd prayers. 	<p>The learner: Pronounces, spells, writes, reads and correctly uses the following words related to the topic:</p> <ul style="list-style-type: none"> Offer. Optional. Previous. <p>Night prayer.</p>	<ul style="list-style-type: none"> Two prophetic traditions concerning Tarawiid and Idd prayer. <p>Hadith 1</p> <p>The prophet said: Whoever offers optional prayers (e.g. Tarawiih prayers) throughout each night of Ramadhan believing in Allah will have his previous sins forgiven.</p> <p>Hadith 2</p> <ul style="list-style-type: none"> Lady Aisha reported: The night prayer of each prophet used to be 13 (thirteen) rak'at. 	<ul style="list-style-type: none"> Narrate one prophetic traditions concerning Tarawiih. Prayers. Talk about their experiences related to Tarawiih prayer. Tell the message derived from the Hadith. Display a chart of people performing prayer. Narrate one prophetic tradition concerning Idd prayers. Discuss with learners about their experiences about Idd prayers. Brainstorm with learners the message contained in the Hadith. Display a chart with people after Idd prayer and are in a jovial mood. 	<ul style="list-style-type: none"> Learners' textbook Charts.

THEME 3: TAWHIID (FAITH)

Topic 3: Sin

General Background

The concept of sin is central in the teaching of Islam. It refers to an individual's rejection of any of Allah's. Recognition of this concept helps an individual to repent and therefore turn into a good, faithful person whereas denial of existence commandments of sin and how it comes about leads to doom.

This topic will help learners to identify the categories of sin and its consequences. Learners, therefore, will be able to adopt values that will help them to avoid sinning.

Methodology

- Demonstration.
- Discussion.
- Picture description.

Life Skills and Values

- Problem-solving.
- Appreciation.
- Trustworthy.
- Patience.
- Respect.
- Self -esteem.

Learning Outcome

The learner is able to know, appreciate and respect both God made laws and man-made laws.

Topic competence	Language Competence	Content	Suggested activities	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Defines sin. 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, spells, writes, pronounces and uses the following words related to the topic correctly. <ul style="list-style-type: none"> - Sin. - Alcohol. - Smoking. - Cheating. - Corruption. - Man slaughter, etc. • Writes simple statements describing sinful situations. • Tells ways of overcoming sinful situations. • Writes short stories about sinful situations. 	<ul style="list-style-type: none"> • Definition of sin. <ul style="list-style-type: none"> - To perform an act which was forbidden by Allah. • Examples of sin <ul style="list-style-type: none"> - Alcohol. - Smoking. - Robbery, stealing, cheating - Corruption. - Man slaughter - Backbiting, etc. - Election malpractices/offence. - Homosexuality. Masturbation. 	<ul style="list-style-type: none"> • Guide learners into a discussion on why sinning is bad. • Explain how various punishments for sin are administered. • Identify various punishments for different sins. • Draw various situations of punishments. • Demonstrate some punishment. for sinning. 	<ul style="list-style-type: none"> • Learner's textbook. • Textbooks • Newspapers. • Charts showing punishments.
<ul style="list-style-type: none"> • Describes why sinning is bad. 	<ul style="list-style-type: none"> • Writes short stories about sinning. • Tells various punishments for sinning. 	<ul style="list-style-type: none"> • Why is sinning bad? <ul style="list-style-type: none"> - Because it was forbidden by God (ALLAH). - Hurt other people in the society. 		

Topic competence	Language Competence	Content	Suggested activities	Resources
	<ul style="list-style-type: none"> Writes short stories about various punishments. Write sinful situations. 	<ul style="list-style-type: none"> Various punishments for sinning - Hell. - Prison. - Canning. - Chopping off the hand. - Stoning to death, etc. 		

Suggested Competences for Assessment

- Describing the meaning of sinning.
- Identifying various sin situations.
- Explaining various punishments for sinning.
- Explaining ways how they can avoid involvement in sinful situations.
- Describing ways of avoiding corruption in society.

THEME 4: FIQH (PRACTICE)

Topic 4: Zakat

General Background

Zakat is an Arabic word meaning to increase, to purify or to bless. It is the Fourth Pillar of Islam. It is a special portion a rich Muslim pays from his/her property for distribution to specific categories of people at specific times.

Knowledge about this topic will help learners to develop life skills for proper socialization and hence grow up as good citizens in their societies.

Methodology

- Story telling.
- Discussion.
- Demonstration.

Life Skills and Values

- Empathy
- Appreciation

Learning Outcome

The learner is able to know and understand the importance of Zakah and show a will to pay Zakah as he/she grows up.

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: <ul style="list-style-type: none">• Defines Zakat.	The learner: <ul style="list-style-type: none">• Pronounces, spells, writes, reads and uses words as given in the topic e.g. Zakah, Nasab, mechadise etc.	<ul style="list-style-type: none">• Definition of Zakah<ul style="list-style-type: none">- Is a portion a rich Muslim pays from his or her property for distribution to specific people at specific times.	<ul style="list-style-type: none">• Describe how Zakah is performed.	<ul style="list-style-type: none">• Learner's textbook.
	<ul style="list-style-type: none">• Explains in simple words the meaning of Zakah.	<ul style="list-style-type: none">• Importance of Zakat:<ul style="list-style-type: none">- Purifies the person from selfishness.- Zakah purifies the wealth and blessing to the payer.- Zakah payer gets rewards from Allah.Paying Zakah protects a person from Allah's punishment.	<ul style="list-style-type: none">• Describe how Zakah is performed.• Explain what Zakah is.• Identify the importance of paying Zakah.• Demonstrate how Zakah is performed.	<ul style="list-style-type: none">• Learners textbook.

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> Identifies items on which Zakah is paid. 	<ul style="list-style-type: none"> Tells names of items on which Zakah is paid. Reads vocabularies related to the topic. <ul style="list-style-type: none"> Merchandise. Animals. Minerals. Gold. Silver. 	<ul style="list-style-type: none"> Items on which Zakah is paid: <ul style="list-style-type: none"> Crops. Merchandise. Animals (domestic). Fruits. Minerals. Gold and silver, etc. 	<ul style="list-style-type: none"> Drawing different items on which Zakat is paid. Mentioning items on which Zakah is paid. Describing items on which Zakah is paid. 	<ul style="list-style-type: none"> Learners textbook.

Suggested Competences for Assessment

- Describing items on which Zakah is paid.
- Identifying items on which Zakah is paid.
- Explaining the importance of paying Zakah.

THEME 5: HISTORY OF ISLAM

Topic 5: Miracles of Prophet Muhammad (PBUH)

General Background:

As a prophet, Muhammad (PBUH) performed various miracles. These were intended to prove his prophecy. The greatest miracle the Prophet performed was the “Qur’an”; he brought it in existence while he was illiterate.

The topic, therefore, explores miracles that were performed by Prophet Muhammad (PBUH). This will help learners to appreciate the teachings of Islam given the nature of the miracles performed.

Methodology

- Story telling.
- Discussion.
- Question and answer.
- Guided discovery.

Life Skills and Values

- Appreciation.
- Kindness.
- Helpless.
- Sympathy.

Learning Outcomes

The learner is able to gain in the issues that helped Prophet Muhammad (PBUH) to succeed in his mission and demonstrates life skill for upholding Islamic virtues.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Defines and describes the nature of Prophet Muhammad's miracles (PBUH). 	<p>The learner:</p> <ul style="list-style-type: none"> • Pronounces, spells, reads, writes and correctly uses the following words related to the topic: <ul style="list-style-type: none"> - Miracle. - Miraculous. - Escape. - Pour. 	<ul style="list-style-type: none"> • Meaning of "miracle". • The nature of Prophet Muhammad's miracle (PBUH). 	<ul style="list-style-type: none"> • Invite a resource person to introduce the topic to learners. • Let learners brainstorm on the meaning of "miracle". • Guide learners to differentiate between a "miracle" and a "wonder". <p>Tell learners the nature of Prophet Muhammad's miracles (PBUH).</p>	<ul style="list-style-type: none"> • Charts • Text books
		<ul style="list-style-type: none"> • Prophets miracles <ul style="list-style-type: none"> - The Qur'an. - Isra and miraj. - His escape during migration. - The dust he threw during the battle of Badr. - The story of Tha'alaba. • Importance of the miracles. 	<ul style="list-style-type: none"> • Guide learners to identify miracle that were performed by Prophet Muhammad (PBUH). • Let learner narrate stories of concerning Prophet Muhammad's miracles (PBUH). • Task learners to individually list the usefulness of the knowledge of the Prophet's miracles. • Guide learners to identify relevant answers. • Guide learners to do note making. 	<ul style="list-style-type: none"> •

Suggested Competence for Assessment

- Telling the meaning of “miracle”.
- Listing five of the miracles of Prophet Muhammad (PBUH).
- Explaining the importance of knowledge of Prophet Muhammad’s miracles.
- Differentiating between a “miracle” and “wonder”.
- Telling a story explaining one of Prophet Muhammad’s “miracles”.

Social Studies

TERM I

THEME: LIVING TOGETHER IN UGANDA

TOPIC 1: Location of Uganda on the Map of East Africa

General Background to the Topic

A learner needs to know the name of his/her country, its location and size. He/she is expected to locate his/her country in relation to the neighbouring countries. He/she must also learn how to use a compass, lines of latitudes and longitudes to locate his/her country.

The teacher should help a learner to know the elements of a map and their importance. He/she should also know the number of districts that make up Uganda.

Learning Outcome

The learner is able to demonstrate an understanding and use of map reading skills to interpret information about one's immediate and distant environment and the interactions of human and other factors.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
<ul style="list-style-type: none">• Effective communication	<ul style="list-style-type: none">• Appreciation
<ul style="list-style-type: none">• Creative thinking	<ul style="list-style-type: none">• Cooperation
<ul style="list-style-type: none">• Recording	<ul style="list-style-type: none">• Sharing
<ul style="list-style-type: none">• Observation	
<ul style="list-style-type: none">• Interpretation	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Identifies the districts that form Uganda.	The learner: Spells, reads, and writes words, structures and	<ul style="list-style-type: none">• Revision of the districts that form Uganda.	<ul style="list-style-type: none">• Identifying different districts of Uganda.

Subject Competences	Language Competences	Content	Suggested Activities
	sentences connected to the location of Uganda on the map of East Africa. The new words are cardinal, semi- cardinal, and points.	<ul style="list-style-type: none"> Revision of the cardinal and semi cardinal points for identification of neighbouring countries. 	<ul style="list-style-type: none"> Identifying neighbouring countries using cardinal and semi-cardinal points.
<ul style="list-style-type: none"> Locates Uganda on the map of East Africa. 	Spells, reads and writes words, structures and sentences connected to the location of Uganda on the map of East Africa. The new words are latitudes and longitudes.	<ul style="list-style-type: none"> Lines of latitude These are imaginary lines running from the West to the East of the globe. Lines of longitude These are imaginary lines running from the North Pole to the South Pole of the globe. 	<ul style="list-style-type: none"> Drawing the map of Uganda showing major lines of latitude and longitude. Identifying latitudes and longitudes that go through Uganda using the atlas. Locating Uganda on the map of East Africa using compass directions.
<ul style="list-style-type: none"> Identifies Uganda's neighbours. 	Spells, reads and writes words, structures and sentences connected to identifying Uganda's neighbours. The words are: directions and neighbours.	<ul style="list-style-type: none"> Kenya Tanzania South Sudan Democratic Republic of Congo Rwanda 	<ul style="list-style-type: none"> Mentioning countries that share boundaries with Uganda. Identifying compass directions of Uganda's neighbours. Modeling the map of Uganda with her neighbours using clay and seeds. Tracing the map of Uganda on hard cards and cut it out for learners.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Describes elements of a map. 	Pronounces, reads and writes words, structures and sentences related to elements of a map. The word is elements.	<ul style="list-style-type: none"> • Key • Scale • Compass direction • Title • Frame 	<ul style="list-style-type: none"> • Measuring distances between different places on the map of Uganda using a ruler and record the results. • Reading any map of Uganda from the atlas, using the key to interpret the symbols.

Suggested Competence for Assessment

- Draw a map of Uganda showing the neighbouring countries.
- Which country is found in the South West of Uganda?
- List three major features of a map.

TOPIC 2: Physical Features in Uganda

General Background to the Topic

The learner is expected to explain what physical features are as well as name and locate major physical features in Uganda. He/she should discuss the formation of different types of physical features.

The learner should be:

- given the opportunity to examine any physical feature in his/her environment.
- guided to explain how different types of physical features influence people's lives and other living things.
- guided to develop the skills of caring for physical features.

Learning outcome

The learner is able to explore, understand and appreciate the value of one's immediate and distant environment for better health and harmonious living.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
• Description	• Caring
• Inquiry	• Appreciation
• Drawing	• Sharing
• Recording	• Cooperation
• Observation	
• Effective communication	

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies different physical features of Uganda. 	<p>Pronounces, reads, spells and writes words, structures related to different types of physical features.</p> <p>The new words are physical features and rift valley. A rift valley is a deep and wide valley that stretches for a long distance.</p>	<ul style="list-style-type: none"> Physical features of Uganda 	<ul style="list-style-type: none"> Locating main physical features on the map of Uganda. Drawing the map of Uganda showing location of different physical features. Visiting some of the different physical features in their local environment. Recording what they have observed.
<ul style="list-style-type: none"> Explains how different physical features were formed. 	<p>Pronounces, reads, spells and writes words and sentences related to the formation of different physical features.</p> <p>The new words are volcanicity, faulting, folding, warping and depression.</p>	<ul style="list-style-type: none"> Formation of different physical features. 	<ul style="list-style-type: none"> Explaining the concept on formation of various physical features. Demonstrating how these physical features are formed. Drawing diagrams showing different formations of physical features.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Explains the influence of different physical features on climate. 	<p>Pronounces, reads, spells and writes words, structures and sentences related to the influence of physical features on climate.</p> <p>The new words are temperature and rain formation.</p>	<ul style="list-style-type: none"> Influence of physical features on climate. 	<ul style="list-style-type: none"> Explaining the concept of physical features and their influence on climate.
<ul style="list-style-type: none"> Explains the influence of different physical features on living things. 	<p>Reads, spells and writes words, structures and sentences related to the influence of different physical features on living things.</p> <p>The new words are living things and human activities.</p>	<ul style="list-style-type: none"> Influence of physical features on: <ul style="list-style-type: none"> - Vegetation. - animals and birds. - human beings. 	<ul style="list-style-type: none"> Identifying different ways in which physical features affect vegetation, animals, birds and people.
<ul style="list-style-type: none"> Identifies the importance of different types of physical features. 	<p>Spells, reads and writes words, structures and sentences connected to different types of physical features.</p> <p>The new words are boundaries, settlement, tourist attraction and provision of shelter.</p>	<ul style="list-style-type: none"> Importance of different types of physical features: <ul style="list-style-type: none"> • Mountains and highlands. • Plateau. • Lakes and rivers. • Rift valley. 	<ul style="list-style-type: none"> Discussing the importance of mountains and highlands. Listing activities that are carried out on a plateau. Visiting different physical features in the local environment. Naming and identifying different types of fish found in these lakes and rivers. Locating the rift valley on the map of Uganda. (From upper Lake Albert to Kisoro).

Topic competence	Language Competence	Content	Suggested activities
			<ul style="list-style-type: none"> • Drawing the map of Uganda showing major physical features.
<ul style="list-style-type: none"> • Identifies problems associated with different types of physical features. 	<p>Reads, spells and writes words, structures and sentences connected to problems associated with different types of physical features.</p> <p>The new words are associated, keep dangerous animals.</p>	<ul style="list-style-type: none"> • Problems associated with different types of physical features: <ul style="list-style-type: none"> - Mountains and highlands. - Plateau. - Lakes and rivers. - Rift valley. 	<ul style="list-style-type: none"> • Visiting some of the physical features in their locality and identifying some problems they cause. • Writing four problems that are caused by physical features. • Identifying water borne diseases • Recording their findings. • Identifying problems brought about by lakes and rivers.
<ul style="list-style-type: none"> • Analyses possible solutions to problems caused by physical features. 	<p>Pronounces, spells, reads and writes words, structures and sentences related to solutions to problems caused by physical features to human activities.</p> <p>The new words are: sensitizing and educating people on how to solve problems associated with physical features.</p>	<ul style="list-style-type: none"> • Mountains and highlands. • Lakes and rivers. 	<ul style="list-style-type: none"> • Identifying activities done by females and males on different physical features.

Suggested Competences for Assessment

- Mention two reasons why mountains and highlands are important to Ugandans.
- Name any mountain in Uganda formed by volcanic action.
- State two ways in which lakes and rivers can cause problems to people.
- Give two ways in which females and males can protect lakes and rivers.

TOPIC 3: Climate of Uganda

General Background to the Topic

The learner should explain what climate is and locate the major climatic regions of Uganda on the map. He/she should discuss how climate influences human activities. The learner should also be able to identify the different problems associated with climate and list possible solutions to these problems.

Learning Outcome

The learner is able to understand and appreciate the value of climate to all living things and explain ways of maintaining climate for better health and harmonious living.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Observing	• Appreciation
• Inquiry	• Co-operation
• Drawing	• Sharing
• Critical thinking	• Caring
• Effective communication	
• Describing	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: Identifies and describes the major climatic regions of Uganda.	Spells, reads and writes words, structures and sentences related to climatic regions of Uganda. The new word is climate.	<ul style="list-style-type: none"> • Climate. • Climatic regions: <ul style="list-style-type: none"> - Hot regions. - Wet regions. Dry regions. 	<ul style="list-style-type: none"> • Stating meaning of climate. • Locating major climatic regions on the map of Uganda. Tracing the map of Uganda and showing the major climatic regions.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Describes how physical features influence climate conditions. 	<p>Reads, pronounces and writes words and sentences related to how physical features influence climate.</p> <p>The new words are influence and conditions.</p>	<ul style="list-style-type: none"> Influence of physical features on climate: <ul style="list-style-type: none"> Highlands: relief rainfall. Water bodies: conventional rainfall. Plains: wet and dry climate. 	<ul style="list-style-type: none"> Locating physical features and their influence on climatic conditions. In groups draw maps of Uganda showing the different physical features with their climatic conditions.
<ul style="list-style-type: none"> Explains how climate influences human activities. 	<p>Reads, pronounces and writes words and sentences related to how climate influences human activities.</p> <p>The new words are influences and human activities.</p>	<ul style="list-style-type: none"> How climate influences human activities <ul style="list-style-type: none"> Wet climate. Dry climate. 	<ul style="list-style-type: none"> Locating wet areas on the map of Uganda. Naming different crops grown in dry and wet climatic conditions. Locating the dry areas where animals are reared. Drawing the map of Uganda showing major agricultural and major cattle keeping areas.
<ul style="list-style-type: none"> Identifies the problems associated with wet and warm areas to living things and possible solutions. 	<p>Reads, spells, pronounces and writes words, structures and sentences related to problems associated with wet and warm areas to living things.</p> <p>The new words are: vectors, problems and solutions.</p>	<ul style="list-style-type: none"> Problems associated with wet and warm areas to living things. Possible solutions. 	<ul style="list-style-type: none"> Identifying the different pests, viruses and vectors that cause diseases to plants and animals. Discussing two methods which are used to destroy animal and plant pests.

Suggested Competences for Assessment

- Name two problems faced by people in dry areas.
- Which two human activities are carried out in wet areas of Uganda?
- Write two activities people should do to maintain good climatic conditions.

TOPIC 4: Vegetation in Uganda

General Background to the Topic

In Primary Four, the learner was introduced to different types of vegetation in his/her district. He/she visited various types of vegetation in his/her environment and saw the way people and other living things benefit from it. The learner was encouraged to acquire skills of caring and preserving the vegetation for future use.

In Primary Five, the learner is expected to exercise his/her knowledge and skills of conserving the vegetation. In addition, the learner will understand factors that influence vegetation distribution in Uganda, its relationship with population distribution and how it meets people's demands for food and settlement.

Learning Outcome

The learner is able to show, understand and appreciate the importance and value of vegetation for better living.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Description	• Caring
• Drawing	• Appreciation
• Observation	
• Critical thinking	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Identifies different types of vegetation	Pronounces, reads, spells and writes words, structures and sentences	<ul style="list-style-type: none">• Vegetation is the general plant cover of an area.	<ul style="list-style-type: none">• Studying the vegetation map of Uganda in your atlas and identifying the

Subject Competences	Language Competences	Content	Suggested Activities
	<p>related to different types of vegetation.</p> <p>The new word is vegetation.</p>	<ul style="list-style-type: none"> • Different types of vegetation <ul style="list-style-type: none"> - Natural vegetation. - Planted vegetation. <p>Examples of natural vegetation</p> <ul style="list-style-type: none"> - forests. - swamps. - shrubs. - grass. <p>Examples of planted vegetation</p> <ul style="list-style-type: none"> - forests. - grass. - flowers. - crops. 	<p>different types of vegetation.</p>
<ul style="list-style-type: none"> • Identifies factors that influence vegetation distribution . 	<p>Pronounces, reads, spells and writes words, structures and sentences that are related to the factors that influence vegetation distribution.</p> <p>The new phrase is vegetation distribution.</p>	<ul style="list-style-type: none"> • Factors that influence vegetation distribution <ul style="list-style-type: none"> - Rainfall. - Fertile soils. - Distance from the sea (altitude). - Land forms (mountains, plateau and valleys). 	<ul style="list-style-type: none"> • Drawing the map of Uganda showing areas with different rainfall patterns and resultant vegetation.
<ul style="list-style-type: none"> • Explains different ways vegetation influences human activities. 	<p>Reads, pronounces, spells and writes words, structures and sentences that are related to different ways vegetation influences human activities</p>	<ul style="list-style-type: none"> • Different ways vegetation influences human activities: <ul style="list-style-type: none"> - Savannah grassland. - Rain forests. - Mountain vegetation. - Swamp vegetation. 	<ul style="list-style-type: none"> • Visiting any vegetation around the school: <ul style="list-style-type: none"> - Observe and record human activities which are carried out in that vegetation. • Suggesting any other activity that can be carried out in that area.

Subject Competences	Language Competences	Content	Suggested Activities
	<p>influences human activities.</p> <p>The new words are savannah and rain forests.</p>		
<ul style="list-style-type: none"> • Demonstrates correct ways of conserving vegetation. 	<p>Spells, pronounces, reads and writes words and sentences related to the use and conservation of vegetation.</p> <p>The new word is conserve.</p>	<ul style="list-style-type: none"> • Uses of vegetation. • Ways of conserving vegetation. 	<ul style="list-style-type: none"> • Visiting a nearby farm: <ul style="list-style-type: none"> - Observing and recording. - Listing human activities that conserve the vegetation. • Planting trees, grass and flowers in the school compound. Making footpaths and hedges to protect trees and grass in the school compound.
<ul style="list-style-type: none"> • Discusses human activities that affect vegetation. 	<p>Spells, pronounces, reads, and writes words, structures and sentences related to human activities that affect vegetation.</p> <p>The new words are pollution and dumping.</p>	<ul style="list-style-type: none"> • Human activities that negatively affect vegetation. 	<ul style="list-style-type: none"> • Visiting any possible site where the vegetation has been destroyed. • Planting trees, grasses and flowers in the school compound.
<ul style="list-style-type: none"> • Identifies the relationship between vegetation and population distribution. 	<p>Spells, pronounces, reads and writes words, structures and sentences related to the relationship between vegetation and population distribution.</p> <p>The new words are relationship and population distribution.</p>	<ul style="list-style-type: none"> • Relationship between vegetation and population distribution. 	<ul style="list-style-type: none"> • Locating areas near the school where there are many people and where there are few people. • Finding out what kind of vegetation is growing there.

Suggested Competences for Assessment

- Write any two activities you do at school or your home to look after vegetation.
- Mention two uses of trees in Uganda.
- List four types of vegetation.

TOPIC 5: Natural Resources in Uganda

General Background to the Topic

This topic introduces the learner to the natural resources in Uganda. It leads him/her to know the different types of natural resources and their location on the map of Uganda.

The learner will also learn about their value, uses and how they contribute to the economic growth. He/she will also identify problems associated with their development as well as possible ways of solving them.

Learning Outcome

The learner is able to know the natural resources in their immediate and distant environment, how people use them to earn a living and analyse bad practices that destroy natural resources.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Observation	• Appreciation
• Interpretation	• Sharing
• Recording	• Caring

Topic competence	Language Competence	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Explains what natural resources are. Identifies different types of natural resources in Uganda. 	<p>Spells, pronounces, reads, and writes words, structures and sentences related to types of natural resources in Uganda. The new words are natural and resources.</p>	<ul style="list-style-type: none"> The concept of natural resources. Different types of natural resources in Uganda. 	<ul style="list-style-type: none"> Locating the different types of natural resources in Uganda using the map of Uganda. Tracing the map of Uganda and showing the major natural resources.
<ul style="list-style-type: none"> Locating different natural resources in Uganda. 	<p>Pronounces, spells, reads and writes words, structures and sentences related to location of different natural resources in Uganda. The new words are: natural resources and minerals.</p>	<ul style="list-style-type: none"> Location of different natural resources on the map of Uganda Water: Lakes, rivers and springs. People: Total population – men and women. Animals: Domestic and wild. Vegetation: Grasslands and swamps. Climate: Sunshine and wind. 	<ul style="list-style-type: none"> Tracing a map of Uganda and locating the major natural resources.
<ul style="list-style-type: none"> Discusses the importance of natural resources. 	<p>Spells, pronounces, reads and writes words, structures and sentences related to the importance of natural resources. The new words are: importance, products and generation of electricity.</p>	<ul style="list-style-type: none"> Importance of natural resources <ul style="list-style-type: none"> Land. Minerals. Water. Climate. People. Animals. Plants. 	<ul style="list-style-type: none"> Visiting the nearest resource and finding out how it is utilized (forest, swamp, water source and mine). Discussing how resources are used. Discussing with any resource persons to talk to learners. about the natural resources.

Topic competence	Language Competence	Content	Suggested activities
<ul style="list-style-type: none"> Identifies problems associated with the development of various natural resources. 	<p>Reads, spells, pronounces and writes words, structures and sentences connected to development of various natural resources.</p> <p>The new words are: development, associated and smuggling.</p>	<ul style="list-style-type: none"> Problems associated with development of various natural resources. 	<ul style="list-style-type: none"> Discussing problems associated with developing of various natural resources. Debating how people misuse natural resources.
<ul style="list-style-type: none"> Discusses ways of caring for natural resources. 	<p>Spells, pronounces, reads, and writes words, structures and sentences connected to ways of caring for natural resources.</p> <p>The new words are proper land use.</p>	<ul style="list-style-type: none"> Care for natural resources: <ul style="list-style-type: none"> - Proper land use. - Careful development of minerals. - Avoid pollution. - Proper health care, nutrition, education and government. - Conservation. 	<ul style="list-style-type: none"> Cleaning water sources. Planting trees. Listening to resource persons (Forest Officer). Visiting a nearby natural resource and recording what you have seen.

Suggested Competences for Assessment

- Give three different uses of each of the following natural resources:
 - Lakes, rivers and streams.
 - Wildlife.
 - Minerals.
 - Land.
- Mention any two uses of minerals to Uganda.
- Give two reasons why lakes should not be polluted.

TERM II

TOPIC 6: The People of Pre-Colonial Uganda

General Background to the Topic

In Primary Four, the learner learnt about the people in his/her district and how they use both the physical and social environment to earn a better living.

In Primary Five, the learner should know the major ethnic groups of people, their origins and settlement in Uganda. He/she should also know the social and political organisation of these ethnic groups. Since every human being struggles to have improved living, the learner should also study the economic organisation of the pre-colonial societies in Uganda, the food and cash crops which were grown by those different ethnic groups.

Learning Outcomes

The learner is able to promote and practice desirable knowledge and values in the society and show respect for his/her culture and those of other people; demonstrate an understanding of and use map reading skills to interpret information.

Skills and Values/attitudes to be developed

• Skills	• Values/attitudes
• Effective communication	• Appreciation
• Self-awareness	• Cooperation
• Friendship formation	• Respect
	• Love

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Identifies the different ethnic groups of Uganda.	Pronounces, writes, spells and names the words related to the ethnic groups of Uganda.	<ul style="list-style-type: none">• The concept of ethnic.• Major ethnic groups of Uganda:<ul style="list-style-type: none">- Bantu.- Luo.	<ul style="list-style-type: none">• Locating the areas occupied by the different ethnic groups in Uganda using the map of Uganda.• Identifying learners in class who

Subject Competences	Language Competences	Content	Suggested Activities
		<ul style="list-style-type: none"> - Nilo-Hamites. - Hamites. 	represent various ethnic groups.
Locates the origin of the different ethnic groups.	Reads, pronounces, spells, and writes structures and sentences related to the origin of different ethnic groups.	<ul style="list-style-type: none"> • Different places of origin of the Bantu – Central West Africa. Luo - Bahr El Gazel (South Sudan). Nilo-Hamites – (Ethiopia). Hamites – North East Africa. 	<ul style="list-style-type: none"> • Drawing the map of Uganda showing routes of ethnic groups. • Telling some of their legends they know from their ethnic groups.
<ul style="list-style-type: none"> • Explains the concept of “immigration”. • Reasons for internal migrations. 	Reads, pronounces, spells, and writes structures and sentences related to the causes of immigration into Uganda. The new words are migration, immigration and scarcity	<ul style="list-style-type: none"> • The concept of immigration. • Causes of immigration and migration: <ul style="list-style-type: none"> - Scarcity of water and pasture for their animals. • Scarcity of land and internal conflicts. 	<ul style="list-style-type: none"> • Mentioning what immigration is. • Explaining the causes of immigration by different ethnic groups into Uganda.
<ul style="list-style-type: none"> • Discusses the settlement patterns of the various ethnic groups in Uganda. 	Pronounces, spells, writes and reads words, sentences and structures related to the settlement patterns of the ethnic people. The new words are agriculturalists and cattle keepers.	<ul style="list-style-type: none"> • Factors affecting settlement patterns: <ul style="list-style-type: none"> - Land, vegetation, climate, soils and water. • Areas of settlement: <ul style="list-style-type: none"> - Agriculturalists (Bantu) settled around lakes, rivers and mountains. • Lakes (Victoria, Kyoga, Albert and George) 	<ul style="list-style-type: none"> • Identifying factors that influenced the pattern of settlement of ethnic groups. • Retelling the stories of origin of ethnic groups after inquiring from parents.

Topic competence	Language Competence	Content	Suggested activities
		<ul style="list-style-type: none"> - Mountains (Rwenzori, Elgon and Mufumbira) where soils are suitable for agriculture. - Pastoralists settled in grassland areas of the West, North and North East. 	
<ul style="list-style-type: none"> • Identifies the different political organisations of the ethnic groups. 	<p>Reads, spells, pronounces and writes words, sentences and structures related to the political organisation of the ethnic groups.</p> <p>The new words are political, organisation and centralized administration.</p>	<ul style="list-style-type: none"> • Political organisation of the ethnic group. - Centralized administration - kingdoms (kings, were leaders). - Clan leadership (chiefs or clan elders). - Warriors as leaders. - Wisemen as leaders. Roles of leaders of different ethnic groups. 	<ul style="list-style-type: none"> • Identifying different traditional rulers in various parts in Uganda.
<ul style="list-style-type: none"> • Explains the social organisation of ethnic groups. • Identifies various social values. 	<p>Pronounces, reads, speaks and writes words, sentences and structures related to the social organisation of ethnic groups.</p> <p>The new words are: language, totems, values and clans.</p>	<ul style="list-style-type: none"> • Ethnic groups have their identities <ul style="list-style-type: none"> - Language. - Names. - Customs. - Clans – totems as a symbol. - Values. - Games – Mweso, wrestling. • Values – meaning of values: <ul style="list-style-type: none"> Types of values: personal, family, community values - God fearing, respect, cleanliness, honest, helpful, 	<ul style="list-style-type: none"> • Discussing their family identities. • Stating the meaning of clan names. • Discussing with parents the areas of their ancestral location. Then report to the class. • Listing names of clan totems. Practicing social norms of ethnic groups (marriage, naming of children, enthroning cultural leaders, initiation to adulthood,

Topic competence	Language Competence	Content	Suggested activities
<ul style="list-style-type: none"> Explains the importance of social norms. 		<p>law abiding, trust, value for work.</p> <ul style="list-style-type: none"> Importance of social norms. Relationships: <ul style="list-style-type: none"> Meaning of relationships – how people interact with each other. <p>Types of relationships: blood, peer, social and marriage relationships.</p>	<p>responsible childhood and adulthood).</p>
<ul style="list-style-type: none"> Identifies how the ethnic groups developed economic organisations. 	<p>Reads, spells, writes and pronounces words, structures and sentences related to the economic organisation of the ethnic group.</p> <p>The new words are: exchange, bartering and crafts.</p>	<ul style="list-style-type: none"> Development of economic organizations. <ul style="list-style-type: none"> Produced things they needed to use in their daily lives. Trade developed on craft materials, salt, and keeping domestic animals. Exchange of goods for goods or services for services (bartering) bark cloth, salt. Metal tools (hoes, spears and shields). Animals like cattle, goats and sheep. <p>Grain food (millet and sorghum).</p>	<ul style="list-style-type: none"> Explaining how things are exchanged today.

Suggested Competences for Assessment

- Draw the map of Uganda in your exercise books showing the location of ethnic groups.
- List different ethnic groups in Uganda.
- Mention five goods which are given to girls' families during marriage ceremonies.
- List five roles and responsibilities of traditional rules in Uganda.

TOPIC 7: Foreign Influence in Uganda

General Background to the Topic

In the last topic, the learner identified the different ethnic groups and how they migrated into Uganda. In this topic, the learner will cover why the foreigners came to Uganda, their contribution and influence.

The Arab traders from Asia were the first to come to Uganda. They came with guns, cloth, carpets, cowrie shells, beads and other goods which were exchanged for slaves, ivory, gold, salt and animal skins. Later, came the Europeans who were explorers, Christian Missionaries and colonial administrators. These influenced the social, economic and political life of Ugandans.

Learning Outcomes

The learner is able to understand the importance of the interdependence among people and nations and demonstrate an understanding of and use of map reading skills to collect information.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
- Effective communication	- Appreciation
- Creative thinking	- Co-operation
- Observation	- Respect
	- Love
	- Tolerance

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">Identifies the origin of different foreigners who came into Uganda.	Spells, reads, pronounces and writes words, sentences and structures related to foreign influence in Uganda.	<ul style="list-style-type: none">The concept of foreigners.Places of origin:	<ul style="list-style-type: none">Locating the following places on the map of East Africa (Indian Ocean, Lake Victoria, River Nile, Mombasa, Dar-es-Salaam, Zanzibar, Pemba and Bagamayo.

Subject Competences	Language Competences	Content	Suggested Activities								
	The new words are foreigners, influence, natives and contribution.	<table border="1"> <thead> <tr> <th>Places of origin</th> <th>People</th> </tr> </thead> <tbody> <tr> <td>Asia</td> <td>Arabs and Indian traders.</td> </tr> <tr> <td>Europe</td> <td>Colonial administrators, Christian missionaries, explorers, traders.</td> </tr> <tr> <td>Coastal areas</td> <td>Coastal traders.</td> </tr> </tbody> </table>	Places of origin	People	Asia	Arabs and Indian traders.	Europe	Colonial administrators, Christian missionaries, explorers, traders.	Coastal areas	Coastal traders.	<ul style="list-style-type: none"> Identifying other important places.
Places of origin	People										
Asia	Arabs and Indian traders.										
Europe	Colonial administrators, Christian missionaries, explorers, traders.										
Coastal areas	Coastal traders.										
<ul style="list-style-type: none"> Explains the reasons why foreigners came into Uganda. 	Pronounces, reads, spells, and writes words and uses them in structures related to foreign influence in Uganda. The new words are trading, missionaries, administrators, explorers, raw materials and imported goods.	<ul style="list-style-type: none"> Reasons why foreigners came to Uganda. 	<ul style="list-style-type: none"> Identifying products which were brought into Uganda by foreigners. 								
<ul style="list-style-type: none"> Explains the influence of foreigners and contribution to Ugandans. 	Pronounces, reads, spells, and writes words, sentences and structures related to the influence of foreigners on Ugandans. The new words are: daggers, cowrie shells, beads, cloth, guns, and barter trade.	<ul style="list-style-type: none"> Foreign influence and contributions. Change of lifestyles (building, food, leadership). 	<ul style="list-style-type: none"> Discussing four ways foreigners affected Ugandans. 								

Suggested competences for assessment

Ask learners to:

- List the groups of foreigners that came to Uganda.
- Name three good things foreigners brought to Uganda.

- Identify two places in your district which were started by foreigners (school, hospital, farm, etc.).
 - (i) Find out in which year it started.
 - (ii) The people who started it.
 - (iii) Who is responsible for it today?

TOPIC 8: How Uganda Became a Nation

General Background to the Topic

In the last topic, you covered how foreigners came into Uganda, with their culture, systems of leadership and ways of trade. These led to bringing together of many kingdoms and other areas to form one country. This country is Uganda.

The learner should explain how Uganda came to be one nation under the British rule. The learner will be exposed to various agreements (Buganda, Toro, Ankole and Bunyoro) and even how the British extended their rule to the rest of the nation. The learner will be introduced to the influence of British rule on Uganda.

Learning Outcome

The learner is able to explore, understand and appreciate the value of Uganda as a nation.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
- Describing	- Appreciation
- Inquiry	- Sharing
- Drawing	- Co-operation
- Observation	- Respect
- Creative thinking	- Love
- Effective communication	

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Explains what a nation means. Explains how Uganda was made a nation. Analyses how Uganda signed agreements with Britain 	<p>Spells, reads, pronounces and writes words, sentences and structures related to Uganda becoming a nation.</p> <p>The new words are: nation, boundaries, agreement, partitioning, colonial powers and establishment.</p> <p>Meaning of a nation.</p>	<ul style="list-style-type: none"> The concept of a nation. How Uganda became a nation. 	<ul style="list-style-type: none"> Explaining what a nation means. Identifying key treaties between the British and kings in Uganda. Discussing areas apart from kingdoms that came under British in Uganda.
<ul style="list-style-type: none"> Analyses the influence of British rule on Uganda. 	<ul style="list-style-type: none"> Spells, reads, pronounces and writes words, sentences and structures related in this topic. 	<ul style="list-style-type: none"> The influence of British rule on Uganda as a nation. 	<ul style="list-style-type: none"> Drawing a map of Uganda showing colonial districts and regions. Identifying five schools and hospitals which were started by Europeans.
<ul style="list-style-type: none"> Describes the administrative systems that existed during the British rule in Uganda. 	<ul style="list-style-type: none"> Spells, reads, pronounces and writes words related to British administrative systems. The new words are: protectorate, chiefdom, direct 	<ul style="list-style-type: none"> The administrative systems Uganda had as a Protectorate. The laws in place were British laws. 	<ul style="list-style-type: none"> Showing how people were ruled through; <ul style="list-style-type: none"> (i) direct rule. (ii) indirect rule. Role playing.

Topic competence	Language Competence	Content	Suggested activities
<ul style="list-style-type: none"> Explains the positive and negative effects of colonial rule in Uganda. 	<ul style="list-style-type: none"> Spells, reads, pronounces and writes words, structures and sentences related to effects of British colonial rule. The new words are: development, formal trading, sectarianism, exploit, imprisonment and taxation. 	<ul style="list-style-type: none"> Effects of the colonial rule in Uganda. <ul style="list-style-type: none"> (i) Economic <ul style="list-style-type: none"> Positive. Negative. (ii) Social <ul style="list-style-type: none"> Positive. Negative. (iii) Political <ul style="list-style-type: none"> Positive. Negative. 	<ul style="list-style-type: none"> Explaining the political, economic and social effects of British rule in Uganda. Discussing how Africans reacted towards British rule in Uganda.

Suggested Competences for Assessment

- Treaties led to nation as a nation and how the British extended their rule to the rest of Uganda.
- State three ways in which colonial rule changed the life of Ugandans.
- Mention three ways in which African traditional culture was weakened by Britain.
- Explain five new things which were introduced by the British Government in Uganda.

TOPIC 9: The Road to Independence

General Background to the Topic

From the previous topic, the learner is aware that Uganda during the colonial administration experienced many political, social and economic changes. The road to independence was not a smooth move to Ugandans. There were a number of civil strives as Ugandans during that time resisted colonial rule. However, there were a number of good things which were introduced in Uganda and these are cash crops, formal education, Christianity, Islam, better medical services, taxation, laws and regulations.

In this topic, the learner will learn that the system of administration had unique characteristics. The legal system was not favouring the Africans. This forced the formation of the Legislative Council (LEGCO) which had some Africans nominated to represent people in their areas. The Africans who had fought both in the First and Second World Wars came back and joined their brothers and sisters at home to demand and fight for independence.

The Traditional Kings, chiefs and leading personalities played key roles in mobilizing people and forming the first political parties to struggle for independence.

Learning Outcomes

The learner is able to:

- Demonstrate knowledge and appreciate the African's collective responsibility in bringing order and social justice.
- Understand the structures and functions of government and demonstrate willingness to participate in the democratic and civic process of one's country.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
- Effective communication	- Appreciation
- Creative thinking	- Tolerance
- Self-awareness	- Co-operation
	- Respect
	- Love

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • Identifies the characteristics of colonial administrative system and its impact. 	Pronounces, reads, spells, writes and uses words, structures and sentences related to the characteristics of colonial administrative system and its impact. The new words are taxation, segregation, compulsory labour, political grievances.	<ul style="list-style-type: none"> • The characteristics of colonial administration. 	<ul style="list-style-type: none"> • Discussing why people hated to pay taxes. • Writing the food crops which were generally grown and the cash crops that were

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Explains why there were reactions to the colonial legal laws. 	<p>Reads, pronounces, spells, writes and uses the words, structures and sentences related to the colonial legal laws. The new words are protest, economic, policy, favour.</p>	<ul style="list-style-type: none"> Reactions to the colonial rule. 	<ul style="list-style-type: none"> Identifying different ways the Africans were mistreated. Mentioning two ways Africans protested against the colonial rule.
<ul style="list-style-type: none"> Identifies the factors that led to the formation of the Legislative Council 'LEGCO'. 	<p>Pronounces, reads, spells, writes and uses words, structures and sentences related to the formation of LEGCO. The new word is legislative council.</p>	<ul style="list-style-type: none"> Factors that led to the formation of LEGCO. 	<ul style="list-style-type: none"> Discussing how LEGCO and other associations helped in the struggle for independence.
<ul style="list-style-type: none"> Discusses how the World Wars I and II helped in the struggle for independence. 	<p>Reads, pronounces, spells, writes and uses words, structures and sentences related to leaders who led the struggle for national independence and formation of political parties. The new words are race and independence.</p>	<ul style="list-style-type: none"> Struggles for independence <ul style="list-style-type: none"> World War I. World War II. 	<ul style="list-style-type: none"> Explaining the ways how World War I & II helped in the struggle for independence.
<ul style="list-style-type: none"> Identifies groups and individuals that led the struggle for national independence. 	<p>Reads, pronounces, spells, writes and uses words, structures and sentences related to how World Wars I and II helped in the struggle for independence of Uganda. The new words are traditional leaders, struggle and national independence.</p>	<ul style="list-style-type: none"> Traditional leaders, e.g. <ul style="list-style-type: none"> Kabaka Mutesa II. Political leaders <ul style="list-style-type: none"> Musaazi. Ben Kiwanuka. Milton Obote. 	<ul style="list-style-type: none"> Discussing why political parties were formed. Listing the formed political parties and their leaders.

Suggested Competences for Assessment

- Write down two reasons why Africans struggled for national independence.
- Write down any two parties that joined the Democratic Party (DP) in the 1961 elections.

TERM III

TOPIC 10: Uganda as an Independent Nation

General Background to the Topic

In the previous topic, the learner covered the road to independence, the people who struggled for independence, the formation of the Legislative Council (LEGCO) and the first political parties. These events led to an independent Uganda.

The learner should explain what independence means, when Uganda got her independence, and be able to mention the symbols of the nation and their significance. The learner should explain what democracy means.

Learning Outcomes

The learner is able to explore, understand the values of an independent country, the national symbols and appreciate the principles of democracy in Uganda.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
- Description	- Sharing
- Inquiry	- Love
- Drawing	- Caring
- Critical thinking	- Appreciation
- Effective communication	- Respect
- Analysis	- Sympathy
- Observation	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">Explains what political independence means.	Spells, reads, pronounces and writes words, sentences and structures related to independence.	<ul style="list-style-type: none">The concept of independent Uganda.	<ul style="list-style-type: none">Explaining what independence means.Discussing good things related to independent nations.

Subject Competences	Language Competences	Content	Suggested Activities
	The new words are political independence.		<ul style="list-style-type: none"> Identifying the date when Uganda attained independence.
<ul style="list-style-type: none"> Identifies national symbols and explains their significance. 	Spells, reads, pronounces and writes words and sentences related to symbols of the nation. The new words are symbols, anthem, emblem, coat of arms, constitution and hoisted.	<ul style="list-style-type: none"> The symbols of the nation: <ul style="list-style-type: none"> The National Flag. National Anthem. Coat of Arms. Emblem. Language (English). The Constitution (supreme law). The significance of the symbols of the nation: <ul style="list-style-type: none"> The Constitution (supreme law). The National Flag. National Anthem. Coat of Arms. Emblem. Language (English). 	<ul style="list-style-type: none"> Explain the symbols of the nation. Discussing the significance of symbols of the nation.
<ul style="list-style-type: none"> Explains the meaning of democracy and its importance. 	Spells, reads, pronounces and writes words properly. Constructs sentences using key words related to democracy and elections. The new words are challenges, election,	<ul style="list-style-type: none"> Democracy <ul style="list-style-type: none"> The meaning of democracy. Importance of democracy. Functions of democracy. Challenges of democracy. Roles of the citizens in practicing democracy. 	<ul style="list-style-type: none"> Explaining what democracy is. Discussing and debating the importance and functions of democracy. Naming the different elections. Role-playing elections.

Subject Competences	Language Competences	Content	Suggested Activities
	citizen, conduct, bad practices.	<ul style="list-style-type: none"> - Types of elections. - How elections are conducted. - Bad practices during elections: before voting. during voting. after voting. - Electoral commission, electoral officials, electoral materials and their functions. - Respect for democracy and elections. 	<ul style="list-style-type: none"> • Discussing challenges of democracy. • Drawing different election materials. • Suggesting two things people who get the least votes should do after elections. • Role-playing voting exercise. • Discussing importance of electing leaders.

Suggested Competences for Assessment

- Identify the symbols of an independent nation.
- Explain the importance of those symbols of a nation.
- Explain the principles of democracy.

TOPIC 11: The Government of Uganda

General Background to the Topic

In the last topic, the learner learnt how Uganda became an independent nation; its symbols and their significance. The learner was also exposed to democracy and its principles.

In this topic, he/she is going to learn about the government, the three organs of government, the constitution, duties of government, sources of revenue and expenditure as well as rights and responsibilities of citizens of Uganda.

Learning Outcomes

The learner is able to understand the organs of the government, the constitution and duties of citizens; explain the sources of revenue and expenditure by government and understand the rights and responsibilities of the citizens of Uganda.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
• Critical thinking	• Respect
• Observation	• Care
• Listening	• Cooperate
	• Love
	• Sharing
	• Sympathy

Topic competence	Language Competence	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies the three organs of government. 	<p>Spells, reads, pronounces and writes words, sentences and structures related to organs of government.</p> <p>The new words are government, organs of a government, executive, legislature, judiciary.</p>	<ul style="list-style-type: none"> The role of a government (the ruling body of a country). The organs of the government: <ul style="list-style-type: none"> Executive (administer and implement decisions and programmes). Legislature (to make laws which people must observe and respect). Judiciary (to interpret laws made by the legislature). 	<ul style="list-style-type: none"> Explaining the role of the government. Discussing the roles of organs the government and their significance. Explaining the necessity of the separation of legislature and judiciary.
<p>Explains the meaning of the constitution, its functions and importance.</p>	<p>Spells, reads, pronounces and writes words, sentences and structures related to the constitution.</p> <p>The new words are constitution, function,</p>	<ul style="list-style-type: none"> The constitution <ul style="list-style-type: none"> Meaning of a constitution. Functions of a constitution. Importance of a constitution. 	<ul style="list-style-type: none"> Explaining the meaning of a constitution. Discussing the importance of a constitution. Explaining the relationship

Topic competence	Language Competence	Content	Suggested activities
	relationship.	- Relationship between a constitution and elections.	between the constitution and the elections.
<ul style="list-style-type: none"> Explains the duties of the government. 	<p>Spells, reads, pronounces and writes words, sentences and structures related to duties of the government.</p> <p>The new words are foreign affairs, budget, sanity, election.</p>	<ul style="list-style-type: none"> Duties of the government <ul style="list-style-type: none"> Communication: <ul style="list-style-type: none"> meaning of communication. types of communication. importance of communication. barriers of communication. Administration/leadership. Conduct elections. Provide social studies. Making a budget. Handles foreign affairs and sanity of the nation. 	<ul style="list-style-type: none"> Explaining the duties of the government.
<ul style="list-style-type: none"> Explains the sources of revenue and expenditure by the government. 	<p>Spells, reads, pronounces and writes words, sentences and structures related to the sources of revenue and expenditure by the government.</p> <p>The new words are value added tax, donation, tourism, license, loan,</p>	<p>Revenue is income by government</p> <ul style="list-style-type: none"> Taxation <ul style="list-style-type: none"> Income Tax Value Added Tax (VAT) Property Tax Tourism Licenses Donations and gifts 	<ul style="list-style-type: none"> Explaining what income is. Discussing how government earns money.

Topic competence	Language Competence	Content	Suggested activities
	grant, bill, property. - Expenditure is how government uses or spends money.	<ul style="list-style-type: none"> □ Loans and grants □ Sale of government bills and properties □ Expenditure <ul style="list-style-type: none"> - salaries and allowances - development programmes - rent - security - social services 	<ul style="list-style-type: none"> • Explaining the ways in which government spends its revenue.
<ul style="list-style-type: none"> • Explains the rights and responsibilities of citizens of Uganda. 	Spells, reads, pronounces and later makes sentences using words related to rights and responsibilities of citizen of a country. The new words are right, responsibility, child labour, security, development.	<ul style="list-style-type: none"> • Rights What a citizen must have (life, food, shelter, education, cloth, water, medical care and security) • Responsibilities What a citizen should do to contribute to the development of Uganda. • Child Labour Education. 	<ul style="list-style-type: none"> • Explaining the rights of citizens of Uganda. • Explaining the responsibilities of Ugandans. • Discussing causes and ways of child labour and how to stop it.

Suggested Competences for Assessment

- Explain the various organs of a nation and their significance.
- Discuss the importance of a constitution to a nation.
- Draw a chart showing how government gets revenue and spends it.

TOPIC 12: Population, Size and Distribution

General Background to the Topic

The learner has idea of numbers of learners in different classes in the school. This is called population. Every morning there is roll call and the totals are put together, this is a simple census.

In this topic, the learner will learn about the population of Uganda, its growth and the importance of a census in a country. He/she will also learn the size of the population and its settlement patterns or distribution. The high and low population densities have problems to the social, economic and political environments.

The learner therefore needs to equip him/herself with possible solutions to the problem. This topic demands the learner as a member of the young generation to develop positive attitudes of controlling population growth through family planning, and better reproductive health practices.

Learning Outcome

The learner is able to promote and practice desirable values in society and show respect for his/her own and other cultures.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
- Drawing	- Love
- Interpretation of information	- Care
- Critical thinking	- Co-operation
- Observation	- Respect
- Inquiry	- Sharing
- Effective communication	- Sympathy
- Description	- Respect
- Creativity	

Subject Competences	Language Competences	Content	Suggested Activities
<p>Learner:</p> <ul style="list-style-type: none"> Explains the importance of a census. 	<p>Reads, spells and constructs sentences using words related to the census. The new words are census, population, teenage, teenager.</p>	<ul style="list-style-type: none"> Meaning of population and census <ul style="list-style-type: none"> Population is the number of people in a given demarcated area, e.g. a nation. Census is an official count population. In this case the population of Uganda is 41.49 million (2016). Meaning of teenagers (people between 13-19 years of age). Figures of teenagers by 2007 is 4,823,600 (13-19 years) Importance of census: <ul style="list-style-type: none"> Know the total number of people Plan for them (social, political and economic). 	<ul style="list-style-type: none"> Explaining what population and census means. Counting the number of learners, teachers and non-teachers in the school (mini- census). Grouping them by sex and tribes.
<ul style="list-style-type: none"> Explains the influence of population growth on communities. 	<p>Reads and constructs sentences using words related to the population growth. The new words are: population, growth immigration and better health.</p>	<ul style="list-style-type: none"> Meaning of population growth: <ul style="list-style-type: none"> The increase of people's numbers in the country. The factors that influence population growth: <ul style="list-style-type: none"> Climate. Fertility rate of women. Immigration. 	<ul style="list-style-type: none"> Explaining what population, size or number means. Discussing the factors that lead to population increase. Explaining the dangers of fast population growth.

Subject Competences	Language Competences	Content	Suggested Activities
		<ul style="list-style-type: none"> - Occupation. - Food. - Better health (reproductive health). - Social services. <p>Security and peace.</p>	<p>Discussing how to control population growth.</p>
<ul style="list-style-type: none"> • Explains what population distribution means. 	<p>Reads, spells, pronounces and writes words related to the topic. Makes sentences using those words.</p>	<ul style="list-style-type: none"> • Population distribution and reasons. <ul style="list-style-type: none"> - The spread of people in an area and in this case Uganda. - Some districts have more people than others. - Some places like urban centres have more people than rural areas. - Some places like the plateau have more people than some mountains. - Some climatic areas have more people than others. 	<ul style="list-style-type: none"> • Explaining what population distribution means.
<ul style="list-style-type: none"> • Discusses problems associated with high and low population density. 	<p>Constructs sentences using related words in the topic.</p>	<ul style="list-style-type: none"> • Meaning of population density. • Meaning of high population. • Meaning of low population density. • Effects of HIV/AIDS on population and economic production. 	<ul style="list-style-type: none"> • Discussing factors that are associated with: <ul style="list-style-type: none"> - high population density. - low population density. • Discussing how HIV/AIDS affects population. • Social and economic effects of HIV/AIDS on the population.

Topic competence	Language Competence	Content	Suggested activities
		<ul style="list-style-type: none"> Problems of high population density. Problems associated with low population density. 	
<ul style="list-style-type: none"> Discusses the solutions to problems of high and low population density. 	<p>Constructs sentences using related words in the topic.</p> <p>The new words are population density, sensitise, export, labour.</p>	<ul style="list-style-type: none"> Solutions to high population density 	<ul style="list-style-type: none"> Ex` the solutions for low population. Discussing the solution for low population.
<ul style="list-style-type: none"> Explains possible ways of controlling population growth. 	<p>Constructs sentences that have words related to the topic.</p> <p>The new words are high population, low population and population growth.</p>	<ul style="list-style-type: none"> Control of population growth. 	<ul style="list-style-type: none"> Discussing ways of controlling population growth. Debating the disadvantage of population growth.

Suggested Competences for Assessment

- Write the causes of population growth.
- List the difficulties a family finds in looking after a big number of children.
- List the problems found in a crowded community such as a slum.
- Write a composition “The country I want to live in”.



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THE REPUBLIC OF UGANDA

Ministry of Education and Sports

Integrated Science Syllabus

Primary Four



National Curriculum Development Centre,
P.O. Box 7002,
Kampala - Uganda

2010



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Primary FOUR
**Integrated Science
Syllabus**



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2010

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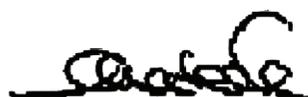
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FOREWORD

The Curriculum for Primary Four

The Curriculum for lower primary (P1-3) which the learner in primary four went through was organized around different themes (Thematic) that were familiar to the learner. The main emphasis of that curriculum was numeracy, literacy and life skills. The medium of instruction for most children was the local language. English was taught as a subject.

In this curriculum for primary four, children are required to change from the theme-based to subject-based learning. They are also required to begin learning in English. P4 learners will have textbooks. The teacher will encourage learners to do all activities and make responses in English. These phenomena make primary four a transitional class.

The Primary Four Curriculum revisits content concepts and skills that have already been learnt in local languages as well as introducing some new content and concepts.

Learners and teachers will start the year using local language when necessary and there will be steady development in the use of English as the medium of instruction. By the end of primary four the local language will be used only for explaining the most difficult concepts. Written materials including textbooks will be in English. Local languages will continue to be taught as subjects to reinforce children's literacy.

The subjects to be taught in this Primary Four Curriculum include: English, Mathematics, Social Studies, Religious Education (Christian Religious Education – CRE) and (Islamic Religious Education – IRE), Integrated Science, Creative Arts & Physical Education (CAPE) and Local Language.

I, therefore, recommend this Primary Four Curriculum for its implementation in the on-going reforms in Uganda.



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BACKGROUND

This is Primary Four Science Syllabus. In Primary 1-3 learning is based on themes, learning outcomes and competences. Most of the Science related competences are covered under the literacy strands of the Thematic Curriculum.

Learners in Primary Four are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use English as a medium of instruction. This will help learners to form correct concepts, relate and consolidate what was learnt in earlier classes.

The instructional process, content and learner's text will have to be kept simple since this is a transition class and children are experiencing science subject based learning for the first time.

Rationale

This revised Primary Four (P4) Science syllabus has been designed to consolidate the basic literacy and numeracy skills acquired during the Thematic Curriculum. It is also intended to provide the learner with knowledge on basic science, health, agriculture and environmental knowledge, skills, attitudes, practice and values important to a P4 learner.

The main changes which have been made in this Primary Four syllabus are:

1. Topic overflow from P1-3 e.g. seed germination, rabbits and personal hygiene have been included.
2. Contents in some topics have been reduced in order to keep the learning experience light and simple. The more complex content has been shifted to upper classes.
3. The scope and sequencing of content has been based on progression of outcomes and competences.
4. Literacy skills and Language competences have been included in each topic to clarify concepts.
5. Possible life skills which can be developed have been suggested in each topic.
6. Subject competences and language competences have been included to replace objectives. These are arranged in order of cognitive levels namely knowledge, comprehension and application.
7. Language competences have been included especially to reinforce literacy skills and to help clarify concepts.
8. General outcomes instead of aims and objectives have been provided for each topic.

9. The background for each topic has been given together with other necessary guidance to the teacher.
10. Some topics have been re-designed, while others have been transferred to higher classes or other disciplines

NB: Bilingual medium of instruction is recommended but Learners' Text and all written responses must be in English.

The National Aims of Education

The Curricula in both Thematic Curriculum and Upper Primary have been designed to address the National Aims of Education as specifically stated in the Government White Paper on the Education Policy Review Commission Report (1992). The aims are:

1. To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
2. To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship;
3. To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
4. To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development;
5. To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
6. To equip the learners with the ability to contribute to the building of an integrate, self-sustaining and independent national economy.

Aims and Objectives of Primary Education in Uganda

The Government White Paper on Education (1992) state that aims and objectives of Primary Education should include the following:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan language and English.
2. To develop and maintain sound mental and physical health;
3. To instill the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life;
5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.

6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living
9. To develop appreciation for the dignity of work and for making a living by one's honest effort;
10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners

General Methodology

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit these competences.

The learners' text is activity based to emphasize the continuous learner centred approach. The teacher is expected to constantly help relate science to real life situations and experiences. Not all schools in Uganda may have same learning environment. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. Such methods therefore, should cater for the spiral nature of the science syllabus. At Primary Four the topics introduced and basics covered should pave way for further study of the topics in upper classes. Primary four class will be useful in preparing learners for effective participating in P5-7

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus.

Like in P1-3, assessment guidelines are provided to guide the teacher carry out, manage and keep records on each individual learner, class progress and end of term performance. The teacher is encouraged to record those innovative products of the learner that may not have been planned but indicate positive progress.

Besides the Continuous Assessment, there shall be end of term and end of year assessment carried out and records kept.

Proposed Period Allocation per Subject

Subject	Periods			
	P4	P5	P6	P7
1. English	7	7	7	7
2. Social Studies	5	5	5	5
3. RE	3	3	3	3
4. Maths	7	7	7	7
5. Integrated Science (with Agriculture)	7	7	7	7
6. Local Language	3	3	3	3
7. Creative Arts & PE (CAPE)	7	6	6	6
Library	1	2	2	2
Total Periods	40	40	40	40

Proposed Sample timetable for P.4

Day											
Mon	Eng	MTC	CAPE	BREAK	SCE	SST	LUNCH BREAK	RE	LIB	GAMES	
Tue	MTC	ENG	ENG		SST	MTC		CAPE	SCE		
Wed	SCE	SST	CAPE		MTC	LL		ENG	ENG		LL
Thur	RE	ENG	SCE		SST	MTC		SCE	CAPE		CAPE
Fri	MTC	CAPE	ENG		RE	LL		CAPE	SST		

CAPE Creative Performing Arts

SCE Integrated Science with Agriculture

RE Religious Education

LIB Library

ENG English

SST Social Studies

MTC Maths

LL Local Language

General Learning Outcomes

When the learners go through this syllabus they will be able to:

- Survey, identify and distinguish the attributes of plants, animals, other objects and conditions in the environment.
- Use characteristics to compare and classify animals, plants and other objects in the environment.
- Identify the features and describe the functions of different parts of the human body.
- Take care of the different parts of their bodies and practice good health habits.
- Keep safe and avoid accidents.
- Understand the conditions for proper growth of living things.
- Apply correct scientific processes in investigations of various phenomena.
- Show knowledge of and take care of the environment for its sustainable use.

Specific indicators

The learner should be able to:

- 1. Identify and distinguish the attributes of plants, animals, other objects and conditions in the environment by;**
 - (i) Making trips and excursions
 - (ii) Observing
 - (iii) Collecting
 - (iv) Grouping / classifying
 - (v) Recording
 - (vi) Reporting
- 2. Use characteristics to compare and classify animals, plants and other objects in the environment by;**
 - (i) Making trips and excursions
 - (ii) Collect specimens of plants and animals
 - (iii) Observing plants and animals grow
 - (iv) Grouping / classifying plants and animals (kingdoms)
 - (v) Comparing plants and animals
 - (vi) Recording
 - (vii) Reporting
 - (viii) Caring

- 3. Identify the characteristics and functions of different parts of the human body by;**
 - (i) Identifying and naming the different parts
 - (ii) Describing functions of each part
 - (iii) Caring for the different parts of the body
 - (iv) Relating the different parts of the body to human activities

- 4. Take care of the different parts of the human body and practice good health habits by;**
 - (i) Identify the different parts of the body
 - (ii) Naming different activities done in order to keep the body clean.
 - (iii) Caring for different parts of the body
 - (iv) Keeping healthy and practicing good health habits
 - (v) Having self-concept, confidence and self-esteem

- 5. Keep safe and avoid diseases and accidents by**
 - (i) Identifying ways of keeping safe from diseases and accidents at home and in the community
 - (ii) Identifying common accidents and first aid given for each.
 - (iii) Identifying dangers in the environment and taking precautions.

- 6. Understand the conditions for proper growth of living things by**
 - (i) Identify the different conditions for proper growth
 - (ii) Experiment the different conditions for proper growth
 - (iii) Recording
 - (iv) Reporting

- 7. Apply correct scientific processes in investigations of various phenomena by**
 - (i) Identifying problems
 - (ii) Designing and practice scientific investigation processes.
 - (iii) Examining the evidence useful in inferences.
 - (iv) Demonstrating the skills of observation, classification accurate measurement and recording,
 - (v) Making predictions, formulating hypothesis for evidence.
 - (vi) Communicating findings accurately and honestly
 - (vii) Analysing courses and effects
 - (viii) Using a variety of sources for acquiring information
 - (ix) Recording information with reasonable accuracy

8. Show knowledge of and take care of the environment for sustainable use by

- (i) Make and record weather readings accurately
- (ii) Identify various resources in the environment
- (iii) Caring for the resources in the environment
- (iv) Making and using suitable labour saving devices to save time and energy
- (v) Practice using the available resources sustainably
- (vi) Making an economic contribution to the individual family and community.
- (vii) Participate in environment conservation activities.

P4 Integrated Science Syllabus Topic Outline

TERM I

Theme	Topic	Sub-topics	Periods
1. The World of Living Things	Plant Life	<ul style="list-style-type: none">• Flowering plant<ul style="list-style-type: none">- Parts of a Flowering Plant- Functions of different parts- Seeds- Uses of plants to people	25
2. The World of Living things	Growing crops	<ul style="list-style-type: none">• Growing common annual crops (maize, beans / sorghum)<ul style="list-style-type: none">- Common annual crops in the community- Garden tools, equipment and materials- Practices for growing an annual crop- Common signs of disease and pest damage in crops- Common pests- Ways of controlling pests and diseases	25

Theme	Topic	Sub-topics	Periods
3. Our Environment	Weather changes around us	<ul style="list-style-type: none"> • Changes in the weather <ul style="list-style-type: none"> - The water cycle - Rain fall - Simple weather chart 	10
4. Human Health	Personal Hygiene	<ul style="list-style-type: none"> • Keeping clean <ul style="list-style-type: none"> - Importance of keeping our bodies clean - Ways of keeping clean: body, clothing and bedding - Things sued for keeping our bodies clean - Keeping bedding and clothing clean - Importance of keeping our clothing and bedding clean - What can go wrong if we do not keep clean 	10

TERM II

Theme	Topic	Sub-topics	Periods
5. Human Health	Our Food	<ul style="list-style-type: none"> - Classes of food and their values - Uses of food - Deficiency diseases - How food gets contaminated - Preventing food contamination - Preparing simple dishes 	25
6. Human Body	Human Body Organs	<ul style="list-style-type: none"> - Major organs of the human Body - How the Human Body works 	10
7. Human Body	The Teeth	<ul style="list-style-type: none"> • Teeth and their functions <ul style="list-style-type: none"> - Sets of teeth - Functions of the different types of teeth - Types and structure of teeth - Care of the teeth - Diseases and disorders of the teeth 	15

Theme	Topic	Sub-topics	Periods
8. Human Health	Sanitation	<ul style="list-style-type: none"> - Sanitation concerns - Importance of sanitation - Germs and diseases - Ways of maintaining sanitation 	20

TERM III

Theme	Topic	Sub-topics	Periods
9. Human Health	Communicable Intestinal diseases and worm infestation.	<ul style="list-style-type: none"> • Diarrhoeal diseases <ul style="list-style-type: none"> - Prevention, control and treatment of diarrhoeal diseases. - Mixing and making oral rehydration salts / solutions (ORS) making sugar, salt solutions (SSS). • Intestinal worms <ul style="list-style-type: none"> - Ways of entry into the body - Signs and symptoms of worm infestation and diseases - Management of diseases and worms. 	20
10. Human Health	Vectors and diseases	<ul style="list-style-type: none"> • Examples of Disease Vectors <ul style="list-style-type: none"> - Characteristics of disease vectors - Structure - Life cycle - Where they live - Diseases associated with each vector - Prevention, control and treatment 	20
11. Human Health	Accidents, Poisoning and First aid	<ul style="list-style-type: none"> • Accidents <ul style="list-style-type: none"> - Causes - Types of injuries - Types of fractures • Poisoning: causes, types of poisoning • First Aid and First Aid Kit <ul style="list-style-type: none"> - Care 	10

Theme	Topic	Sub-topics	Periods
12. World of Living Things	Animal Life	<ul style="list-style-type: none"> • Rabbits <ul style="list-style-type: none"> - External parts of a rabbit - Types of rabbits - Housing rabbits - Feeding rabbits - Breeding - Hygiene - General signs of a sick rabbit - Common diseases and parasites - Control and treatment - Keeping rabbit records 	20

TERM I

THEME: World of Living Things

Topic 1: Plant Life

General Background

Plants are very useful to both people and animals. Many common plants multiply by means of seeds. Seeds are formed from flowers of the flowering plants. This topic will help learners acquire the basic scientific knowledge of plant life through studying the structure of flowering plants in the local environment. At the start of the topic some seeds e.g. Beans and maize should be planted ready to use in the experiments recommended to study germination. There has been an introduction to this topic in P1-3 and this work should be revised. After investigating conditions for germination, observing the structure of seedlings, the class should be guided to compare the structure of seedlings with mature plants of the same group.

Learning Outcomes:

The learner:

- Surveys, identifies and distinguishes the attributes of plants in the environment.
- Understands the conditions for germination and proper growth of flowering plants.
- Uses characteristics to classify a plant by studying its structure

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner;</p> <ul style="list-style-type: none">• Identifies the external parts of a flowering plant.• Labels the parts of a flowering plant.• Discusses the uses of plants• Discusses the functions of the different parts of the flowering parts.• Investigates the conditions necessary for germination.	<ul style="list-style-type: none">• Names the different parts of a flowering plant orally in local language and in English.• Labels with correct spelling a diagram showing the different parts of a flowering plant.• Reads / writes short sentences on uses of plants to people• Reads/writes short	<ol style="list-style-type: none">1. Parts of a flowering plant:<ul style="list-style-type: none">- roots- stems- leaves- flowers2. Functions of each part of a flowering plant3. Seeds<ul style="list-style-type: none">- Seed structure.Conditions necessary for germination	<ol style="list-style-type: none">1. Planting seeds2. Collecting different flowering plants3. Naming, the parts of the collected plants.4. Drawing, labelling the parts of the collected plants.5. Discussing uses of plants to people6. Describing the structures of a germinating seed

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> Describes the structures of a seed. 	<p>sentences on conditions necessary for seed germination.</p> <ul style="list-style-type: none"> Draws and labels diagrams of a flowering plant. 	<p>4. Uses of plants to people:</p> <ul style="list-style-type: none"> food medicinal sold for money construction firewood charcoal 	<p>7. Experimenting in pairs with local seeds.</p> <ul style="list-style-type: none"> Seed viability Conditions for germination Noting the progress in germinating seed.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Creative thinking Critical observation Problem solving Decision making Effective communication 	<ul style="list-style-type: none"> Fluency Audibility Logic Care Responsibility Appreciation Taking decisions 	<ol style="list-style-type: none"> Name different parts of a flowering plant. Describe the functions of parts of the flowering plant. <ul style="list-style-type: none"> Describe types and conditions necessary for germination.

THEME: World of Living Things

Topic 2: Growing Crops

General Background

Most of your learners know about different crops grown in locality and county. In Social Studies they name other crops that grow in Uganda. Although each crop is grown differently, there are some common activities that are carried out when growing any crop using different garden tools, equipment and materials. Crops can be used as food or sold to get money. Crops should be cared for well by protecting them from pests and diseases. Exposing learners to seeing, feeling and smelling real crops, enhances understanding and development of the concepts you intend to develop especially to learners with special educational needs.

Learning Outcome:

- Demonstrate skills in growing crops for increased output.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner;</p> <ul style="list-style-type: none">• Identifies common crops in the community.• Groups the common crops into perennials and annuals.• Draws and labels annual crops.• Identifies common tools, equipment and materials used in growing annual crops.	<ul style="list-style-type: none">• Names the common crops in local language and in English.• Reads / writes words with correct spelling• Draws and labels annual crops• Recites rhymes / poems about crops.• Names the common tools, equipment and materials.• Reads and spells the words correctly• Draws and labels the tools.• Writes a short story about tools.	<ol style="list-style-type: none">1. Common crops:<ul style="list-style-type: none">- Maize- Sorghum- Peas- Ground nuts- Bananas- Beans- Cassava- Coffee- Tea- Cotton2. Groups of crops<ul style="list-style-type: none">- Perennial crops: coffee, tea, bananasAnnual crops: maize, sorghum, peas, ground nuts, cassava, beans, cotton	<ul style="list-style-type: none">• Naming common crops• Grouping common crops into perennials and annuals.• Identifying common tools, equipment and materials used in growing annual crops.• Describing the uses of tools, equipment and materials used in growing annual crops.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Describes the uses of common tools, equipment and materials. • Draws and labels common tools and equipment. • Identifies crop growing practices. • Describes crop growing practices. • Demonstrates some of the crop rowing practices. • Identifies some common signs of pest and disease damage in crops. • Describes some signs of pest and disease damage in crops and ways of controlling them. 	<ul style="list-style-type: none"> • Names the crop growing practices. • Reads and writes the words correctly. • Acts a dialogue about crop growing. • Describes common signs of pest and disease damage in crops. • Reads and writes sentences correctly. • Writes a short story about pest and disease damage in crops and ways of controlling them. 	<ol style="list-style-type: none"> 3. Garden tools, equipment and materials: <ul style="list-style-type: none"> - hoe, spade, rake, wheel barrow, pegs, shovel, pick axe, pot, hand folk, pangas, watering can, string, garden fork, trowel, secateur pruner, axe, pail, jerrican, sprayer, knives. 4. Crop growing practices <ul style="list-style-type: none"> - Land clearing, digging / ploughing, seed selection, planting, gap filling, weeding, thinning, mulching, manuring, drying, transplanting, pruning, spraying, harvesting, record keeping, storing, watering 5. Common signs of pest and disease damage in crops <ul style="list-style-type: none"> - Holes in leaves, fruits, seeds, roots and stems of crops - Spots on leaves, fruits, seeds, roots and stems of crops. - Change of colour in leaves, fruits and stems. - Rotten plant parts. - Deformed plant parts. 6. Ways of controlling pests and diseases in garden <ul style="list-style-type: none"> - Spraying - Planting clean seeds - Uprooting diseased crops - Timely weeding - Early planting - Use of scare crows. 	<ul style="list-style-type: none"> • Drawing and labeling garden tools and equipment. • Naming the crop growing practices. • Describing what is done at each stage. • Demonstrating some of the crop growing practices. • Acting a dialogue about crop growing practices. • Describing some signs of pest and disease damage in crops and the ways of controlling them.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication • Creative thinking • Critical observation • Decision making • Problem solving 	<ul style="list-style-type: none"> • Fluency • Confidence • Responsibility • Appreciation • Making right choices • Taking decisions • Care 	<ol style="list-style-type: none"> 1. Draw and label common tools and equipment used for growing annual crops. 2. Demonstrate some crop growing practices e.g. mulching, pruning, and weeding. 3. Describe signs of pest and disease damage in crops

THEME: Our Environment
Topic 3: Weather changes around us

General Background

This theme has been studied from P.1 – 3. At this level learners should be guided to study weather changes, record weather measurements and focus on simple study on rain formation. Changes in weather and climate affect our environment. In this topic, learner’s scientific skills of making observations, recording and interpreting are developed by measuring these changes in rainfall and temperature as developed changes in weather. The learner must also become aware of the variation of climate conditions in different parts of Uganda. The importance of the water cycle should be emphasized. Experiments carried out to measure rainfall during the rainy season and to measure temperature using a thermometer should be related to daily experiences of learners.

Although each school is encouraged to have weather instrument corner, If possible a visit to a weather station should be arranged. You should note that this topic will be more meaningfully taught when the weather changes actually exist. You should be flexible enough to change the lessons to a more suitable time.

Learning Outcomes:

The learner makes and interprets weather records accurately.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner;</p> <ul style="list-style-type: none"> Describes the changes in the weather throughout the year. Describes weather patterns and climate changes in different parts of Uganda. Makes accurate measurements of rainfall. Uses a thermometer to measure temperature. Draws a simple weather chart. 	<ul style="list-style-type: none"> Describes the changes in weather orally. Reads, spells and writes the words related to weather and draws pictures to illustrate it. Explains orally the water cycle. Names the parts of a thermometer. Distinguishes between rain and rainfall, weather and climate, sky and atmosphere. 	<ol style="list-style-type: none"> Changes in the weather. <ul style="list-style-type: none"> sunshine clouds rain wind temperature The water cycle <ul style="list-style-type: none"> sources water in air Rainfall <ul style="list-style-type: none"> rain clouds effects of rain importance of rainfall 4. Simple weather chart 	<ol style="list-style-type: none"> Making a weather chart. Recording the daily weather changes on the charts. Reporting on their findings. Drawing and labelling the rain cycle Draw and label a thermometer.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Decision making Coping with stress Problem solving 	<ul style="list-style-type: none"> Logic Patience Endurance Taking decision Fluency Evaluating facts Prediction Self awareness 	<ul style="list-style-type: none"> Draw the rain cycle Record the daily weather changes in your school Draw a rain gauge and a weather thermometer 4. Describe the rain cycle (for learners with visual impairments and those with severe motor problems).

THEME: Human Health

Topic: Personal Hygiene

General Background

Personal hygiene is a very important element in one's life. It is all about keeping clean in every aspect of our lives. Learners need to increase their awareness of personal hygiene, i.e. keeping the body, clothing and bedding clean. At this level you need to encourage the learners to continue to develop desirable habits for good personal hygiene. Simple health messages can be displayed in the classroom and around the compound to encourage good health habits. Practical health parades were done in P1-2. The teacher needs to devise a means of ensuring regular checking on learners' personal hygiene. Build on what was done in P1-2 to ensure personal hygiene.

Learning Outcomes:

The learner:

- Demonstrate good practice of keeping clean.
- Appreciate the importance of keeping clean.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner; <ul style="list-style-type: none">• States why we keep clean.• Identifies ways of keeping clean.• Demonstrates keeping clean.• Discuss what can go wrong if we do not keep clean	<ul style="list-style-type: none">• Discusses orally why we keep clean.• Listen to stories on keeping clean.• Reads and writes words, related to why we keep clean.• Reads and writes structured story of how to keep clean• Draws and labels things we use to keep clean	<ol style="list-style-type: none">1. Importance of keeping our bodies clean<ul style="list-style-type: none">- Remove dirt, remove germs, avoid bad smell, keep healthy, be smart.2. Ways of keeping clean3. Things used for keeping our bodies clean4. Keeping bedding and clothing clean	<ol style="list-style-type: none">1. Talking about what we do each day to keep clean2. Listing things we use to keep clean.3. Collecting and displaying materials used to keep clean4. Practicing activities for keeping ourselves clean, e.g.<ul style="list-style-type: none">- Cutting the nails, brushing the teeth, washing the body and washing clothes.- Discussing what can go wrong if we do not keep clean

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Self awareness • Self esteem • Assertiveness • Problem solving • Creative thinking 	<ul style="list-style-type: none"> • Care • Responsibility • Concern • Appreciation • Acceptance 	<ol style="list-style-type: none"> 1. Discuss how and why to keep clean 2. Draw and name materials for keeping clean 3. Write short sentences on what, how and why we keep clean.

TERM II

THEME: Human Health

Topic 1: Our Food

General Background

Food is important for the growth and development of living things. We need food with various food values. We need to feed on a variety of foods. The learners should be encouraged to carry out practical activities such as collecting, talking about and grouping foods of different food values. This will help them to understand what their bodies require to be healthy and the diseases that occur when there are deficiencies in their diet. They should also be aware of how food becomes contaminated and how to prevent this. If possible you should arrange for learners to visit nutritional centers and to observe pictures of children with diseases caused by deficiency in diet.

Learning Outcomes:

The learner:

- Show scientific knowledge and demonstrate skills of handling food safely.
- Identifies classes, appreciate different types and know the importance of proper food values.
- Recognizes diseases caused by food deficiency.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner; <ul style="list-style-type: none">• Identifies classes of food and their values.• Describes the uses of food values to the body.• Describes how food gets contaminated• Practices proper handling of food	<ul style="list-style-type: none">• Names classes of food and their values.• Reads and write words, sentences and stories concerning food values• Recites rhymes about uses of food to us.• Draws and labels diagrams of the different foods.	<ol style="list-style-type: none">1. Classes of food – the 3Gs<ul style="list-style-type: none">- go foods- glow foods- grow foods2. Food values<ul style="list-style-type: none">- Carbohydrates- Vitamins and minerals- Proteins	<ol style="list-style-type: none">1. Using a collection of everyday foods name and label their values2. Describing how to handle food properly3. Describing signs and symptoms of deficiency diseases and those caused by eating contaminated food.<ul style="list-style-type: none">- Preparing local dishes

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Identifies some deficiency diseases. • Prepares local dishes using common foods in the community. 	<ul style="list-style-type: none"> • Writes names of different dishes <p>Writes and reads a story about food preparation.</p> <ul style="list-style-type: none"> • Writes stages of preparation of different local dishes. 	<ol style="list-style-type: none"> 3. Uses of food values to the body <ul style="list-style-type: none"> - growth - energy - protection 4. Deficiency diseases <ul style="list-style-type: none"> - Night blindness - Kwashiorkor - Marasmus - Goiter - Beriberi - Scurvy - rickets 5. How food gets contaminated <ul style="list-style-type: none"> - dirty hands - dirty containers - dusty/dirty surrounding - flies 6. Prevention of food contamination <ul style="list-style-type: none"> - cooking well - covering food - serving in clean containers - serving in clean environment 7. preparation of simple dishes using local foods 	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication • Critical thinking • Empathy • Decision making • Creative thinking 	<ul style="list-style-type: none"> • Responsibility • Care • Sympathy • Appreciation • Concern 	<ol style="list-style-type: none"> 1. Name classes of food 2. Explain how food gets contaminated 3. Talk about the diet chart displayed in the class.

THEME: Human Body

Topic 2: Human Body Organs

General Background

Learners now know the external parts of their bodies. This topic describes the major organs of the human body, their location and how they work. You should make sure learners understand the use of each organ and the role it plays in the working of the human body.

Learning Outcome:

The learner:

- Locates and names the major organs of the human body.
- Appreciates the importance of the major organs of the human body.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner; <ul style="list-style-type: none"> • Names different organs of our body. • States the function of the different organs of our body. 	<ul style="list-style-type: none"> • Reads and writes the names of the major organs in local language and English. • Reads and answers simple comprehension questions on how the human body works. 	<ol style="list-style-type: none"> 1. Major organs of the human body <ul style="list-style-type: none"> - eyes - brain - ears - stomach - urinary bladder 	<ul style="list-style-type: none"> • Naming different organs of our body. • Drawing a diagram of human body showing the major organs. • Labelling the major organs of the human body. -

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> States four ways in which our body works. Draws and labels the different human body. 	<ul style="list-style-type: none"> Tells a story about body organs Recites a rhyme about how the body works. 	<ul style="list-style-type: none"> heart lungs liver kidneys <p>2. How the human body works</p> <ul style="list-style-type: none"> takes in food and oxygen uses food and oxygen to get energy carries food and oxygen to different parts of the body removes wastes. 	<ul style="list-style-type: none"> Matches the labels to a diagram of the major organs of our body. Drawing / modelling a human body in clay. Story telling Reciting a rhyme about body functions

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Critical thinking Creative thinking Effective communication Self-esteem Decision making Self awareness 	<ul style="list-style-type: none"> Logic Care Responsibility Acceptance Confidence Fluency 	<ol style="list-style-type: none"> Name different organs of the body Match the labels to major organs of a diagram of the body State the functions of the different organs of the human body.

THEME: Human Body

Topic 3: The Teeth

General Background

Oral health is important in maintaining our health. Learners of P4 age may have had an experience with their oral health. You should develop in the learners the skills and practices that promote their oral health. You should help the learners to identify and describe the different types of teeth and their functions. Learners should also know how to care for their teeth and the simple diseases which can affect them if not cared for properly.

Learning Outcome:

The learner:

- Identifies the characteristics and functions of different types of teeth.
- Takes care of teeth
- Describes different diseases of teeth.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner;</p> <ul style="list-style-type: none">• Identifies the different sets of teeth.• Describes the different types of teeth and their functions.• Identifies the diseases and disorders of the teeth.• Demonstrates how to brush teeth correctly.• Practices habits that promote oral health.	<ul style="list-style-type: none">• Names different types of teeth.• Reads and writes words, sentences and stories about oral health.• Draws and labels the different types of teeth.• Tells stories in proper sequence about their experiences on removing a bat teeth.	<ol style="list-style-type: none">1. Sets of teeth<ul style="list-style-type: none">- milk teeth- permanent teeth2. Types of teeth<ul style="list-style-type: none">- canines- incisors- pre-molars- molars3. Functions<ul style="list-style-type: none">- cutting- tearing- grinding- chewing	<ol style="list-style-type: none">1. Matching different types of teeth to diagrams.2. Drawing and labelling teeth structure.3. Drawing diagrams of different types of teeth and labelling them.4. Practising correct brushing of teeth and correct maintenance of the mouth.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> Draws different types of teeth with correct labellings 		4. Teeth structure <ul style="list-style-type: none"> enamel crown neck root 5. Care of our teeth <ul style="list-style-type: none"> brushing flossing regular dental check up eating correct food use tooth paste 6. Teeth diseases and disorders <ul style="list-style-type: none"> dental cavity dental caries tooth cracks dental plaque improper growth broken teeth 	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Effective communication Self awareness Critical thinking Problem solving Decision making Self-esteem Empathy 	<ul style="list-style-type: none"> Logic Confidence Acceptance Care Responsibility 	<ol style="list-style-type: none"> Name the different types of teeth in the jaw. Name the diseases and disorders of the teeth. Describe types of teeth and their functions.

Theme: Human Health

Topic 4: Sanitation

General Background

Sanitation is all about keeping our surroundings clean. We need a clean environment to maintain our hygiene. Sanitation concerns in our communities should be addressed aggressively if diseases have to be reduced. Communities should be equipped with skills to handle sanitation challenges. Learners should be aware that they too, can help and make a difference by being aware of the importance of good sanitation and carrying out activities of keeping the environment clean. In this topic the learners will also learn about germs and diseases, building on the knowledge they gained in P1-3 on how to keep our homes clean.

Learning Outcome:

The learner understands the importance of proper sanitation and practices basic habits to avoid germs and diseases.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner;</p> <ul style="list-style-type: none">States what sanitation is.Discusses the importance of proper sanitationExplains what germs are.Discusses how the germs spread.Describes the different ways of maintaining proper sanitation.	<ul style="list-style-type: none">Describes in English what good sanitation isReads and writes words, sentences, stories, recite rhymes about keeping the local environment cleanDraws pictures about activities to keep the environment clean	<ol style="list-style-type: none">What sanitation isImportance of good sanitation in our environmentGerms and diseases<ul style="list-style-type: none">What they areWhere they are foundHow they are spreadThe 4Fs germ pathHow they cause rottingWays of protecting against germs and diseases in the environment: school, on the way and homes.	<ol style="list-style-type: none">Surveying the sanitation situation in our environment.Writing a list of identified sanitation concerns.Drawing and labelling diagrams of how they spread.Describing the germ path.Carrying out activities of keeping the environment clean.Experimentation on rotting

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication • Self-awareness • Self-esteem • Critical thinking • Creative thinking • Problem solving • Decision making 	<ul style="list-style-type: none"> • Responsibility • Care • Love • Appreciation • Respect 	<ol style="list-style-type: none"> 1. Name the breeding places for germs. 2. List ways of keeping the environment clean. 3. Describe the 4Fs germ path.

TERM III

THEME: Human Health

Topic: Communicable intestinal diseases & worm infestation

General Background

Learners have learnt about personal hygiene and sanitation. Diseases and worm infestations are some of the things which can cause ill health. Learners should be made aware of the types of worms and diseases and their modes of spread. Guide them to develop basic skills of managing the diseases where prevention has failed. They should appreciate the importance of avoiding diseases and worm infestations especially through proper sanitation and proper personal hygiene.

Learning Outcome:

The learner identifies and explains how intestinal diseases and worm infestations are spread and managed.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner; <ul style="list-style-type: none">Identifies diarrhoeal diseases.Describes the causes of diarrhoeal diseases and how they can spread.Demonstrates how to mix and administer oral rehydration solution (ORS) and make salt, sugar, solution (SSS).	<ul style="list-style-type: none">Names diarrhoeal diseases.Describes the steps of making oral rehydration solution (ORS).Reads, writes words, sentences, stories, recites rhymes, poems and acts dialogues related to vectors and diseases.	<ol style="list-style-type: none">Diarrhoeal diseases<ul style="list-style-type: none">DiarrhoeaDysenteryCholeraTyphoidCauses of intestinal common communicable diseases<ul style="list-style-type: none">BacteriaVirusProtozoaWorms	<ol style="list-style-type: none">Naming common communicable diseases.Prevention activities: cleaning a latrine, boiling water.Drawing and labelling different types of worms.Describing the mode of spread.Making SSS.Mixing ORS.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Identifies types of worms. • Explains how worms enter the body. Describes signs and symptoms of worm infestations. Describes treatment of worms and intestinal diseases. 	<ul style="list-style-type: none"> • Draws and labels different types of worms. 	<ol style="list-style-type: none"> 3. How some common intestinal communicable diseases are spread through 4Fs. Signs and symptoms of common intestinal communicable diseases, diarrhoea, dysentery, cholera and typhoid. 4. Treatment and prevention of common communicable diseases. <ul style="list-style-type: none"> - mixing and administering ORS - eating well prepared foods - drinking boiled water - proper personal and food hygiene - seek medical advice 5. Worm infestation <ul style="list-style-type: none"> - tape worms - round worms (hookworms, askaris) - thread worms (pin worms) 6. Describe signs and symptoms of worm infestation. 7. Treatment and prevention of worm infestations. <ul style="list-style-type: none"> - well cooked meat - wear shoes and sandals - wash all foods eaten raw 	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Effective communication • Self-awareness • Problem solving • Self-esteem • Empathy • Decision making 	<ul style="list-style-type: none"> • Care • Sharing • Responsibility • Appreciation • Concern • Sympathy • Taking decisions 	<ol style="list-style-type: none"> 1. Name common diarrhoeal diseases and worm infestations. 2. Describe the steps of preparing oral rehydration solution 3. Describe prevention and treatment of worm infestations

Theme: Human Health

Topic 2: Vectors and Diseases

General Background

Disease vectors play an important role in the spread of disease and learners must recognize the common vectors in their environment. Disease vectors include common insects like house flies, mosquitoes and animals like rates. They spread dangerous diseases. To prevent the diseases caused by these vectors, learners should know their characteristics, their life cycles and the disease they spread.

Learning Outcome:

The learner identifies, prevents and controls disease vectors for good health.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner;</p> <ul style="list-style-type: none"> Names some disease vectors States characteristics of some disease vectors Describes the life cycle of some vectors. Explains how vectors spread disease. Identifies the diseases spread by the vectors. Practices correct prevention and control of diseases spread by vectors. 	<ul style="list-style-type: none"> Names disease vectors in local language and English Reads and writes stories about vectors. Acts dialogues about preventing the diseases spread by the vectors Draws and labels diagrams of different disease vectors Matches names of diseases with their vectors. 	<ol style="list-style-type: none"> Common vectors: bed bugs, cockroaches, ticks, fleas, house flies, mites, rats, lice, mosquitoes and tsetse flies. Characteristics of disease vectors. <ul style="list-style-type: none"> Their body structure Their habitat Their feeding habits The life cycle of mosquitoes, cockroaches and houseflies, tsetse fly. How vectors spread diseases. <ul style="list-style-type: none"> bites, dirty body, dirty environment. Prevention and control. <ul style="list-style-type: none"> proper hygiene covering food spraying biological control sleeping under mosquito nets. 	<ol style="list-style-type: none"> Naming diseases, vectors and their life cycles Identifying and naming the feeding habits of some disease vectors Drawing and labelling different stages of the life cycle of disease vectors. Demonstrating activities to prevent the spread of common vectors in the environment. Tabulating to show vectors, the germs they carry and the diseases spread.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Critical thinking Creative thinking Effective communication Self-awareness Problem solving Self-esteem Empathy Decision making 	<ul style="list-style-type: none"> Responsibility Sharing Appreciation Care Concern Sympathy Taking decision 	<ol style="list-style-type: none"> Name vectors and the diseases they spread. Describe ways of preventing and controlling disease vectors. Draw and label different stages of the life cycles of <ol style="list-style-type: none"> Housefly Cockroach Mosquito

THEME: Human Health

Topic: Accidents, Poisoning and First Aid.

General Background

Accidents are sudden bad happening which result in injuries. They include traffic accidents, cuts, falls and snake bits at home, poisoning and burns. Many accidents are caused by carelessness and poor conditions in which we live, walk or work. Schools should provide suitable conditions for learners. Learners should be aware of what should be done when an accident occurs and the different types of injuries that can happen. Each school should have a First Aid Kit and the teacher should show this to the learners explaining that it contains and how it is used. A study of poisoning is included in this topic, its causes, types and how to manage it.

Learning Outcome:

The learner identifies and manages common accidents and poisoning

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner;</p> <ul style="list-style-type: none">Names common accidents and poisoning at home, on the way to, from and at school.States causes of accidents and poisoning.Demonstrates correct practices to avoid accidents.Practices habits which help to avoid accidents and poisoning at home, on the way and at school.Demonstrates how to care for an injured person.Describes how to take care for a person who has taken poison.	<ul style="list-style-type: none">Talks about a common accident which happened in the communityReads and writes words, sentences and stories about accidents.Recites rhymes and poems on accidents and poisoning.Draws an accident scene.	<ol style="list-style-type: none">Accidents at home, on the way and at school.<ul style="list-style-type: none">Types of injuriesCausesWays of preventing accidentsSafety rules on the road.Poisoning<ul style="list-style-type: none">Causes of poisoning.Prevention of poisoning.First Aid Kit<ul style="list-style-type: none">ComponentsUses of componentsGiving First Aid.	<ul style="list-style-type: none">Role play how to behave safely when walking on a busy street.Role play a road accident and how one should act.Discuss effects of accidents and poisoning and the First Aid care necessary.Demonstrate how to administer First Aid using the First Aid Kit. Describe what to do after a person has been bitten by a snake.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Problem solving • Empathy • Coping with stress • Coping with emotions 	<ul style="list-style-type: none"> • Care • Concern • Responsibility • Sympathy • Acceptance • Patience 	<ol style="list-style-type: none"> 1. Identify common accidents and their causes. 2. Describe different types of injuries. 3. Demonstrate administering First Aid.

THEME: Science in Human Activities and Occupations

Topic 4: Keeping Rabbits

General Background

Animal life is an important topic which helps learners to develop interest and basic skills for managing simple projects like keeping rabbits. Note that caring for rabbits will involve, studying the external features, feeding them, identifying some of their diseases, and treating them when they are sick, housing them and controlling diseases that affect them.

Learners have already learnt about things in the environment and plant life. Animals are among the living things in the environment. Learners need to be guided to acquire basic scientific knowledge and skills to study about animals taking a rabbit as a example animal. Animals are important in the environment and our lives. Study of a rabbit will help learners to develop their production skills.

Learning Outcome:

- Understand, appreciate, the contribution of rabbits in homes.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner;</p> <ul style="list-style-type: none"> • Lists names of external parts of a rabbit. • Names different types of rabbits and their uses. • Compares the different types of rabbits. • Constructs a hutch for rabbits. • Describes breeding habits of rabbits. • Names common diseases of rabbits. • Practices the control, prevention and treating of rabbit diseases. • Demonstrates skills in keeping rabbits. 	<ul style="list-style-type: none"> • Listens to stories about rabbits. • Spells the words related to rabbit keeping correctly. • Draws and labels the external parts of a rabbit. 	<ol style="list-style-type: none"> 1. External parts of a rabbit <ul style="list-style-type: none"> • head • eyes • ears 2. Types and uses <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> - Local - Exotic • Uses <ul style="list-style-type: none"> - Meat - Manure - Money - Skin for making bags and belts 3. Construction of rabbit hutch (housing) 4. Management practices (keeping Rabbits) <ul style="list-style-type: none"> - Feeding rabbits - Breeding of rabbits - Hygiene - Common diseases - Ear canker, - Flue - Cold - Coccidiosis - Pneumonia - Snuffles - Fleas - Mites - Ticks 5. Control and treatment of diseases of rabbits 6. Keeping rabbit records. 	<ul style="list-style-type: none"> • Studying a live rabbit writing down some of its habits • Drawing and labeling the external structure of rabbit. • Describing how rabbits can be kept healthy Writing down the common diseases of rabbits. • Demonstrating activities of preventing and controlling diseases and parasites. • Keeping records on rabbits.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Decision making • Problem solving 	<ul style="list-style-type: none"> • Responsibility • Care • Logic • Appreciation • Fluency • Patience 	<ol style="list-style-type: none"> 1. Name the different types of rabbits. 2. Describe common diseases of rabbits. 3. Draw and label external structures of rabbits.



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THE REPUBLIC OF UGANDA

Ministry of Education, Science,
Technology and Sports

The National Primary School Curriculum for Uganda

Primary 1



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE





THE REPUBLIC OF UGANDA

Ministry of Education, Science,
Technology and Sports

The National Primary School Curriculum for Uganda

Primary 1





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Foreword

In 2003-2004 the Ministry of Education, Science, Technology and Sports (MoESTS), believing that many learners in the country were failing to achieve acceptable levels of literacy and mathematics in primary education, carried out a wide-ranging review of the primary school curriculum. The results of the review showed need for:

- a) A greater concentration on the development of those key skills in early childhood education that are particularly valued by the community and that are also fundamental to continuing effective educational performance - especially literacy, mathematical and life skills.
- b) A curriculum that is focused more on the development of key skills, values and attitudes than on the inculcation of factual knowledge. This does not mean that content is not considered to be important, but rather that content has to be relevant and capable of being used effectively by learners.
- c) A flexible curriculum with a realistic content load, which allows for a greater level of choice to be made by different geographical areas according to their local needs, interests and resources.

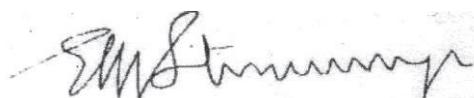
On the basis of the above major concerns, the review made the following recommendations:

- a) The current primary school curriculum should be divided into distinct cycles – P1 to P3, P4, and P5 to P7 – with separate aims and objectives and separate structures for each.
- b) The curriculum for P1-P3 should be based on the fast development of basic skills, with emphasis on the development of literacy, mathematics and key life skills. This should be achieved by re-structuring the current main curriculum requirements around a thematic base.
- c) Religious Education and Physical Education should be maintained as separate learning areas within the P1- P3 Curriculum.
- d) The curriculum for P4 and P5 to P7 should be based on identifiable and transferable skills and competences that will need to be clearly specified within each of the learning areas.
- e) The local language policy specified in the White Paper should remain basically unchanged. Wherever practicable, a local language should be used as the medium of instruction in P1-P3 with English as the medium of instruction from P5 onwards. P4 should be a transition year with special characteristics where local language as the Language of Instruction (LOI) is phased out and English is phased in.
- f) English should be used as the medium of instruction from P1 only in those schools, where a majority of enrolled learners do not speak a common local language as their first or dominant language.
- g) The local language selected as the medium of instruction in P1 to P3 should be taught as a subject in P4 to P7 and should be examined.

Following the recommendations of the curriculum review team, the MoESTS developed and piloted a thematically based curriculum for P1. The results of the pilot showed great success. As a result, the same process is to be extended to P2 and P3.

I am sure that if this Curriculum is fully implemented, it will improve the levels of learning for learners in P1 to P3 across the country.

I, therefore, call upon all stakeholders and the Ministry of Education, Science, Technology and Sports (MoESTS) as a whole to play their part in this initiative.



Hon. Geraldine Namirembe Bitamazire (MP)
Minister of Education, Science, Technology and Sports
October 2006

SECTION 1: INTRODUCTION

Introduction

1. The National Aims of Education

This Curriculum is designed to address the national aims of education as specifically stated in the **Government White Paper on the Education Policy Review Commission Report (1992)**. The aims are:

- a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to international relations and beneficial interdependence.
- b) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
- c) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
- d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
- e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning.
- f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

2. The Aims and Objectives of Primary Education

- a) To enable individuals to acquire functional, permanent and developmental literacy, numeracy and communication skills in English, Kiswahili and, at least, one Uganda Language.
- b) To develop and maintain sound mental and physical health among learners.
- c) To instil the values of living and working cooperatively with other people and caring for others in the community.
- d) To develop and cherish the cultural, moral and spiritual values of life and appreciate the richness that lies in our varied and diverse cultures and values.
- e) To promote understanding and appreciation for the protection and utilisation of the natural environment, using scientific and technological knowledge and skills.
- f) To develop an understanding of one's rights and civic responsibilities and duties for the purpose of positive and responsible participation in civic matters.
- g) To develop a sense of patriotism, nationalism and national unity in diversity.
- h) To develop pre-requisites for continuing education.
- i) To acquire a variety of practical skills for enabling one to make a living in a multi-skilled manner.

- j) To develop an appreciation for the dignity of work and for making a living by one's honest effort.
- k) To equip the child with the knowledge, skills and values of responsible parenthood.
- l) To develop skills in management of time and finance and respect for private and public property.
- m) To develop the ability to use the problem-solving approach in various life situations.
- n) To develop discipline and good manners.

3. The Layout of the Lower Primary Curriculum

The P1 Curriculum is part of the planned Primary School Curriculum which is divided into three clear cycles, each with its own structure of knowledge, skills and learning outcomes specified in terms of the type and level of skills to be achieved.

3.1 Cycle 1 (P1-P3): Basic Skills

A thematic approach has been used as the organising principle for the arrangement of the competences and knowledge content. The themes have been selected as those most likely to be relevant to children, reflecting their everyday interests and activities as well as the national aims and objectives.

All learning materials used in these three years will be provided in the child's own language or a language familiar to the child. Any written tests that are used for assessment purposes, apart from assessment of English language competence for non-English medium schools, will also be in the local language. Only when the mix of languages in a school is such that there is no predominant local or area language will the curriculum be delivered and assessed in English.

The major expected learning outcomes of this cycle are that learners will develop:

- basic literacy, mathematics and life skills as well as values in a first language or familiar language at a level that will enable the child to mature and be prepared for further learning.
- sufficient skills in English to act as basis for developing English as the medium of instruction in the upper primary cycle.
- an appreciation of their culture and the roles they can play in the society.

3.2 Cycle 2 (P4): The Transition Year

This will be a single year in which learners will change from theme-based to subject-based curriculum and gradually from their local language to English as a language of instruction. The emphasis will be on rearranging content, concepts and skills rather than introducing new content or concepts. Thus, the organising principle will now be subject-based. Learners and teachers will start the year using the local language during the teaching and learning process, and there will be a steady development in the use of English as the medium of instruction. By the end of P4 the local language will be used only for explaining the most difficult concepts. Written materials, including textbooks, will be in simple English and all assessment will be in English.

The aims of this cycle will be for learners to achieve:

- English skills, both oral and written, to a level in which learning can take place in English across all subjects.
- a transfer of all competences acquired in the first or familiar language into English.
- building on the content, knowledge and competences already acquired through the theme-based curriculum but now transferred to a subject-based framework.
- applying the developed skills and the ability to think creatively in English using knowledge and concepts already acquired in P1-P3.

3.3 Cycle 3 (P5-P7): Subject-based Development

This cycle will be similar to the current curriculum, where the concepts, knowledge and skills are arranged in subjects. Care will be taken to ensure that the Primary School subject based curriculum align with the Secondary School syllabi in such a way that a good foundation is laid.

The aims of this cycle will remain the same as already expressed in the current curriculum for upper primary, including preparing learners for:

- Secondary Education
- The World of Work
- Scientific and technical application of knowledge
- Life skills

4. The Overall Approach in P1-P3

4.1 Learning Outcomes and Competences

The Thematic Curriculum consists of several learning outcomes that are derived from the general aims of education. The learning outcomes describe what the learner is expected to know, understand and be able to do in relation to each theme. The themes have been selected not only as a means of organising the curriculum but also are in themselves important aspects of daily life that learners in Uganda need to be aware of and responsive to.

The learning outcome is often expressed in the form of a broad Life Skill (*for example, the learning outcome for Theme 7 is: 'The child is able to identify people, relate and appreciate ways to living with them harmoniously'*). A learning outcome is generally acquired over a longer period than a competence.

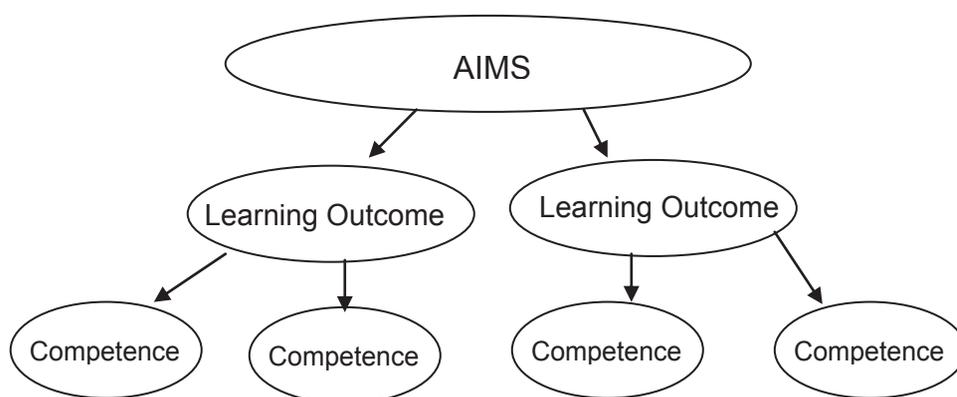
Learning outcomes define the overall direction of the teaching and learning process. They do not contain specific learning objectives¹ that can be assessed. However, they are achieved through competences. Competences describe the genuine abilities of the learner to demonstrate that

¹ The Thematic Curriculum does not use the term 'objectives' as an organising principle. While all teaching has objectives, the Thematic Curriculum has chosen a competence-based rather than an objective-based approach. This is based on the belief of the curriculum planners that objectives refer more to the teaching than the learning process.

he/she has understood the concepts and has acquired clearly measurable skills.² Competences emphasise the transfer of learning.

Teachers need not be too concerned with the difference between a competence and a skill. In this curriculum, the idea of competence includes the idea of skill but extends it to wider levels of operations. When a learner is competent in a particular area of learning, he/she has not only mastered the ability to carry out an action but also knows **why** he/she is doing that action and **when** to employ it. Acquiring a competence is not only about learning a particular behaviour but it is also about **understanding** it. It is therefore more in keeping with the overall purpose of a learner-centred approach.

The following diagram shows the relationship between Aims, Learning Outcomes and Competences. Learning Outcomes are derived from Aims, while Competences are derived from Learning Outcomes.



4.2 A Learner-centred Approach

The learner is at the centre of the Thematic Curriculum. This can be illustrated in many ways. The use of themes brings the curriculum closer to the learner. The themes have been selected on the basis that they are close to the learner's interests and experience, and reflect more closely the way in which the learner views the world. The content, concepts and skills such as Science and SST have been rearranged in themes that are familiar to the learners' experiences.

The recommended teaching methodology puts the emphasis on the learner's activities rather than the teacher's. It encourages the participation and performance of all learners including those with special needs. It is expected that learners will be active participants in their own learning by exploring, observing, experimenting and practising rather than being passive receivers (doing what they are told to do). The suggested activities are intended to be enjoyable, such as songs, games, acting and drawing. As a result, significant amount of class time should be taken up by activities that involve group or pair work or individual learners working independent of the teacher. Learners at this age are still learning through play. The Thematic Curriculum is flexible and not exhaustive hence requires the teacher to think about a variety of more appropriate activities to enhance learners' participation in their learning.

² The curriculum does not label or describe concepts. However, all educators should be aware of the key concepts that children should learn. A concept can be defined as an idea that contains a process or a function. Examples of concepts include the concept of 'number', the concept of 'plants', the concept of 'song'.

4.3 The First or Familiar Language

Wherever possible, the learner should learn in the home language or at least a language that is familiar. The Thematic Curriculum is based on evidence that literacy is achieved at a much faster speed if it is acquired in a language in which the learner already has a strong oral command. For learners with hearing impairment this should be in sign language.

4.4 Multiple Resources

This curriculum will provide the child with a rich and varied literate environment. The approach emphasises the need for and use of a range of varied learning resources including flash cards, sentence cards, wall charts, work cards, simple readers (both factual and story-based) and the learner's own written work. The cards should have Braille inscription for learners with visual impairment. In addition they need talking books and enlarged prints.

5. The Organisational Approach of the Thematic Curriculum

5.1 The Thematic Approach

The thematic approach reflects the way learners understand the world around them and the type of knowledge and skills they need to acquire. Learners at this level cannot be expected to understand the boundaries between different subjects, nor are the skills they need on entering school necessarily reflected by the subject labels. However, by adopting themes related to the learner's experience, the Thematic Curriculum enables the child to understand and develop the skills necessary to study topics related to their interest.

In terms of content, this curriculum covers many of the same areas as the 1999 Curricular (Vol.I and II) but the content and target competences are arranged around a number of different themes that have been selected as central to the interests and needs of the learner.

The selection of themes was based on a variety of criteria, including:

- a) Intrinsic interest and value for the learner
- b) Appropriateness to the learner's age and environment including the conceptual difficulties
- c) Exploitability across subject areas – use of relevant content, skills and competences of different subjects across the curriculum

In addition, by adopting a thematic approach the curriculum avoids the overlaps and repetition in content that occurred under the subject-based curriculum. For example, in the former curriculum a topic such as Hygiene occurred in three different subjects, namely Science, Social Studies and English.

The 12 themes selected for P1 have been sub-divided into 36 sub-themes. Each sub-theme provides a basis for organising one week's teaching and learning.

Comments by stakeholders (especially parents) in the Curriculum Review recommended prioritising literacy and mathematics skills. These basic skills have been brought out in a thematic approach in the Lower Primary Curriculum, which allows other traditional subjects (e.g. English, Mathematics, Literacy and Creative Performing Arts) to be introduced to the learner through the themes. The

purpose of this arrangement is to provide a carefully graded approach to the development of competences, and to ensure prioritising of the competences that lead to improved literacy and mathematics.

5.2 Content Arrangement

The curriculum for each year is arranged in a matrix. The themes are presented horizontally while the crucial learning areas are vertically presented as strands. The matrix shows how the competences related to the different learning outcomes are developed as the learner moves from one theme to another.

The life skills are presented as a vertical strand so that the teacher can relate specific life skills to each theme and sub-theme. However, it is not intended for the teacher to focus on life skills as specific learning areas in the same way as the other strands.

Physical Education (PE) and Religious Education (RE) appear in the Curriculum but are not included in the thematic strand. Instead, both PE and RE have maintained the framework as it is in Volume II of the 1999, Primary School Curriculum. This is a response to the views of parents and communities who felt the existing RE curriculum was still valuable and balanced. Religious Education is essentially an attitude- and value-based subject rather than involving competency development. However, the scope and sequence for IRE and CRE have been organised under 12 content areas, to correspond with the teaching timetable of the 12 themes. On occasions, there are opportunities for linking the content and values of the RE curriculum to the Thematic Curriculum, and these have been indicated.

In addition, each day may begin with 30 minutes of News or Story Time. In the News lessons children have the opportunity to bring fresh recent experiences into the classroom, share them with others, and explore connections with the themes. In Story Time learners have a chance to explore their own local culture and to develop a feel for the structure and potential of their own language.

The learner-centred approach underlying the Thematic Curriculum is also reinforced by the provision of two lessons per week (in a single hour) of Free Activities. Many of these Free Activity lessons will be based on play although teachers are free to structure the lessons in any appropriate way.

5.3 The Weekly Allocation of Periods

The number of periods for each strand of the P1 Thematic Curriculum is as follows:

Strand	Number of Periods
News	5
Mathematics	5
Literacy I	5
Literacy II	5
English	5
Creative Performing Arts	
- Music	3
- Art and Crafts	2
Physical Education	5
Religious Education	3
Free Activity	2

Schools should observe the following when planning a timetable.

- Literacy I and Literacy II lessons should follow one another.
- Music, Art and Crafts are under Creative Performing Arts (CPA) where there are 3 periods for Music and 2 for Art and Craft.
- The News lesson may generally be the first period of the day, since it is designed to draw on learners' immediate out-of-school experiences. Schools should provide 3 News periods and 2 local language periods per week.
- The Free Activity lesson should be a double lesson.

Note: Some of the CPA activities can still be used during free activity periods.

6. The Approach to Assessment

Assessment is built into the Thematic Curriculum and the competences to be assessed are shown in a table at the end of each theme. The teacher should assess the learners during the normal course of teaching. Thus:

- the assessment should be done during the normal lessons as learners carry out their daily tasks.
- Teachers keep records for each learner, showing competences achieved.
- Assessment is cumulative. For example, if a learner has not achieved a particular competence in one theme, the same learner may achieve it at a later stage and this should be recorded at that time.
- Assessment can be conducted through the following: by the teacher observing learners, listening to them in class, looking at their exercise books, marking handwriting and looking at the class work they produce and recording what they have achieved. The teacher should not set separate 'assessment' tests/examinations.

The assessment should always be simple. The teacher should use check-lists with an easy method of recording that can be used even in large classes.

Learners' performance record should be put on the progress chart and displayed where it can easily be seen. In addition, display the learners' work with appropriate positive comments, and provide regular reports to learners and parents.

The primary purpose of assessment at this stage must be diagnostic and remedial (identifying learners' individual problems for help). If a learner is failing to achieve a particular competence, the teacher should provide remedial work so that the learner can catch up. If another learner is achieving at a high level all the time then the teacher should find more challenging work for that learner. Assessment without remedial support is of little value at this stage of learning. If sufficient support is available, both in terms of supervision and teaching materials teachers will be able to provide this sort of diagnostic and remedial style assessment.

SECTION II: CURRICULUM CONTENT

Theme 1: Our School

Expected Learning Outcome: The learner is able to know, communicate with, and relate to other people harmoniously; show creativity by producing and manipulating learning and play materials available in his/her immediate environment.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS ³	LIFE SKILLS AND VALUES ⁴
1.1 PEOPLE IN OUR SCHOOL (Titles and Names) : <ul style="list-style-type: none"> • Titles, e.g.: <ul style="list-style-type: none"> - Sir - Madam teacher - nurse - Mrs - Miss - Mr. • Names, e.g.: <ul style="list-style-type: none"> - Masika - Silvia - Wambi - Daudi 	<ul style="list-style-type: none"> • Sorting • Comparing • Matching • Counting 1-5 using objects, e.g. stones, pictures 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming • Identifying • Describing, e.g. pictures of people • Listening to stories • Reciting rhymes about school • Giving and responding to commands • Role-playing: welcoming, greeting and bidding farewell in different situations <p>PRE-READING</p> <ul style="list-style-type: none"> • Reciting rhymes • Comparing pictures • Drawing • Recognising name tags • Matching <p>PRE-WRITING</p> <ul style="list-style-type: none"> • Drawing • Scribbling • Tracing • Matching • Completing missing parts • Making patterns 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Greetings: 'Good morning' • Naming people by title, i.e. Sir, teacher, Mr., Madam, (as used in the school) • Reciting rhymes • Referring to people by name and sex e.g. Wambi, boy, girl <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'What's your name?' • 'My name is ...' • 'I am a ... (girl/boy)' • 'What is his/her name?' • 'His/her name is ...' • 'He / She is ...' 	<ul style="list-style-type: none"> • Singing / signing songs related to the people in the school • Singing and dancing • Modelling • Drawing 	<ul style="list-style-type: none"> • Effective communication • Creative thinking • Problem-solving • Critical thinking • Decision-making • Self-esteem • Mobility, orientation and rehabilitation (SNE) • Respect • Identity • Cooperation • Appreciation • Friendliness
1.2 THINGS IN OUR SCHOOL e.g.: <ul style="list-style-type: none"> - buildings - classroom objects - play objects - sign-post 	<ul style="list-style-type: none"> • Sorting, e.g. objects by shape, size and colour. • Counting 1-5 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming, e.g. objects and pictures • Identifying • Describing, e.g. objects and pictures • Role-playing 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming things in the school e.g.: chair, duster, table, desk, bench, chalkboard, window, door, book, pencil 	<ul style="list-style-type: none"> • Singing simple songs about things in our school • Reciting simple rhymes 	<ul style="list-style-type: none"> • Friendship formation • Mobility orientation and rehabilitation (SNE) • Interpersonal relationships • Sharing

³ In the following tables, Creative Arts competences are listed separately from Performing Arts, separated by a line space

⁴ In the following tables, Life Skills are listed separately from Values, separated by a line space

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS ³	LIFE SKILLS AND VALUES ⁴
<ul style="list-style-type: none"> - gate - flag 		<p>PRE-READING</p> <ul style="list-style-type: none"> • Matching picture to picture • Matching picture to objects correctly <p>PRE-WRITING</p> <ul style="list-style-type: none"> • Drawing • Scribbling • Colouring • Pasting • Modelling • Making patterns 	<p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'What's this?' • 'This is a ...' • 'What's that?' • 'It's a ...' • 'Show me a ...' 	<ul style="list-style-type: none"> • Singing simple traditional songs • Modelling objects • Drawing • Making play items from locally available materials 	<ul style="list-style-type: none"> • Responsibility • Care
<p>1.3 ACTIVITIES IN OUR SCHOOL, e.g.: sweeping gardening reading writing playing praying cleaning caring teaching learning</p>	<ul style="list-style-type: none"> • Sorting into sets • Counting 1–5 • Matching • Sequencing • Adding 1 more e.g. $\emptyset + \emptyset$ - $\emptyset \emptyset + \emptyset$ - $\emptyset \emptyset + \emptyset$ • Playing number games 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming, e.g. activities performed at school • Describing • Talking about activities in our school • Asking and answering questions • Role-playing: calls and commands e.g. go, come, take, stop. • Saying tongue twisters <p>PRE-READING</p> <ul style="list-style-type: none"> • Reciting rhymes • Comparing • Matching <p>PRE-WRITING</p> <ul style="list-style-type: none"> • Tracing • Making patterns • Drawing • Tearing and pasting • Colouring / shading 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming activities in our school e.g. sweep, garden, read, write, play, pray, clean, learn. <p>STRUCTURES</p> <ul style="list-style-type: none"> • 'What are you doing?' • 'I am ...' • 'We are ...' • 'What is she/he doing?' • 'She/he is ...' 	<ul style="list-style-type: none"> • Singing National Anthem • Telling / signing stories • Role-playing • Acting short plays • Singing lullabies • Drawing • Tracing • Colouring • Folding and tearing papers 	<ul style="list-style-type: none"> • Self-awareness • Decision-making • Friendship formation • Non-violent conflict resolution • Self-esteem • Coping with stress • Effective communication • Assertiveness • Mobility orientation and rehabilitation (SNE) • Patience • Co-operation • Unity • Endurance • Sharing

Assessment Guidelines for Theme 1

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Sort objects or pictures of people by shape and size • Count to 5 • Match picture to picture with the same number of items up to 5 • Add '1 more' e.g. 0 + 0, 00 + 0
Literacy	<ul style="list-style-type: none"> • Listen to others attentively • Tell his/her news appropriately • Tell his/her names logically • Trace and shade with some accuracy • Sit in a proper posture when writing • Hold a pencil appropriately when writing • Use appropriate language in welcoming, greeting and bidding farewell
Creative Performing Arts	<ul style="list-style-type: none"> • Draw shapes and colour them • Model at least one meaningful item • Sing the first two lines of the National Anthem • Play at least one percussion instrument • Sing a song and move to the rhythm
English	<ul style="list-style-type: none"> • Greet one another • Name 5 items in the classroom and pronounce them correctly • Respond to 5 commands appropriately • Introduce oneself and others

Theme 2: Our Home

Expected Learning Outcome: The learner is able to know and relate to people, identify things in the home, appreciate and participate in home activities.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
2.1 PEOPLE IN OUR HOME (Nuclear Family): - father - mother - children	<ul style="list-style-type: none"> Forming sets Comparing, e.g. bigger than, smaller than, wider than. Counting things 1-10 Playing number games Adding orally up to 5 using concrete objects Measuring height using non-standard units Recognising and writing number symbols 1-5 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Listening to stories about people at home Naming Grouping Talking about Telling / re-telling / signing stories Reciting rhymes and prayers <p>PRE-READING AND READING</p> <ul style="list-style-type: none"> Recognising, e.g. shapes, objects Matching Sequencing pictures according to size Joining puzzles <p>PRE-WRITING AND WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing patterns Scribbling Joining dots using lines Tracing different shapes Shading Drawing and copying 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Naming people in our home e.g. mother father baby sister brother girl boy woman man child <p>USING STRUCTURES</p> <ul style="list-style-type: none"> 'This is my ...' 'Show me a ...' 'This is a ...' 'Point to the ...' 'I am pointing to the ...' 	<ul style="list-style-type: none"> Singing / signing Listening Acting Making simple percussion instruments, e.g. shakers, clappers Modelling Making colours using locally available materials Drawing / braille Tearing and pasting Colouring Shading Threading 	<ul style="list-style-type: none"> Self-awareness Self-esteem Decision-making Interpersonal relationships Mobility orientation and rehabilitation (SNE) Identity Respect Togetherness Loyalty

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
2.2 ROLES/ RESPONSIBILITIES OF DIFFERENT FAMILY MEMBERS e.g. <ul style="list-style-type: none"> - cooking - cleaning - milking - washing - pounding - grinding - digging - peeling - slashing - sweeping - mopping - breast-feeding 	<ul style="list-style-type: none"> • Sorting different objects according to kind • Forming sets • Counting 1-10 • Playing number games • Matching number symbols to pictures 1-5 • Filling in missing numbers up to 5 e.g. 1, 2, □, 5 • Adding orally up to 5 using concrete objects • Measuring time: morning, afternoon, evening, night • Telling time of the day using natural indicators e.g. sun, trees, shadows • Measuring shadows according to length relating to time of the day 	LISTENING AND SPEAKING <ul style="list-style-type: none"> • Identifying • Saying riddles • Naming different activities, e.g. cooking, cleaning, milking, washing • Telling / re-telling / signing stories • Reciting rhymes, tongue twisters • Imitating family roles. • Role playing greetings at different times e.g. morning, afternoon, evening. PRE-READING AND READING <ul style="list-style-type: none"> • Describing • Recognising pictures • Matching • Fitting jigsaws • Drawing straight lines PRE-WRITING AND WRITING <ul style="list-style-type: none"> • Scribbling • Shading • Writing patterns • Colouring / painting • Drawing and copying 	VOCABULARY <ul style="list-style-type: none"> • Naming roles and responsibilities of different family members e.g. cook - clean - wash - dig - teach - milk - sweep USING STRUCTURES <ul style="list-style-type: none"> • 'What are you doing?' • 'I am ...ing' • 'What is she/he doing?' • 'She/He is ...ing' 	<ul style="list-style-type: none"> • Singing / signing • Listening • Decorating • Modelling using local available materials • Drawing • Colouring • Painting • Tearing and pasting 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Assertiveness • Effective communication • Friendship formation • Interpersonal relationships • Coping with emotions • Self esteem • Mobility orientation and rehabilitation (SNE) • Responsibility • Co-operation • Endurance • Unity • Acceptance • Appreciation • Respect • Patience
2.3 THINGS FOUND IN OUR HOME AND THEIR USES e.g. <ul style="list-style-type: none"> - objects found in our home - rooms in the house - animals - birds - plants 	<ul style="list-style-type: none"> • Sorting, e.g. common objects in the home • Drawing shapes: circle, square • Writing number symbols 1-5 • Matching number symbols 1-5 to pictures or objects • Adding objects within the range of 5 • Recognising that $2 + 3 =$ 	LISTENING AND SPEAKING <ul style="list-style-type: none"> • Saying proverbs / tongue twisters • Imitating animal and bird sounds, e.g. cat, cow • Naming different things found in our home and their uses • Talking about things found in a home. • Reciting rhymes and prayers • Telling / re-telling / signing stories about things in our home 	VOCABULARY <ul style="list-style-type: none"> • Naming things found in our home and their uses e.g. cow, goat, hen, duck, banana plant, mango tree, bird, egg, milk, bed, spoon, fork, plate, cup, red, blue etc. USING STRUCTURES <ul style="list-style-type: none"> • 'Show me a ...' 	<ul style="list-style-type: none"> • Singing / signing • Role-playing • Movement • Listening • Making play things using local available materials • Drawing • Painting • Cutting and pasting 	<ul style="list-style-type: none"> • Interpersonal relationships • Negotiation • Decision-making • Self-awareness • Critical thinking • Creative thinking • Problem solving • Self-esteem • Mobility orientation and rehabilitation (SNE) • Sharing

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
	<p>3 + 2, practically using concrete objects e.g. 2 pencils put together with 3 pencils is the same as 3 pencils put together with 2 pencils (orally)</p>	<p>PRE-READING AND READING</p> <ul style="list-style-type: none"> • Recognising, e.g. missing parts in pictures and shapes • Matching • Sequencing different objects by size • Fitting jigsaws puzzles. • Reading simple words related to animals in the home. <p>PRE-WRITING AND WRITING</p> <ul style="list-style-type: none"> • Tracing • Scribbling • Drawing • Shading • Copying • Writing patterns 	<ul style="list-style-type: none"> • 'This is a ...' • 'What is this/that?' • 'This/that is a ...' 		<ul style="list-style-type: none"> • Responsibility • Care • Honesty • Friendship • Patience • Cooperation • Unity

Assessment Guidelines for Theme 2

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Count 1-10 • Write and match number symbols 1-5 with pictures / objects • Sort objects by shape • Measure height using non-standard units • Add up to 5 using concrete materials / adding objects within the range 5 • Tell different times of day
Literacy	<ul style="list-style-type: none"> • Naming things found in the home and their uses. • Describe shapes and objects • Tell a simple story • Trace with accuracy • Draw 2 animals and copy their names • Copy a simple pattern accurately • State at least 2 riddles / proverbs correctly
Creative Performing Arts	<ul style="list-style-type: none"> • Draw and colour • Model one item • Sing a song correctly
English	<ul style="list-style-type: none"> • Identify 4 close members of the family by their names and titles • Name 6 things in the home • Introduce self by name • Use the learnt words and structures correctly.

Theme 3: Our Community

Expected Learning Outcomes: The learner is able to know, communicate and relate with other people harmoniously, and identify important places in the community.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
3.1 PEOPLE IN OUR COMMUNITY, e.g.: - doctor - teacher - nurse - shopkeeper - carpenter - driver - policeman - barber - religious leaders - LC leaders	<ul style="list-style-type: none"> • Sorting • Sequencing • Matching • Forming different sets • Counting (1-20) • Writing number symbols 1-9 • Filling in missing numbers, e.g. 3, 4, 5, □, 7, 8 	LISTENING AND SPEAKING <ul style="list-style-type: none"> • Naming people by title, name and gender • Identifying • Listening to folk tales • Telling / re-telling / signing stories • Reciting rhymes • Describing people according to size, height, behaviour, position, title and occupation. • Describing pictures of people PRE-READING AND READING <ul style="list-style-type: none"> • Matching pictures • Reading pictures • Recognising and reacting to appropriate imperatives (4 commands e.g. come in, stand up) • Identifying 3 vowel letters within context of known words PRE-WRITING AND WRITING <ul style="list-style-type: none"> • Joining dots to form pictures • Modelling letters • Tracing • Copying simple words 	VOCABULARY Naming people in our community e.g. boy, girl, man, woman, doctor, nurse, teacher, shopkeeper USING STRUCTURES <ul style="list-style-type: none"> • 'Show me ...' • 'This/that is a ...' • 'Who is he / she ...?' • 'He / She is ...' • 'Point to ...' • 'I am pointing to ...' Playing situational games related to roles	<ul style="list-style-type: none"> • Imitating • Reciting • Role-playing • Singing / signing • Movement • Drawing • Colouring • Shading • Modelling • Sorting 	<ul style="list-style-type: none"> • Effective communication • Self-awareness • Creative thinking • Interpersonal relationships • Problem-solving • Friendship formation • Critical thinking • Mobility, orientation and rehabilitation (SNE) • Acceptance • Togetherness • Respect • Cooperation • Unity • Friendliness • Identity • Sympathy • Responsibility

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<ul style="list-style-type: none"> - Activities in our community, e.g.: <ul style="list-style-type: none"> - fishing - keeping cattle - farming - trading - building - washing - mining - Cultural activities like (circumcision, marriage) 	<ul style="list-style-type: none"> • Forming sets • Counting (11-20) • Matching • Measuring capacity of containers • Adding numbers orally with sum less than 20 • Telling time: days of the week • Recognising the symbols '+' and '=' • Adding numbers whose sum is less than 10 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming at least 10 activities • Identifying • Saying tongue-twisters • Telling / signing stories • Fitting jigsaw puzzles • Naming different tools used in different activities e.g. fishing net. <p>PRE-READING AND READING</p> <ul style="list-style-type: none"> • Matching • Telling days of the week • Reading and reacting to appropriate imperatives (4 more commands e.g. go out, sit down) <p>PRE-WRITING AND WRITING</p> <ul style="list-style-type: none"> • Scribbling • Tracing • Copying • Writing patterns and letters • Identifying more vowel letters within context of known words 	<p>VOCABULARY (VERBS)</p> <ul style="list-style-type: none"> • Naming activities in our community e.g. fish, plant, harvest, sell, dry, weed <p>STRUCTURES</p> <ul style="list-style-type: none"> • 'What are you doing?' • 'I am ...' • 'We are ...' • 'What is he/she doing?' • 'He/she is ...' 	<ul style="list-style-type: none"> • Singing / signing • Reciting • Role-playing. • Telling / re-telling / signing stories. • Making movements • Drawing and colouring • Shading • Cutting and pasting 	<ul style="list-style-type: none"> • Effective communication • Self-awareness • Decision-making • Friendship formation • Leadership skills • Interpersonal relationships • Creative thinking • Self-esteem • Critical thinking • Mobility, orientation and rehabilitation (SNE) • Friendliness • Endurance • Unity • Happiness • Joy • Cultural identity
<p>3.3 IMPORTANT PLACES IN OUR COMMUNITY, e.g.:</p> <ul style="list-style-type: none"> - school - hospital - post office - radio station - market - places of worship - bank - police station - Recreation Centre 	<ul style="list-style-type: none"> • Sorting • Matching • Sequencing • Identifying empty sets and the symbol for 'zero' • Counting 1-20 • Writing number symbols (0-9) • Adding numbers whose sum is less than 5 using a number line • Describing places according to distance using pictographs 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Listening to jingles • Identifying • Telling / re-telling / signing stories • Naming different important places in our community • Role-playing situations using polite expression in informal settings e.g. market, shop, hospital • Talking about important places e.g. what is done here and the appearance 	<p>VOCABULARY</p> <p>Naming important places in our community e.g. post office, hospital, church, mosque, bank, police station, market, shop, home, clinic, well</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • 'Show me a ... (hospital)' • 'This/that is a ...' • 'What is this/that?' • 'This/that is ...' • 'What can you see?' 	<ul style="list-style-type: none"> • Singing / signing • Mirroring • Dancing creatively • Reciting rhymes • Modelling • Drawing • Colouring • Shading 	<ul style="list-style-type: none"> • Effective communication • Interpersonal relationships • Friendship formation • Non-violent conflict resolution • Mobility, orientation and rehabilitation (SNE) • Decision-making • Critical thinking • Creative thinking • Care • Appreciation • Share • Loyalty

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
		<ul style="list-style-type: none"> • Reciting rhymes • Saying tongue-twisters <p>PRE-READING AND READING</p> <ul style="list-style-type: none"> • Reading pictures • Fitting jigsaws • Matching pictures to words • Reading days of the week • Recognising 4 more words • Recognising simple verbs in present tense <p>PRE-WRITING AND WRITING</p> <ul style="list-style-type: none"> • Drawing • Colouring • Writing patterns and letters • Copying simple words • Tracing 	<ul style="list-style-type: none"> • 'I/We can see a ...' • 'Point to the ...' • 'I am pointing to the ...' • 'Can you see a ...?' • 'Yes, I/We can ...' • 'No, I /We can't ...' 		<ul style="list-style-type: none"> • Responsibility • Identity • Respect • Cooperation

Assessment Guidelines for Theme 3

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Sort by size and colour • Count 1-20 • Match and write number symbols 0 - 9 • Add orally using concrete materials to sum less than 20 • Comparing capacity of containers using liquids • Draw circles • Interpreting the pictographs
Literacy	<ul style="list-style-type: none"> • Recite rhymes • Retell short stories with confidence • Assemble jigsaws of 2-3 pieces • Tell differences of pictures / objects by shape or colour • Recognise up to 10 words related to family and community • Copy a simple pattern accurately • Recite tongue twisters accurately • Telling days of the week
Creative Performing Arts	<ul style="list-style-type: none"> • Draw and colour • Sing songs correctly • Trace accurately • Move according to rhythm
English	<ul style="list-style-type: none"> • Play situational games using words and structures learnt • Match pictures on flash cards to the chart

Theme 4: The Human Body and Health

Expected Learning Outcome: The learner is able to identify, protect, know and care for his/her body for health.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<p>4.1 External parts of the body and their uses</p> <p>Parts, e.g.:</p> <ul style="list-style-type: none"> - eyes - ears - nose - lips - hands - legs <p>Uses, e.g.:</p> <ul style="list-style-type: none"> - see - walk - touch - hear - taste - smell 	<ul style="list-style-type: none"> • Counting (1-40) • Measuring length, using non-standard measures, e.g. the foot, hand span. • Reading and writing number symbols 0-20 • Forming sets using pictures of parts of body • Comparing sets by number of objects • Adding numbers less than 10 using a number line 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming parts of the body • Describing parts of the body and their uses (e.g. skin; to feel; eyes – to see) • Comparing: bigger, smaller, longer, shorter • Reciting rhymes • Telling stories about parts of the body • Answering questions <p>PRE-READING AND READING</p> <ul style="list-style-type: none"> • Reading pictures / signing • Fitting jig-saws • Matching • Reading 4 words • Identifying first two consonants in given words. <p>PRE-WRITING AND WRITING</p> <ul style="list-style-type: none"> • Drawing and labelling parts of body • Writing letters • Writing patterns • Identifying missing parts of pictures • Copying simple words 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming parts of the body e.g. head, hand, shoulders, knees, toes, foot, body, back, chest, hair, mouth, teeth. <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'Show me your ...' • 'This is my ...' • 'These are my ...' • 'How many ... have you?' • 'I have ...' • 'How many ... does he/she?' • 'He/She has ...' 	<ul style="list-style-type: none"> • Singing / signing songs related to parts of the body • Role-playing • Dancing • Modelling • Finger printing 	<ul style="list-style-type: none"> • Self-awareness • Self-esteem • Effective communication • Interpersonal relationships • Friendship formation • Creative thinking • Critical thinking • Mobility orientation and rehabilitation (SNE) • Appreciation • Care • Respect • Privacy • Confidentiality • Acceptance • Identity

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<p>4.2 PERSONAL HYGIENE</p> <ul style="list-style-type: none"> • Ways of caring for body parts e.g. - Bathing - Cutting nails - Combing hair - Wearing clean clothes • Materials used for cleaning our bodies e.g. - Water - Soap - Sponge - Comb - Basin • Importance of keeping clean e.g. - Avoid sickness - Avoid bad smell - Be smart - Be healthy - Kill germs 	<ul style="list-style-type: none"> • Matching • Counting (1–40) • Measuring using non-standard measures, e.g. foot. • Adding 2 numbers with whose sum is less than 9 horizontally • Telling time: according to months of the year using natural events 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Identifying and naming materials for cleaning body parts • Describing pictures related to diseases • Talking about how to keep the body clean • Talking about how to keep materials for cleaning the body • Talking about value of sanitation • Telling / signing stories • Reciting rhymes <p>PRE-READING AND READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading pictures • Sequencing pictures • Fitting jigsaws • Identifying two or more consonants from given words. • Reading 2-syllable words • Reading singular and plural words • Using possessives with nouns (e.g. my hand) <p>PRE-WRITING AND WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing letters and words • Writing patterns • Drawing pictures 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming things used for cleaning our body e.g. soap, water, towel, fingers, comb, brush, basin. <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'What are you doing?' • 'I am ...ing my ...' • 'What is he/she doing?' • 'He/She is ...ing his/her ...' • 'What are they doing?' • 'They are ...ing their ...' 	<ul style="list-style-type: none"> • Singing / signing • Reciting rhymes • Saying jingles • Modelling • Weaving • Cutting and pasting • Finger printing 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Self-awareness • Self-esteem • Effective communication • Coping with emotions • Assertiveness • Interpersonal relationships • Mobility, orientation and rehabilitation (SNE) • Care • Responsibility • Self-criticism • Obedience • Appreciation • Friendliness • Cooperation

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<p>4.3 Diseases</p> <ul style="list-style-type: none"> • Common diseases e.g. : - cough - diarrhoea - influenza - measles - trachoma - tuberculosis - malaria - mumps - skin diseases, e.g. : scabies, ring worm - HIV and AIDS <ul style="list-style-type: none"> • Causes and spread of diseases e.g. - mosquitoes - house flies - worms - cockroaches - dirty food and water - dust - sharing sharp objects <ul style="list-style-type: none"> • Preventive measures, e.g.: - avoiding sharing sharp objects - sleeping under mosquito nets - clearing bushes around the home - immunising against e.g. whooping cough, measles, tetanus, tuberculosis, polio, diphtheria - Washing hands after visiting the toilet 	<ul style="list-style-type: none"> • Counting 1-40 • Writing number symbols 1-20 • Adding sum less than 20 orally using concrete objects. • Adding numbers whose sum is less than 10, horizontally and vertically 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Talking about different diseases • Naming common causes of diseases • Classifying different diseases, e.g. curable and non-curable • Identifying pictures of people suffering from different diseases • Talking about various preventive and control measures of diseases like HIV and AIDS, TB, malaria • Telling / signing stories • Saying riddles • Saying proverbs • Reciting rhymes • Singing songs related to diseases, e.g. HIV and AIDS <p>PRE-READING AND READING</p> <ul style="list-style-type: none"> • Matching • Reading words • Reading and distinguishing singular and plural words <p>PRE-WRITING AND WRITING</p> <ul style="list-style-type: none"> • Drawing and labelling • Copying words • Writing patterns and letters 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming common diseases, causes and preventive measures - Diseases e.g. headache, malaria, cough. - Causes e.g., mosquitoes, house flies, pin <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'Are you well/ill?' • 'I am very well, thank you.' • 'Yes, I am.' • 'No I am not.' • Is he/she well/ill?' • 'He/She is ill/sick.' • 'What is this/that?' • 'This/that is a ...' • Rhymes and conversational dialogues 	<ul style="list-style-type: none"> • Singing / singing songs related to diseases, e.g. HIV and AIDS • Dancing • Reciting rhymes • Moving according to rhyme • Painting • Drawing • Colouring • Shading • Making patterns using shapes 	<ul style="list-style-type: none"> • Interpersonal relationships • Self esteem • Problem solving • Creative thinking • Self-awareness • Assertiveness • Coping with emotions • Decision-making • Empathy • Critical thinking • Effective communication • Mobility and orientation (SNE) <ul style="list-style-type: none"> • Privacy • Honesty • Care • Responsibility • Co-operation • Unity • Respect • Friendliness

Assessment Guidelines for Theme 4

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Count 1-40 • Write number symbols 0-20 • Add vertically and horizontally up to 10 • Measure length using non-standard measures • Tell some months of the year
Literacy	<ul style="list-style-type: none"> • Name parts of the body • Talk about the uses of the parts of the body • Identify some common diseases • Talk about ways of avoiding diseases • Read and write at least 4 words with 2-letter syllables
Creative Performing Arts	<ul style="list-style-type: none"> • Draw and colour a picture • Dance to the rhythm • Sing songs correctly
English	<ul style="list-style-type: none"> • Name at least 5 body parts • Construct orally at least 5 simple sentences about the body correctly • Play situational games using new words and structures accordingly • Respond to commands by miming actions related to cleanliness

Theme 5: Weather

Expected Learning Outcome: The learner is able to know, appreciate and manage weather to improve production and the economy.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
5.1 ELEMENTS AND TYPES OF WEATHER <ul style="list-style-type: none"> • Elements of weather <ul style="list-style-type: none"> - Sun - Rain - Clouds - Wind • Types <ul style="list-style-type: none"> - Rainy - Cloudy - Sunny - Windy 	<ul style="list-style-type: none"> • Matching • Counting 1-40 • Writing number symbols (1-30) • Adding numbers whose sum is less than 20 vertically without carrying • Reading number names 1-5. • Writing / braille number names 1-5. 	LISTENING AND SPEAKING <ul style="list-style-type: none"> • Listening to stories • Identifying elements and types of weather • Naming • Describing • Saying words related to weather • Reciting rhymes • Telling / re-telling / signing stories PRE-READING AND READING / TACTILE <ul style="list-style-type: none"> • Reading pictures • Matching • Reading at least 4 words • Identifying more consonants from given words • Forming short sentences PRE-WRITING AND WRITING / BRAILLING <ul style="list-style-type: none"> • Drawing and labelling • Writing pattern • Writing known letters • Writing words 	VOCABULARY <ul style="list-style-type: none"> • Naming elements and types of weather e.g. sun, rain, wind, cloud(s), water, hot, shine(ing), rain(ing), cold, blow(ing), rainy, cloudy, sunny, windy, USING STRUCTURES <ul style="list-style-type: none"> • 'Is it ...?' • 'Yes, it's ...' • 'No, it's not ...' • 'Is it ...? (raining)' • 'Yes, it's...' • 'No, it is not ...' • 'What is the weather like?' • 'It is ...' 	<ul style="list-style-type: none"> • Listening • Singing • Dancing • Playing simple percussion instruments, e.g. shakers, rattles, clappers • Drawing • Tearing and pasting • Shading/ Colouring 	<ul style="list-style-type: none"> • Effective communication • Decision-making • Problem-solving • Self-awareness • Mobility and orientation (SNE) • Endurance • Appreciation • Responsibility
5.2 Activities for different seasons <ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> - preparing land - planting - watering plants - weeding - harvesting - drying seeds and crops 	<ul style="list-style-type: none"> • Sorting • Sequencing • Drawing shapes: triangles, rectangles. • Counting up to 50 • Writing number symbols (1- 30) • Writing / braille number names 1-5 • Recognising place 	LISTENING AND SPEAKING <ul style="list-style-type: none"> • Naming activities and tools • Reciting rhymes • Telling / re-telling / signing stories • Asking questions • Answering questions PRE-READING AND READING / TACTILE <ul style="list-style-type: none"> • Matching 	VOCABULARY <ul style="list-style-type: none"> • Using vocabulary e.g. axe, basket, knife, hoe, spade, rake, can, wheelbarrow USING STRUCTURES <ul style="list-style-type: none"> • 'What's this/that?' • 'It's a ...' • 'This / That is ...' • 'What do we use ...' 	<ul style="list-style-type: none"> • Listening to lullabies • Singing / signing work songs • Dancing • Reciting rhymes • Role-playing • Dramatising • Drawing 	<ul style="list-style-type: none"> • Problem-solving • Interpersonal relationships • Decision-making • Negotiation • Self-awareness • Assertiveness • Creative thinking • Critical thinking • Mobility and orientation

<ul style="list-style-type: none"> - marketing • Tools e.g. axe, hoe, slasher, panga, watering can, spade, knife, rake, basket, wheel barrow 	<p>value: tens and ones</p>	<ul style="list-style-type: none"> • Reading words • Reading sentences differences between singulars and plurals. <p>PRE-WRITING AND WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing patterns • Writing letters • Copying words • Filling in missing letters in known words • Writing syllables 	<p>for?’</p> <ul style="list-style-type: none"> • ‘We use ... for ...’ • ‘When do you plant ...?’ • ‘I plant in ...’ • ‘Is he/she...?’ • ‘No, he/she is not ...’ • ‘Yes, he/she is ...’ 	<ul style="list-style-type: none"> • Colouring • Shading 	<p>(SNE)</p> <ul style="list-style-type: none"> • Love • Responsibility • Co-operation • Endurance • Sharing • Care • Patience
<p>5.3 Effects and management of weather</p> <p>Effects, e.g:</p> <ul style="list-style-type: none"> - sweat - getting wet - slides - floods - storms - soil erosion - drought <p>• Management, e.g:</p> <ul style="list-style-type: none"> - clothing for different types of weather - mulching - watering - planting trees - wind breakers - water harvesting 	<ul style="list-style-type: none"> • Forming sets • Matching • Adding with sum less than 20 horizontally and vertically without carrying • Counting in 2s • Multiplying by 2 as repeated addition • Recognising place value tens and ones. 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming • Matching • Reciting rhymes, tongue twisters. • Talking about different clothes • Identifying singular and plural words • Talking about ways of controlling soil erosion • Listening to stories • Talking about ways of harvesting water • Naming and talking about effects and management of weather • Identifying wind-breakers <p>PRE-READING AND READING / TACTILE</p> <ul style="list-style-type: none"> • Reading pictures • Fitting jigsaw puzzles • Reading words • Reading 2-syllable words with double vowels <p>PRE-WRITING AND WRITING / BRAILING</p> <ul style="list-style-type: none"> • Writing patterns • Writing 2 short sentences • Drawing • Copying words • Writing words with double vowels 	<p>VOCABULARY</p> <p>Using vocabulary e.g. jacket, shirt, dress, blanket, sweater, shorts, socks, boots, umbrella, hat, raincoat, plant, grass, tree, water, hoe, rake, panga, slasher</p> <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • ‘What is this/that?’ • ‘This is a ...’ • ‘That is a ...’ • ‘It’s a ...’ • ‘What are these/those?’ • ‘Those/these are ...’ • ‘What do you use ... for?’ • ‘I use ... for ...ing’ • ‘What colour is the...?’ • ‘It is ... (colour)’ 	<ul style="list-style-type: none"> • Singing / signing • Role-playing • Dancing • Reciting rhymes • Making crafts • Modelling • Colouring • Drawing • Shading 	<p>Effective communication</p> <ul style="list-style-type: none"> • Creative thinking • Decision-making • Problem-solving • Interpersonal relationships • Critical thinking • Self-esteem • Assertiveness • Mobility & orientation (SNE) • Responsibility • Sharing • Acceptance

Assessment Guidelines for Theme 5

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Count to 50 in correct order • Recognise and write number symbols to 30 • Write number names 'one' to 'five' • Add horizontally and vertically to sum less than 20, no carrying • Identify place value in a 2-digit number • Show multiplication of 2 as repeated addition
Literacy	<ul style="list-style-type: none"> • Name different types of weather • Describe different elements of weather • Read at least 5 sight words • Recite/sign rhymes correctly • Tell and retell/sign stories correctly • Write at least 5 words • Write at least 2 short sentences
English	<ul style="list-style-type: none"> • Name 4 types of weather • Describe the day's weather • Talk about what people are wearing
Creative Performing Arts	<ul style="list-style-type: none"> • Draw pictures related to weather • Shade/colour pictures related to weather • Tear and paste creatively • Model creatively • Sing songs correctly • Move to the rhythm • Play simple percussion instruments

Theme 6: Accidents and Safety

Expected Learning Outcomes: The learner is able to identify and know the common accidents, understand the importance and effects of taking precautions

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
6.1 ACCIDENTS AND SAFETY AT HOME Accidents, e.g.: <ul style="list-style-type: none"> - burns - falling - cutting - poisoning - snake / dog bite - drowning - electric shock • Safety precautions - e.g. <ul style="list-style-type: none"> - Avoid playing near fire and water. - Keep medicine away from children. • Effects of accidents - e.g.: - blindness - deafness - lameness - sickness - death 	<ul style="list-style-type: none"> • Counting up to 60 • Writing number symbols up to 40 • Writing number names 6-10 • Reading number names 6-10 • Matching symbols to number names 1-10 • Multiplying table of 2 • Recognising symbol for multiplication 'x' • Adding with sum less than 40 vertically and horizontally, no carrying 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Identifying things that cause bodily harm • Naming sharp objects that can cause harm • Describing given pictures • Describing dangerous situations • Telling / re-telling / signing stories • Reciting rhymes related to safety • Saying sentences related to safety, e.g.: - Don't play with fire. - Don't play with knives. <p>PRE-READING AND READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Fitting jigsaw puzzles • Playing picture dominoes • Reading words with double vowels • Reading 4 simple sentences with link verbs (e.g. 'to be', 'to have') <p>PRE-WRITING AND WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing letters • Copying words • Copying simple sentences 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming accidents and safety at home e.g. pin, knife, thorn, fire, razor blade, broken glass, needle, sharp, hurt, fall, burn, cut. <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'Don't play with ...' • 'Show me a ...' • 'This is a ...' • 'That is a ...' • 'Are you ... (hurt, burnt)?' • 'Yes, I am...' • 'No, I am not ...' 	<ul style="list-style-type: none"> • Singing / signing • Reciting e.g. rhymes • Role-playing • Telling / signing stories • Saying riddles • Drawing • Colouring • Cutting and pasting 	<ul style="list-style-type: none"> • Empathy • Critical thinking • Decision-making • Self-awareness • Interpersonal relationships • Self-esteem • Mobility and orientation (SNE) • Care • Co-operation • Perseverance • Responsibility • Patience • Friendliness
6.2 ACCIDENTS AND SAFETY ON THE WAY Accidents on the way, e.g. <ul style="list-style-type: none"> - snake/dog/insect bites - motor accident 	<ul style="list-style-type: none"> • Sorting • Matching • Counting (51-60) • Writing number symbols up to 40 • Adding with sum less than 40 vertically without 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming different types of accidents • Listening to stories • Telling, re-telling /signing stories • Naming safe ways of moving to and from school, e.g.: - Walk on the path 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming accidents and safety on the way e.g. burn, bite, play, drown, knock. <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'Don't ... (play)' • 'Be careful with ... (dogs)' 	<ul style="list-style-type: none"> • Singing / signing • Role-playing • Telling and re-telling / signing stories • Saying riddles • Reciting, e.g. rhymes • Making simple 	<ul style="list-style-type: none"> • Empathy • Decision-making • Self-awareness • Interpersonal relationship • Self-esteem • Mobility and orientation (SNE)

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<ul style="list-style-type: none"> - drowning - cuts / injuries - electrical shock - lightning • Safety precautions e.g. Avoid playing on the road. - avoid playing with sharp objects e.g. knives, razor blade. • Effects of accidents, e.g. blindness - sickness - lameness - death 	<ul style="list-style-type: none"> • carrying • Measuring (using non-standard units): capacity, distance. 	<ul style="list-style-type: none"> - Don't play on the road - Don't sit by the roadside - Don't play in water - Don't climb trees - Don't play with dangerous objects • Reciting simple rhymes related to safety • Carrying out field visits / outdoor walk • Role-playing first aid PRE-READING AND READING / TACTILE • Reading words related to accidents and safety • Matching pictures to the chart • Reading singular and plural words • Reading 4 simple sentences PRE-WRITING AND WRITING / BRAILLING • Drawing and labelling • Modelling letters • Writing patterns • Writing singular and plural words • Writing 4 simple sentences 	<ul style="list-style-type: none"> • 'Never ...' • 'Are they ...?' • 'Yes, they are ...' • 'No, they are not ...' 	<ul style="list-style-type: none"> • percussion instruments, e.g. rattles, clappers, shakers • Dancing • Making play materials • Modelling • Drawing • Colouring 	<ul style="list-style-type: none"> • Assertiveness • Care • Co-operation • Perseverance • Responsibility • Patience • Friendliness
<p>6.3 ACCIDENTS AND SAFETY AT SCHOOL AND IN CLASS</p> <ul style="list-style-type: none"> • Accidents, e.g.: cuts and injuries - drowning - fractures - falling in pit latrine, septic tank - Poisoning • Safety precautions 	<ul style="list-style-type: none"> • Sequencing • Matching • Measuring length and distance using non-standard units, e.g. classroom floor • Playing number game • Subtracting up to 10 with concrete materials. • Recognising the symbol for subtraction '-' 	<ul style="list-style-type: none"> • Talking about accidents at school and in the class • Naming different things that may cause accidents at school and in class • Discussing ways of protection from accidents • Describing use and misuse of things found in school and classroom PRE-READING AND READING / TACTILE • Reading pictures 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming accidents and safety at school and in classes e.g.: cut, prick, hurt, ill, well, glass, knife (knives), stone(s), drown, fractures, fall, latrine. <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'Be careful with ...' • 'It can ... you.' • 'Are you ... (hurt, cut, alright)?' • 'No, I am not.' 	<ul style="list-style-type: none"> • Singing / signing • Role-playing • Telling / re-telling / signing stories • Saying riddles • Reciting rhymes • Drawing • Modelling using local materials • Making educative posters • Making collage 	<ul style="list-style-type: none"> • Effective communication • Empathy • Critical thinking • Decision-making • Coping with emotions • Coping with stress • Interpersonal relationships • Self-awareness • Self-esteem • Mobility and orientation (SNE) • Care

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<ul style="list-style-type: none"> - e.g. storage of medicine - Playing in safe places • Effects, e.g.: <ul style="list-style-type: none"> - lameness - death - blindness - sickness 		<ul style="list-style-type: none"> • Matching • Completing words • Reading words with singular and plurals related to safety. <p>PRE-WRITING AND WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Completing pictures • Drawing pictures • Matching • Copying simple words • Forming plurals of given words 	<ul style="list-style-type: none"> • 'Yes, I am.' • 'Are they ... (hurt, cut, alright)?' • 'Yes, they are.' • 'No, they are not.' • Reciting rhymes and poems. 		<ul style="list-style-type: none"> • Co-operation • Perseverance • Responsibility • Patience • Friendliness

Assessment Guidelines for Theme 6

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Count 0-60 in correct order • Write number symbols 0-40 • Number names 1-10 • Match number symbols to number names • Compare capacity measures (using common containers) • Subtract up to 10 using concrete materials • Recognise the symbol for subtraction
Literacy	<ul style="list-style-type: none"> • Name at least 5 different accidents that can happen • Recite rhymes • Tell / retell / sign stories about safety and accidents • Form at least 5 simple sentences • Read at least 5 words in singular and plural forms • Explain ways of avoiding accidents
Creative Performing Arts	<ul style="list-style-type: none"> • Draw and colour pictures • Sing a song about safety • Model some objects from the First Aid Box • Play a simple percussion instrument
English	<ul style="list-style-type: none"> • Use at least 5 vocabulary words and structures correctly • Describe activities in a picture

Theme 7: Living Together

Learning Outcomes of theme 7: The learner is able to identify people, relate and appreciate ways of living with them harmoniously.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS COMPETENCES	LIFE SKILLS AND VALUES
<p>7.1 THE FAMILY</p> <ul style="list-style-type: none"> • Nuclear Family <ul style="list-style-type: none"> - father - mother - children • Extended Family <ul style="list-style-type: none"> - grandmother - grandfather - uncles - aunts - other relatives 	<ul style="list-style-type: none"> • Counting 61–70 • Sorting • Forming sets related to family members. • Writing number symbols 41-50 • Writing number names 11-15 • Adding with sum less than 50 vertically, no carrying 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming family members • Reciting rhymes • Describing pictures related to family members • Saying simple sentences using polite expressions in situations • Talking about relationships in the family <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Drawing pictures of family members • Reading words • Matching pictures to words, e.g.: mother, father, sister, brother • Joining jigsaws • Reading short sentences using link words e.g. ... with ..., ... and ... • Reading a family tree • Reading and recognising possessive adjectives with nouns <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Joining dots • Writing letters • Writing patterns • Writing words for family members (e.g. son, daughter) as labels for pictures • Reading words with consonants (my mother) 	<p>VOCABULARY</p> <p>Naming family members e.g. grandmother, grandfather, uncle, aunt, nephew, niece, father, mother, sister, brother, baby.</p> <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'This is my .../our ...' • 'This is her/his ...' • 'What is ... doing?' • e.g. 'Father is ...' • Role-playing different family roles 	<ul style="list-style-type: none"> • Role-playing • Singing / signing • Listening • Dancing • Drawing • Colouring / shading • Modelling using local materials 	<ul style="list-style-type: none"> • Negotiation • Interpersonal relationships • Empathy • Self-esteem • Effective communication • Mobility and orientation (SNE) • Responsibility • Share • Care • Togetherness • Hard work • Co-operation • Endurance • Sympathy • Unity

<p>7.2 WAYS OF LIVING TOGETHER IN THE SCHOOL</p> <ul style="list-style-type: none"> • School activities, e.g. - playing - sharing - working - caring - helping - learning • School routine, e.g. - Obey rules - Recite school motto - Sing the anthem - Say the school prayer 	<ul style="list-style-type: none"> • Counting 61-70 • Writing number names (16-20) • Writing number symbols 41-50 • Subtracting up to 20 vertically, no borrowing • Playing number games • Matching symbols to numbers • Identifying 2 halves that make a whole 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Talking about school rules and regulations • Recite the school motto - saying school prayer - recite at least 2 lines of the school prayer. • Telling and re-telling / signing stories related to responsibilities in school, e.g. sweeping • Discussing various ways of living together, e.g. sharing, working together, playing, using polite expressions • Use polite expressions as used in formal setting • Making and following class rules <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading known words related to the school, e.g. sharing, helping • Reading polite notices • Matching • Reading simple sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing patterns • Writing words • Writing simple sentences 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming ways of living together e.g. share, care, talk, play, learn, work, sweep <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'What are you doing?' • 'I/We ...' • 'What do you do every day?' • 'I/We ... (pray) every day.' 	<ul style="list-style-type: none"> • Singing / signing • The last two lines of the National Anthem • School anthem • Role-playing • Dancing • Listening • Drawing and naming activities, e.g. someone sweeping • Colouring / shading • Modelling 	<ul style="list-style-type: none"> • Self-esteem • Effective communication • Decision-making • Interpersonal relationships • Mobility and orientation (SNE) • Responsibility • Sharing • Care • Togetherness • Hard work • Co-operation • Endurance • Acceptance
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<p>7.3 WAYS OF LIVING TOGETHER IN THE COMMUNITY</p> <ul style="list-style-type: none"> • Working Together, e.g. clearing roads - cleaning wells - sharing - caring • Participating in different ceremonies, e.g. wedding - naming - baptism 	<ul style="list-style-type: none"> • Sorting • Sequencing • Drawing and measuring rectangular objects • Comparing shapes • Adding using number line • Playing number games • Matching symbols to number names • Counting in 10s up to 70 • Multiplying by 10 as repeated addition 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Reciting simple rhymes related to the activities • Telling / retelling / signing stories related to living together <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading words, e.g. village, tree, animal, planting • Matching • Reading polite notices • Reading and recognising pronouns and possessive e.g. he/she, our/yours. <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Drawing pictures related to family responsibilities, e.g. caring, cooking • Writing names of objects already learnt, e.g. village, trees, animals • Writing patterns • Writing short sentences 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming ways of living together related to the community, e.g.: village, care, share, clean, help cook <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • What is/he/she/they ... doing? • He/she/they is/are ...ing 	<ul style="list-style-type: none"> • Role playing • Singing / signing • Dancing • Playing simple percussion instruments e.g. rattles, shakers • Singing school anthem ('We Young women and men', chorus) • Modelling, e.g. homestead • Drawing • Colouring / shading 	<ul style="list-style-type: none"> • Self-awareness • Empathy • Decision-making • Effective communication • Mobility and orientation (SNE) • Interpersonal relationships • Creative thinking • Critical thinking • Responsibility • Sharing • Care • Togetherness • Co-operation • Endurance
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Assessment Guidelines for Theme 7

Learning Area	Competences that can be assessed
Mathematics	<ul style="list-style-type: none"> • Count 1-70 • Write number symbols 0-50 • Write number names 1-25 • Add numbers whose sums are less than 50, vertically and horizontally, without carrying • Compare length, breadth and width of common objects (squares and rectangles) • Subtract horizontally, without borrowing, up to 20 • Multiplying by 10 as repeated addition
Literacy	<ul style="list-style-type: none"> • Name people and things in the community • Recite rhymes correctly • Describe pictures • Match pictures to words • Talk about various ways of living together, e.g.: sharing, working together, playing • Tell / re-tell / sign stories correctly • Fit jigsaws of 2-4 pieces • Write 5 simple sentences • Read at least five words
Creative Performing Arts	<ul style="list-style-type: none"> • Sing songs correctly • Move to the rhythm • Play simple percussion instruments • Draw / shade / colour pictures of family members • Model different shapes • Trace pictures of family members
English	<ul style="list-style-type: none"> • Use at least 5 learnt words and structures correctly

Theme 8: Food and Nutrition

Expected Learning Outcomes: The learner is able to identify sources of food, appreciate its uses and demonstrate ways of keeping it safe.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
8.1 NAMES AND SOURCES OF FOOD <ul style="list-style-type: none"> • Names of foods e.g. fish - peas - millet - groundnuts - bananas - eggs - simsim - potatoes • Sources of foods e.g. lake - garden - market - river - animals - plants - shops 	<ul style="list-style-type: none"> • Sorting and grouping • Counting (71-80) • Writing number symbols 61-70 • Writing number names 26-30 • Matching symbols to number names 16-20 • Adding numbers vertically whose sum is less than 60, no carrying • Subtracting up to 30 no borrowing 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming and talking about foods and their sources • Telling / re-telling / signing stories • Reciting rhymes • Talking about simple food taboos <p>READING / BRAILLING</p> <ul style="list-style-type: none"> • Fitting jigsaws • Matching • Reading names of foods • Forming words out of cut-out letters • Making sentences in every tense • Reading simple sentences about food. <p>WRITING / TACTILE</p> <ul style="list-style-type: none"> • Writing patterns • Writing the days of the week • Writing simple sentences 	<p>VOCABULARY (singular and plural)</p> <p>Giving names and sources of food e.g.: potatoes, water, bananas, millet, fish, peas, groundnuts, beans, eggs, simsim, shop, market, garden</p> <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'Where do we get ... from?' • 'We get ... from ...' • 'Are these/those ...?' • 'Yes, they are ...' • 'No, they are not' • 'Do you like ... (matooke)?' • 'Yes, I do ...' • 'No, I don't ...' 	<ul style="list-style-type: none"> • Singing / signing • Dancing • Story-telling • Playing simple percussion instruments • Drawing • Doodling • Making mosaic, e.g. from sweet potatoes • Colouring/ shading 	<ul style="list-style-type: none"> • Self-awareness • Problem-solving • Decision-making • Creative thinking • Effective communication • Mobility and orientation (SNE) • Self-esteem • Critical thinking • Responsibility • Appreciation • Care • Respect • Share

<p>8.2 USES OF FOOD TO OUR BODIES</p> <p>e.g.</p> <ul style="list-style-type: none"> - health - strength - growth 	<ul style="list-style-type: none"> • Counting 71-80. • Matching number symbols to number names 16-20 • Adding up to 70 vertically, no carrying • Writing number names 26-30 • Subtracting numbers vertically up to 30 without borrowing • Telling time for meals 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming • Describing • Telling / re-telling / signing stories related to uses of food to our bodies • Reciting rhymes • Constructing sentences using the future tense e.g. if you eat greens you will be healthy. <p>-</p> <p>READING / BRAILLING</p> <ul style="list-style-type: none"> • Matching • Reading simple words • Reading simple sentences about future events <p>WRITING / TACTILE</p> <ul style="list-style-type: none"> • Writing simple words • Writing patterns • Copying simple sentences about future events 	<p>VOCABULARY</p> <p>Giving foods and their uses to our bodies e.g. fish, banana, strong, weak, sick, health.</p> <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'Do you like ...?' • 'I like / don't like ...' • 'Do you eat ...?' • 'We don't eat ...' • 'Yes, I do/No, I don't ...' • Singing a rhyme, "For health and strength ...". 	<ul style="list-style-type: none"> • Singing / signing • Listening • Playing simple percussion instrument, e.g.: clappers, shakers • Tearing and pasting • Assembling, e.g. toys • Drawing 	<ul style="list-style-type: none"> • Self-esteem • Effective communication • Assertiveness • Interpersonal relationships • Decision-making • Critical thinking • Orientation and mobility (SNE) • Appreciation • Identity • Acceptance • Perseverance
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<p>8.3 KEEPING FOOD SAFE</p> <ul style="list-style-type: none"> • Ways of keeping food safe, e.g.: <ul style="list-style-type: none"> - covering - washing - smoking - salting - cooking - refrigerating - sun drying - storing • Importance of keeping food safe, e.g.: <ul style="list-style-type: none"> - avoid - contamination - rotting - bad smell - diseases 	<ul style="list-style-type: none"> • Grouping • Counting (71-80) • Recognising shapes of food containers • Multiplication by 3 using repeated addition. • Identifying quarters to make a half and a whole. 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Talking about how to keep food safe • Telling news • Reciting rhymes • Identifying edible and non-edible items • Talking about importance of keeping food safe <p>READING / BRAILLING</p> <ul style="list-style-type: none"> • Matching • Reading words • Fitting jigsaws • Reading short sentences in present tense. <p>WRITING / TACTILE</p> <ul style="list-style-type: none"> • Writing patterns • Writing simple words • Writing short sentences in present tense 	<p>VOCABULARY:</p> <p>Naming ways and importance of keeping food safe e.g.: clean, cover, cook, salt, sun dry, wash, store</p> <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'What are they ...ing?' • 'They are ...ing' • 'What are we ...ing?' • 'We are ...ing' • 'What is he/she doing...?' • 'He/she is ...' 	<ul style="list-style-type: none"> • Singing / signing songs • Reciting rhymes / poems • Movement • Playing simple percussion Instruments e.g. rattles, shakers, clappers • Role-playing • Listening • Colouring • Printing using e.g. banana fibre stalk, leaves, potatoes • Drawing 	<ul style="list-style-type: none"> • Effective communication • Self-awareness • Critical thinking • Decision-making • Interpersonal relationships • Creative thinking • Orientation and mobility (SNE) • Self-esteem • Caring • Responsibility • Honesty • Respect
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Assessment Guidelines for Theme 8

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Count 1-80 • Recognise and write number symbols to 80 • Writing number names to 30 • Add vertically, numbers whose sum is less than 70 • Subtract up to 30, no borrowing • Make drawings to show quarters • Use containers and estimate capacity
Literacy	<ul style="list-style-type: none"> • Talk about ways of keeping foods safe • Talk about reasons for keeping foods safe • Recite rhymes / poems • Tell and re-tell stories related to food and nutrition with confidence • Assemble graded jigsaws with at least 4 pieces • Read 8-15 words related to food • Write 3 short sentences about good feeding • Read sentences in present tense
Creative Performing Arts	<ul style="list-style-type: none"> • Print creatively using potatoes, leaves, fibre stalk • Draw and colour at least 3 pictures of different foods • Sing songs correctly • Play simple percussion instruments • Dance / move to the rhythm • Model at least one food container
English	<ul style="list-style-type: none"> • Recite a poem / rhyme correctly • Name at least 5 foods • Say what foods they like and do not like • Say what they eat at home

TERM 3

Theme 9: Our Transport

Expected Learning Outcomes: The learner is able to differentiate types and means of transport, appreciate their importance and related measures.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<p>9.1 TYPES AND MEANS OF TRANSPORT</p> <ul style="list-style-type: none"> ● Types - rail - water - air - road ● Means car, bus, bicycle motorcycle, donkey, camel, horse, ship, boat, aeroplane, train, helicopter 	<ul style="list-style-type: none"> ● Counting 1-90 ● Writing number symbols 81-90 ● Writing number names 31-35 ● Matching number symbols to number names ● Telling number of days in a month ● Multiplying by 3 using repeated addition ● Classifying means of transport according to sizes, colour, types 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> ● Describing different types of transport ● Telling / re-telling / signing stories using past tense form of speech ● Naming different means of transport and places where they are found, e.g. bus park, taxi-park, airport, railway station ● Saying tongue-twisters ● Reciting riddles and rhymes <p>READING / TACTILE</p> <ul style="list-style-type: none"> ● Matching words of different means of transport, e.g.: train – railway, car – road ● Reading pictures ● Reading words ● Reading sentences in past tense form e.g. I came by bus. ● Reciting rhymes and saying riddles <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> ● Drawing and labelling 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ● Naming types and means of transport e.g. road, water, air, railway car, bus, bicycle, motorcycle, donkey, camel, horse, boat, ship, lorry <p>USING STRUCTURES</p> <ul style="list-style-type: none"> ● 'What's this/ that?' ● 'This/that is ...' ● 'What are these / those?' ● 'These/Those are ...' ● 'Where is the ...?' ● 'It's ...' ● 'Here is the ...' ● 'What's he/she doing?' ● 'He/She is ...' ● 'Who is on ...?' ● '... is on the ...' ● 'What are you/they doing?' ● 'I am/They are ...' <p>READING</p> <ul style="list-style-type: none"> ● Reading five simple common words from the vocabulary 	<ul style="list-style-type: none"> ● Role-playing ● Singing / signing songs and lullabies ● Dancing ● Making models ● Drawing ● Colouring ● Painting ● Constructing 	<ul style="list-style-type: none"> ● Self-awareness ● Effective communication ● Assertiveness ● Decision-making ● Coping with emotions. ● Orientation and mobility (SNE) ● Critical thinking ● Creative thinking ● Patience ● Responsibility ● Sharing ● Appreciation ● Co-operation ● Perseverance

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
9.2 IMPORTANCE OF TRANSPORT <ul style="list-style-type: none"> • Carrying, e.g. <ul style="list-style-type: none"> - people - foods - building materials - animals - water 	<ul style="list-style-type: none"> • Counting 1- 90 • Matching number names to number symbols (1-40) • Writing number names 31-40 • Adding numbers less than 70 no carrying 	<p>pictures</p> <ul style="list-style-type: none"> • Writing patterns • Writing learnt words and simple sentences <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Describing common types of transport. • Talking about the safest types of transport • Reciting rhymes • Listening to a story • Asking and answering questions • Imitating sounds and demonstrating movement of different types of transport, e.g. bus, train <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Sequencing pictures to form story • Reading simple words and sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing patterns • Writing simple words and sentences 	<p>VOCABULARY: Giving the plurals of means of transport e.g. bus – buses, lorry – lorries</p> <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'What is this/that?' • 'It is a ...' • 'That is a ...' • 'What are these/those?' • 'They are ...' • 'How many ... are there?' • 'There are ...' <p>READING</p> <ul style="list-style-type: none"> • Reading five simple common words from the vocabulary 	<ul style="list-style-type: none"> • Singing / signing • Making models of different means of transport • Drawing • Colouring/shading 	<ul style="list-style-type: none"> • Self-esteem • Critical thinking • Decision-making • Assertiveness • Mobility and orientation (SNE) • Co-operation • Unity • Respect • Sharing • Appreciation
9.3 Measures related to transport <ul style="list-style-type: none"> - time (non unitary) - money - distance - speed - size 	<ul style="list-style-type: none"> • Counting 1-90 • Subtracting up to 40 no borrowing • Recognising money up to 500 coins • Estimating distance, e.g. far - near, long - short • Estimating transport fare • Comparing transport in 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Listening to stories • Reciting rhymes • Talking about measures in terms of distance e.g. far – near • Comparing means of transport in relation to 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Comparing measures related to transport e.g.: tall-short, far-near, shorter / longer (than), bigger / smaller (than), heavy – light, bus, lorry, bicycle <p>USING STRUCTURES</p>	<ul style="list-style-type: none"> • Singing / signing • Reciting rhymes • Dancing • Drawing • Colouring • Painting • Modelling • Making, e.g. mock money 	<ul style="list-style-type: none"> • Self-awareness • Empathy • Critical thinking • Decision-making • Assertiveness • Creative thinking • Friendship formation • Interpersonal relationships • Orientation and mobility

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
	terms of capacity, speed, and fare	<p>speed and time</p> <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading pictures • Reading word and sentences related to transport <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Tracing coins • Writing patterns • Writing words and sentences related to measures 	<ul style="list-style-type: none"> • 'My home is (far) ... from school.' • 'Where is the ...?' • 'It is ...' • 'Is the ... (long/short / far/near)?' • 'Yes, it is.' • 'Not, it's not' • The ... is bigger than the ... • 'It is ... than ...' (longer, bigger) <p>READING</p> <ul style="list-style-type: none"> • Reading five simple common words from the vocabulary 	<ul style="list-style-type: none"> • Making a simple percussion instruction 	(SNE) <ul style="list-style-type: none"> • Problem solving • Appreciation • Patience • Responsibility • Perseverance • Care

Assessment Guidelines for Theme 9

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Count 1-90 confidently • Write number symbols up to 80 • Write number names up to 40 • Subtract vertically to 40, no borrowing • Multiply by 3 using repeated addition
Literacy	<ul style="list-style-type: none"> • Name different means of transport • Write 3 simple sentences related to transport • Describe different means of transport • Write 5 words related to transport • Respond to 3 questions about a story related to transport • Talking about measures related to transport
Creative Performing Arts	<ul style="list-style-type: none"> • Recite rhymes • Sing a song related to transport • Move according to the rhythm • Display and talk about pictures of transport
English	<ul style="list-style-type: none"> • Name some means of transport • Use at least 6 vocabulary words and structures correctly • Read about 3 words

Theme 10: Things We Make

Expected Learning Outcomes: The learner is able to identify, appreciate and express oneself aesthetically and imaginatively.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
10.1 THINGS WE MAKE AT HOME AND AT SCHOOL, e.g.: <ul style="list-style-type: none"> - mats - baskets - pots - dolls - toys - balls - ropes - hats - winners 	<ul style="list-style-type: none"> • Counting 1-99 • Writing number symbols 1-90 • Writing number names 41-60 • Matching number symbols to number names • Adding sum less than 80 without carrying 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Describing objects and their uses • Talking about things we make • Matching • Reciting rhymes / tongue twisters <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Fitting jigsaws • Completing pictures • Reading words and sentences with future tense <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing patterns • Drawing and labelling • Writing words and sentences 	<p>VOCABULARY:</p> <p>Prepositions</p> <ul style="list-style-type: none"> • Naming things we make e.g.: mat, pot, basket, toy, ball, rope, in, on, under, hand bag, shaker, necklace, skirt <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'This is a ...' • 'The ball is (on) the (chair).' • 'That is a ...' • 'These are ...' • 'Those are ...' • 'Where is / are the ...?' • 'It is/they are ... (on/in) ...' <p>READING</p> <ul style="list-style-type: none"> • Reading five simple common words from the vocabulary 	<ul style="list-style-type: none"> • Dancing to the rhythm • Singing / signing songs • Dancing • Making at least one simple percussion instrument, e.g. clappers, rattles • Singing lullabies • Cutting and pasting • Weaving • Modelling • Drawing • Painting • Colouring / shading 	<ul style="list-style-type: none"> • Self-esteem • Problem-solving • Critical thinking • Creative thinking • Interpersonal relationships • Mobility and orientation (SNE) • Effective communication • Appreciation • Co-operation • Unity • Sharing • Responsibility • Care
10.2 MATERIALS WE USE AND THEIR SOURCES <ul style="list-style-type: none"> • Materials, e.g.: <ul style="list-style-type: none"> - banana fibres - sisal - seeds - clay • Sources, e.g.: <ul style="list-style-type: none"> - swamp - forests - plants 	<ul style="list-style-type: none"> • Forming sets • Comparing • Counting (1-99) • Adding numbers whose sum is less than 80, no carrying • Multiplying by 2 and 3 • Filling in the missing number in patterns e.g. 2, 4, □, 8, 10 and 3, 6, □, 12, 15. 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Describing materials we use to make things • Talking about sources of materials • Reciting rhymes / tongue twisters <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading pictures of things we make • Reading words and sentences • Identifying missing words in simple sentences 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Naming materials we use and their sources e.g. paper, palm leaf, sisal, seeds, soil, clay, banana fibre, stick, raffia <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'What do you use to make ...?' • 'I use ... to make ...' • 'What are you doing?' • 'I am making ...' • 'What is he/she doing?' • 'She/he is making ...' 	<ul style="list-style-type: none"> • Listening to music • Singing / signing • Reciting rhymes • Modelling • Drawing • Painting • Colouring • Weaving 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Effective communication • Problem-solving • Self-esteem • Assertiveness • Mobility and orientation (SNE) • Care • Appreciation • Respect • Sharing

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<p>10.3 IMPORTANCE OF THINGS WE MAKE e.g.</p> <ul style="list-style-type: none"> - income generation - domestic use - play - decoration - teaching and learning etc. 	<ul style="list-style-type: none"> • Comparing • Practising buying and selling (shopping game) • Identifying shapes of containers • Subtracting up to 80, no borrowing • Measuring things e.g. edge of book, using non standard units (length and width) 	<ul style="list-style-type: none"> • Forming simple sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing patterns, letter, words and simple sentences 	<ul style="list-style-type: none"> • 'What are they/we doing?' • 'They/We are ...' • 'What colour is ...?' • 'It is ...' <p>READING</p> <ul style="list-style-type: none"> • Reading five simple common words from the vocabulary 		<ul style="list-style-type: none"> • Responsibility • Co-operation
		<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Identifying materials • Classifying by colour • Making simple sentences • Reciting rhyme / riddles • Using the language of buying and selling in conversations • Talking about importance of things we make <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading words • Reading sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing patterns • Writing letters • Writing words and sentences 	<p>VOCABULARY</p> <p>Giving the plurals of things we make e.g.</p> <ul style="list-style-type: none"> - ball - balls - bag - bags - pot - pots - basket - baskets - toy - toys - doll - dolls <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'What is this/that?' • 'This is ...' • 'That is ...' • 'What are these/those?' • 'These/those are ...' • 'How many ... can you see?' • 'I can see ...' • 'How many ... do you have?' • 'I have ...' <p>READING</p> <ul style="list-style-type: none"> • Reading five simple common words from the vocabulary 	<ul style="list-style-type: none"> • Singing / signing • Dramatising • Dancing • Imitating • Miming • Modelling • Drawing • Shading 	<ul style="list-style-type: none"> • Self-awareness • Self-esteem • Problem-solving • Decision-making • Negotiation • Critical thinking • Interpersonal relationships • Assertiveness • Orientation and mobility (SNE) • Self-criticism • Honesty • Appreciation

Assessment guidelines for Theme 10

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Write number symbols 0-90 • Write number names 0-60 • Match names and number symbols • Adding numbers with sum less than 80, no carrying • Subtracting numbers up to 80, no borrowing
Literacy	<ul style="list-style-type: none"> • Talk about the importance of the things we make • Name at least 5 different things we make • Read at least 6 words • Read 5 sentences • Write 5 words • Write 6 sentences about things we make using the vocabulary learnt
Creative Performing Arts	<ul style="list-style-type: none"> • Sing songs correctly • Move according to the rhythm • Make at least one simple percussion instrument following instructions • Draw and colour / shade 4 things we make
English	<ul style="list-style-type: none"> • Form plurals of common words • Use at least 6 vocabulary words and structures correctly • Read about 3 words

Theme 11: Our Environment

Expected Learning Outcomes: The child is able to explore, observe, appreciate and identify ways of conserving the environment.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
11.1 COMPONENTS AND IMPORTANCE OF THINGS IN OUR ENVIRONMENT <ul style="list-style-type: none"> • Components, e.g.: <ul style="list-style-type: none"> - people - rivers - lakes - mountains - plants - land - hills - animals • Importance e.g.: <ul style="list-style-type: none"> - shelter - transport - food - medicine - building materials - pet - protection 	<ul style="list-style-type: none"> • Counting (1–99) • Writing number symbols 0-99 • Writing number names 61-99 • Matching number names to number symbols • Recording data in form of pictographs of the things in the school environment 	LISTENING AND SPEAKING <ul style="list-style-type: none"> • Naming and talking about different animals, birds and plants • Naming and talking about physical features such as lakes, rivers, hills, and mountains (within the learner's environment) • Talking about the importance of the components • Imitating animal sounds • Telling / re-telling / signing stories READING / TACTILE <ul style="list-style-type: none"> • Matching (following paths) e.g. <ul style="list-style-type: none"> - animals and their homes - animals and their young • Reading simple words and sentences • Fitting jigsaw puzzles WRITING / BRAILLING <ul style="list-style-type: none"> • Writing patterns • Writing simple words and sentences 	VOCABULARY <ul style="list-style-type: none"> • Naming components of things in our environment e.g. tree, bird, dog, rabbit, hen, sheep, plant, zebra, monkey, lion, elephant, snake, flower. USING STRUCTURES <ul style="list-style-type: none"> • 'Show me a/an/the...' • 'This is a/an/the ...' • 'That is a/an/the ...' • 'What are these/those?' • 'These are ...' • 'Those are ...' • 'How many ... are there?' • 'There are...' READING <ul style="list-style-type: none"> • Reading given simple common words 	<ul style="list-style-type: none"> • Singing / signing • Dancing to rhythm • Reciting rhymes • Playing simple percussion instruments • Modelling • Drawing • Cutting and pasting • Folding and cutting 	<ul style="list-style-type: none"> • Self awareness • Effective communication • Orientation and mobility (SNE) • Assertiveness • Problem-solving • Interpersonal relationships • Creative thinking • Appreciation • Care • Responsibility
11.2 FACTORS THAT DAMAGE OUR ENVIRONMENT, e.g. <ul style="list-style-type: none"> • cutting down trees • burning grass 	<ul style="list-style-type: none"> • Counting 1-99 • Adding numbers whose sum is up to 99 without borrowing 	LISTENING AND SPEAKING <ul style="list-style-type: none"> • Identifying factors that damage our 	VOCABULARY: <ul style="list-style-type: none"> • Using the vocabulary e.g. tree, cut, rain, axe, grass, fire, graze, land, 	<ul style="list-style-type: none"> • Singing / signing • Dancing • Listening 	<ul style="list-style-type: none"> • Decision-making • Empathy • Self-awareness

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<ul style="list-style-type: none"> • over-grazing • poor farming methods • poor waste disposal, e.g. polythene bags • building in wet land • over harvesting of sand, brick making • leaving uncovered holes. • pollution 	<ul style="list-style-type: none"> • Filling in missing numbers, e.g. $2 + \square = 8$, $\square + 6 = 9$. • Recognising that the order of numbers in addition does not change the sum, e.g. $2 + 3 = 3 + 2$ 	<p>environment</p> <ul style="list-style-type: none"> • Talking about factors that damage our environment • Telling / re-telling / signing stories • Saying tongue twisters, riddles • Recording and reporting <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading pictures • Reading simple words and sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Drawing / labelling • Writing pattern • Writing simple words and sentences 	<p>sand, ground, cow, goat, wind, leaf.</p> <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'What's this?' • 'It's a ...' • 'What are these?' • 'These are ...' • 'What is he/she ...?' • 'He/She is ...' • 'What are you/they doing?' • 'I am/They are ...' • 'Why are you ...?' • 'I ... to ...' <p>READING</p> <ul style="list-style-type: none"> • Reading five simple common words from the vocabulary 	<ul style="list-style-type: none"> • Making simple percussion instruments • Drawing • Colouring/shading • Painting 	<ul style="list-style-type: none"> • Assertiveness • Mobility and orientation (SNE) • Self-criticism • Responsibility • Appreciation • Togetherness • Co-operation • Care
<p>11.3 CONSERVATION OF OUR ENVIRONMENT</p> <ul style="list-style-type: none"> • Ways of conserving the environment, e.g. <ul style="list-style-type: none"> - mulching - watering - planting trees - proper waste disposal - water harvesting - proper use of available resources. 	<ul style="list-style-type: none"> • Counting 1 – 99 • Adding numbers whose sum is up to 99 • Subtracting up to 99 without borrowing • Saying the days of the week, months of the year • Counting and recording in picture form (pictograph) 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Reciting rhymes / proverbs • Naming and talking about ways of conserving the environment. • Telling / re-telling / signing stories <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading simple words and sentences using past tense form • Reading pictures 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Using vocabulary e.g. soil, tree, watering can, plant, watering, rake, hoe, slasher <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'What are they doing?' • 'They are ...' • 'What is she/he doing?' • 'She/He is ...' • 'When do we/they ... (water, plant)?' • 'We/They ...' <p>READING</p> <ul style="list-style-type: none"> • Reading five simple common words from the 	<ul style="list-style-type: none"> • Singing / signing song related to conservation • Dancing • Listening • Making simple percussion instruments • Reciting rhymes • Drawing • Colouring • Modelling 	<ul style="list-style-type: none"> • Effective communication • Self-awareness • Assertiveness • Mobility and orientation (SNE) • Interpersonal relationship • Care • Responsibility • Appreciation • Togetherness • Co-operation

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
		WRITING / BRAILLING <ul style="list-style-type: none"> • Writing simple words • Writing simple sentences in different tenses 	vocabulary		

Assessment Guidelines for Theme 11

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Count up to 99 • Write number symbols up to 99 • Write number names up to 99 • Identify missing numbers • Add vertically to 99 without carrying • Subtract vertically to 99 without borrowing • Multiply by 2, 3, and 10 correctly • Representing information in form of pictures
Literacy	<ul style="list-style-type: none"> • Read at least 5 words related to the environment • Read at least 5 simple sentences • Write at least 5 simple sentences about the environment • Copy 5 different patterns (see Patterns) • Describe the uses of 3 different animals • Talking about the importance of the environment
Creative Performing Arts	<ul style="list-style-type: none"> • Sing songs related to conservation • Move according to the rhythm • Make a simple percussion instrument • Draw and colour a picture related to the environment • Cut and paste at least 2 pictures
English	<ul style="list-style-type: none"> • Ask questions about things around them • Use at least 7 vocabulary words and structures correctly • Read about 3 words

Theme 12: Peace and Security

Expected Learning Outcomes: The learner is able to recognise and appreciate the importance of living with others harmoniously in the home, school and community.

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<p>12.1 PEACE AND SECURITY IN OUR HOMES</p> <ul style="list-style-type: none"> Factors that promote peace and security in our home good relationship in a home good health love, protection, obedience, respect Causes of insecurity in our home, e.g. <ul style="list-style-type: none"> poor relationships in the home poverty diseases lack of food violence defilement isolation child neglect 	<ul style="list-style-type: none"> Counting up to 99 Writing symbols up to 99 Writing number names up to 99 Matching number names to symbols up to 99 Adding numbers up to 99 vertically without carrying Recite the multiplication table of 2. Subtracting numbers up to 99 vertically without carrying or borrowing 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Talking about factors that promote peace and security in a home, e.g. good relationships, good health Telling / re-telling / signing stories related to peace-making and peace-keeping Talking about factors that cause insecurity in a home Reciting rhymes Talking about ways of resolving conflict <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading words e.g. fire, gun, food, knife, spear, water Sequencing pictures Reading short sentences with a variety of verbs and tenses <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> Writing patterns Writing words related to peace and security Writing sentences 	<p>VOCABULARY:</p> <ul style="list-style-type: none"> Using vocabulary e.g. fire, fight, spear, gun, knife, needle, stick, stone, share, help, pray, play <p>USING STRUCTURES</p> <ul style="list-style-type: none"> 'Who has ... (gun)?' 'Tom/She/He has a ... (gun)' 'Who is your friend?' '... (name) is my friend.' 'He/She is my friend.' <p>READING</p> <ul style="list-style-type: none"> Reading five simple common words from the vocabulary 	<ul style="list-style-type: none"> Singing / signing stories Listening Dancing Making simple percussion instruments, e.g. shakers Drawing Colouring Painting 	<ul style="list-style-type: none"> Interpersonal relationships Sympathy Empathy Effective communication Negotiation Critical thinking Problem-solving Coping with emotions Coping with stress Mobility and orientation (SNE) Friendliness Co-operation Honesty Royalty Obedience
<p>12.2. Peace and security in our school</p> <ul style="list-style-type: none"> Factors promoting peace at school e.g. school rules observation of children's rights and responsibilities 	<ul style="list-style-type: none"> Counting up to 99 Reciting the multiplication table of 3 Comparing weight, length Interpreting information on pictographs 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Talking about factors that promote peace and security Telling / signing stories Talking about ways of keeping peace Identifying aspects of violence, e.g. bullying, fighting, corporal punishment, theft, use of abusive 	<p>VOCABULARY</p> <p>Identify things that promote peace and security e.g. share, help, pray, friends, play</p> <p>USING STRUCTURES</p> <ul style="list-style-type: none"> 'What do you like?' 'I like ...' 'I don't like ...' 	<ul style="list-style-type: none"> Singing / signing songs Reciting rhymes Dramatising Playing simple percussion instruments, e.g.: shakers, clappers Listening to music Drawing 	<ul style="list-style-type: none"> Interpersonal relationships Negotiation Effective communication Mobility and orientation (SNE) Decision-making Assertiveness Self-esteem Copying with emotions

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
<ul style="list-style-type: none"> - interacting positively caring for one another - Causes of insecurity in our school, e.g: <ul style="list-style-type: none"> - Taking other people's things - Beating others - Not following school rules and regulations - Failure to show respect - Teasing 	<ul style="list-style-type: none"> • Counting up to 99 • Revising quarters and halves • Subtracting numbers up to 99 without borrowing • Multiplying by 10 • Reciting the multiplication table to 10 	<p>language, indiscipline, defilement</p> <ul style="list-style-type: none"> • Talking about ways of resolving conflict <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading words • Reading sentences related to peace and security • Writing words to match pictures <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing patterns • Writing words • Writing sentences 	<ul style="list-style-type: none"> • 'What are they doing ...?' • 'They are...' • 'What is he/she doing?' • 'He/She is ...' • 'They are ...' <p>READING</p> <ul style="list-style-type: none"> • Reading five simple common words from the vocabulary 	<ul style="list-style-type: none"> • Modelling • Painting • Colouring 	<ul style="list-style-type: none"> • Coping with stress • Non-violent conflict resolution • Friendliness • Co-operation • Honesty • Loyalty • Nationalism • Obedience
<p>12.3 PEACE AND SECURITY IN OUR COMMUNITY</p> <ul style="list-style-type: none"> • People who keep peace and security in our community e.g. <ul style="list-style-type: none"> - Elders, men and women - Youths, LCs - Security personnel; LDU, police, army - parents - teachers - religious leaders • Importance of Peace and Security e.g. <ul style="list-style-type: none"> - harmony - love - safety - care 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming people who provide security • Talking about ways of keeping peace • Reciting rhymes • Telling / signing stories • Talking about ways of resolving conflict <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching pictures to words • Reading words related to keeping peace • Reading sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Copying and labelling • Writing patterns • Writing words • Writing sentences 	<p>VOCABULARY:</p> <ul style="list-style-type: none"> • Identifying people who keep peace and security in our community e.g.: policeman / policewoman, elder, religious leader, child(ren), man / woman, boy / girl <p>USING STRUCTURES</p> <ul style="list-style-type: none"> • 'Who is she/he?' • 'She/He is ...' • 'What does he/she do?' • 'She/ He ...' • 'What can you see?' • 'I can see ...' • 'Who are they?' • 'They are...' • 'What are they doing?' • 'They are ...ing' <p>READING</p> <ul style="list-style-type: none"> • Reading five simple common words from the vocabulary 	<ul style="list-style-type: none"> • Singing / signing • Listening • Dancing • Playing simple percussion Instruments, e.g. clappers, shakers • Drawing • Shading • Colouring 	<ul style="list-style-type: none"> • Negotiation • Interpersonal relationships • Empathy • Creative thinking • Decision-making • Critical thinking • Problem-solving • Assertiveness • Self esteem • Mobility orientation (SNE) • Non-violent conflict resolution • Friendship formation • Nationalism • Interdependence • Unity • Co-operation • Loyalty • Sympathy 	

Assessment Guidelines for Theme 12

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Add up to 99 without carrying • Subtract without borrowing up to 99 • Identifying missing numbers • Write number symbols up to 99 • Match number symbols to number names • Interpret information in pictorial form • Compare weight and length of objects
Literacy	<ul style="list-style-type: none"> • Read 5 simple sentences correctly • Describe 5 situations that cause insecurity • Talk about ways of keeping peace
Creative Performing Arts	<ul style="list-style-type: none"> • Take part in a role play about security • Sing a peace song • Move to the rhythm • Draw, shade / colour a pictures • Play a percussion instrument in a group
English	<ul style="list-style-type: none"> • Use at least 7 vocabulary words and structures correctly • Ask and answer questions • Read at least 3 words

CHRISTIAN RELIGIOUS EDUCATION

TERM 1

THEME: DISCOVERING GOD'S GIFT TO ME

Weeks 2 – 4

Learning Outcome: The learner is able to discover, understand and appreciate God's creation and care for it.

Sub-theme	Content	Competences	Life Skills	Values
Discovering more of God's gift to me <ul style="list-style-type: none"> I am part of God's creation 	<ul style="list-style-type: none"> Who am I? Names and their meaning God knows each individual intimately - <i>Psalms 139; 13-15, Isaiah 43: 1</i> Our bodies: <i>Genesis 1: 26 - 20</i> Use of our bodies: <i>1 Corinthians 6: 12-20</i> Our senses Use of our senses Importance of Personal Hygiene - <i>Psalms 8: 1-7</i> 	<ul style="list-style-type: none"> Telling his/her name Giving meaning of selected names (Peter – Rock), (Emmanuel – God with us) Showing gladness that God knows us intimately Telling uses of the parts of the body Expressing gratitude for the gift of her/his body Enjoying using her/his body as a gift from God Identifying some standards of personal hygiene Practising some standards of personal hygiene 	<ul style="list-style-type: none"> Self awareness Self esteem Interpersonal relationships Coping with emotions Assertiveness Coping with stress 	<ul style="list-style-type: none"> Respect Acceptance Cleanliness Responsibility Care for our bodies Gratitude Appreciation

Assessment Guidelines

- Tell his/her name
- Tell uses of parts of the body
- Demonstrate some ways of personal hygiene

THEME: DISCOVERING GOD'S GIFT TO ME

Weeks 5 – 7

Sub-theme	Content	Competencies	Life Skills	Values
Discovering more of God's gift to me	<ul style="list-style-type: none"> • People found at school and visitors • The different people found at school and in the community e.g. teachers, friends, workers, neighbours - <i>Ruth 1: 1 – 12, Psalms 43: 1</i> • How each of the people above helps children to be safe, happy and know God: <i>Hebrews 13: 17</i> • How a learner relates to people in the community and helps them willingly: <i>Mark 1: 29 – 34</i> 	<ul style="list-style-type: none"> • Naming types of people found at school • Identifying ways of how these people help him/her at school • Naming the roles of people at school 	<ul style="list-style-type: none"> • Interpersonal relationships • Friendship formation • Problem solving • Self awareness 	<ul style="list-style-type: none"> • Responsibility • Respect • Caring • Cooperation • Appreciation • Unity • Belonging

Assessment Guidelines

- Name people found at school
- Identify ways of how these people help him/her at school
- Name roles of different people at school
- Talk about ways in which he/she can help others at school

THEME: DISCOVERING GOD'S GIFT TO ME

Weeks 8-10

Sub-theme	Content	Competencies	Life Skills	Values
Discovering more of God's gift to me	<ul style="list-style-type: none"> • People found at home and those who visit us • The different people found at home, i.e. friends, parents, children, neighbours - <i>Ruth 1: 1 – 12, Psalms 123: 1-6, John 17: 20-26</i> - <i>Exodus 20: 12</i> 	<ul style="list-style-type: none"> • Naming people found at home • Identifying ways of how these people help him/her • Identifying people who visit him/her 	<ul style="list-style-type: none"> • Assertiveness • Interpersonal relationship formation • Friendship formation • Problem solving 	<ul style="list-style-type: none"> • Appreciation • Respect • Cooperation • Caring • Unity • Responsibility • Obedience • Trust

Assessment Guidelines

- Name people found at home
- Give ways of how these people help him/her
- Identify visitors who come at home
- Talk about ways in which he/she can help others at home

THEME: DISCOVERING GOD'S GIFT TO ME

Weeks 11-13

Sub-theme	Content	Competencies	Life Skills	Values
Discovering more of God's gift to me	<ul style="list-style-type: none"> • Aspect of physical creation in the environment <i>Genesis 1: 1-13</i> • How each of the above helps people to live a happy and comfortable life like; having food shelter, light, fire, etc. • Showing the things we make <i>Psalms 104: 1-5, Genesis 2: 19-20, 1 Kings 6: 1-14</i> - <i>Nehemiah 3: 1-16</i> 	<ul style="list-style-type: none"> • Naming different things in the environment • Mentioning how God's creation can make our lives happy and healthy • Listing the things we make 	<ul style="list-style-type: none"> • Assertiveness • Self esteem • Creative thinking • Decision making 	<ul style="list-style-type: none"> • Social awareness • Appreciation • Joy • Caring • Responsibility

Assessment Guidelines
<ul style="list-style-type: none"> • Name at least 5 things in the environment • Mention how God's creation can make our live happy and healthy • Talk about how she/he can use God's creation well

TERM 2

THEME: DISCOVERING GOD'S GIFT TO ME

Weeks 1-3

Sub-theme	Content	Competences	Life Skills	Values
<ul style="list-style-type: none"> Discovering more of God's gift to me The world God has made for us 	<ul style="list-style-type: none"> How people use fire and light <i>Genesis 1: 1-31</i>, water, animals, birds, soil, plants, the moon, stars, fish air and human beings. Taking care of God's creation Thanking God for the gift of creation. - <i>1 Kings 18: 38, Genesis 2: 15, Genesis 1: 26, 28</i> 	<ul style="list-style-type: none"> Identifying things God created Thanking God for creating the environment Caring for God's creation Using God's creation well 	<ul style="list-style-type: none"> Creative thinking Critical thinking Self awareness Problem solving Coping with stress 	<ul style="list-style-type: none"> Caring Creativity Patience Responsibility Appreciation

Assessment Guidelines

- Identify at least 5 things God created
- Use God's creation well
- Care for God's creation
- Talk about how she/he can care for God's creation.

THEME: DISCOVERING GOD'S GIFT TO ME

Weeks 4-6

Sub-theme	Content	Competences	Life Skills	Values
<ul style="list-style-type: none"> Discovering more of God's gift to me God's family and Jesus our brother, the Son of God 	<ul style="list-style-type: none"> Jesus' home and childhood <i>Luke 2: 39-40, 51-52</i> Ways that children can express respect and obedience to elders Accepting Jesus' call and following him Events of Jesus' ministry, miracles and praying <i>Luke 4: 38 – 40</i> How we can follow Jesus' example of prayer, doing good to others e.g. <i>helping the sick, feeding the needy</i> - - 	<ul style="list-style-type: none"> Talking about important events in the early life of Jesus Relating Jesus' example to his/her life Naming some of Jesus' followers Talking about the need to accept Jesus' call to follow him Following Jesus' example and trust in him 	<ul style="list-style-type: none"> Interpersonal relationship Decision making Assertiveness Friendship formation Coping with emotions Empathy 	<ul style="list-style-type: none"> Respect Acceptance Togetherness Appreciation Endurance Obedience Loyalty Faith Commitment

Assessment Guidelines

- Demonstrate how to show respect and obedience
- Name some of Jesus' followers

THEME: DISCOVERING GOD'S GIFT TO ME

Weeks 7-9

Sub-theme	Content	Competencies	Life Skills	Values
Discovering more of God's gift to me <ul style="list-style-type: none"> • God's family and Jesus our brother, the Son of God 	<ul style="list-style-type: none"> • Jesus' teaching and serving others <i>John 13: 34-35, Luke 10: 1-2, 29-37, John 13: 1-20</i> - <i>Mathew 6: 2-4</i> • How we can serve others as Jesus <i>Luke 19: 12-24, Ephesians 6: 5-8, 1 Corinthians 12: 14-26</i> • Talking about the taught importance of doing good work • Unity and cooperation through work • What we understand by prayer <i>Mathew 7: 7-11, Luke 11: 5-13, Acts 12: 1-19</i> - Situations when we need different types of prayer 	<ul style="list-style-type: none"> • Telling Jesus' teaching on serving others • Identifying ways in which he/she can serve others as Jesus taught • Appreciating that useful work unites people and pleases God • Saying a prayer of thanks • Using prayer in his/her daily life 	<ul style="list-style-type: none"> • Interpersonal relationship • Critical thinking • Decision making • Communication • Creative thinking 	<ul style="list-style-type: none"> • Appreciation • Cooperation • Unity • Service • Listening •

Assessment Guidelines

- Tell Jesus' teaching on serving others
- Recite a prayer
- Practise serving others

THEME: DISCOVERING GOD'S GIFT TO ME

Weeks 10-12

Theme	Content	Competences	Life Skills	Values
<ul style="list-style-type: none"> Discovering more of God's gift to me: God's family e.g. church 	<ul style="list-style-type: none"> Explanation of God's family i.e. Christians in the church The different members in God's family <i>John 17: 20-22, Mark 10: 13-16</i> <i>1 Corinthians 12: 12-20</i> Aspects like care, hospitality and respect <i>Luke 5: 17-25</i> Baptism as a symbol of membership of God's family The cross as a symbol of God's love <i>Mathew 28: 19-20, Psalms 119: 105</i> God's word from the Bible The day of worship <i>Genesis 2:1-3</i> 	<ul style="list-style-type: none"> Talking about God's family as Christians in the church Naming the different members in God's family as Christians Talking about ways members can show love and concern for each other Respecting and valuing other members of God's family Identifying some symbols and signs of God's family (Baptism: light/candle, water, oil, salt, white cloth, cross, Bible) 	<ul style="list-style-type: none"> Critical thinking Interpersonal relationship Assertiveness Friendship formation Self awareness 	<ul style="list-style-type: none"> Care Respect Sense of belonging Patience Love Perseverance Hope Faith

Assessment Guidelines

- Name the different members of God's family as Christians
- Talk about ways in which members of God's family can show love and concern for each other
- Identify at least 3 symbols and signs of God's family

TERM 3

THEME: DISCOVERING GOD'S GIFT TO ME

Weeks 1-3

Sub-theme	Content	Competences	Life Skills	Values
Discovering more of God's gift to me: <ul style="list-style-type: none"> God's family with Jesus our friend 	<ul style="list-style-type: none"> How Jesus expressed friendship among people e.g. the lonely, sick, young and old (<i>Luke 10: 38-40, Mark 5: 21-24</i>), <ul style="list-style-type: none"> <i>Luke 19: 1-10, Mathew 19: 13-15, John 2: 1-12</i> Doing what is right at all times e.g. speaking the truth, assisting others What Jesus' resurrection means to his friends <ul style="list-style-type: none"> The cross as a symbol of God's love Singing songs of praise <i>Luke 24: 36-43, John 20: 19-24, John 21: 1-27</i> 	<ul style="list-style-type: none"> Identifying ways Jesus expressed friendship to different people and made them happy Mentioning how he/she can respond to Jesus' friendship today. Telling what Jesus did after the resurrection Expressing joy for Jesus resurrection through singing songs of praise 	<ul style="list-style-type: none"> Effective communication Assertiveness Friendship formation Empathy Coping with stress 	<ul style="list-style-type: none"> Appreciation Care Respect Tolerance Joy Hope Peace Trust

Assessment Guidelines

- Identify ways Jesus expressed friendship to different people and made them happy
- Tell what Jesus did after the resurrection
- Sing at least one song of praise

THEME: DISCOVERING GOD'S GIFT TO ME

Weeks 4-6

Sub-theme	Content	Competences	Life Skills	Values
Discovering more of God's gift to me <ul style="list-style-type: none"> God's family and our concern for sharing. 	<ul style="list-style-type: none"> How people in the Bible had their needs met <ul style="list-style-type: none"> <i>Exodus 16: 1-36, 17: 1-9, Galatians 6: 2-3, Acts 2: 42-47, 18: 1-3, Mark 6: 30-44</i> The needs of people around us, <i>Mathew 25: 31-46</i> How Jesus showed concern for the different groups of people How he/she can show concern to others 	<ul style="list-style-type: none"> Talking about how people's needs were met Identifying needs of people he/she meets Talking about how Jesus showed concern for different people Talking about ways in which he /she can show concern to others Attending to others' needs 	<ul style="list-style-type: none"> Problem solving Friendship formation Empathy Peaceful conflict resolution 	<ul style="list-style-type: none"> Caring Respect Sense of belonging Patience Love Perseverance Happiness Joy

Assessment Guidelines

- Talk about how people's needs were met
- Talk about how Jesus showed concern for different people
- Talk about ways in which he/she can show concern to others

THEME: DISCOVERING GOD'S GIFT TO ME**Weeks 7-9**

Sub-theme	Content	Competences	Life Skills	Values
Discovering more of God's gift to me: <ul style="list-style-type: none"> • Interpersonal relationship in the home 	<ul style="list-style-type: none"> • What each member of the family contributes to the home <ul style="list-style-type: none"> - <i>Hebrew 13: 1-2, 1 Corinthians 12: 6-7, Exodus 20: 16</i> • The importance of having mutual trust in a family <ul style="list-style-type: none"> - <i>Mathew 7: 12, Luke 15: 11-24</i> • Ways to make our thoughts, feelings and ideas known honestly to others <ul style="list-style-type: none"> - 1 Thessalonians 5: 12-28 • Occasions when we need to ask for forgiveness <ul style="list-style-type: none"> - <i>Luke 15: 11-32</i> - <i>How forgiveness leads to acceptance and trust</i> - <i>1 Peter 5: 5-7</i> 	<ul style="list-style-type: none"> • talking about how he/she related with others at home • Telling the importance of being trustworthy • Telling how he/she can communicate well with others • Using appropriate language • Talking about how forgiveness leads to acceptance and trust 	<ul style="list-style-type: none"> • Effective communication • Problem solving • Empathy • Coping with emotions • Friendship formation • Decision making 	<ul style="list-style-type: none"> • Responsibility • Trustworthy • Forgiveness • Acceptance • Honesty • Sympathy

Assessment Guidelines

- Talk about how he/she relates with others at home
- Tell the importance of being trustworthy
- Talk about how forgiveness leads to acceptance and trust
- Tell how he/she can interact well with others

THEME: DISCOVERING GOD'S GIFT TO ME**Weeks 10-12**

Sub-theme	Content	Competences	Life Skills	Values
Discovering more of God's gift to me: <ul style="list-style-type: none"> • God's family and his love 	<ul style="list-style-type: none"> • Revision of God's gifts i.e. our bodies, people and other creation <ul style="list-style-type: none"> - <i>Mathew 9: 27-30</i> • Love and care for babies in a family <ul style="list-style-type: none"> - <i>The story of Jesus' birth in Bethlehem</i> - <i>Luke 1 and 2</i> - Things to do to prepare for Christmas 	<ul style="list-style-type: none"> • Telling gifts God has given her/him • Talking about ways in which he/she can love and care for a baby in a family • Narrating the events of the birth of Jesus • Talking about things they do to prepare for Christmas 	<ul style="list-style-type: none"> • Decision making • Critical thinking • Creative thinking • Empathy • Problem solving • Effective communication 	<ul style="list-style-type: none"> • Appreciation • Love • Caring • Responsibility • Interdependence • Unity • Cooperation • Sympathy

		<ul style="list-style-type: none">• Role-play the birth of Jesus		
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Assessment Guidelines

- Tell gifts God has given her/him
- Talk about ways in which he/she can love and care for a baby in a family
- Narrate the events of the birth of Jesus

ISLAMIC RELIGIOUS EDUCATION

TERM 1

THEME 1: READING FROM THE QURAN

Weeks 2-4

Learning Outcome: The learner is able to appreciate, and practise the principles and teachings of Islam in order to have total submission to the will and laws of God.

Content	Competences	Life skills	Values
The Islamic greeting (Salaam)	<ul style="list-style-type: none"> Saying salaam Explaining the meaning of salaam Telling the importance of salaam 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Friendship formation 	<ul style="list-style-type: none"> Respect Loyalty Responsibility
Surat Al-Fatiha	<ul style="list-style-type: none"> Reciting Surat 'Al-Fatiha' Telling its meaning and importance 	<ul style="list-style-type: none"> Decision making Problem solving Creative thinking Critical thinking 	<ul style="list-style-type: none"> Responsibility Obedience Appreciation Care Loyalty

Assessment Guidelines for Theme 1
<ul style="list-style-type: none"> Say salaam Explain its meaning and importance Recite Surat Al-Fatiha Tell the meaning and importance of the Sura

THEME 2: (TAWHIID) FAITH

Weeks 5-7

Learning Outcome: The learner is able to understand the principle of Tawhiid.

Content	Competences	Life Skills	Values
Worshipping <ul style="list-style-type: none"> Who am I? Where did I come from? Why was I created? What is worshipping? Places of worship i.e. mosques and homes 	<ul style="list-style-type: none"> Telling his/her relationship with the creator Appreciating his/her role with God Telling the meaning of worship Naming the places of worship 	<ul style="list-style-type: none"> Self awareness Problem solving Creative thinking Critical thinking Assertiveness 	<ul style="list-style-type: none"> Responsibility Sense of belonging Respect Appreciation Confidence Unity

Assessment Guidelines for Theme 2
<ul style="list-style-type: none"> Name 2 places of worship Tell his/her relationship to the Creator Tell the meaning of worship

THEME 3: FIQH (PRACTICES)

Weeks 8 -10

Learning Outcome: The learner is able to recognise and understand the rules and regulations of the places of worship and the concept of physical purity.

Content	Competences	Life sSkills	Values
Physical purity <ul style="list-style-type: none"> • Ablution • How ablution is performed • Benefits of ablution • Things that spoil ablution 	<ul style="list-style-type: none"> • Telling the meaning of ablution • Demonstrating how ablution is performed • Telling the importance of ablution • Telling the things that spoil ablution 	<ul style="list-style-type: none"> • Problem-solving • Creative thinking • Critical thinking • Assertiveness • Self awareness • Decision-making 	<ul style="list-style-type: none"> • Appreciation • Loyalty • Responsibility • Confidentiality • Obedience • Sense of belonging • Privacy

Assessment Guidelines for Theme 3
<ul style="list-style-type: none"> • Tell at least 3 things that spoil ablution • Demonstrate ablution • Explain the meaning of ablution • Tell the importance of ablution

THEME 4: MORAL AND SPIRITUAL TEACHINGS

Weeks 11-13

Learning Outcome: The learner is able to know and appreciate the life of Prophet Mohammed (PBHU), practices (prayers) for different occasions and show respect for parents, teachers, leaders and elders.

Content	Competences	Life Skills	Values
Duas <ul style="list-style-type: none"> • Before bed • On waking up • Before and after meals • For parents 	<ul style="list-style-type: none"> • Reciting the Duas • Telling the meaning and importance of the Duas • Telling the occasions for those Duas 	<ul style="list-style-type: none"> • Coping with emotion • Decision-making • Problem-solving • Creative thinking • Critical thinking • Coping with stress 	<ul style="list-style-type: none"> • Obedience • Loyalty • Appreciation • Confidentiality • Responsibility
Respect for: <ul style="list-style-type: none"> • Parents • Teachers • Leaders • Elders • The young ones 	<ul style="list-style-type: none"> • Naming the different people that should be respected • Telling the importance of respecting such people • Talking about the consequences of disrespect 	<ul style="list-style-type: none"> • Friendship formation • Interpersonal relationships • Problem solving 	<ul style="list-style-type: none"> • Respect • Patience • Loyalty • Care • Obedience
<ul style="list-style-type: none"> • The history of Islam • Prophet Muhammad's life 	<ul style="list-style-type: none"> • Telling the date when the prophet was born. Giving his mother, his father, foster mother's, grandfather's and uncle's names • Giving the character of the prophet during his childhood 	<ul style="list-style-type: none"> • Effective communication • Interpersonal relationship • Critical thinking • Decision making 	<ul style="list-style-type: none"> • Respect • Loyalty • Obedience • Appreciation

Assessment Guidelines for Theme 4
<ul style="list-style-type: none"> • Recite Dua • Explain meaning of at least 3 duas • Tell the consequences of disrespect • Give the character of the Prophet during his childhood

TERM 2

THEME 5: READING FROM THE QURAN

Weeks 1-3

Learning Outcome: The learner is able to recite Surat Al-Ikhlās and understand the message contained in the Surat.

Content	Competences	Life Skills	Values
Surat Al-Ikhlās	<ul style="list-style-type: none"> Reciting the Surat Telling the meaning of the Surat Telling the importance of the Surat Naming the incidents that led to the revelation of the Surat Talking about the things to consider before reading the Quran 	<ul style="list-style-type: none"> Effective communication Critical thinking Self-awareness Creative thinking Empathy 	<ul style="list-style-type: none"> Appreciation Respect Care Loyalty Sympathy

Assessment Guidelines for Theme 5

- Recite Surat Al-Ikhlās
- Tell the meaning of Surat
- Telling the importance of Surat
- Talk about the things to consider before reading the Quran
- Name the incidents that led to the revelation of the Surat

THEME 6: TAWHIID (FAITH)

Weeks 4-6

Learning Outcome: The learner is able to understand the principles of Tawhiid.

Content	Competences	Life Skills	Values
Attributes of God	<ul style="list-style-type: none"> Mentioning some of the attributes of God (Allah) Telling their meaning 	<ul style="list-style-type: none"> Creative thinking Decision-making Critical thinking 	<ul style="list-style-type: none"> Respect Appreciation Care Responsibility
Pillars of Faith (Imaan)	<ul style="list-style-type: none"> Defining Imaan Telling the meaning of the pillars of Imaan Giving the numbers and names of Imaan 	<ul style="list-style-type: none"> Coping with emotions Empathy Critical thinking Interpersonal relationships 	<ul style="list-style-type: none"> Respect Care Loyalty Appreciation Sympathy Responsibility

Assessment Guidelines for Theme 6

- Mention at least 4 attributes of Allah
- Define Imaan
- Tell meaning of the pillars of Imaan
- Give the numbers and names of Imaan

Theme 7: Moral and Spiritual Teaching (Hadith)

Weeks 7-9

Learning Outcome: The learner is able to understand and appreciate the value of respect.

Content	Competences	Life Skills	Values
<ul style="list-style-type: none"> Ways of showing respect in different societies People who should be respected in different societies 	<ul style="list-style-type: none"> Identifying how people in our society show respect; kneeling, bowing, helping Telling the categories of people respected in each society e.g. mothers, fathers 	<ul style="list-style-type: none"> Interpersonal relationships Friendship formation Empathy 	<ul style="list-style-type: none"> Loyalty Obedience Respect Responsibility Care

Assessment Guidelines for Theme 7

- Tell at least 3 categories of people who should be respected
- Demonstrate at least 3 ways of showing respect

Theme 8: The History of Islam

Weeks 10-12

Learning Outcome: The learner is able to know and appreciate the life of Prophet Mohammed (P.B.U.H).

Content	Competences	Life skills	Values
Muhammad as a youth <ul style="list-style-type: none"> His clan His tribe His characters His works 	<ul style="list-style-type: none"> Telling the tribe and clan of Prophet Muhammad Talking about the character of the Prophet and telling those which should be emulated. Identifying the character that forced Hadijah to propose marriage to Muhammad 	<ul style="list-style-type: none"> Coping with emotion Creative thinking Friendship formation Interpersonal relationship Coping with stress 	<ul style="list-style-type: none"> care Appreciation Togetherness Respect Obedience Tolerance

Assessment Guidelines for Theme 8

- Tell the tribe of Prophet Muhammad
- Tell the clan of Prophet Mohammad
- Tell the character of the Prophet to be emulated

TERM 3

Theme 9: Reading from the Quran

Weeks 1-3

Learning Outcome: The learner is able to recite Surat Annas and understand the message contained in the Surah.

Content	Competences	Life skills	Values
Surat Annas	<ul style="list-style-type: none"> Reciting the Surat Telling the meaning of the Surat Telling the importance of the Surat i.e. Islamic teaching about diseases e.g. It cures Ginn Narrating the incidents that led to the revelation of the Surat 	<ul style="list-style-type: none"> Effective communication Creative thinking Critical thinking Problem solving Empathy 	<ul style="list-style-type: none"> Appreciation Loyalty Acceptance Responsibility Sympathy

Assessment Guidelines for Theme 9
<ul style="list-style-type: none"> Recite the Surat Tell the meaning of Surat Tell the importance of the Surat

Theme 10: Tawhiid (Faith)

Weeks 4-6

Learning Outcome: The learner is able to understand the principle of Tawhiid.

Content	Competences	Life skills	Values
Allah and His Creation <ul style="list-style-type: none"> Belief in the existence of Allah and his creation The oneness of Allah Kalimat shahad (Assertion of the Unity of Allah) 	<ul style="list-style-type: none"> Telling the signs that show the day and night Explaining the meaning of oneness of Allah i.e. God is one, He has no son, parents, and does not need help from any one Reciting the 'Shahada' Telling the importance of the Shahada 	<ul style="list-style-type: none"> Self-awareness Interpersonal relationship Critical thinking Creative thinking 	<ul style="list-style-type: none"> Responsibility Care Appreciation

Assessment Guidelines for Theme 10
<ul style="list-style-type: none"> Talk about the existence of Allah Explain the meaning of oneness of Allah Recite the "Shahada" Tell the importance of the Shahada.

Theme 11: Fiqh (Practice)

Weeks 7–9

Learning Outcome: The learner is able to recognise, understand the rules and regulations of the places of worship and the concept of physical purity.

Content	Competences	Life skills	Values
Physical purity <ul style="list-style-type: none"> Types of water Tayammum (Dry ablution) 	<ul style="list-style-type: none"> Telling the types of water used for ablution Demonstrating how Tayammum is done 	<ul style="list-style-type: none"> Creative thinking Critical thinking Self-awareness Decision-making Problem solving 	<ul style="list-style-type: none"> Acceptance Responsibility Appreciation Loyalty

Assessment Guidelines for Theme 11
<ul style="list-style-type: none"> Tell the types of water used for ablution Demonstrate dry ablution

Theme 12: Moral and Spiritual Teaching

Weeks 10-12

Learning Outcome: The learner is able to understand the importance of cleanliness of the environment of prayer and uphold it.

Content	Competences	Life skills	Values
Cleanliness <ul style="list-style-type: none"> The body Clothes Places Ways of upholding cleanliness 	<ul style="list-style-type: none"> Telling the importance of cleanliness of the body, places, clothes, etc. Demonstrating how cleanliness should be done Talking about the dangers of being unclean 	<ul style="list-style-type: none"> Responsibility Self awareness Problem-solving 	<ul style="list-style-type: none"> Acceptance Caring Obedience
History of Islam <ul style="list-style-type: none"> Muhammad's trip to Syria Muhammad meeting a Christian monk Importance of the trip to Syria 	<ul style="list-style-type: none"> Narrating Muhammad's trip to Syria Talking about the story of the Monk with Muhammad's uncle Explaining the importance of the trip to Syria 	<ul style="list-style-type: none"> Effective communication Interpersonal relationships Problem-solving Decision-making 	<ul style="list-style-type: none"> Appreciation Acceptance Respect Endurance

Assessment Guidelines for Theme 5
<ul style="list-style-type: none"> Tell the importance of cleanliness of environment before prayer Demonstrate how cleanliness is done Talking about dangers of being unclean Explaining the importance of Muhammad's trip to Syria

PHYSICAL EDUCATION (PE)

Expected Learning Outcomes

The learner is able to:

- carry out all actions involving physical movement and play.
- enjoy and perform different games for lower primary.
- enjoy and perform play and different games that involve rhythmical movement.
- appreciate, endure and control emotions while performing traditional games and dances.
- exhibit appropriate self-discipline.
- appreciate the value of fitness and sensible ways of using available space in movement.
- appreciate and enjoy healthy competition, team work and cooperation.
- enjoy and preserve traditional games and dances that develop fitness and skills for games and sports.

Physical Education (PE) Programme for the Primary 1, Term 1: Orientation Week (Week 1)

The teacher is to introduce the class to PE as follows:

1. Inviting the learners to engage in play with the:
 - teacher
 - groups of learners
 - partners in pairs
 - Organising the learners to move in and out of the class speedily but without stampeding nor trampling one another in the doorway
 - Inviting the learners to sing play songs
 - Inducing the learners to dress appropriately for PE and for games and sports
2. Introducing the learners to special PE play areas
 - Taking the class to the play area at a measured pace to establish the time limit for changing to PE lessons from previous lessons.
 - Taking the class off the play area, again at a measured pace to ensure prompt resumption of other lessons
 - Organising play in the given play area with demarcated spaces to reinforce the sense of discipline and observance of rules
3. Introducing the learners to special PE play resources / equipment and materials by:
 - inviting children to bring to school their favourite play things, especially those made by the children before they joined school.
 - organising the PE lesson to let the learners use the play things they brought.
 - demonstrating a variety of play actions which can be done with the use of the equipment / apparatus / play materials from the learners.
 - Introducing simple materials chosen by the teacher for use on the Primary One PE programme.

TERM 1

Weeks 2 –4

Traditional Games

Content (abilities, skills and knowledge)	Competences	Life Skills	Values
IMITATIONAL GAMES	<ul style="list-style-type: none"> Running in given formations Performing a variety of walking activities Jumping on, off and over Dancing to rhythm Twisting waist, writs Performing individual / pair activities Walking / running and dodging Sharing play and playing materials 	<ul style="list-style-type: none"> Being observant Leadership and group organisation skills Friendship formation Effective communication Critical thinking Decision making Interpersonal relationship Empathy Creative thinking 	<ul style="list-style-type: none"> Self discipline Sharing Endurance Cooperation Perseverance

Assessment Guidelines

- Run in given formations
- Perform a variety of walking activities
- Jump on, off and over
- Dance to rhythm
- Twist waist, writs
- Perform individual / pair activities
- Walk / run and dodge
- Share play and playing materials

Weeks 5-7

Body Movement Experiences and Space Awareness

Content (abilities, skills and knowledge)	Competences	Life Skills	Values
EXPERIENCES WITH BODY AND SPACE	<ul style="list-style-type: none"> Performing variety of walking activities Running in a given pattern Hopping freely Pulling and pushing a partner Bending and stretching different parts of the body Throwing and catching large floppy objects (Teddy bear) Kicking large soft objects 	<ul style="list-style-type: none"> Decision making Being observant Endurance Coping with stress Creative thinking Friendship formation Empathy 	<ul style="list-style-type: none"> Creativity Self discipline Perseverance Cooperation Appreciation Endurance Innovativeness

Assessment Guidelines

- Perform variety of walking activities
- Run in a given pattern
- Hop freely

- Pull and push a partner
- Bend and stretch different parts of the body
- Throw and catch large floppy objects (Teddy bear)
- Kick large soft objects

Weeks 8 – 10

Traditional Games

Content (abilities, skills and knowledge)	Competences	Life Skills	Values
IMITATIONAL MOVEMENTS <ul style="list-style-type: none"> • Traditional games in doing various imitational activities; work, animals, and natural happenings 	<ul style="list-style-type: none"> • demonstrate specified animal, work and natural happenings movements 	<ul style="list-style-type: none"> • Endurance • Leadership and group organisational activities • Creative thinking • Critical thinking • Self esteem • Coping with stress / emotions • Empathy • Effective communication 	<ul style="list-style-type: none"> • Time management • Self discipline • Perseverance • Sharing • Cooperation • Endurance

Assessment Guidelines

- Demonstrate specified animal, movements
- Demonstrate work activities
- Demonstrate natural happenings

Weeks 11 – 13

Games for Lower Primary

Content (abilities, skills and knowledge)	Competences	Life Skills	Values
SIMPLE GAMES <ul style="list-style-type: none"> • Reaction games e.g. relay • Imitative games • Running / chasing games • Cooperative games e.g. playing with balls 	<ul style="list-style-type: none"> • Perform various skills in a given game • Identify the winner and the loser • Follow the rules of the games • Move enthusiastically 	<ul style="list-style-type: none"> • Self esteem • Endurance • Leadership • Empathy • Interpersonal relationship • Friendship formation • Creative thinking • Effective communication 	<ul style="list-style-type: none"> • Time management • Appreciation • Cooperation • Sharing • Endurance

Assessment Guidelines

- Perform various skills in a given game
- Identify the winner and the loser
- Follow the rules of the games
- Move enthusiastically

TERM 2

Weeks 1 – 3

Traditional Games Involving Imitation

Content (abilities, skills and knowledge)	Competences	Life skills	Values
IMITATIONAL MOVEMENTS <ul style="list-style-type: none"> Traditional games involving various imitational activities and movements like work, animals and natural happenings 	<ul style="list-style-type: none"> Crawl and creep Lift and carry different objects Walk and run Balance with support Roll side ways Climb various objects not more than 2 metres high Listen to and follow instructions 	<ul style="list-style-type: none"> Leadership and group organisational skills Creative thinking Critical thinking Assertiveness Self esteem Effective communication Interpersonal relationship 	<ul style="list-style-type: none"> Respect Appreciation Cooperation Determination Responsibility Endurance Obedience Acceptance

Assessment Guidelines

- Crawl and creep
- Lift and carry different objects
- Walk and run
- Balance with support
- Roll side ways
- Climb various objects not more than 2 metres high
- Listen to and follow instructions

Weeks 4 – 6

Traditional Games Involving Imitation

Content (abilities, skills and knowledge)	Competences	Life skills	Values
EXPERIENCE WITH BODY AND SPACE <ul style="list-style-type: none"> Basic movement experience and space awareness involving: jumping, running, hopping, skipping, throwing / catching 	<ul style="list-style-type: none"> Jump off, on and over objects Run in various patterns Skip the rope Hope freely 	<ul style="list-style-type: none"> Endurance Creative thinking Critical thinking Friendship formation Interpersonal relationship Self esteem 	<ul style="list-style-type: none"> Appreciation Togetherness Endurance Determination Respect Acceptance

Assessment Guidelines

- Jump off, on and over objects
- Run in various patterns
- Skip the rope
- Hope freely

Weeks 7 – 9

Games for Lower Primary

Content (abilities, skills and knowledge)	Competences	Life Skills	Values
SIMPLE GAMES <ul style="list-style-type: none"> Games for lower primary involving imitation, running chasing, reacting, cooperation games 	<ul style="list-style-type: none"> Hop freely Jump off, on, to and over Stump rhythmically Run in various patterns Listen and follow the rules of the game Perform accurately, the skills in a given game Exploring creative ways of playing various games 	<ul style="list-style-type: none"> Creative thinking Critical thinking Friendship formation Interpersonal relationship Decision making Coping with emotions 	<ul style="list-style-type: none"> Appreciation Cooperation Togetherness Determination Acceptance Leadership Respect

Assessment Guidelines

- Hop freely
- Jump off, on, to and over
- Stump rhythmically
- Run in various patterns
- Listen and follow the rules of the game
- Perform accurately, the skills in a given game
- Exploring creative ways of playing various games

Weeks 10–12

Traditional Games Involving Imitation

Content (abilities, skills and knowledge)	Competences	Life Skills	Values
IMITATIONAL MOVEMENT <ul style="list-style-type: none"> Traditional games involving animal like movements e.g. snake, cow, cat, chameleon, giraffe, caterpillar etc. 	<ul style="list-style-type: none"> Walk and run Run in a given pattern Roll side ways Imitate animal movement Crawl forward Listen to and follow rules of the game 	<ul style="list-style-type: none"> Self esteem Self awareness Interpersonal relationship Critical thinking Creative thinking 	<ul style="list-style-type: none"> Togetherness Cooperation Hard work Respect for one another Acceptance

Assessment Guidelines

- Walk and run
- Run in a given pattern
- Roll side ways
- Imitate animal movement
- Crawl forward
- Listen to and follow rules of the game.

TERM 3

Weeks 1-3

Basic Movement Experiences and Space Awareness

Content (abilities, skills and knowledge)	Competences	Life Skills	Values
EXPERIENCE WITH BODY AND SPACE <ul style="list-style-type: none"> Basic body movement and space awareness involving: running, pushing, bending, sliding, carrying, twisting and turning 	<ul style="list-style-type: none"> Pull and push objects Bend and stretch different body parts Slide sideways, forward and backwards Listening and following instructions 	<ul style="list-style-type: none"> Creative thinking Decision making Critical thinking Self esteem Interpersonal relationships Problem solving Empathy 	<ul style="list-style-type: none"> Sympathy Appreciation Cooperation Endurance

Assessment Guidelines

- Pull and push different objects.
- Slide sideways, forwards, backwards
- Listen to and follow instructions
- Bend and stretch different body parts

Weeks 4-6

Games for Lower Primary

Content (abilities, skills and knowledge)	Competences	Life Skills	Values
SIMPLE GAMES <ul style="list-style-type: none"> Imitation games Reaction games Running and chasing Co-operative games 	<ul style="list-style-type: none"> Bounce balls Running with varied speed and distances Balancing on different body parts Through light and large objects Throwing and aiming at targets 	<ul style="list-style-type: none"> Coordination Problem solving Interpersonal relationship Creative thinking Critical thinking 	<ul style="list-style-type: none"> Endurance Coordination Patience Tolerance Appreciation Determination

Assessment Guidelines

- Bounce the ball in different ways
- Run in a given pattern and varied speed or distances
- Balance on different body parts
- Throw light and large objects
- Throw and aim at target

Weeks 7-9

Traditional Games Involving Imitation

Content (abilities, skills and knowledge)	Competences	Life Skills	Values
IMITATIONAL MOVEMENTS <ul style="list-style-type: none"> Traditional games involving various imitational activities 	Making movement involving: <ul style="list-style-type: none"> Pushing and pulling Throwing and catching Jumping off and on objects Lifting objects appropriate to 	<ul style="list-style-type: none"> Coordination Decision making Critical thinking Creative thinking Interpersonal 	<ul style="list-style-type: none"> Coordination Endurance Leadership and group organisation Cooperation

and movement like work, animals and natural happenings	<ul style="list-style-type: none"> the age Timing movements 	<ul style="list-style-type: none"> relationship Self esteem 	<ul style="list-style-type: none"> Appreciation
--	---	---	--

Assessment Guidelines

Making movement involving:

- Pushing and pulling
- Throwing and catching
- Jumping off and on objects
- Lift objects appropriate to the age
- Timing movements
- Being observant
- Respond and perform timely

Weeks 10-12

Games for Lower Primary

Content (abilities, skills and knowledge)	Competences	Life Skills	Values
SIMPLE GAMES <ul style="list-style-type: none"> • Reaction games • Imitation games • Running and chasing games • Cooperative games 	<ul style="list-style-type: none"> • Perform various skills in given games • Identify the winner and a loses • Follow the rules of the game. • Move enthusiastically 	<ul style="list-style-type: none"> • Coordination • Interpersonal relationship • Creative thinking • Friendship formation • Critical thinking • Conflict resolution 	<ul style="list-style-type: none"> • Appreciation • Determination • Cooperation • Sharing • Endurance • Time management

Assessment Guidelines

- Perform various skills in given games
- Identify the winner and the loser
- Follow the rules of the game
- Move enthusiastically





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THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Primary School Curriculum

Primary 3



National Curriculum Development Centre
May 2008

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC), KAMPALA UGANDA

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There is no doubt that the successful completion of this Curriculum could not have been realised without the cooperation and willingness of all the different institutions:

- The Management of the Teacher's Colleges and Primary Schools for having permitted their members of staff for longer periods of absence from duty during the writing sessions.
- The Management of the Primary Schools that allowed NCDC to use their schools for piloting the drafts of the Teacher Resource Books for the purposes of coming up with a quality book.
- The District Education Officers in the trial districts for the support, supervision and encouragement to the teachers during the pilot phase.

Last but not least, thanks to all those behind the scenes – groups of people, organisations and individuals who formed part of the team that worked hard on the preparation and production of this document.



Connie Kateeba
Director, National Curriculum Development Centre - NCDC



FOREWORD

The Curriculum for Primary One – Primary Three (P1-P3)

Hon. Geradine Namirembe
Bitamazire (MP)

The failure by a high proportion of the children to attain acceptable levels of proficiency in reading and writing at Primary Three (3) level is considered to be a barrier to the children's full enjoyment of their right to education as enshrined in Section 30 of the Constitution of the Republic of Uganda (1995 Edition). Sector-wide reflection on this phenomenon has led to identification of challenges which need urgent attention to make schooling more beneficial to the children. The Ministry commissioned a study which carried out a situational analysis which showed that one of the factors causing poor learner performance in literacy, numeracy and life skills were the structure of the Primary School Curriculum.

The Curriculum's emphasis on the acquisition of facts in various subjects at Primary Schools influenced teaching to focus mainly on recall and other low order cognitive skills. This orientation was further reinforced by learner assessment techniques that aimed at grading learners rather than discovering variety in talents to be nurtured and weaknesses to be remedied.

The study also found out that the involvement of the Ministry of Education and Sports and the Sector Development Partners in the provision of materials and books to strengthen the teaching and learning activities had a positive effect on learning effectiveness. These findings were adopted by the sector as key interventions. The study report concerning the improved structure of the Curriculum made the following basic proposals:

- i) the need to focus on rapid development of literacy, numeracy and life skills at lower primary;
- ii) the treatment of concepts holistically, under themes of immediate meaning and relevance to the learner; and
- iii) the presentation of learning experiences through the media, especially languages in which the learners were already proficient.

These are the basics that have been presented in the Thematic Curriculum for Lower Primary. Primary One (P1) and Primary Two (P2) Thematic Curriculum is now ready for full system-wide launching after a successful pilot trial. The Primary Three (P3) Thematic Curriculum is to take its turn in the pilot to ensure that the learners in Primary Two in 2008 will be exposed to a fully piloted and evaluated Primary Three Curriculum

The procedure of piloting the Curriculum for each class before its launch will be upheld so as to provide a well-phased and interactive process of involving the teachers and learners in the refinement of the Curriculum being formulated and implemented with a view to upgrade learner performance.

I urge all Ugandans to give schools the support they need to make this Thematic Curriculum a success by ensuring:

- i) early breakthrough to literacy;
- ii) mastery of numeracy skills;
- iii) empowerment in the use of life skills;
- iv) providing a head start to the acquisition of *higher order thinking skills*; and
- v) the development of basic language skills for lifelong learning.

I therefore recommend this Thematic Curriculum for its implementation as a core activity in the on-going reforms of Education in Uganda. The effective interpretation of this Curriculum by the implementers will be the first step towards making Uganda's future generations permanently literate in at least one Ugandan local language. Let all efforts lead towards the use of the Thematic Curriculum for effective acquisition of literacy, numeracy and other skills needed for lifelong learning.

Hon. Geradine Namirembe Bitamazire (MP)
MINISTER OF EDUCATION AND SPORTS
October 2006

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SECTION A: INTRODUCTION

1. The National Aims of Education

The Thematic Curriculum takes into account the fact that Primary Education is the first level of formal education and often the last chance for the majority of Ugandan's children. Therefore, it has been prepared to equip learners with basic and vital competences and practical skills that will enable them to earn a living. In this way, the Thematic Curriculum aims at enabling children contribute to overall national development.

This Curriculum is designed to address the national aims of education as specifically stated in the Government White Paper on the Education Policy Review Commission Report (1992). These aims are:

- a) to promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to international relations and beneficial interdependence;
- b) to inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship;
- c) to inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
- d) to promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development;
- e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
- f) to equip the learners with the ability to contribute to the building of an integrated, self sustaining and independent national economy.

2. The Aims and Objectives of Primary Education

- a) To enable individuals to acquire functional, permanent and development literacy, numeracy and communication skills in English, Kiswahili and, at least, one Uganda language;
- b) To develop and maintain sound mental and physical health among learners;
- c) To instil the values of living and working cooperatively with other people and caring for others in the community;
- d) To develop and cherish the cultural, moral and spiritual values of life and appreciate the richness that lies in our varied and diverse cultures and values;
- e) To promote understanding and appreciation for the protection and utilisation of the natural environment, using scientific and technological knowledge and skills;
- f) To develop an understanding of one's rights and civic responsibilities and duties for the purpose of positive and responsible participation in civic matters;
- g) To develop a sense of patriotism, nationalism and national unity in diversity;
- h) To develop pre-requisites for continuing education;
- i) To acquire a variety of practical skills for enabling one to make a living in a multi skilled manner;

- j) To develop an appreciation for the dignity of work and for making a living by one's honest effort;
- k) To equip the child with the knowledge, skills and values of responsible parenthood;
- l) To develop skills in management of time, finance, as well as respect for private and public property;
- m) To develop the ability to use the problem-solving approach in various life situations; and
- n) To develop discipline and good manners.

3. The Organisation of the Primary Curriculum

The P3 Curriculum is part of the planned Primary School Curriculum which is divided into three clear cycles, each with its own structure of knowledge, skills and learning outcomes specified in terms of the type and level of skills to be achieved.

3.1 Cycle 1 (P1-3): Basic skills

A thematic approach has been used as the organising principle for arranging the competences and knowledge content in P1-3. The themes selected are those that are relevant to children, reflecting their everyday interests and activities as well as the national educational aims and objectives.

All learning materials used in these three years will be provided in the language of instruction. Any written work that is used for assessment purposes, apart from assessment of English language competences for non-English medium schools, will also be in the local language. When the mix of languages in a school is such that there is no predominant local or area language, the Curriculum will be delivered and assessed in English.

The major expected learning outcomes of this cycle are that children will develop:

- basic literacy, mathematics concepts, and life skills and values, in a first language or familiar language, at a level that will enable the child to mature and be prepared for further learning;
- sufficient skills in English to act as a basis for developing English as the medium of instruction in the Upper Primary Cycle;
- an appreciation of their culture and the roles they can play in the society.

3.2 Cycle 2 (P4): The transition year

This will be a single year in which children will change from a theme-based to a subject-based curriculum and gradually from their local language to English as a language of instruction. The emphasis will be on rearranging content, concepts and skills rather than introducing new content or concepts. Thus, the organising principle will then be subject-based. Written materials and all assessment will be in simple English, except for Local Language which will be taught as a subject.

The aims of this cycle will be to enable children achieve

- English skills, both oral and written, to a level in which learning can take place in English across all subjects;
- build on the content, knowledge and competences already acquired through the theme-based curriculum but now transferred to a subject-based framework; and

- apply the developed concepts, skills and ability to think creatively.

3.3 Cycle 3 (P5-7): Subject-based development

This cycle will be similar to the current Curriculum, in which the concepts, knowledge and skills are arranged in subjects. Primary School subject syllabuses will align with and lay a good foundation for Secondary School subject syllabuses.

The aims of this cycle will remain the same as those already expressed in the current curriculum for Upper Primary, including preparing learners for:

- secondary education
- the world of work
- scientific and technical application of knowledge
- life skills and values

4. The Overall Approach in P1-3

4.1 Learning Outcomes and Competences

The Thematic Curriculum consists of learning outcomes that are derived from the general aims of education. The learning outcomes describe what the child is expected to know, understand and do in relation to each theme. The themes have been selected not only as a means of organising the Curriculum but are in themselves important aspects of daily life that children in Uganda need to be aware of and responsive to.

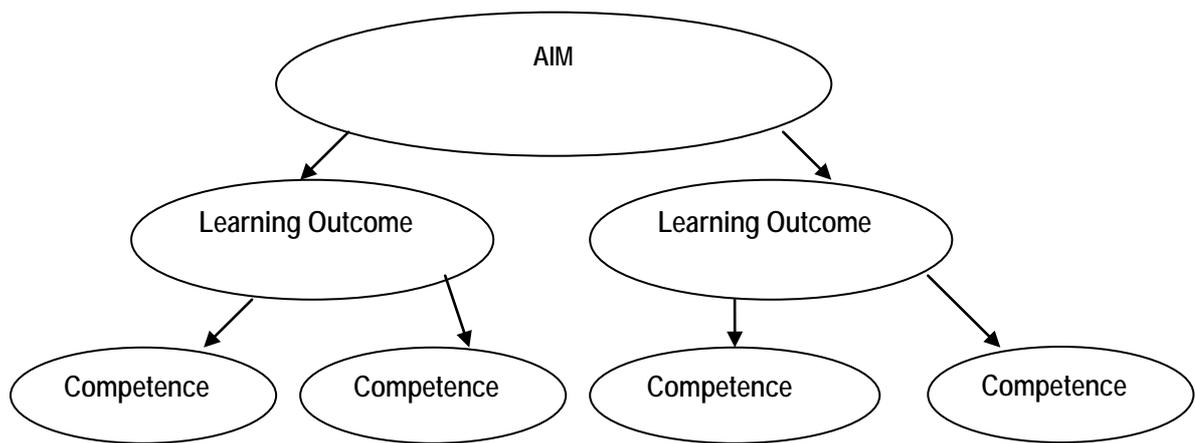
Learning outcomes define the overall direction of the teaching and learning process. They do not contain specific learning objectives¹ that can be assessed. However, they are achieved through competences. Competences describe the genuine abilities of the child to demonstrate that they have understood the concepts and have acquired clearly measurable skills². Competences emphasise the transfer of learning.

Teachers need not be too concerned with the difference between a competence and a skill. In this Curriculum, the idea of competence includes the idea of skill but extends it to wider levels of operations. When a child is competent in a particular area of learning, he/she has not only mastered the ability to carry out an action but also knows why he/she is doing that action and when to employ it. Acquiring a competence is not only about learning a particular behaviour; it is also about understanding and applying it. It is therefore more in keeping with the overall purpose of a child-centred approach.

The following diagram shows the relationship between Aims, Learning Outcomes and Competences. Learning Outcomes are derived from Aims, while Competences are derived from Learning Outcomes.

¹ The thematic curriculum does not use the term “objectives” as an organising principle. While all teaching has objectives, the thematic curriculum has chosen a competence-based approach rather than an objective-based approach. This is based on the belief of the curriculum planners that objectives refer more to the teaching process rather than the learning process.

² The curriculum does not label or describe concepts. However, all educators should be aware of the key concepts that children should learn. A concept can be defined as an idea that contains a process or a function. Examples of concepts include the concepts of “number”, “plants”, and “song”.



4.2 A child-centred approach

In Thematic Curriculum, a child is at the centre of learning. This can be illustrated in many ways. The use of themes brings the Curriculum closer to the child. The themes have been selected on the basis that they are close to the child's interests and experience and reflect more closely the way in which the child views the world. The content, concepts and skills of subjects such as Science and Social Studies have been rearranged within themes that are familiar to young children's experiences.

The recommended teaching methodology emphasises the child's activities rather than the teacher's. The child-centred approach in P1-3 is also supported by the use of the child's first or familiar language as the medium of instruction.

It encourages the participation and performance of all children including those with special needs. It is expected that children will be active participants in their own learning by exploring, observing, experimenting and practising, rather than being passive receivers (doing what they are told to do). As a result, a significant amount of class time should be taken up by activities that involve group or pair work or individual children working independently of the teacher. Children at this age are still learning through play. The Thematic Curriculum is flexible and not exhaustive; it requires the teacher to prepare a variety of appropriate activities that will motivate and enhance children's participation in their learning.

4.3 The first or familiar language

Wherever possible, the child should learn in his/her home language or at least a language that is familiar to the child. The Thematic Curriculum is based on evidence that literacy is achieved at a much faster speed when it is acquired in a language in which the child already has a strong oral command. For children with hearing impairment, this should be in sign language while those with visual impairment will use brails.

4.4 Multiple resources

This curriculum provides the child with a rich and varied literacy environment. The approach emphasises the need for and use of a range of varied learning resources including flash cards, word/sentence cards, wall charts, work cards, simple readers (both fiction and non-fiction) and the children's own written work and brailled materials for children with visual impairment.

5. The Organisation of the Thematic Curriculum in P1-3

5.1 The rationale

The organisation of Thematic Curriculum reflects the way young children understand the world around them and the type of knowledge and skills they need to acquire. Young children cannot be expected to understand the boundaries between different subjects, nor are the skills they need on entering school necessarily reflected by traditional subject labels. By adopting themes related to the child's own experiences, the thematic curriculum enables the child to understand and develop the skills necessary to study topics related to their interest.

In terms of content, this Curriculum covers many of the same areas as the 1999 curriculum (Vols. I and II), but the content and target competences are arranged around a number of different themes that have been selected as central to the interests and needs of the child.

The selection of themes was based on a variety of criteria, including:

- a) intrinsic interest and value to the child;
- b) appropriateness to the child's age and environment, including the conceptual difficulties;
- c) exploitability across subject areas - use of relevant content, skills and competences of different subjects across the Curriculum.

Thematic Curriculum avoids the overlaps and repetition in content that often occurred under the subject-based curriculum. For example, in the former Curriculum a topic such as 'hygiene' occurred in three different subjects, namely Science, Social Studies and English.

The 12 themes selected for P3 have been sub-divided into 36 sub-themes. Each sub-theme provides a basis for organising one week's teaching and learning.

The Curriculum gives priority to the development of literacy skills, Mathematics concepts, life skills and values.

5.2 Content arrangement

The Curriculum for each year is arranged in a matrix. The themes are presented horizontally while the crucial learning areas are presented as vertical strands. The matrix shows how the competences that relate to the different learning outcomes are developed as the child moves from one theme to another.

The life skills and values are presented as a vertical strand so that teachers can relate specific life skills and values to each theme and sub-theme. However, it is not intended for teachers to focus on life skills and values as specific learning areas in the same way as the other strands.

Physical Education (PE) and Religious Education (RE) are not included in the thematic organisation. Instead, both PE and RE have retained their frameworks from Volume II of the 1999 Primary School Curriculum. This is in response to the views of parents and communities who felt that the existing RE Curriculum was still valuable and balanced. Religious Education is essentially an attitude- and value-based subject rather than involving competence development. However, the scope and sequence for IRE and CRE have been organised under 12 content areas, to correspond with the teaching timetable of the 12 themes. On occasions, there are opportunities for linking the content and values of the RE Curriculum to the Thematic Curriculum, and these have been indicated.

In the Oral Literature lessons, children have a chance to explore their own local culture and to develop a feel for the structure and potential of their own language.

5.3 The weekly allocation of periods

The number of periods for each strand of the P3 thematic curriculum is as follows:

Strand	No. of periods
Oral Literature	4
Mathematics	9
Literacy I	6
Literacy II	6
English	10
Creative Performing Arts (CPA)	
- Music	3
- Art and Crafts	2
PE	5
RE	3
Library	2
TOTAL	50 periods

Schools should observe the following when planning a timetable:

- Literacy I and Literacy II lessons should follow one another.
- Music, Art and Crafts are combined under Creative Performing Arts (CPA), with 3 periods for Music and 2 for Art and Crafts.
- Oral Literature has 4 periods per week.

6. The Approach to Assessment

Assessment is part and parcel of the teaching and learning process in the Thematic Curriculum. It is essential that all competences, whether oral, written or practical, are assessed. Assessment is intended to find out whether the child is genuinely learning and what action that need to be taken to support the child. The Thematic Curriculum emphasises ‘continuous assessment’.

Further description of the assessment methodology is given in the Teacher’s Guide.

SECTION B: CURRICULUM SCOPE AND SEQUENCE

TERM 1

Theme 1: Our Sub-county/Division

Expected learning outcome: The child understands different ways of locating places and appreciates the various social groups in the Sub-County/Division.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
<p>1.1 Name and location of our Sub-county / Division</p> <ul style="list-style-type: none"> Name of our sub-county / division Difference between map and picture Compass direction - cardinal points (ENWS) Location (position of our sub-county / division in relation to neighbouring parishes) 	<ul style="list-style-type: none"> Counting 0-999 Forming sets Naming sets Drawing sets Recording sets Identifying the empty set by symbols \emptyset, $\{ \}$ Constructing a compass – North, South, East and West Locating different places in the school using the compass rose Estimating distance 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> Talking about the background of the sub-county Distinguishing between map and a picture Identifying the cardinal points of a compass (South, West, East, North) Locating parishes neighbouring sub-counties / division using a map of the sub-county / division Identifying different places on the map of the sub-county / division Asking and answering questions <p>READING/ TACTILE</p> <ul style="list-style-type: none"> Reading the names of the sub-county/division, parishes and neighbouring sub-counties Reading sentences Reading the map and pictures of the school Recognising capital letters <p>WRITING/ BRAILLING</p> <ul style="list-style-type: none"> Writing the name of the sub-county / division Drawing a map and a picture of the school Writing capital letters correctly Labelling maps and pictures 	<p>VOCABULARY</p> <p>Revision of vocabulary from P2: On, in, door, behind, in front of, near, cupboard, book, table, at the side of</p> <p>New vocabulary: North, East, West, South, opposite, right, above, sunrise, sunset, sub-county, division</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> Where is the ...(book/table)? The ... is (near, on, in, opposite) the house/tree. It is (near, on, in ,opposite) the ...(table /cupboard/door). Is the ... (house/tree)(near, in, opposite)the(church, school)? Yes, it is. No, it is not. Where does the sun (rises, set)? It ... (rises, sets) in the ... (East/West). What direction is the ... (church, mosque)? The ... (church, mosque) is in the ... (North, West). It is in the (East/West). Obey commands Turn ... (left, right, north, east,). I am turning to the ... (left, right, North). Do not turn ... (left, right). 	<ul style="list-style-type: none"> Singing/signing songs about our sub-county / division Singing Uganda National Anthem (first stanza/verse) Listening to different pitches of musical instruments Moving according to rhythm of known song Tracing and colouring cut out maps of the sub-county / division Recognising colours Colouring shapes 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Mobility and orientation (SNE) Friendship-formation Social awareness Appreciation Identity Cooperation Sharing

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
			<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Describing pictures • Demonstrating and talking about the directions • Giving and obeying commands e.g. turn left at the gate / near the mosque • Acting dialogues • Reciting a rhyme about compass points • Answering questions about the passages <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading the passage about our sub-county / division • Reading questions about the passages • Spelling words • Reading a rhyme about compass points – North, East, West, South <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Completing sentences • Answering comprehension questions 		
<p>1.2 Physical features of our Sub-county / Division</p> <ul style="list-style-type: none"> • Physical features, land forms e.g. hills, valleys, lakes, rivers, swamps, ponds, mountains. • Position of physical features using direction of the 	<ul style="list-style-type: none"> • Comparing sets • Counting in 10s from 0 to 990 • Counting in 2s and 5s from 0 to 100 • Identifying place value of 10s and 100s • Drawing cardinal compass points 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Naming physical features • Describing physical features • Discussing importance of physical features • Telling direction using compass points • Listening and retelling stories about physical features and landmarks • Asking and answering questions • Explaining why a compass is used 	<p>VOCABULARY river, hill, valley, pond, mountain, fish (v), graze (v), well, spring, along, up the, down the, across from</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Where is ... (hill, valley)? - The ... (hill, valley) is in the ... (East, West) • Is thehill/valley/river) (along, across, up, down) the 	<ul style="list-style-type: none"> • Singing/signing songs about physical features • Playing percussion instruments • Dancing: traditional dance • Drawing and colouring physical features 	<ul style="list-style-type: none"> • Effective communication • Problem-solving • Critical thinking • Creative thinking • Appreciation • Care • Belonging • Social awareness

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
<p>compass and body (sunrise, sunset, behind and front)</p> <ul style="list-style-type: none"> Importance of physical features, e.g. fishing, grazing Field trip 	<ul style="list-style-type: none"> Observing and labelling cardinal compass points 	<p>READING/ TACTILE</p> <ul style="list-style-type: none"> Reading names of physical features Reading 2-3 sentences describing each physical feature Reading short stories about physical features. Identifying more capital letters. <p>WRITING/ BRAILLING</p> <ul style="list-style-type: none"> Writing names of physical features Writing descriptions of physical features Writing patterns and sentences legibly and neatly. Writing sentences with emphasis on punctuation marks. 	<p>(spring/mountain/well)?</p> <ul style="list-style-type: none"> The ... is (along, across, up the, down the)..... It is (open, along, across) the ... Where do we get ... (fish, water)? We get ... (fish, water) from (rivers, lakes, ponds). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Telling stories about the physical features Asking and answering questions about the story Listening to and solving puzzles Reciting rhymes <p>READING/TACTILE</p> <ul style="list-style-type: none"> Reading puzzles Spelling words <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> Writing sentences about objects, physical features and pictures Asking and answering questions 	<ul style="list-style-type: none"> modelling physical features 	<ul style="list-style-type: none"> Concern Responsibility
<p>1.3 People in our Sub-county / Division</p> <ul style="list-style-type: none"> Tribes and clans Administrative set up and types of leaders: <ul style="list-style-type: none"> political e.g. LC, cultural (chiefs) Roles of leaders e.g. <ul style="list-style-type: none"> settling disputes guiding and counselling organising meetings planning for development 	<ul style="list-style-type: none"> Reading number symbols 0-999 Writing number symbols 0-999 Drawing a simple map of the school playground, indicating direction and distance using non standard measures 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> Naming people by tribe and clan Listening to and retelling stories about the clan's origins Describing the administrative set-up Asking and answering questions about the roles of different leaders Role-playing the roles of different leaders <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading names of tribes and clans Reading a short text on roles of leaders 	<p>VOCABULARY</p> <p>chairperson, secretary, office, parish, leader, children, parent(s), teacher, police, army, teach, preach, friend, member</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> What does a ... (policeman/ teacher) do? A ... (policeman, teacher) ... (teaches, keeps law and order). He/she ... (keeps law and order/ teaches). Where is the ... (chairperson, 	<ul style="list-style-type: none"> Singing/signing songs about people in our sub-county/division Making percussion instruments Dancing Drawing simple story sequence about people and their activities Modelling with clay, paper mache, 	<ul style="list-style-type: none"> Decision making Effective communication Negotiation Non-violent conflict resolution Interpersonal relationship Problem-solving Self awareness Empathy Endurance

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
		<ul style="list-style-type: none"> • Rearranging sentences to form a story <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing names of tribes and clans • Writing a story from jumbled sentences • Writing short stories about the tribes or clan's origins (legends of the tribes) • Writing patterns and sentences / stories • Writing sentences with emphasis on punctuation marks 	<p>policeman).....?</p> <ul style="list-style-type: none"> - The ... (policeman, chairperson) is in the ... (office, road). - He/she ... (is) in the ... (office/valley). <ul style="list-style-type: none"> • What do you do everyday? - I ... (teach, preach) everyday. <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Acting dialogues / conversation • Reciting rhymes <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Spelling words • Reading short stories • Reading sentences describing people and what they do • Asking and answering questions about the story <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences describing pictures • Writing short stories 	<p>Plasticine</p>	<ul style="list-style-type: none"> • Concern • Appreciation • Respect • Acceptance • Responsibility • Honesty • Leadership • Trustworthiness • Sharing • Kindness • Unity • Identity • Courage • Sympathy

Suggested Assessment Guidelines for Theme 1

Mathematics	<ul style="list-style-type: none"> • Count from 0 to 999. • Form sets. • Name different sets. • Draw the symbols of an empty set. • Identify place values of 10s and 100s. • Read number symbols 0-999. • Write number symbols 0-999.
Literacy	<ul style="list-style-type: none"> • Describe different places in the sub-county/division, using landmarks. • Tell differences and similarities between a map and a picture. • Locate the sub-county/division headquarters on a map. • Label the four cardinal points on a compass accurately. • Explain why a compass is used. • Write uses of physical features in the sub-county/division. • Re-write jumbled sentences to form a meaningful story. • Read a text and answer comprehension questions.
English	<ul style="list-style-type: none"> • Pronounce learnt words correctly. • Construct oral sentences using learnt words correctly. • Tell a meaningful short story. • Spell words. • Recite a rhyme with appropriate actions. • Read a text and answer comprehension questions. • Write sentences about physical features.
Creative Performing Arts	<ul style="list-style-type: none"> • Sing the first stanza/verse of the National Anthem correctly. • Move to the rhythm of a given tune. • Make percussion music instruments. • Draw physical features in the sub-county/division. • Model physical features in the sub-county/division.

Theme 2: Livelihood in Our Sub-county / Division

Expected learning outcome: The child applies acquired skills and appreciates the benefits of participating in different activities.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>2.1 Occupations of people in our Sub-county / Division and their importance</p> <ul style="list-style-type: none"> • Money generating • Subsistence (example of common activities) <ul style="list-style-type: none"> - casual labouring - trading - farming / animal rearing - tailoring - entertainment - pottery / brick making - carpentry - weaving / knitting • Importance of different activities. • Practicals in cookery 	<ul style="list-style-type: none"> • Grouping in 10s • Counting in 10s and 100s from 1000 to 2000. • Identifying place value for 10s, 100s, 1000s. • Adding horizontally in units, tens and hundreds, e.g. $3 + 5 = 8$ $30 + 50 = 80$ $300 + 500 = 800$ • Measuring quantity of ingredients used in cookery using non-standard measures 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Identifying different activities • Describing different activities people do • Discussing importance of these activities • Miming or role-playing people's occupations • Talking about what people can do to get money • Making predictions of what they want to be in future • Listening to and retelling a description of different activities • Asking and answering questions • Demonstrating cooking simple dishes <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading sentences about different activities • Reading short paragraphs and answering questions • Reading and reorganising jumbled sentences to form a story <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing stories from jumbled sentences • Writing patterns • Writing descriptive sentences about different activities 	<p>VOCABULARY</p> <p>bricks, fish (v), dance, drum, weave, cook, carpenter, sew, play, secretary, teacher, butcher</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Who can ... (weave)? - I/you can ... (weave ...) but (I/you) cannot ... (sew a dress). - We/they can ... (weave) ... but cannot ... (sew) a dress. • Who makes ... (chairs)? - The/a ... (carpenter) makes ... (chairs). • Who sells ... (fish)? - The/A ... (fishmonger) sells ... (fish). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Reciting a rhyme • Saying conversation chain <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading sentences describing people's work • Reading text • Solving puzzles <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences describing people's work • Writing short stories from jumbled sentences 	<ul style="list-style-type: none"> • Singing/signing: <ul style="list-style-type: none"> - work songs - the schools anthem • Dramatising, e.g. miming • Making percussion instruments • Reading and writing solfar notes of the major scale d r • Weaving, e.g. baskets, bags mat, belts, covers • Making and decorating grass brooms • Drawing and labelling pictures of daily activities 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Effective communication • Problem-solving • Self-esteem • Self-awareness • Interpersonal relationships • Coping with stress. • Appreciation • Concern • Respect • Interdependent • Sharing • Self-reliance • Concern

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>2.2 Social services and their importance</p> <ul style="list-style-type: none"> • Social services e.g. <ul style="list-style-type: none"> - education - health - communication - transport - water supply - security • Importance of social services in our sub-county / division, e.g. <ul style="list-style-type: none"> - literate citizens - good health - living peacefully - information flow - protection - easy movement 	<ul style="list-style-type: none"> • Reading number symbols in 10s and 100s from 1000 to 2000 • Writing number symbols in 10s and 100s from 1000 to 2000 • Adding two 3-digit numbers vertically, no carrying, sum less than 1000 • Classifying objects used in communication 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Describing the different social service provided • Discussing the importance of the different social services • Role-playing different activities/jobs in social services • Describing objects used in communication <p>READING/ TACTILE</p> <ul style="list-style-type: none"> • Reading short paragraphs about different services and their importance • Rearranging sentences to form a story <p>WRITING/ BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences about different social services and their importance • Writing a short story from jumbled sentences • Writing letters and patterns 	<p>VOCABULARY</p> <p>aeroplane, train, water, lorry, taxi, telephone, television, hospital, clinic, police, treat</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Using relative clauses with who e.g. <ul style="list-style-type: none"> - A person who drives a car is a driver. - One who makes chairs is a carpenter. • What does your ... (father, mother, sister) do everyday? <ul style="list-style-type: none"> - Everyday my ... (father, mother, sister) goes to work at the Health Centre. • Why do ... (I, you, we, they) ... go to the (clinic/hospital)? <ul style="list-style-type: none"> - (I, you, we, they) ... go to the (clinic/ hospital) because ... <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Playing situational games • Acting dialogue <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading sentences • Reading short stories describing people's activities <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing educative messages • Writing a paragraph describing an activity • Writing guided compositions based on uses of social services 	<ul style="list-style-type: none"> • Singing/ signing known songs • Singing/signing two rounds • Listening to recorded music and responding, e.g. clapping, tapping • Dancing according to rhythm • Reading and writing notes of the major scale dr m • Making string telephones and simple amplifiers • Shading patterns 	<ul style="list-style-type: none"> • Friendship formation • Interpersonal relationships • Problem-solving • Negotiation • Decision-making • Effective communication • Appreciation • Care • Concern • Endurance • Respect • Perseverance • Tolerance • Accuracy

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>2.3 Challenges in social services and their possible solutions</p> <ul style="list-style-type: none"> - Education -, school demands - Health – lack of enough health centres, expenses on medicine - Transport – conditions of roads - Communication – radios, televisions, newspapers (expensive) - Water – quality availability - Security – (effectiveness) <ul style="list-style-type: none"> • Possible solutions as per identified problems and challenges 	<ul style="list-style-type: none"> • Adding two 2-digit numbers with carrying • Solving word problems in addition • Drawing a map of a journey to school, showing direction and distance in non standard units 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Identifying challenges associated with activities and social services • Discussing causes to challenges • Identifying possible solutions • Asking and answering questions <p>READING/ TACTILE</p> <ul style="list-style-type: none"> • Reading texts on different challenges • Reading texts on possible solutions • Matching solutions to problems • Completing sentences <p>WRITING/ BRAILLING</p> <ul style="list-style-type: none"> • Writing short texts describing the challenges • Writing texts that give solutions to the challenges • Writing proverbs • Writing letters, sentences, patterns, legibly and clearly 	<p>VOCABULARY storm, mud, slash, bridge (n), police post, accidents, boil (v), spray, mosquito net, use of “because”, use of past tense.</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • How did ... (she/he/you, they) fall into mud? - (I/she/he/they) ... jumped off the ... (bridge, bicycle) on the road. • What did ... (you/he/she/they) ... do yesterday? - (I/she/he/they/we) ... slashed the ... (compound) yesterday. • What do ... (you/we/they) do when.... (you/we/they).... (get an accident/ are in danger/there is a storm)? - I/we/they ... (report to the police post/take shelter) when ... - (I/ he/she/they/we) cannot go to school/hospital) because the bridge broke down. <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Listening to stories • Asking and answering questions • Playing situational games <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading descriptive texts • Reading short stories <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing/ brailing descriptive paragraphs 	<ul style="list-style-type: none"> • Acting from a story • Singing/ signing songs on topical issues such as challenges in social services • Reading/brailing and writing solfa notes d r m f • Singing/signing songs about colours of the national flag and their meaning • Singing/signing songs about challenges in social service • Printing with potatoes, fingers, leaves, palms, threads 	<ul style="list-style-type: none"> • Coping with stress • Coping with emotions • Interpersonal relationships • Negotiation • Decision-making • Friendship formation • Critical thinking • Creative thinking • Non-violent conflict resolution • Endurance • Patience • Care • Concern • Respect • Responsibility • Tolerance

Suggested Assessment Guidelines for Theme 2

Mathematics	<ul style="list-style-type: none"> • Count from 1000 to 2000. • Identify place values of four digit numbers using an abacus. • Add 2-3 digit numbers horizontally without and with carrying. • Solve word problems in addition correctly. • Read number symbols up to 2000. • Write number symbols up to 2000.
Literacy	<ul style="list-style-type: none"> • Name different activities carried out in the sub-county/division. • Tell uses of social services found in the sub-county/division. • Talk about challenges/difficulties associated with social services found in the sub-county/division. • Read a text and answer comprehension questions correctly. • Write a text of descriptive sentences correctly.
English	<ul style="list-style-type: none"> • Pronounce learnt vocabulary correctly. • Construct sentences using the learnt vocabulary correctly. • Act out a conversation in parts / phrases. • Read a descriptive text and answer comprehension questions. • Write a descriptive text about different activities carried out in the sub-county/division.
Creative Performing Arts	<ul style="list-style-type: none"> • Sing work songs meaningfully. • Move to the rhythm of a given tune. • Listen to a simple recorded song and answer comprehension questions. • Weave items using local materials. • Print art items using different local materials.

Theme 3: Our Environment in Our Sub-county / Division

Expected learning outcome: The child appreciates environmental changes and applies the acquired knowledge and skills to manage the environment.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>3.1 Soil</p> <p>a) Composition of soil: water, air, dead plants, animals, particles of rocks</p> <p>b) Types of soil and texture</p> <ul style="list-style-type: none"> Sand – rough, large particles Clay – smooth, slippery and powdery Loam – balance of sand, clay, plus dead plants and animals Layers of soil <ul style="list-style-type: none"> - top soil - sub-soil - gravel humus -Composite pile / pit) <ul style="list-style-type: none"> Experiments e.g. <ul style="list-style-type: none"> - composition of soil - soil profile - soil texture Uses e.g. growing crops, making bricks, construction and artwork (colours, modelling) 	<ul style="list-style-type: none"> Counting 2000-3000 Recognising place values of 4-digit numbers Adding two 3-digit numbers without carrying vertically Measuring different types of soil using non standard units 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> Naming types of soil Describing composition of soils Comparing different soils Observing and describing layers of soil Discussing uses of different soils Recording observations of experiments Asking and answering questions Saying poems <p>READING /TACTILE</p> <ul style="list-style-type: none"> Reading sentences about soils Reading words Reading poems <p>WRITING/ BRAILLING</p> <ul style="list-style-type: none"> Writing descriptive sentences about soils Using appropriate punctuation Completing sentences using appropriate words. Recording observations from experiments on soils 	<p>VOCABULARY</p> <p>soil, stones, sand, clay, stove, colour, build (v), crop, houses, loam, white, black, brown, grey</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> What is(clay/sand)used for? - (I/we/they) use ... (clay/loam) sand) soil to ... (make pots, grow crops / build houses). There are many.... (stones/ crops/buildings) in our sub-county/division. What colour is ... (clay, sand, loam) soil? - It is ... (black, grey, brown, white) soil. <p>LISTENING/SPEAKING</p> <ul style="list-style-type: none"> Acting dialogues Solving puzzles <p>READING/TACTILE</p> <ul style="list-style-type: none"> Reading texts Reading dialogues Reading rhymes <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> Copying descriptive texts Labelling pictures/diagrams 	<ul style="list-style-type: none"> Listening to musical instruments Singing/signing a simple melody up to 8 notes long without leaps: d d r m d d r d Instrumental work, e.g. playing tuned percussion music instruments found in locality, e.g. xylophone) Making collage using soils and stones String painting Constructing 	<ul style="list-style-type: none"> Critical thinking Creative thinking Problem-solving Decision-making Cooperation Effective communication Appreciation Care Responsibility Inter-dependency
<p>3.2 Natural causes of changes in the environment, e.g.:</p> <ul style="list-style-type: none"> floods, drought, 	<ul style="list-style-type: none"> Making and recording a class weather chart (and 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Identifying natural changes in the environment Discussing the effects of changes 	<p>VOCABULARY</p> <p>wind, rain, hungry</p> <p>Opposites: hot/cold, sunny/rainy, dry/wet, inside/outside</p>	<ul style="list-style-type: none"> Singing/signing simple melody m f s f s l 	<ul style="list-style-type: none"> Critical thinking Decision-making Problem-solving Coping with

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>earthquake, hail stones, landslides, storms, lightening, thunder</p> <ul style="list-style-type: none"> • Effects of changes e.g. <ul style="list-style-type: none"> - hunger - destruction of homes and property, plants, animals - soil erosion - diseases / epidemics - migrations • Ways of managing changes 	<p>keeping it for 3 weeks)</p> <ul style="list-style-type: none"> • Adding two 3-digit numbers vertically with carrying • Solving algebraic problems in addition, e.g: $3 + \square = 8$ $\square + 30 = 80$ 	<ul style="list-style-type: none"> • Discussing ways of managing natural changes • Telling and retelling stories about natural changes <p>READING/ TACTILE</p> <ul style="list-style-type: none"> • Reading words and sentences related to changes • Reading stories comparing the past and present environment • Matching pictures to descriptions of changes in the environment <p>WRITING/ BRAILLING</p> <ul style="list-style-type: none"> • Writing words and sentences that describe change • Writing letters and patterns 	<p>STRUCTURES</p> <ul style="list-style-type: none"> • What did ... (she/he/you/they) do? - (He/she/you/they) ... (played / walked) in the ... (sand, rain). • When did ... (he/she/they/we/you ... (plant/harvest)? - He/she/they/we/you ... (planted, harvested) in ... (wet/dry) season. • Why did ... (you/he/she) cry? - (He/she/I) cried because (he/she/I) was (wet hungry, cold). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Describing pictures • Acting play lets • Listening to stories and legends about natural causes • Reciting rhymes • Asking and answering questions on opposites <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading stories • Reading rhymes/poems • Reading opposites <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing guided compositions based on effect and ways of managing changes • Copying rhymes 	<p>s I t</p> <ul style="list-style-type: none"> • Singing songs about the environment • Dancing – creative dance • Weaving, e.g. table mat, wall mat, rope, ball, bag, doormat 	<p>stress</p> <ul style="list-style-type: none"> • Coping with emotions • Empathy • Responsibility • Social awareness • Acceptance • Cooperation • Patience • Endurance • Concern • Sympathy
<p>3.3 Changes in the environment through human activities</p>	<ul style="list-style-type: none"> • Adding two 4-digit numbers vertically without carrying 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Identifying human activities that change the environment • Discussing ways of managing the 	<p>VOCABULARY</p> <p>graze, build, burn, bush, cut, farm, cover, plant, throw, plastic, rubbish, rubbish pit, brick, make</p>	<ul style="list-style-type: none"> • Dancing traditional dance • Singing/signing simple melody (up 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Decision-making • Problem-solving

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>a) Human activities</p> <ul style="list-style-type: none"> - constructing buildings/roads - grazing - disposing waste - cutting trees - burning bushes - farming - burning charcoal - making bricks - burning bricks <p>b) Possible ways of managing changes, e.g.</p> <ul style="list-style-type: none"> - planting more trees (afforestation) - preserving swamps - avoiding burning bushes - proper farming practices, e.g. crop rotation, terracing, mulching, irrigation - covering gullies with stones - educating people about dangers of cutting trees - avoiding throwing things that don't rot, e.g. plastics <p>c) Simple project on tree planting</p>	<ul style="list-style-type: none"> • Measuring length between trees in non-standard measures and introducing metres to measure • Adding metres • Solving word problems in metres • Estimating distance in metres and kilometres 	<p>environment</p> <ul style="list-style-type: none"> • Telling and retelling stories about human activities • Talking about types of trees and where to plant them • Planting trees • Saying a poem • Asking and answering questions <p>READING /TACTILE</p> <ul style="list-style-type: none"> • Reading environmental messages • Reading stories describing the environment • Reading a poem <p>WRITING/ BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences that describe change • Writing messages about the environment, e.g. 'Cut one, plant five' • Writing patterns and sentences legibly and neatly • Writing a poem 	<p>Command: do not, use of "will and shall"</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • What will you do when you go home? - When I go home ... (I / we) shall ... (graze / plant / collect / cut / cover) the ... (goats / cows / rubbish / grass / rubbish pit). • Will you ... (graze the goats) when you go home? - Yes, I / we shall ... - No, I will not ... (graze) when I go home. • What will (he, she, they) do on ... (days of the week)? - She / he / they will ... (throw, burn, cut) the ... (plastics, rubbish, bush) on ... (days of the week). • Don't (throw/cut/burn) (rubbish/ trees/bush). • Don't (build/throw) (houses/ plastic) in the (swamp/river). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Listening to a story • Asking and answering questions • Playing a situational game <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading commands • Reading short stories <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Completing sentences • Writing messages about the environment • Writing short stories 	<p>to 8 notes long, without leaps)</p> <p>d d r m d d r r</p> <ul style="list-style-type: none"> • Reading and writing solfa - d r m f s l t d • Making ornaments from wild seeds, e.g. beads, bracelets, costumes • Decorating musical instruments • Making metre sticks 	<ul style="list-style-type: none"> • Interpersonal relationships • Cooperation • Togetherness • Respect • Unity • Patience • Tolerance • Leadership

Suggested Assessment Guidelines for Theme 3

Mathematics	<ul style="list-style-type: none">• Count up to 3000.• Add 4-digit numbers vertically without carrying.• Show place values of 4 digits on an abacus correctly.• Measure and record lengths in full metres.• Correctly solve algebraic problems in addition.
Literacy	<ul style="list-style-type: none">• Name the three different types of soil correctly.• Describe different uses of soil.• Say a poem on the environment.• Read a paragraph correctly on the environment.• Write a paragraph about activities carried out in the environment.
English	<ul style="list-style-type: none">• Pronounce learnt vocabulary words correctly.• Construct oral sentences about changes in the environment.• Answer questions about a given short story.• Read a text and answer comprehension questions correctly.• Copy a short story, e.g. about planting trees.
Creative Performing Arts	<ul style="list-style-type: none">• Play a simple percussion instrument correctly.• Perform a traditional dance correctly.• Make a metre rule.

Theme 4: Environment and Weather in our Sub-county / Division

Expected learning outcome: The child appreciates and conserves the environment.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>4.1 Air and the Sun</p> <p>a) Air</p> <ul style="list-style-type: none"> • Concept and properties of air: <ul style="list-style-type: none"> - weight - moves things (force) - occupies space - can be felt • Importance of air: <ul style="list-style-type: none"> - for burning - for breathing • Danger of strong wind <p>Experiments, e.g.:</p> <ul style="list-style-type: none"> • how air occupies space • properties of air • air needed for burning (oxygen) <p>b) The sun</p> <ul style="list-style-type: none"> • importance of the sun: <ul style="list-style-type: none"> - dries things (e.g. seeds) - gives light, warmth - helps living things grow • dangers of the sun <ul style="list-style-type: none"> - dries up water - destroys crops <p>Experiments, e.g.:</p> <ul style="list-style-type: none"> • why plants need light 	<ul style="list-style-type: none"> • Counting 3000-4000 • Recognising place value of 4-digit numbers • Reading number names for 100s and 1000s • Writing number names for 100s and 1000s • Measuring and recording shadows at different times of day 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Describing weather and seasons • Discussing the importance of weather and dangers of weather changes • Telling and retelling stories about the importance and dangers of air and the sun • Demonstrating that air is needed for burning • Recording the position of the sun three times a day • Reciting poems and acting <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading sentences that describe weather • Reading stories about sun and air • Predicting endings of stories <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Completing the endings of stories • Drawing and labelling pictures • Writing stories about the air, and the sun 	<p>VOCABULARY</p> <p>air, sun, move, wind, dry, wash, heat, warm, blow, break, fall, rain (n), rise, set, roof, house, clean</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • What does (Joshua Gloria) do every day? (Joshua, Gloria) ... (washes, cleans) the (clothes/compound) everyday. - He/she ...(washes/cleans) the ... (clothes/compound) everyday. - Every day the (sun/wind) rises/blows. - Everyday he/she dries (his/her clothes) in the (sun/wind). - Every day the (wind/rain) (blows/washes) away the ... (leaves/dust). - Every day (they/we/you) breathe in air. <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Reciting poems • Listening to stories and answering questions • Acting dialogue • Singing <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading stories/texts • Reading dialogue • Reading poems <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing descriptive short stories • Writing from dictation with correct spelling and punctuation. 	<p>Singing/signing:</p> <ul style="list-style-type: none"> • Melody (up to 8 notes long without leaps) s s f m r, d r m r d • Playing musical instruments, e.g. percussion, wind instruments, e.g. flute, pipe • Singing/signing the National School Anthem chorus and the first verse <p>Making:-</p> <ul style="list-style-type: none"> - Pin wheel - Kites 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Problem-solving • Coping with stress • Coping with emotions • Decision-making • Mobility and orientation (SNE) <ul style="list-style-type: none"> • Patience • Tolerance • Responsibility • Endurance • Concern • Care • Appreciation

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>4.2 Water</p> <p>a) How rain is formed (water cycle)</p> <ul style="list-style-type: none"> Water cycle formation of rain drops water evaporation and condensation Types of clouds How clouds affect the environment How clouds bring changes in temperature Monitoring weather change Process of water cycle Measuring rain fall <p>b) How rain affects the environment</p> <ul style="list-style-type: none"> Importance of rain on soil, animals Dangers of rain on soil, animals, plants 	<ul style="list-style-type: none"> Measuring capacity Comparing capacity Adding in litres Subtracting in litres Solving word problems about capacity Making a simple rain gauge and measuring with non-standard measure each day of the week Observing and recording 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> Naming types of clouds Observing and describing types of clouds Discussing a weather chart. Describing the rain cycle Listening to and retelling stories Reciting poems about weather <p>READING/ TACTILE</p> <ul style="list-style-type: none"> Reading descriptive sentences Arranging pictures of water cycle and matching them to sentences <p>WRITING/ BRAILLING</p> <ul style="list-style-type: none"> Writing sentences about the water cycle legibly and clearly Drawing diagrams of the water cycle and labelling with sentences Drawing weather chart s Recording observations of weather on the charts daily 	<p>VOCABULARY</p> <p>cloud, hot, cold, warm, wash, soil, grow, food, water (n), dark, grass, plant, sweater, hat</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> (Babies / animals / plants) need ... (food / grass / water) to ... (grow). Why is ... (Angela/Moses) wearing a ... (sweater/hat)? She/he is wearing a (sweater/hat) because it is ... (cold/raining). Why is ... (Monica, Ali) ... (outside / under) the ... (house, tree)? She / he is ... (inside, outside, under) the ... (home / tree) because it is ... (hot / cold / raining). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Listening to and telling stories Asking and answering questions Acting play lets <p>READING/TACTILE</p> <ul style="list-style-type: none"> Reading descriptive sentences Reading stories <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> Writing descriptive sentences Writing a dictated story 	<ul style="list-style-type: none"> Singing/signing: a simple melody (up to 8 notes long without leaps) Listening: telling differences between pitched and non-pitched music instruments Clapping and tapping rhythms Accompanying songs with percussion instruments Making items out of used materials, e.g. straws, bottle tops, old slippers, bicycle tyres, wires, paper, table mats 	<ul style="list-style-type: none"> Critical thinking Creative thinking Effective communication Decision-making Problem-solving Social awareness Patience Responsibility Appreciation Tolerance Care Concern Endurance Cooperation
<p>4.3 Managing Water</p> <ul style="list-style-type: none"> Importance of water Sources of water Water harvesting Maintenance of water sources 	<ul style="list-style-type: none"> Subtracting vertically two 3-digit numbers without borrowing Subtracting of litres Solving word problems about 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> Naming sources of water. Discussing importance of water sources. Listening to and retelling stories of harvesting water Discussing management of water 	<p>VOCABULARY</p> <p>tap, well, spring, river, lake, tank, jerrycan, pot, drum, cream, slasher, brush.</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> When did ... (Mary / Musa) clean the ... (well, pot, tank)? (Musa / Mary).... cleaned the ... (tank, well, 	<ul style="list-style-type: none"> Singing/signing: simple melody (up to 8 notes long without leaps) e.g: m r d r m d r m f m r d d Singing/signing songs about managing water 	<ul style="list-style-type: none"> Creative thinking Critical thinking Decision-making Problem-solving Effective communication Sharing

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
	<p>capacity (using subtraction)</p> <ul style="list-style-type: none"> Making picture graphs from the weather charts 	<ul style="list-style-type: none"> Saying poems about importance of water <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading descriptive sentences Reading a text on importance of water and answering questions Matching pictures to sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing descriptive sentences Drawing and labelling pictures on water harvesting Writing sentences, patterns legibly and neatly 	<p>pot) on ... (days of the week / time of the day / month of the year).</p> <ul style="list-style-type: none"> Did ... (Mary / Musa) clean the ... (pot, tank, well). <ul style="list-style-type: none"> Yes, she / he did. No, she / he did not. Who washed the ... (jerrycan / pot / tank)? <ul style="list-style-type: none"> ... washed ... (jerrycan/pot/tank). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Reciting rhymes Acting in conversation chain Acting a play let <p>READING/TACTILE</p> <ul style="list-style-type: none"> Reading stories Answering comprehension questions <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> Spelling words. Completing sentences Writing short stories 	<p>(composing songs)</p> <ul style="list-style-type: none"> Playing wind music instruments (orchestra), e.g. flute, trumpet, wind pipe Dancing with free movements <ul style="list-style-type: none"> Making and decorating grass brooms Modelling things in the environment Making items of used materials e.g. straws, bottle tops wires, old slippers, bicycle tyres, paper, mats 	<ul style="list-style-type: none"> Respect Responsibility Care Concern Appreciation

Suggested Assessment Guidelines for Theme 4

Mathematics	<ul style="list-style-type: none">• Recognise place value of 4-digit numbers.• Read number names for 100s and 1000s.• Add in litres.• Solve word problems about capacity.• Subtract 3-digit numbers without borrowing.
Literacy	<ul style="list-style-type: none">• Recite a poem about the importance of water.• Read a paragraph about the effects of air, sun or water.• Arrange/draw pictures of water cycle and write labels in sentences.• Write a paragraph about managing water.
English	<ul style="list-style-type: none">• Use learnt words in sentences correctly.• Read learnt vocabulary items correctly.• Read a paragraph about water.• Label diagrams of the water cycle.
Creative Performing Arts	<ul style="list-style-type: none">• Sing/sign melody up to eight notes without leaps.• Play wind instruments.• Listen to differences in pitched and non-pitched music instruments.• Draw things in our environment.• Make a model from recycled materials.• Decorate objects.

TERM II

Theme 5: Living Things: Animals in Our Sub-county / Division

Expected learning outcome: The child acquires, appreciates and applies basic scientific knowledge about living things in day-to-day life.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>5.1 Living things</p> <p>a) Types of living things, e.g.</p> <ul style="list-style-type: none"> - insects - animals - birds - fish • Classes of animals in air, e.g. birds, bats in water, e.g. fish on land, e.g. cows • Types of animals domestic and wild animals • Characteristics of living things, e.g. - breathe - move - reproduce - feed - die <p>b) Examples of domestic animals, e.g. cows, goats, rabbits</p> <ul style="list-style-type: none"> • Examples of wild animals e.g. elephant, zebra, lion, hyena, giraffe • Characteristics of animals, e.g: 	<ul style="list-style-type: none"> • Counting 4000-5000 • Recognising place value in a 4-digit number • Subtracting vertically two 3-digit numbers with borrowing • Multiplying a 3-digit number by 2, 3 and 10 (revision) 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Identifying examples of animals and their habitats • Naming types of living things • Classifying animals, e.g. number of legs • Listening to and retelling characteristics of living things • Asking and answering questions • Telling/retelling stories about feeding habits of animals • Reciting a rhyme <p>READING/ TACTILE</p> <ul style="list-style-type: none"> • Reading names and sentences about animals • Reading animal stories • Reciting a rhyme <p>WRITING/ BRAILLING</p> <ul style="list-style-type: none"> • Writing names and sentences about different animals • Writing imaginary or factual animal stories, using correct punctuation (capital letters, full stops, question marks) • Drawing and labelling with descriptive sentences • Writing sentences and patterns legibly and neatly 	<p>VOCABULARY</p> <p>nest, forest, zoo, bird, monkey, elephant, zebra, lion, giraffe, hyena, kennel</p> <p>Past tense: fly - flew, eat - ate, run-ran</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Where was the ... (bird, monkey, dog)? - The ... (bird, monkey, dog) was in the ... (nest, forest, kennel). - It was in the ... (nest, forest, kennel). • Was the ... (dog, monkey, bird) in the ... (nest, forest, kennel)? - No, it was not. - Yes, it was. • Did the ... (bird, dog, monkey) ... (fly away, run away)? - Yes, it did. - No, it did not. • What did the ... (elephant, bird, zebra, giraffe) do? - The ... (elephant, giraffe, bird, zebra ... (ate grass, flew away, ran away). • A / an ... (monkey, elephant, 	<ul style="list-style-type: none"> • Singing/signing: A simple melody (up to 8 notes long without leaps) e.g. d r d r m f s s; s s f m r d r d • Listening to and imitating sounds of various pitches (low, high, loud, soft) • Dancing a creative dance • Imitating animal sounds • Threading beads to make necklaces, bracelets, earrings 	<ul style="list-style-type: none"> • Self-awareness • Critical thinking • Effective communication • Love • Care • Concern • Responsibility • Appreciation

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> - number of legs - type of foot - type of skin • Homes (habitats) of domestic animals, e.g. - pig - sty/pen - cattle - shed/kraal - dog - den/kennel/home - wild animals: forest, burrow (underground), nests 		<ul style="list-style-type: none"> • Recording observation 	<p>zebra) is ... (small, big, fat)</p> <ul style="list-style-type: none"> • Which is (smaller, bigger, fatter). - The (monkey, zebra, elephant)) ... (smaller, fatter, bigger) than (monkey, zebra, elephant). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Listening to a story • Asking and answering questions • Acting a conversation chain <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading short stories • Arranging sentences to form a story <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing a story from jumbled sentences. • Writing simple short stories about animals. 		
<p>5.2. Birds and Insects</p> <ul style="list-style-type: none"> • Domestic birds, e.g.: - hen, turkey, duck, pigeon • Wild birds, e.g.: - crow, kite, weaver bird, eagle, sparrow - crested crane (as a national emblem) • Bat: fly, has no feathers, does not lay eggs • Characteristics of birds 	<ul style="list-style-type: none"> • Reading number symbols 4000-5000 • Writing number symbols 4000-5000 • Multiplying a 3-digit number by 2, 3, and 10 • Using the commutative property of multiplication • Recording types 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Naming types of birds and insects. • Telling stories about birds and insects • Asking and answering questions. • Describing birds' and insects' habitats / homes • Talking about characteristics of birds and insects <p>READING /TACTILE</p> <ul style="list-style-type: none"> • Reading texts about types of insects and birds • Reading stories about birds and 	<p>VOCABULARY</p> <p>hen, turkey, duck, kite, crow, an eagle, crested crane, bat, white ant, bee, wasp, hive, nest, trees, holes, hutch, kraal</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • What are those / these? - These/those are ... (hens, turkeys, ducks, bees). • Are these / those ... (bees, wasps, grasshoppers)? - Yes, they are. - No, they are not. 	<ul style="list-style-type: none"> • Singing/signing: a simple melody (up to 8 notes long without leaps) d d r r m f f m: m f f m r r d d • Singing/signing the cultural anthem, verse I and chorus • Singing/signing about the crested crane and its importance • Dancing: traditional 	<ul style="list-style-type: none"> • Self-awareness • Critical thinking • Effective communication • Empathy • Concern • Responsibility • Care • Appreciation • Love

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> - lay eggs, have wings and feathers, some fly • Habitats, e.g. nests, burrow • Insects: <ul style="list-style-type: none"> - white ants - black ants - termites - bees - wasps - bee hive - butterflies • Characteristics of insects e.g. <ul style="list-style-type: none"> - some move in groups (e.g. bees, black ants) - some sting (e.g. bees, wasps) - some bite (e.g. black ants) - some have wings (e.g. locusts, butterfly) - some do not have wings (e.g. caterpillars) - have six legs (e.g. wasps, bees) • Spider has eight legs • Habitat e.g. <ul style="list-style-type: none"> - anthills, in soil, plants 	<ul style="list-style-type: none"> of different animals each child has at home 	<p style="text-align: center;">insects</p> <p>WRITING/ BRAILLING</p> <ul style="list-style-type: none"> • Writing stories about animals, birds, insects • Completing stories • Writing answers to questions about stories • Drawing and labelling birds and insects • Recording observations on birds' and insects' habits • Recording observation 	<ul style="list-style-type: none"> • Whose ... (hen, pigeon, turkey) is ... (this / that)? - It is ... (Juma's / Gloria's) ... (hen, pigeon, turkey). • Is this Fatima's ... (duck, turkey, hen)? <ul style="list-style-type: none"> - Yes, it is. - No, it is not, it is..... (Peter's, Irene's). • Whose ... (hens/ ducks/turkeys) are (these, those)? <ul style="list-style-type: none"> - They are.....(Musa's/Juliet's) <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Listening to and telling stories about insects and birds • Reciting rhymes about insects and birds • Acting conversation on different birds and insects. <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading short stories • Reading sentences using names of birds and insects • Asking and answering questions <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing short stories • Writing sentences about birds and insects 	<ul style="list-style-type: none"> dance • Decorating musical instruments • Colouring using improvised colours, e.g: charcoal, ashes, soil, leaves, flowers 	
<p>5.3. Care for insects, birds and animals e.g.</p> <ul style="list-style-type: none"> • Caring for bees - provide a hive 	<ul style="list-style-type: none"> • Solving word problems in multiplication by 2, 3 and 10 • Making a bar 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Identifying ways of caring for bees, insects, birds and animals • Telling/retelling stories about animals 	<p>VOCABULARY</p> <p>sheep, rabbit, feed, meat, skin, hen, fur, leaves, hutch, kraal, hive, clean, treat, cow</p>	<ul style="list-style-type: none"> • Writing/brailing phrase/simple melody, up to 8 notes in length e.g: d r m d 	<ul style="list-style-type: none"> • Empathy • Effective communication • Critical thinking • Decision-making

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> - plant flowers for nectar - provide water - provide something sweet when introducing a hive • Caring for domestic birds and animals: <ul style="list-style-type: none"> - protecting nests - protecting eggs - treating birds - preparing birds' habitats - cleaning habitats - protecting birds (painting, keeping in doors) - keeping bird records - being kind to birds - participating in grooming - feeding them - preparing animal habitats - cleaning animal habitats - identifying signs and symptoms of animal's ill health - being kind to animals - keeping animal records • Care for wild birds and animals <ul style="list-style-type: none"> - protection from hurters - discourage bush burning - avoid destroying forests and swamps - provide food, 	<p>chart of how many children have each kind of animal in their home</p>	<ul style="list-style-type: none"> • Asking and answering questions • Caring for birds and animals <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Arranging sentences to form stories • Reading factual texts on care of animals, bees and birds • Reading stories about animals, birds and insects <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences on care of animals, bees and birds • Arranging sentences to form stories • Writing stories about animals, insects and birds • Recording observations 	<p>STRUCTURES</p> <ul style="list-style-type: none"> • (Ann, Amine, Joy) ... (sweeps, cleans, washes) the ... (kraal, hutch, den). • What does a ... (rabbit, lion, sheep) eat? <ul style="list-style-type: none"> - It eats ... (meat, grass, leaves). • Who (cleans/washes/ sweeps) the (kraal/hutch) every (day of the week)? <ul style="list-style-type: none"> - Ben/Alice (cleans/sweeps/ washes the (hutch/kraal) every (day of the week). • Does a ... (rabbit, cow, lion) live in a ... (kraal, hutch, den)? <ul style="list-style-type: none"> - Yes, it does. - No, it does not. It lives in the ... (kraal, hutch, den)? <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Talking about how to care for animals and birds • Telling and retelling stories about caring for animals and birds • Acting a dialogue <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Sequencing sentences to make a story • Reading a story about caring <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing stories about caring for an animal 	<p>m r d d</p> <ul style="list-style-type: none"> • Listening to and appreciating a tune • Answering oral questions • Singing a known song about animals/ insects/birds • Drawing different animals • Colouring/threading using seeds to make necklaces • Cutting and pasting 	<ul style="list-style-type: none"> • Creative thinking • Appreciation • Concern • Care • Love • Responsibility • Tolerance • Sympathy • Patience • Bravery

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
protection and medication of animals in protected areas e.g. zoo - avoid unnecessary killing (poaching and hurting)			<ul style="list-style-type: none"> Drawing and labelling 		

Suggested Assessment Guidelines for Theme 5

Mathematics	<ul style="list-style-type: none"> Multiply a 3-digit number by 2, 3, and 10. Use commutative property of multiplication. Record the types of different animals each child has at home. Make and interpret a bar chart.
Literacy	<ul style="list-style-type: none"> Tell characteristics of living things. Read animal stories. Read a text on care of animals. Arrange sentences to form a story. Write answers to questions about care for animals.
English	<ul style="list-style-type: none"> Use learnt vocabulary items in sentences correctly. Read learnt vocabulary items correctly. Read a text about animals and birds and answer questions. Write a short story about caring for animals. Label birds, animals and insects drawn.
Creative Performing Arts	<ul style="list-style-type: none"> Sing a simple melody of about four notes without leaps. Make collage designs using papers. Make colour from local materials. Paint appropriately using colour.

Theme 6: Living Things: Plants in Our Sub-county / Division

Expected learning outcome: The child appreciates the uses of different plants and participates in crop production for self-reliance.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>6.1 Plants and their habitat</p> <p>Examples of plants</p> <ul style="list-style-type: none"> • maize, yams, sisal, cactus • Characteristics of plants: <ul style="list-style-type: none"> - grow - eat - die - produce • Plant habitat e.g. <ul style="list-style-type: none"> - garden, water, wetlands, dry rocky places • Practical work on planting and different types of soils 	<ul style="list-style-type: none"> • Counting 5000-7000 • Multiplying by 4 and 5 • Multiplying 3-digit numbers up to 500 by 2, 3, 4, 5 and 10 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Naming plants • Identifying characteristics of plants • Observing and describing their habitats • Telling stories about plants <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading descriptive sentences • Reading texts about plants and their uses • Reading texts about how to care for plants <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing descriptive sentences • Writing short stories about plants • Drawing and labelling plants. 	<p>VOCABULARY</p> <p>maize, yam, sisal, swamp, dry, garden, water, tins, flower</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Who planted.... (flowers/sisal/maize) in the... (garden/swamp)? - Janet/Eric planted (flowers/sisal/maize) in the..... (garden/swamp). - He/she/they/we planted..... (flowers/sisal/cactus) in the..... (garden/swamp). • What did ... (she / he / they / you) do? - (She / he / they / I) ... (planted)..... (maize, sisal, yams). • Where did ... (he / she / they / we / you) plant? - (He / she / they / we / I) planted ... (maize / sisal / yams) in the ... (tins, swamp, garden). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Responding to instructions • Describing where plants are found • Asking and answering questions • Saying a poem <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading short descriptions • Reading short stories • Reading poems • Reading about observing plants 	<ul style="list-style-type: none"> • Singing the National Anthem, stanza II • Making individual sounds at difference pitches • Writing/brailing simple phrased melody of 4-8 notes in length without leaps, e.g: ddd r m r d; m m r d r r d d • Colouring using improvised colours, e.g. flowers, leaves, soil, ash, charcoal 	<ul style="list-style-type: none"> • Effective communication • Self-awareness • Critical thinking • Problem-solving • Appreciation • Care • Concern • Responsibility • Cooperation

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			WRITING/BRAILLING <ul style="list-style-type: none"> • Writing guided compositions • Writing and completing sentences. • Drawing and labelling diagrams 		
6.2 Parts of a flowering plant and their uses <ul style="list-style-type: none"> • Parts of a flowering plant, e.g. roots, stem, leaves, flowers, seeds • Uses of different parts of a flowering plant to us, e.g. food, medicine, fuel, decoration, money • Dangers of some plants. • Functions of parts of a flowering plant e.g. <ul style="list-style-type: none"> - Roots: stores plant food e.g. cassava, holds plants firmly in the ground, transports food - Stem: stores food e.g. sugarcane, holds branches, flowers, carries plant food in some plants - Leaves: used for breathing by plants, gives water into the air, makes food for the plant • Experiment Observing and recording the growth of a plant 	<ul style="list-style-type: none"> • Reading number symbols 5000-7000 • Writing number symbols 5000-7000 • Measuring weight using non-standard units • Measuring using standard units in kilograms and grams • Comparing weight • Adding weight in kg • Solving word problems in weight 	LISTENING AND SPEAKING/SIGNING <ul style="list-style-type: none"> • Identifying flowering and non-flowering plants • Naming parts of a flowering plant • Describing different plants and their uses • Talking about functions of different parts of the plant • Explaining and recording how plants use leaves • Telling/retelling stories about plants and their dangers READING/TACTILE <ul style="list-style-type: none"> • Reading texts on the uses of plants • Reading short stories about different plants WRITING/BRAILLING <ul style="list-style-type: none"> • Writing descriptive sentences about plants • Labelling parts of a plant • Recording observations of plant growth • Completing sentences 	VOCABULARY root, stem, leaf (leaves), flower, seed, food, fuel, medicine, money, decorate. STRUCTURES <ul style="list-style-type: none"> • (Sarah, Musa, Tom) has ... (flowers, seeds, leaves) • Who has ... (flowers, seeds, leaves)? - (He / she / they / we / you) ... (has / have) ... (flowers, seeds, leaves). • Whose ... (flowers, seeds, leaves) are these / those? - They are ... (Sarah's / Musa's / Tom's). • Are they ... (Sarah's / Musa's / Tom's)? - Yes, they are. - No, they are not. They are ... (Tom's, Sarah's, Musa's). LISTENING AND SPEAKING <ul style="list-style-type: none"> • Describing flowering plants • Reciting a poem READING/TACTILE <ul style="list-style-type: none"> • Reading short descriptions • Reading a story • Reading a poem WRITING/BRAILLING <ul style="list-style-type: none"> • Drawing and labelling pictures • Writing dictated descriptions 	<ul style="list-style-type: none"> • Singing: controlling breath when singing • Making instruments e.g. flute, triangle • Writing/brailing simple phrase / melody of 4-8 notes in length without leaps, e.g: r m m r r d d d r m m f f s s s • Weaving, e.g. bags, mats, dolls, book marks, ropes, table mats, wall mats • Printing, e.g. potato, leaf 	<ul style="list-style-type: none"> • Critical thinking • Effective communication • Self awareness • Problem-solving • Tactile • Appreciation • Care • Concern • Responsibility • Mobility and orientation (SNE)
6.3 Crop-growing practices	<ul style="list-style-type: none"> • Dividing up to 300 by 2, 3, 4 and 5, with no 	LISTENING AND SPEAKING/SIGNING	VOCABULARY garden, hoe, tool, panga, slasher, plant	<ul style="list-style-type: none"> • Singing/signing songs related to 	<ul style="list-style-type: none"> • Effective communication

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> • Clearing land - slashing - digging - ploughing • Planting - seed selection / seedlings - row planting - broadcasting - transplanting • Caring for crops - weeding - pruning: root, branch - thinning - mulching - spraying - watering - drying - storing - harvesting - marketing - staking • Crop rotation • Garden tools e.g. hoe, slasher, panga <p>Experiment:</p> <ul style="list-style-type: none"> - Seed germination project 	<p>remainder (revision)</p> <ul style="list-style-type: none"> • Identifying and using the relationship between multiplication and division, e.g. <ul style="list-style-type: none"> - $x 4 = 12$ - $12 \div 4 = 3$ - $12 \div 3 = 4$ • Completing patterns of numbers using multiplication tables, e.g. 3, 6, 9, ..., 12 and 50, 40, 30, ..., 10. 	<ul style="list-style-type: none"> • Discussing the process of preparing for planting • Naming garden tools • Talking about uses of garden tools • Telling/retelling stories about caring for crops • Reporting observations on seed germination • Reciting a rhyme <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading names of garden tools • Reading texts on the process of preparing for planting • Reading stories about caring for crops • Reading records on seed germination • Reading a rhyme <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing names of garden tools • Drawing and labelling garden tools • Writing texts on the process of preparing for planting • Recording observations on seed germination • Writing a rhyme 	<p>(v), dig, plough, weed (v), water (v), dry (v) mulch (v), store, field, ground</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Where is the... (panga / slasher / hoe)? - The ... (panga / slasher / hoe) is in/on/under the ... (store / house / ground / bed). • What is ... (Mary, John, Juma) doing? - (Mary, John, Juma) is.... (digging, weeding, pruning). • In which month of the year did ... (Mary, Sarah, Ali) ... (plough, weed, plant) the ... (garden/seeds/crops)? - (Mary, Sarah, Ali) ... (ploughed, weeded, planted) the ... (garden/crops/seeds) in the ... (first, second, forth) month of the year. • When did (you, he, she, they) (you, he, she, they).... (plant, plough, weed) the ... (seeds, crops)? - (I, she, he, they) ... (planted, ploughed, weeded) the ... (seeds, crops, garden) in the (first, second, third) month of the year. <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Listening to and retelling stories • Acting a conversation chain <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading descriptive stories • Reading a descriptive sentence <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing dictated sentences • Drawing and labelling garden tools 	<p>gardening</p> <ul style="list-style-type: none"> • Dancing; creative dance on crop growing / harvesting practices • Reading notes without leaps in ascending and descending order • Writing/brailing simple melody (up to 8 notes without leaps) <p>• Drawing and colouring shapes using natural colours</p> <p>• Folding paper to form different shapes, e.g. hats, boats, boxes</p>	<ul style="list-style-type: none"> • Self- awareness • Problem-solving • Critical thinking • Creative thinking • Coping with stress <ul style="list-style-type: none"> • Care • Responsibility • Concern • Self-reliance • Endurance • Cooperation • Appreciation

Suggested Assessment Guidelines for Theme 6

Mathematics	<ul style="list-style-type: none"> • Measure weights using non-standard units. • Solve word problems about weight. • Multiply by 3 and 10. • Demonstrate commutative property of multiplication and division.
Literacy	<ul style="list-style-type: none"> • Describe at least three plant habitats. • Read a text about caring for plants. • Record and report observation on seed germination. • Write the uses of different garden tools. • Write a rhyme.
English	<ul style="list-style-type: none"> • Use learnt vocabulary items in sentences correctly. • Read vocabulary items correctly. • Read a text about crop-growing. • Write dictated sentences. • Drawing and labelling garden tools.
Creative Performing Arts	<ul style="list-style-type: none"> • Sing the first stanza of the National Anthem correctly. • Write a simple phrase melody of four notes with no leap. • Fold paper to form different shapes. • Make different kinds of prints.

Theme 7: Managing Resources in Our Sub-county / Division

Expected learning outcome: The child understands and demonstrates proper management of resources.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>7.1 Saving resources</p> <ul style="list-style-type: none"> • Concept of resources • Basic resources i.e. <ul style="list-style-type: none"> - water, time, money, food • Fuel e.g. <ul style="list-style-type: none"> - firewood - charcoal • Meaning of saving • Ways of saving <ul style="list-style-type: none"> - in a bank - in a wooden safe / metallic box - proper use of materials - repairing - recycling - planting - preparing enough food - switching off power when not in use - budgeting • Why we save e.g. <ul style="list-style-type: none"> - meeting needs - improving standards - avoiding wastage for future use • Keeping records on e.g. <ul style="list-style-type: none"> - things used daily at home / school 	<ul style="list-style-type: none"> • Counting numbers 7000-9999 • Recognising place value up to 4-digit numbers • Identifying money (Ugandan currency) up to USh1000 (revision) • Identifying money (Ugandan currency) up to USh50, 000 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Naming basic resources • Talking about ways of saving • Discussing why we save • Discussing how to use time well • Discussing how to make and use records • Telling and retelling stories <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading names of basic resources • Reading a text about development of a small successful business • Reading sentences about benefits of saving • Re-arranging sentences in logical order <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing names of basic resources • Writing a text about a simple business in the area e.g. a shop, cash crop, farm • Writing sentences using correct punctuation • Rearranging sentences to form a text • Writing patterns • Making simple a record 	<p>VOCABULARY</p> <p>time, firewood, money, bank (n), bag, waste (v), box, plant (v), need, bundle, charcoal, save</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Do you have enough (time/firewood/money/ charcoal)? <ul style="list-style-type: none"> - Yes, (I/we) do have. - No, I/we don't. • How (many / much).... (boxes / time / firewood / money / plants / bundles / charcoal) do you have? <ul style="list-style-type: none"> - I have ... (5 boxes / one hour / 3 bundles / 500 Shillings / 2 sacks). - (John, Peter, Alice) has ... (money, firewood, charcoal). - (He / she / we / they) ... (had / have) ... (money, charcoal, firewood). • (He / she / they / we / I) keep ... (money, charcoal, firewood) in the ... (bank, store, box). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Acting a dialogues • Listening to stories • Asking and answering questions • Playing shopping game. • Spelling words 	<ul style="list-style-type: none"> • Role-playing, e.g. saving money in the bank • Reading/brailing notes of the major scale without leaps • Writing/brailing simple phrases/ melodies up to 8 notes without leaps • Making things using e.g. straws, used tyres, old slippers, old clothes 	<ul style="list-style-type: none"> • Critical thinking • Self-awareness • Creative thinking • Problem-solving • Decision-making • Negotiation • Non-violent conflict resolution • Self-reliance • Responsibility • Concern • Care • Patience • Endurance • Acceptance • Appreciation

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			READING/TACTILE <ul style="list-style-type: none"> • Reading descriptive sentences • Acting a dialogue WRITING/BRAILLING <ul style="list-style-type: none"> • Writing descriptive sentences • Writing a dialogue 		
7.2. Spending resources <ul style="list-style-type: none"> • Meaning of spending • Things we use and spend on • Ways of spending wisely, e.g. budgeting, negotiating, prioritising, comparing quality, comparing prices • Keeping records 	<ul style="list-style-type: none"> • Reading number symbols 7000-9999 • Writing number symbols 7000-9999 • Making a simple budget • Playing shopping game 	LISTENING AND SPEAKING/SIGNING <ul style="list-style-type: none"> • Naming things we spend on • Discussing ways of spending wisely • Asking and answering questions • Role-playing buying and selling • Telling and retelling stories READING/TACTILE <ul style="list-style-type: none"> • Reading names of things we spend on • Reading a story about simple business • Reading a dialogue on selling and buying WRITING/BRAILLING <ul style="list-style-type: none"> • Writing names of things we spend on • Writing a story about simple business • Writing a dialogue on selling and buying • Writing patterns 	VOCABULARY sugar, books, buy, sell, sweets, pancakes, pencils, soap, salt, pens, cost, much/many, money, shillings, some, any STRUCTURES <ul style="list-style-type: none"> • What are you ... (buying / selling)? - I am / we are ... (buying / selling) ... (sweets, books) - (She / he / they) is / are ... (buying / selling) ... (sweets, pens, books). • How (much / many) ... (sugar, sweets, books, pens) do you want? - (I / we / they / he / she) ... (want / wants) ... (quantity) of ... (items) please. LISTENING AND SPEAKING <ul style="list-style-type: none"> • Asking and answering questions about spending resources • Acting a situational game READING/TACTILE <ul style="list-style-type: none"> • Reading descriptive sentences • Reading story WRITING/BRAILLING	<ul style="list-style-type: none"> • Listening to a song related to spending and saving • Playing instruments e.g. adungu, enaanga, keyboard • Listening to high and low pitches, e.g. the major scale • Weaving, e.g. bags, door mats, hats, table mats • Threading, e.g. making holes in seeds to make ornaments 	<ul style="list-style-type: none"> • Assertiveness • Negotiation • Critical thinking • Creative thinking • Problem-solving • Peer resistance • Decision-making • Tactile • Responsibility • Concern • Honesty • Self reliance • Interdependence

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> • Writing descriptive sentences • Writing short stories • Writing a shopping list • Writing a simple budget 		
7.3 Projects <ul style="list-style-type: none"> • Projects: <ul style="list-style-type: none"> - activities carried out in order to get knowledge, skills, money • Examples of projects e.g. <ul style="list-style-type: none"> - bee keeping - tree planting - poultry keeping - brick making • Preparing for a project <ul style="list-style-type: none"> - money - time - space - knowledge / skills • Managing a project <ul style="list-style-type: none"> - recording - commitment - checking - maintenance 	<ul style="list-style-type: none"> • Adding money (Ugandan currency) • Subtracting money (Ugandan currency) • Solving word problems using Ugandan currency 	LISTENING AND SPEAKING/SIGNING <ul style="list-style-type: none"> • Identifying possible activities that generate knowledge, skills and money • Talking about importance of these activities • Talking about ways of carrying out simple activities • Asking and answering questions • Telling and retelling stories about simple projects READING/TACTILE <ul style="list-style-type: none"> • Reading names of simple projects • Reading and answering questions • Reading stories about simple projects WRITING/BRAILLING <ul style="list-style-type: none"> • Writing names of simple projects • Writing patterns • Writing questions and answers about projects • Writing sentences • Writing stories about projects 	VOCABULARY bee, keep, tree, chicken, grow, honey, rabbit, vegetable, fruit (plural), brick, make STRUCTURES <ul style="list-style-type: none"> • What are you going to ... (grow / make / keep)? - I am / We are going to ... (grow / make / keep)..... (vegetables/bricks/flowers /fruit/chickens). • It is better to ... (grow / make / keep) ... (rabbits / bricks / flowers). • (Keeping / growing) ... (chickens / flowers) is better than ... (growing / keeping) ... (vegetables / bees). LISTENING AND SPEAKING <ul style="list-style-type: none"> • Asking and answering questions • Acting conversations • Acting dialogues READING/TACTILE <ul style="list-style-type: none"> • Reading short stories • Reading descriptive sentences WRITING/BRAILLING <ul style="list-style-type: none"> • Writing sentences • Writing a dialogue 	<ul style="list-style-type: none"> • Dancing: traditional dances from a different regions • Dramatising following a story • Singing/signing notes from a melodic instrument • Writing/brailing the notes listened to • Plaiting simple articles using e.g. fibres, palm leaves, sisal, raffia 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Self-esteem • Creative thinking • Problem-solving • Decision-making • Interpersonal relationships • Peer resistance • Responsibility • Concern • Trustworthiness • Faithfulness • Loyalty • Tolerance • Endurance • Patience • Leadership

Suggested Assessment Guidelines for Theme 7

<p>Mathematics</p>	<ul style="list-style-type: none"> • Count 7000-9999. • Write number symbols 7000-9999. • Solve word problems using money. • Recognise place value for four-digit numbers. • Identify Uganda currency up to 50,000/= • Make a simple budget. • Add money.
<p>Literacy</p>	<ul style="list-style-type: none"> • Name basic resources. • Read stories about simple businesses. • Read names of basic resources. • Discuss why we save. • Name things we spend on. • Make a simple record.
<p>English</p>	<ul style="list-style-type: none"> • Read words correctly. • Read sentences correctly. • Use the structures correctly. • Write words, sentences and stories logically. • Play a shopping game. • Spell words correctly.
<p>Creative Performing Arts</p>	<ul style="list-style-type: none"> • Sing/sign songs. • Read simple melodies and notes. • Listen to high and low pitches. • Plait different items. • Threading

Theme 8: Keeping peace in Our Sub-county / Division

Expected learning outcome: The child understands, and participates in different ways of living harmoniously with others.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>8.1. Living in peace with others</p> <ul style="list-style-type: none"> • Concept of living in peace • Ways of living in peace, e.g. <ul style="list-style-type: none"> - observing rules and regulations - respecting each other - recognising and respecting differences between people: blindness, deafness, speech problem - playing with one another - participating in work - importance of living in peace 	<ul style="list-style-type: none"> • Multiplying using the table of 6 • Multiplying money • Solving word problems using multiplication of money 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Discussing ways of living in peace • Telling and retelling stories about ways of living in peace • Discussing importance of living in peace • Asking and answering questions about living in peace • Talking about the class rules • Saying a poem on peace <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading sentences on ways of living in peace • Reading stories on ways of living in peace • Reading a poem on peace • Reading class regulations • Reading sentences on importance of living in peace <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences on ways of living in peace • Writing a short story about ways of living in peace • Answering questions about ways of living in peace • Copying a poem about peace. • Writing patterns • Writing class rules 	<p>VOCABULARY</p> <p>rules, play, work, share, give, sorry, excuse, fight, steal, friend, sing, dance, visit, greet, abuse, slap, beat.</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • May I..... (work/play/share/dance/sing) with you please? <ul style="list-style-type: none"> - Yes, you may. - No, I am sorry • What do you like? <ul style="list-style-type: none"> - I like / don't like ... (playing / working, singing / fighting / stealing / beating). - ... (Musa, Mary) ... (likes / doesn't like) ... (singing / sharing / stealing). - ... (he / she / I) ... (like / likes / don't / doesn't) like ... (playing, sharing, fighting, stealing). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Acting conversation chain • Listening to stories • Making polite requests <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading descriptive sentences on requests • Reading simple short stories • Spelling words <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing polite expressions • Copying school rules 	<ul style="list-style-type: none"> • Singing/signing the National Schools' Anthem verse 2 • Singing/signing a song related to peace • Singing the notes on a major scale in ascending, descending order at random • Plaiting simple articles 	<ul style="list-style-type: none"> • Self-awareness • Self-esteem • Assertiveness • Interpersonal relationships • Effective communication • Empathy • Friendship formation • Non-violent conflict resolution • Critical thinking • Creative thinking • Orientation • Responsibility • Love • Concern • Care • Sympathy • Acceptance • Cooperation • Unity • Tolerance • Appreciation • Kindness • Belonging

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>8.2. Child rights, needs and their importance</p> <ul style="list-style-type: none"> • Concept of child rights • Rights and needs: education, identity, food, freedom of speech, health services, shelter, play, clothing, language • Importance of child rights and needs 	<ul style="list-style-type: none"> • Drawing simple shapes: circle, square, rectangle, triangle, using rulers • Drawing fractions from a half to a tenth • Naming fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ • Identifying the relationship between fractions and wholes 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Identifying child rights and needs • Discussing importance of child rights and needs • Discussing taboos and customs that affect child rights and needs • Asking and answering questions about child rights and needs • Telling and retelling stories about children and their elders • Telling and retelling supportive stories on children with special needs <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading sentences on child rights and needs • Reading stories on child rights and needs • Reading sentences on importance of child rights and needs <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences on child rights and needs • Writing stories on child rights and needs • Answering questions on child rights and needs • Writing patterns 	<p>VOCABULARY home, clothes, school, clean (v) play, food, water, drink, eat, hospital, pen, books, name, medicine, father, pencil, mother</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • What do you / we do everyday? - ... (I / we) ... (eat, drink, read, write) everyday. - (David / Juma / Mary / Sarah) ... (eats, drinks, reads, writes) everyday. • What does ... (mother, father, teacher) do everyday ...? (mother, father, teacher) ... (cooks, cleans, teaches) everyday. • What is ... (your / father's / mother's) name? - (My / father's / mother's) name is ... - (My / his / her) name is ... <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Acting dialogues • Telling and retelling stores. • Reciting rhymes <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading sentences • Reading short stories • Reading dialogues <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences • Writing short stories • Writing a dialogue. 	<ul style="list-style-type: none"> • Composing songs related to child rights • Singing known songs related to child rights • Writing simple phrases/melodies 4-8 notes in length • Making envelopes, toys, cars and paper bags 	<ul style="list-style-type: none"> • Empathy • Effective communication • Self-esteem • Assertiveness • Self-awareness • Critical thinking • Friendship formation • Interpersonal relationships • Coping with emotions • Coping with stress • Peer-resistance • Problem-solving • Decision-making • Love • Care • Concern • Tolerance • Perseverance • Sympathy • Honesty • Cooperation • Kindness • Bravery • Leadership • Identity • Responsibility • Patience • Forgiveness

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>8.3. Child responsibility</p> <ul style="list-style-type: none"> • Respect parents, teachers, elders and other children • Keep law and order • Promote good behaviour • Promote interests of his/her country • Develop talents for personal benefit and for others • Work for the goodness and unity of his/her family and society • Support parents' efforts in promoting children's welfare • Avoid misusing their rights • Respect the rights of others <ul style="list-style-type: none"> • Supporting children with special needs - children with special needs being able to support others <ul style="list-style-type: none"> • Importance of child's responsibility e.g. for - time management - healthy growth and development - peaceful learning 	<ul style="list-style-type: none"> • Making fraction strips • Comparing fractions using fraction strips • Ordering fractions using fraction strips • Adding fractions with same denominators • Subtracting fractions with same denominator 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Identifying child responsibilities • Discussing child responsibilities • Discussing importance of child responsibilities • Asking and answering questions about child responsibilities • Reciting a rhyme about child responsibilities • Discussing the roles children with special needs can play • Telling and retelling stories about child responsibilities <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading sentences about child responsibilities • Reading sentences about the importance of child responsibilities • Reading a rhyme about child responsibilities • Reading stories about child responsibilities <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences about child responsibilities • Writing sentences about importance of child responsibilities • Copying a rhyme about child responsibilities • Writing a story about child responsibilities • Writing patterns 	<p>VOCABULARY</p> <p>wash, mop, peel, sweep, work, slash, wear, share, cook, bathe, read, milk (v), eat. "the", "a", "an", obey, school, stay, home</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Does ... (Mary / Juma) ... (clean / peel / swamp)? - Yes, ... (he / she / they) does. - No, ... (he / she / they) does not. • What does ... (she / he / they) do? - She / he / they ... (share, eat) an ... (orange / egg / apple / onion). • (Does /do) (he/she/they) (share/eat)? - Yes, (she / he / they) ... does/do. - No, (she / he / they)do/does not. • Never ... (fight / steal / abuse others / mistreat others / take drugs). • I / we / they always ... (clean the house, brush my teeth, wash my clothes). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Listening to short stories • Asking and answering questions • Acting play lets <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading short stories • Reading sentences on child 	<ul style="list-style-type: none"> • Singing songs related to child responsibilities • Composing songs related to child responsibilities • Playing instruments accompanying known songs • Singing simple round songs <ul style="list-style-type: none"> • Modelling using clay, plasticine 	<ul style="list-style-type: none"> • Effective communication • Peer resistance • Decision making • Critical thinking • Assertiveness • Self esteem • Interpersonal relationships • Coping with emotions • Coping with stress • Problem solving • Negotiation • Orientation <ul style="list-style-type: none"> • Honesty • Self reliance • Inter-dependence • Appreciation • Bravery • Social awareness • Responsibility • Concern • Identity

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			responsibility <ul style="list-style-type: none"> • Arranging story sequence WRITING/BRAILLING <ul style="list-style-type: none"> • Writing guided composition • Copying sentences on child responsibility 		

Suggested Assessment Guidelines for Theme 8

Mathematics	<ul style="list-style-type: none"> • Multiply by six. • Solve word problems using multiplication of money. • Draw and name fractions from $\frac{1}{2}$ to a tenth. • Add and subtract fraction using the same denomination.
Literacy	<ul style="list-style-type: none"> • Talk about ways of living in peace. • Read sentences. • Read stories. • Write sentences. • Write stories.
English	<ul style="list-style-type: none"> • Read words correctly. • Read sentences correctly. • Write sentences correctly. • Use structures. • Spell words correctly.
Creative Performing Arts	<ul style="list-style-type: none"> • Sing/sign the National Schools' Anthem. • Sing songs related to peace. • Read some notes on the major scale. • Write simple melodies 4-8 notes. • Make toys, envelopes and paper bags. • Draw pictures related to peace. • Model different items. • Make ornaments.

TERM III

Theme 9: Culture and Gender in Our Sub-county / Division

Expected learning outcome: The child understands and appreciates different cultures and demonstrates an awareness of gender issues that promote harmonious living.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>9.1. Customs in our sub-county / division</p> <ul style="list-style-type: none"> Cultural practices, e.g. marriage, naming, greeting, dressing, language, music, burial, taboos, child-rearing practices, circumcision. Food: <ul style="list-style-type: none"> traditional dishes food taboos Importance of customs, e.g. cultural heritage/belonging, tourist attraction, identity, prestige (self-esteem), spells out gender roles, promotion of societal and moral values (ethics and integrity) unity, cooperation, learning purposes 	<ul style="list-style-type: none"> Multiplying 3-digit numbers by 7. Solving word problems of multiplication by 6 and 7. Naming days of the week and months of the year (revision). Making calendar of important events of the year. 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> Telling and retelling traditional stories Talking about cultural practices Asking and answering questions about cultural practices Discussing importance of traditions and customs Describing important ceremonies Acting a dialogue <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading stories about cultural practices Reading and answering questions about cultural practices Reading sentences on importance of traditions and customs Reading descriptive sentences about important ceremonies Reading a dialogue <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing stories about cultural practices Writing dialogues about cultural practices Writing descriptive sentences about importance of traditions and customs Writing a description of important ceremonies 	<p>VOCABULARY sing, wear, greet, food, cry, pray, kneel, dance, happy, sad, pain, sick. Regular and irregular tenses: sang, wore, cried, knelt, danced.</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> What did ... (Mary / John / Ali) do? <ul style="list-style-type: none"> ... (Mary / John / Ali) ... (wore / danced / sang / knelt) ... (uniform / well / a song / down). She / he ... (knelt / dance / sang / wore) ... (down / well a song / a uniform). Did ... (Mary, John, Ali) ... (greet, cry, pray)? <ul style="list-style-type: none"> Yes, she / he did. No, she / he did not. She / he ... (danced, sang). Who ... (ate / sang / wore) ... (food, sang, uniform)? <ul style="list-style-type: none"> ... (Mary / John / Ali) ... (ate / sang/ wore) ... (food / a song / uniform). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Describing different pictures Telling and retelling stories Acting dialogues <p>READING/TACTILE</p> <ul style="list-style-type: none"> Reading descriptive messages Reading simple stories 	<ul style="list-style-type: none"> Listening to a variety of rhythms to recognise the correct tempo (speed). Reading and writing simple melodies up to 8 notes without leaps Making decorations on /with paper Making and designing costumes 	<ul style="list-style-type: none"> Self-awareness Coping with stress Coping with emotions Effective communication Creative thinking Friendship formation Critical thinking Assertiveness Tactile Empathy Sharing Love Care Belonging Cooperation Appreciation Orientation Responsibility Respect Loyalty Identity Togetherness Unity

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		<ul style="list-style-type: none"> Writing patterns. 	WRITING/BRAILLING <ul style="list-style-type: none"> Writing descriptive messages Writing simple stories. 		
9.2. Gender <ul style="list-style-type: none"> Concept of gender What makes me a boy/girl Activities boys and girls do Equity, e.g. fair distribution of work, basic needs, fairness, recognition of children with special needs Doing similar activities / roles among boys and girls e.g. domestic chores (cooking, washing plates, milking, mopping, slashing 	<ul style="list-style-type: none"> Dividing a 4-digit number by 4 and 5, with remainder Dividing a 4-digit number by 6 and 7, no remainder Solving word problems using division 	LISTENING AND SPEAKING/SIGNING <ul style="list-style-type: none"> Identifying activities girls and boys do. Talking about the activities boys and girls do. Asking and answering questions Role-playing what boys and girls do. READING/TACTILE <ul style="list-style-type: none"> Reading sentences about the activities boys and girls do. Reading stories about what boys and girls do. Reading a text on best practices and their importance. WRITING/BRAILLING <ul style="list-style-type: none"> Writing activities that boys and girls do. Writing stories about what boys and girls do. Writing sentences and patterns. 	VOCABULARY share, help, work, same, different, beat, hungry, kick, slap, eat, cake, milk (v), wash, cook, mop, slash. STRUCTURES <ul style="list-style-type: none"> Why did ... (he / she / they) run away from ... (school / home)? ... (he / she / they) ran away from ... (school / home) because the ... (teacher, mother, father) ... (kicked / slapped / beat) ... (him / her). Why was/were ...he/she/they..... (beaten/ kicked/slapped)? Who ... (slapped / kicked / beat) ... (him / her / them)? Who ... (cooked / washed / milked) ... (food / plates / cows)? ... (David / Mary / Ali) ... (cooked / washed / milked) the ... (food / plates / cows). Who (shared / ate) an / a / the ... (mangoes / orange / cake)? ... (Peter / Saida) ... (shared / ate) ... (a / an) ... (orange / apple / cake). LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting situational games Listening to poems/stories and answering questions Describing pictures READING/TACTILE <ul style="list-style-type: none"> Reading the situational games 	<ul style="list-style-type: none"> Writing dictated phrases/melodies Composing songs about gender Dramatising best practices in gender Making puppets using wood sticks, hard paper, straws, boards, wires, thread, string, cloth/colours 	<ul style="list-style-type: none"> Self-esteem Self-awareness Assertiveness Effective communication Non-violent conflict resolution Tactile Interpersonal relationships Friendship formation Peer-resistance Responsibility Appreciation Sharing Care Concern Cooperation Identity Orientation Perseverance Acceptance

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> Spelling games Reading gender-related messages <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> Writing short paragraphs Writing gender-related messages Drawing and labelling gender related pictures. 		
<p>9.3. Ways of promoting and preserving culture</p> <ul style="list-style-type: none"> Music, dance and drama Sharing roles and responsibilities Documenting Planting trees Practicing traditional education Initiation Enthronement/ installation Attending funerals Respecting cultural norms Planting traditional medicinal plants Dangers of some cultural practices: <ul style="list-style-type: none"> - spread of diseases e.g. HIV / AIDS (e.g. through use of unsterilised instruments) - sharing sharp objects - inheritance - tattooing 	<ul style="list-style-type: none"> Drawing picture graph Recording on picture graph e.g. number of different types of trees Interpreting information from a picture graph Drawing bar graph Interpreting information from a bar graph 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> Identifying ways of promoting and preserving culture Talking about importance of promoting and preserving culture Discussing dangers of some cultural practices Telling and retelling stories Asking and answering questions Singing traditional songs on promoting and preserving culture Discussing the importance of respecting children with special needs <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading a descriptive text on cultural practices Reading sentences on ways of promoting and preserving culture Reading stories on dangers of some cultural practices Reading a traditional song on promotion and preservation of culture <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing about local festivals Writing a text on promotion and preservation of culture 	<p>VOCABULARY</p> <p>dance, sing, play, blow, flute, drum, sick, medicine, needles, razor blade, syringe, safety pins, scissors, tablets</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> Never share..... (needles / razor blades / safety pins). (You / He / She) should always take (medicine / tablets) when (you/he/she).. (are / is) sick. (I / We / She / He they) can play a ... (drum / piano) but I / he / she / they cannot (play / blow) ... a (flute / whistle). When did (you / she / he / they) (play / dance / sing)? - (I / She / He / They)... (played / danced / sang) during ... (naming / marriage / circumcision). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Describing pictures of customs and dances Telling/retelling simple stories Reciting a poem <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading sentences in short paragraphs 	<ul style="list-style-type: none"> Moving according to organised controlled rhythm between vigorous and gentle Singing traditional songs related to culture Listening to wind music instruments Knitting simple articles using raffia, sisal woollen thread, needles, pins, palm leaves, sticks, to make raffia, skirts, rattles, ankle bells Weaving ropes 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Self-awareness Decision-making Problem-solving Interpersonal relationships Mobility and orientation Responsibility Endurance Patience Care Concern Tolerance Sharing Belonging Togetherness Loyalty

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		<ul style="list-style-type: none"> • Writing stories on dangers of some cultural practices • Copying a traditional song about culture • Writing patterns 	<ul style="list-style-type: none"> • Reading short messages related to HIV/AIDS <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences in short paragraphs • Writing short messages related to HIV/AIDS, e.g. PIASCY messages 		

Suggested Assessment Guidelines for Theme 9

Mathematics	<ul style="list-style-type: none"> • Multiply 3 digit numbers by 7. • Solve word problems on multiplication 6 and 7. • Make calendar for important events of the year. • Divide 4 digit numbers by 4, 5, 6 and 7. • Draw and interpret picture bar graph.
Literacy	<ul style="list-style-type: none"> • Talk about importance of traditions and customs. • Read sentences. • Read short stories. • Write sentences. • Write stories.
English	<ul style="list-style-type: none"> • Read words and sentences correctly. • Write sentences and stories. • Read short stories. • Spell words. • Write short messages related to HIV/AIDS. • Write gender-related messages.
Creative Performing Arts	<ul style="list-style-type: none"> • Read and write simple melodies up to 8 tunes. • Write dictated melodies. • Listen and move according to the rhythm. • Sing songs. • Make decorations on paper. • Knit simple articles. • Weave ropes.

Theme 10: Health in Our Sub-county / Division

Expected learning outcome: The child demonstrates knowledge and skills of preventing common diseases and controlling them for a healthy life.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>10.1 Disease vectors</p> <ul style="list-style-type: none"> Common vectors and their characteristics e.g. mosquito, rat, louse, cockroach, house fly, tsetse fly, flea, bed-bug Life cycle of vectors <ul style="list-style-type: none"> mosquito, house fly, cockroach 	<ul style="list-style-type: none"> Multiplying 3-digit numbers using table of 8 Telling time in hours and half hours (revision) Drawing simple clocks showing hours and half hours Recording e.g. number of legs, number of wings of different vectors 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> Naming common vectors Talking about characteristics of vectors Discussing life cycle of vectors with 3 and 4 stages (e.g. fly, cockroach) using pictures Listening to and retelling stories about vectors Asking and answering questions about vectors <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading names of common vectors Reading a text on characteristics of the vectors Reading stories about vectors <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing names of common vectors Writing a text on characteristics of vectors Drawing a life cycle of identified vectors and labelling Writing stories about vectors Writing patterns Writing answers to questions 	<p>VOCABULARY mosquito, rat, louse/lice, cockroach, housefly, flea, bed-bug, fly (n) too</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> What can you see? <ul style="list-style-type: none"> (I / we)... can see a ... (rat, mosquito, fly). Show me a ... (rat, fly, louse). <ul style="list-style-type: none"> That / this is a ... (rat, fly, louse). What are these / those? <ul style="list-style-type: none"> Those / these are ... (mosquitoes / houseflies / lice / bedbugs). Are these / those ... (fleas / mosquitoes / lice)? <ul style="list-style-type: none"> Yes, they are. No, they are not. They are ... (bedbugs / houseflies). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Playing spelling games related to the theme Composing health messages Asking and answering questions Saying a poem <p>READING/TACTILE</p> <ul style="list-style-type: none"> Reading health messages. Reading poem about vectors. <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> Writing health messages Writing a poem 	<ul style="list-style-type: none"> Singing/signing the School Anthem Singing songs about vectors Reading notes of the major scale (no leap) Making designs in a piece of cloth Making a clock 	<ul style="list-style-type: none"> Effective communication Critical thinking Decision-making Problem-solving Self-awareness Assertiveness Mobility and orientation Responsibility Care Concern Tolerance

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>10.2 Diseases spread by vectors</p> <ul style="list-style-type: none"> - malaria, cholera, typhoid, yellow fever, plague - diarrhoea, dysentery - trachoma, sleeping sickness • Ways in which vectors spread diseases - The 4 Fs chain (Faeces, Flies, Fingers, Foods) - Biting • Preventing and controlling vectors, e.g. <ul style="list-style-type: none"> - sweeping - slashing - spraying - digging around the house - smearing houses - covering places for stagnate water 	<ul style="list-style-type: none"> • Telling time using quarter hours, minutes • Reading different types of clocks including 24-hour clock • Making a personal timetable 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> • Naming diseases spread by vectors • Talking about ways in which vectors spread diseases • Explaining the 4 Fs chain • Discussing prevention and control of vectors • Saying a poem on vectors • Telling and retelling stories • Demonstrating how to prevent and control vectors <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading names of diseases spread by vectors • Reading pictures, words, sentences on the 4 Fs • Reading descriptive sentences on prevention and control of vectors • Reading stories about different diseases and how they are spread • Reading a poem <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing names of diseases spread by vectors • Writing stories about diseases and how they are spread • Drawing and labelling pictures of the 4 Fs • Writing sentences on prevention and control of vectors • Copying a poem • Writing patterns • Designing healthy rules / messages • Making a table on controlling some vectors 	<p>VOCABULARY</p> <p>cut, clean, slash, sweep, food, faeces, flies, fingers, cover, malaria, shut, mosquito net</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Always: <ul style="list-style-type: none"> - wash hands after visiting the toilet. - cover your food. - boil the water and cover it. - spray mosquitoes. - sleep under a mosquito net. - smoke the toilet. - cut compound bushes. - shut windows early. • What do you do every day? <ul style="list-style-type: none"> - I / we / they ... (clean / sweep / cover / close) ... (teeth / house / toilet / window) everyday. • Who ... (cleans / covers / sweeps / closes) the ... (teeth, toilet, house, window) everyday? <ul style="list-style-type: none"> - She / he ... (cleans / covers / sweeps / closes) ... (teeth / food / house / windows) everyday. <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Describing daily routine • Talking about vectors and their diseases • Acting a situational game <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading everyday sentences • Reading a short story about spread and control of vectors and diseases 	<ul style="list-style-type: none"> • Reading and writing simple phrase/melody from dictation with length of 4-8 notes on the major scale • Playing percussion instruments • Acting situations (preventing and controlling vectors) • Making bags from available materials, e.g. bark cloth, gunny sacks • Knitting simple articles using e.g. raffia, sisal, hard paper, woollen thread to make raffia skirts, rattle, ankle bells 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Decision-making • Problem solving • Orientation • Self-awareness • Togetherness • Care • Responsibility • Concern • Sharing • Cooperation • Courage • Orientation • Inter-dependence • Social awareness

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> Reading a poem about prevention of diseases Reading the 4 Fs germ path <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> Writing rules to prevent diseases Writing descriptive sentences Writing short stories Copying the 4 Fs germ path 		
<p>10.3 HIV/AIDS</p> <ul style="list-style-type: none"> Concept of HIV/AIDS. Causes and spread of HIV/AIDS Effects of HIV/AIDS Ways of caring for HIV/AIDS patients e.g. <ul style="list-style-type: none"> not sharing sharp objects using gloves when helping HIV/AIDS patients Control measures e.g. <ul style="list-style-type: none"> blood test taking medicine feeding well (balanced diet) PIASCY messages 	<ul style="list-style-type: none"> Dividing by a 4-digit number by 6 and 7 with remainder Dividing a 4-digit number by 8 with no remainder Solving word problems using division. Interpreting information from graphs about HIV/AIDS 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> Telling and retelling stories about AIDS Discussing causes and spread of HIV/AIDS Talking about effects of HIV/AIDS Discussing the care for HIV patients Asking and answering questions Saying a poem <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading stories about AIDS and how it is spread Reading sentences on effects of HIV/AIDS Reading PIASCY messages Reading a poem <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing answers to questions Writing sentences on effects of HIV/AIDS Copying a poem Writing PIASCY messages 	<p>VOCABULARY</p> <p>Sharp, share, eat, help, care, medicine, patient, gloves, take, shave, needle, towel, comb, razor blade, syringe, because</p> <p>STRUCTURES</p> <p>Always:</p> <ul style="list-style-type: none"> Always go for blood tests. Never share sharp objects. Help AIDS patients to ... (eat / comb / shave / cut / take) ... (food / hair / nails / medicine). <p>But:</p> <ul style="list-style-type: none"> Care for AIDS patients but always wear gloves Never share ... (needles / syringes / gloves / razor blades). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Reciting poems about HIV/AIDS Asking and answering questions Saying PIASCY messages 	<ul style="list-style-type: none"> Listening to stringed instruments for a variety of pitches to recognise dynamics (volume) Composing songs related to HIV/AIDS Singing notes of the major scale in ascending and descending order(no leaps) Acting situations about HIV/AIDS prevention Making handkerchiefs Making designs in a piece of cloth 	<ul style="list-style-type: none"> Effective communication Creative thinking Critical thinking Decision-making Empathy Problem-solving Coping with stress Coping with emotions Self-awareness Peer resistance Assertiveness Orientation Negotiation Interpersonal relationships Respect Acceptance Cooperation Trustworthiness Endurance Sympathy Responsibility

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			READING/TACTILE <ul style="list-style-type: none"> • Reading PIASCY messages • Reading texts and answering comprehension questions • Reading poems WRITING/BRAILLING <ul style="list-style-type: none"> • Copying PIASCY messages • Copying poems 		<ul style="list-style-type: none"> • Love • Care • Concern • Tolerance • Courage • Honesty • Faithfulness

Suggested Assessment Guidelines for Theme 10

Mathematics	<ul style="list-style-type: none"> • Multiply 3-digit numbers using the table of 8. • Tell time in hours and half hours. • Draw a simple clock showing hours and half hours. • Make a personal timetable. • Divide a 4 digit number by 6, 7, & 8 with remainder.
Literacy	<ul style="list-style-type: none"> • Name vectors. • Mention characteristics of a vector. • Draw the life cycle of one vector. • Name diseases spread by vectors. • Write a short descriptive paragraph on diseases and vectors. • Read PIASCY messages and talk about them.
English	<ul style="list-style-type: none"> • Spell words related to health. • Read a short story. • Write at least five tips. • Form sentence using future tense as a warning. • Read a story about vectors and answer questions.
Creative Performing Arts	<ul style="list-style-type: none"> • Writing solfas of the major scale from dictation, no leaps • Playing percussion instruments. • Knitting simple articles.

Theme 11: Basic Technology in Our Sub-county /Division

Expected learning outcome: The child applies basic scientific knowledge and skills in processing and making materials for self-reliance.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>11.1 Concept of technology</p> <ul style="list-style-type: none"> Natural and artificial materials Natural materials e.g. banana fibres, palm leaves Artificial materials e.g. wire, plastic, straws Characteristics of materials in terms of: <ul style="list-style-type: none"> texture size colour weight (heavy/light) Collecting and displaying materials for use 	<ul style="list-style-type: none"> Multiplying a 3-digit number using table of 9. Naming sides, base, height, diagonal, etc of simple shapes Measuring perimeter and area of shapes Solving word problems about perimeter and area 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> Naming artificial and natural materials. Feeling and describing characteristics of artificial and natural materials according to size, texture, colour, weight Talking about characteristics of artificial and natural materials Asking and answering questions <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading names of artificial and natural materials Reading texts describing characteristics of natural and artificial materials Reading sentences about natural and artificial materials <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing names of natural and artificial materials Writing factual texts describing materials. Writing short stories 	<p>VOCABULARY</p> <p>banana, leaf, plastic, straw, wire, heavy, light, size, colour, texture, fibre, palm leaves, weight, small, long, short, big, good, bad</p> <p>Opposite: rough, smooth</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> What will you use to make a ... (mat, doll, toy car, ball)? I / we shall use ... (banana fibre / wire) to make a ... (mat, doll, ball, toy car). What will ... (Musa / Mary) use to make a ... (mat, toy car, ball, hat)? He / she they will use ... (banana fibre, wire, leaves) to make a ... (mat, toy car, ball). Will you use ... (palm leaves, wires) to make a ... (mat, toy, cars)? Yes, I / we shall. No, I / we shall not. Will he / she / they use ... (straws, wires) to make a ... (mat, toy car)? Yes, she / he / they will. No, she / he / they will not. This is ... (good / rough / short / small) but that is ... (bad / smooth / long / big). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Playing spelling games Acting dialogues Talking about things they have made from different materials 	<ul style="list-style-type: none"> Singing ceremonial songs Dramatising a story Playing percussion instruments Using stitches to make simple articles e.g. cotton, sisal and feather articles 	<ul style="list-style-type: none"> Effective communication Decision-making Critical thinking Creative thinking Negotiation Orientation Appreciation Sharing Responsibility Care Cooperation Self-reliance Creativity

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> Describing natural and artificial materials Answering comprehension questions <p>READING/TACTILE</p> <ul style="list-style-type: none"> Reading simple stories Reading and solving a puzzle <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> Answering questions. Copying simple stories Spelling simple words 		
<p>11.2 Processing and making things from natural materials e.g. food, fibre, leaves</p> <ul style="list-style-type: none"> Source e.g. swamp, plantation, bush Product e.g. mats, ropes, juice, salads Purpose e.g. selling, eating, playing, learning Practicals on making some materials e.g. <ul style="list-style-type: none"> ropes from sisal balls and mats from banana fibres models from clay mats from papyrus juice from oranges, lemon, pineapples, passion fruit, etc. 	<ul style="list-style-type: none"> Dividing by 8 and 9 with remainder Solving word problems using division Measuring length of materials Ingredients for processing Measuring weight of ingredients 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> Identifying sources of natural materials Comparing different natural materials Describing how to make different things from natural materials Discussing uses of materials Telling/retelling/signing stories about processing and making things from natural materials <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading names of sources of natural materials Reading texts on how things are made (from natural materials) and used. Reading short stories Reading instructions on how to make materials <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing names of sources of natural materials Writing instructions on how to make 	<p>VOCABULARY swamp, food, mat, rope, bush, juice, eat, play, garden, clay, pot, cut, weave, tie (v)</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> ... (Musa / Sarah) will make a ... (pot / mat / rope) using ... (clay / banana fibre / sisal). What will you make? I / we shall make ... a (pot / mat / rope). What will she / he / they make? (She / he / they) will make ... a (pot / mat / rope). Where will you / they / he / she get ... (sisal / fibre / clay) to make a ... (rope / ball / pot)? I / we shall get ... (sisal / fibre / clay) from ... (swamp / garden / bush). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Practising dialogues on making things Describing how to make things Listening to (and following) instructions 	<ul style="list-style-type: none"> Writing simple phrases of 4-8 notes without leaps from dictation Singing round songs Making percussion instruments Making latrine covers using banana fibres, wood Weaving paper table mats Using stitches to make simple articles from e.g. <ul style="list-style-type: none"> cotton feather sisal articles 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Decision-making Problem-solving Negotiation Coping with emotions Coping with stress Mobility and orientation Patience Responsibility Care Sharing Cooperation Concern Appreciation Self-reliance Creativity Courage Bravery

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		<p>things from natural materials</p> <ul style="list-style-type: none"> • Writing short stories • Copying proverbs • Writing answers to questions on texts and stories • Writing patterns 	<ul style="list-style-type: none"> • Spelling words • Listening to a simple story and answering questions <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading simple instructions • Reading stories • Asking and answering questions <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing simple instructions • Drawing and labelling • Re-arranging jumbled words to make meaningful sentences 		
<p>11.3 Making things from artificial materials</p> <ul style="list-style-type: none"> • Source: e.g. re-cycling • Product e.g. toy cars, toy bicycles, flowers, candles, bags • Use: e.g. for children's play, for selling, decoration, wearing / ornaments • Practicals on making some materials e.g. <ul style="list-style-type: none"> - toy cars - toy bicycles 	<ul style="list-style-type: none"> • Identifying solids: cube, cuboid, cylinder, sphere • Modelling solids • Making nets of cubes and cuboids • Making different solid buildings, toys, etc. using cubes • Measuring weight of differ things in kg and g 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> • Identifying sources of artificial materials • Talking about how artificial materials are used • Classifying things made from natural and artificial materials (in a chart) • Acting a conversation chain <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading names of sources of artificial materials • Reading texts on how things are made from artificial materials. • Reading short stories • Reading a conversation chain <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing names of sources of artificial materials • Writing texts on how things are made from artificial materials • Writing short stories • Writing a conversation chain • Writing patterns. 	<p>VOCABULARY toy, bicycle, car, flower, candle, bag, wear, decoration, beads, hat, sell, buy, for</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • ... (Juma / Mary) will make ... (toy car / beads / hat). • Why will ... (Mary / Juma) make a ... (toy car / candle / bag)? - She / he will make a ... (candle / beads) for ... (selling / play / decoration / wearing). • Why will ... (you / she / he / they) make a ... (toy car / toy / bicycle / beads)? - I / we shall make ... (toy car / toy bicycles / beads / flowers) for ... (selling / decoration / play). - He / she / they will make ... (bags / hats / beads / flowers) for ... (selling / decoration / play). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Naming materials • Spelling words 	<ul style="list-style-type: none"> • Singing simple round songs • Listening to wind instruments for pitches in melody • Reading and writing simple melodies of the major scale without leaps • Making door mats • Weaving table paper mats • Making decorations 	<ul style="list-style-type: none"> • Effective communication • Problem-solving • Negotiation • Friendship formation • Critical thinking • Creative thinking • Mobility and orientation • Creativity • Patience • Commitment • Determination • Responsibility • Care • Sharing • Cooperation • Concern • Appreciation • Self-reliance • Social awareness

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> • Constructing sentences • Listening to a story and answering questions • Acting a dialogue <p>READING/TACTILE</p> <ul style="list-style-type: none"> • Reading stories and answering comprehension questions • Reading a dialogue <p>WRITING/BRAILLING</p> <ul style="list-style-type: none"> • Writing stories • Describing things they made • Drawing and labelling things they made 		

Suggested Assessment Guidelines for Theme 11

Mathematics	<ul style="list-style-type: none"> • Multiply a 3-digit number using the table of 9. • Measure and record weight of different materials in grams and kilograms. • Divide by 8 and 9 with remainder. • Model a solid.
Literacy	<ul style="list-style-type: none"> • Describe natural and artificial made materials. • Name natural and artificial materials. • Read a text describing characteristics of materials and answer questions. • Explain a simple process of making at least one thing in technology. • Read a short story and answer questions. • Write names of sources of artificial materials.
English	<ul style="list-style-type: none"> • Spell words related to natural and artificial materials. • Pronounce learnt words correctly. • Talk about the things they made. • Read instructions on how to make something. • Read a dialogue. • Read a paragraph about making things from natural and artificial materials.
Creative Performing Art	<ul style="list-style-type: none"> • Sing a ceremonial song.

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| | <ul style="list-style-type: none">• Play a percussion instrument.• Write a simple phrase of 4-8 notes without leaps.• Draw things they have made.• Make a latrine cover from simple material.• Making an article from artificial material.• Weaving table paper mat. |
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Theme 12: Energy in Our Sub-county / Division

Expected learning outcome: The child appreciates the existence of energy and demonstrates knowledge and skills of using and preserving it.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<p>12.1 Sources of energy:</p> <ul style="list-style-type: none"> • Natural sources e.g.: <ul style="list-style-type: none"> - wind e.g. (for sailing boats, driving windmill water) • Artificial sources and their uses , e.g.: <ul style="list-style-type: none"> - fuel (diesel, petrol, wood, charcoal, paraffin, etc) - electricity (in home, battery) • Uses: diesel / petrol <ul style="list-style-type: none"> - cars, generators • Paraffin <ul style="list-style-type: none"> - lighting, cooking • Wood / charcoal <ul style="list-style-type: none"> - cooking • Hydro electricity <ul style="list-style-type: none"> - factories, cars, lighting homes / hospitals • Experiments to show that air moves things e.g. <ul style="list-style-type: none"> - kites, propellers 	<ul style="list-style-type: none"> • Adding two 4-digit numbers without and with carrying, sum up to 9,999 (revision) • Subtracting two 4-digit numbers without and with borrowing (revision) 	<p>LISTENING AND SPEAKING/SIGNING</p> <ul style="list-style-type: none"> • Explaining meaning of energy • Identifying different types of energy • Describing different sources of energy • Asking and answering questions about sources of energy • Telling and retelling stories • Reciting a rhyme • Demonstrating how air moves objects <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading a play let • Reading short text (e.g. about electricity) • Reading a rhyme <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing sentences • Drawing and labelling examples of energy • Writing a rhyme • Writing patterns 	<p>VOCABULARY</p> <p>bulb, buy, stove, charcoal, fridge, firewood, petrol, diesel, cook, sell, paraffin, kite</p> <p>Use of 'some' and 'any'</p> <p>STRUCTURES</p> <p>Revision on tenses</p> <p>Present continuous:</p> <ul style="list-style-type: none"> • What are you ... (buying / carrying / selling)? - I / we ... am / a ... (buying / selling / carrying) ... (paraffin / firewood / charcoal). <p>Past Simple tense</p> <ul style="list-style-type: none"> • ... (Ali / Mary) ... (bought / sold) ... (paraffin / firewood / charcoal / bulb / fridge). <p>Future simple tense:</p> <ul style="list-style-type: none"> • (... (Ali / Mary) will ... (carry / buy / sell) ... (firewood / charcoal / stove). • I / we shall ... (carry / buy / sell) ... (firewood / charcoal / stove). • May..... I / we have some ... (paraffin / charcoal / firewood) please? - Yes, here it is. - No, I do not have any. <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Talking about sources of light • Acting a dialogue on making requests and refusals • Playing spelling games 	<ul style="list-style-type: none"> • Listening to instrumental families <ul style="list-style-type: none"> - percussion and wind string to recognise differences in sounds • Moving according to rhythm • Playing music instruments • Singing/ signing a song about sources of energy • Making tie and dye pieces using: <ul style="list-style-type: none"> - cotton cloth - dyes (colours) - candle wax - thread 	<ul style="list-style-type: none"> • Effective communication • Problem-solving • Creative thinking • Self-awareness • Mobility and orientation • Coping with stress • Coping with emotions • Appreciation • Care • Concern • Responsibility • Endurance • Cooperation • Perseverance • Creativity

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading texts on energy • Reading texts on uses of energy • Reading a dialogue • Playing a reading game <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing examples of energy • Writing sentences on sources of energy • Writing a dialogue 		
<p>12.2 Ways of saving energy, e.g:</p> <ul style="list-style-type: none"> - using energy-saving stoves, bulbs - switching off electrical appliances when not in use - putting out fires after use - planting trees - following instructions on proper use of energy • Importance of saving energy: <ul style="list-style-type: none"> - avoid waste - minimise cost • Project on planting trees 	<ul style="list-style-type: none"> • Multiplying a 4-digit number by 1-10, with product not exceeding 9999 (revision) • Dividing a 4-digit number by 1-10 without and with remainder (revision) • Measuring the length, distance for tree planting • Recording measurements 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> • Identifying uses of energy • Talking about ways of saving energy • Describing importance of saving energy • Asking and answering questions. • Talking about the importance of planting trees • Reciting a rhyme • Listening to a text and answering questions <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading a short story • Reading messages on saving energy • Reading a rhyme <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing patterns • Writing a short story • Writing messages on saving energy • Writing a rhyme 	<p>VOCABULARY switch on/off, blow off, cover, light, box, match stick, candle, water, torch, switch (n), low, high</p> <ul style="list-style-type: none"> • Revision on opposites e.g. <ul style="list-style-type: none"> - low / high - switch on / witch off - good / bad - small / big - long / short <p>STRUCTURES Revision of the past simple tense</p> <ul style="list-style-type: none"> • (... Mary / Sarah / David) ... (switched off / switched on / blew off) the ... (light / candle). • What did ... (he / she / they) do? <ul style="list-style-type: none"> - (He / she / they) ... (switched on / blew off) the ... (light / candle). • Who bought the ... (torch / match box)? <ul style="list-style-type: none"> - (... Sarah / Juma / Alice) bought the ... (torch / match 	<ul style="list-style-type: none"> • Singing songs on ways of saving energy • Recognising rhythms and pitches of known songs • Acting a folk tale • Reading and writing notes of a major scale up to 8 notes without leaps • Modelling simple energy saving stoves. 	<ul style="list-style-type: none"> • Effective communication • Problem-solving • Critical thinking • Creative thinking • Decision-making • Mobility and orientation • Responsibility • Care • Concern • Cooperation • Appreciation • Togetherness • Belonging • Creativity

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			box). - (He / she / they / we) bought the ... (match box / candle / torch). LISTENING AND SPEAKING <ul style="list-style-type: none"> Talking about uses of energy Acting dialogues about what they will do to save energy Listening to a story READING / TACTILE <ul style="list-style-type: none"> Reading pictures/charts Reading texts on importance of saving energy. Reading a dialogue. WRITING / BRAILLING <ul style="list-style-type: none"> Writing messages and rules on saving energy Writing guided composition Writing a dialogue. 		
12.3 Dangers of energy and ways of avoiding them, e.g: <ul style="list-style-type: none"> Dangers <ul style="list-style-type: none"> live wires fire strong wind storm drought accidents Ways of avoiding dangers, e.g: <ul style="list-style-type: none"> planting trees to act as wind-breakers avoiding playing with fire 	<ul style="list-style-type: none"> Measuring length, capacity, weight (revision) Measuring time, money (revision) 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Identifying dangers of energy Talking about ways of avoiding dangers Explaining how to use a fire extinguisher Discussing what to do in case of fire outbreak Acting a dialogue Reciting a poem Answering questions READING / TACTILE <ul style="list-style-type: none"> Reading a short story Reading a poem Reading stories on what to do in case of fire outbreak 	VOCABULARY warm, burn, fire, socket, plant (v), kill, hurt, warn, danger, alarm, report Comparisons: small, big, tall, short STRUCTURES Future tenses <ul style="list-style-type: none"> What will ... (you / he / she / they) do when in danger? (I / we) shall ... (make an alarm / report) for help. (He / she / they) will ... (make an alarm / report) for help. Comparisons: <ul style="list-style-type: none"> A ... (dog / rabbit / rat) is ... (small / bigger) than a ... (cow / lion / pig). 	<ul style="list-style-type: none"> Writing simple phrases of 4-8 notes without leaps Dramatising/acting situations on avoiding dangers of energy Singing/signing the anthem Making messages and posters on dangers of energy and how to avoid them 	<ul style="list-style-type: none"> Self-awareness Effective communication Problem-solving Critical thinking Creative thinking Decision-making Coping with stress Coping with emotions Assertiveness Mobility and orientation Care

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> - not pushing nails into sockets - not playing with electric wires - using fire extinguisher • Making posters 		<p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing a dialogue • Writing stories • Writing messages • Writing patterns • Writing a poem 	<ul style="list-style-type: none"> • (It / they) is / are ... (bigger / smaller / fatter) than a ... (hen / duck / pigeon). • Which ... (bird / animal / insect) is ... (smaller / bigger / fatter) than a ... (goat / sheep / bee / duck / frog)? • Which is ... (taller / shorter / fatter)? • A / An ... (elephant / pig / giraffe / lion) is ... (taller / fatter / shorter) than a / an ... (elephant / pig / giraffe / lion). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Listening to stories • Talking about dangers of electricity/fire <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading messages on dangers of fire and electricity • Reading texts on how to avoid dangers • Reading a poem <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing simple sentences • Writing a poem • Writing messages 		<ul style="list-style-type: none"> • Responsibility • Concern • Acceptance • Perseverance • Patience • Appreciation • Cooperation

Suggested Assessment Guidelines for Theme 12

Mathematics	<ul style="list-style-type: none"> • Add two 4-digit numbers without and with carrying up to 9999. • Subtract two 4-digit numbers without and with borrowing. • Multiply a 4-digit number by 1-10, with the product not exceeding 9999. • Measure time and money.
Literacy	<ul style="list-style-type: none"> • Talk about the sources of energy. • Talk about at least four uses of energy. • Read a story about energy. • Make a poster about saving energy. • Write a short story. • Read a dialogue.
English	<ul style="list-style-type: none"> • Spell words related to energy. • Read messages. • Write a short text on how we use energy in our daily lives. • Make a poster.
Creative performing Arts	<ul style="list-style-type: none"> • Make a piece of tie and dye. • Make and decorate a celebration card. • Compare a wind instrument with a percussion instrument. • Accompany a song with a music instrument. • Sing/sign a cultural anthem. • Making a poster and a message.

CHRISTIAN RELIGIOUS EDUCATION (PRIMARY 3)

TERM I

Theme: Christians Grow in Jesus Weeks 1-3

Learning Outcome: The child understands and appreciates different traditions in the light of biblical teachings for purposes of building social harmony.

Sub-theme	Content	Competences	Life skills	Values
Traditions	<ul style="list-style-type: none"> Traditional customs, practices, values and their importance <i>Mark 7: 1-15</i> <i>Luke 7: 44-46</i> <i>John 13: 4-17</i> 	<ul style="list-style-type: none"> Identifying individual societal traditional customs and practices Talking about importance of traditional customs and practices Telling / retelling stories Demonstrating some societal traditional practices Asking and answering questions 	<ul style="list-style-type: none"> Interpersonal relationship Friendship formation Self-esteem Self-awareness Effective communication 	<ul style="list-style-type: none"> Appreciation Respect Sharing Responsibility Identity
	<ul style="list-style-type: none"> Traditions and customs from other cultures <i>John 4: 7- 9</i> <i>Acts 10: 1-35</i> 	<ul style="list-style-type: none"> Identifying other people's customs and practices Talking about the importance of other people's customs and practices Telling / retelling stories Role-playing other people's traditional practices Asking and answering questions 	<ul style="list-style-type: none"> Interpersonal relationship Effective communication Friendship formation Self-awareness Coping with emotions Empathy 	<ul style="list-style-type: none"> Confidence Appreciation Respect Sharing Togetherness Responsibility Acceptance
	<ul style="list-style-type: none"> Some Christian customs <i>Acts 2: 44-46</i> <i>John 2: 1-12</i> 	<ul style="list-style-type: none"> Identifying different Christian practices Talking about the importance of some Christian practices Role-playing some Christian practices Telling / retelling stories Asking and answering questions 	<ul style="list-style-type: none"> Friendship formation Interpersonal relationship Self-esteem 	<ul style="list-style-type: none"> Appreciation Identity Co-operation Respect Share Care Responsibility Love

Assessment Guidelines (Weeks 1-3)

- Talk about the importance of traditional customs and practices.
- Role-play other peoples' traditional practices.
- Ask and answer questions.
- Roles play some Christian practices.

Weeks 4-6

Learning Outcome: The child explores and appreciates the concept and qualities of good leadership in the society.

Sub-theme	Content	Competences	Life skills	Values
Leadership	<ul style="list-style-type: none"> Different levels of leadership in the society e.g. <ul style="list-style-type: none"> family, village, clan (relatives), school <i>Luke 2: 51-52,</i> <i>Genesis: 18: 1-8</i> <i>Mathew 28: 18-19</i> <i>Ephesians 4: 11-13</i> <i>Mark 9: 33-35</i> 	<ul style="list-style-type: none"> Talking about different levels of leadership in society Role-playing leadership at different levels Telling stories about leadership Singing songs about traditional leadership Asking and answering questions 	<ul style="list-style-type: none"> Interpersonal relationship Self-esteem Effective communication Negotiation Friendship formation 	<ul style="list-style-type: none"> Respect Responsibility Co-operation Unity Love Care
	<ul style="list-style-type: none"> Examples of good leaders from the Old Testament e.g. <ul style="list-style-type: none"> Abraham, Ruth, Moses, Joshua <i>Genesis 12: 1-5</i> <i>Deuteronomy 31: 1-3</i> <i>Joshua 3: 1-17</i> <i>Ruth 1 and 2</i> <i>Exodus 14: 9</i> Jesus the leader <i>Mark 10: 13-14</i> <i>John 2: 13-16</i> <i>John 13: 4-15</i> 	<ul style="list-style-type: none"> Naming good leaders in the Old Testament Identifying good qualities that leaders from the Old Testament showed Telling stories about good leaders from the Old Testament Talking about the qualities of Jesus as a good leader Role-playing Jesus as a good leader Asking and answering questions 	<ul style="list-style-type: none"> Effective communication Assertiveness Friendship formation Interpersonal relationship 	<ul style="list-style-type: none"> Respect Responsibility Love Cooperation Care Tolerance Endurance
	<ul style="list-style-type: none"> Qualities of good leadership today e.g. society, church <i>1 Timothy 3: 1-7</i> <i>Mark 9: 33-35</i> Demonstration of leadership through service 	<ul style="list-style-type: none"> Identifying qualities of good leadership today in society and church. Role-playing leadership in society and church Telling stories about leadership in society and church today Singing songs about good leadership in society and church 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Friendship-formation Coping with stress 	<ul style="list-style-type: none"> Respect Responsibility Concern Care Love Endurance Tolerance Obedience

Assessment Guidelines (Weeks 4-6)

- Talk about different levels of leadership in society.
- Sing songs about traditional leadership.
- Talk about the qualities of Jesus as a good leader.
- Role-play leadership in society and the church.
- Tell stories about leadership in society and church today.

Weeks 7-9:

Learning Outcome: The child accepts and appreciates the different ways through which God's message reveals itself.

Sub-theme	Content	Competences	Life skills	Values
Messengers of God	<ul style="list-style-type: none"> Different ways / media through which God speaks to his people: <i>Isaiah 6: 1-10, Jonah 1 and 3, Luke 16: 19-25</i> Qualities of God's messengers e.g. Elijah, Isaiah, children <i>Genesis 18: 1-15, 1 Samuel 13: 1-21, 1 Kings 17: 1-24, Isaiah 6: 1-8, Isaiah 7: 14, Micah 5: 2</i> 	<ul style="list-style-type: none"> Naming some of God's messengers Talking about qualities of people God chooses to be His messengers Explaining ways in which children are God's messengers Reciting key messages from God Writing the messages from God Telling / retelling stories 	<ul style="list-style-type: none"> Effective communication Critical thinking Friendship formation Interpersonal relationship 	<ul style="list-style-type: none"> Cooperation Sharing Love Respect Responsibility Care Obedience Acceptance
	<ul style="list-style-type: none"> Lessons about Jesus from special messengers John Baptist's message about Jesus <i>Mathew 3: 1-11, Mathew 3: 3 and 8</i> 	<ul style="list-style-type: none"> Naming special messengers who talked about the coming of Jesus Talking about the special message about the coming of Jesus Reciting John's message about the coming of Jesus Dramatising John's message Asking and answering questions Telling / retelling stories 	<ul style="list-style-type: none"> Effective communication Friendship formation Empathy Interpersonal relationship Critical thinking Coping with stress Coping with emotions 	<ul style="list-style-type: none"> Concern Care Love Sharing Cooperation Respect Responsibility Acceptance
	<ul style="list-style-type: none"> Angels as messengers of God <ul style="list-style-type: none"> God speaks through Angels Messages from God through Angels The need to listen and respond to God's message <i>Genesis 18: 1-15, Luke 1: 11-17, 26-38, Acts 12: 1-12</i> 	<ul style="list-style-type: none"> Naming Angels who acted as God's messengers Telling stories about messages brought by Angels Singing songs about messages from Angels Asking and answering questions 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Creative thinking Coping with emotions Coping with stress 	<ul style="list-style-type: none"> Acceptance Responsibility Obedience Faithfulness Love Concern Care

Assessment Guidelines (Weeks 7-9)

- Name some of God's messengers.
- Explain ways in which children are God's messengers.
- Talk about the special message about the coming of Jesus.
- Tell and re-tell stories.
- Name angels who acted as God's messengers.

Weeks 10-12:

Learning Outcome: The child understands, appreciates and practices Christian events including Lent, Holy Week and Easter in order to manage different life situations.

Sub-theme	Content	Competences	Life skills	Values
Sorrow and Joy in Life	<ul style="list-style-type: none"> Lent <ul style="list-style-type: none"> the time and purpose of Jesus' stay in the wilderness how to observe Lent. special time for self denial <p><i>Mathew 4: 1-11</i> <i>John 11: 17-44</i></p>	<ul style="list-style-type: none"> Telling the meaning of Lent Talking about the purpose of Lent Singing songs about Lent Dramatizing the events about the temptations of Jesus in the wilderness Asking and answering questions 	<ul style="list-style-type: none"> Coping with stress Coping with emotions Empathy Creative thinking Critical thinking 	<ul style="list-style-type: none"> Sympathy Appreciation Responsibility Endurance Tolerance Faithfulness
	<ul style="list-style-type: none"> Jesus during the Holy Week <ul style="list-style-type: none"> Palm Sunday Jesus in the Temple <p><i>Zachariah 9: 9</i> <i>Luke 19: 28-38, 45-48</i></p> Last supper <ul style="list-style-type: none"> events of Jesus' farewell meal. Holy Communion as a remembrance of Jesus <p><i>Mark 14: 22-26</i> <i>Luke 22: 12-20</i> <i>Corinthians 11: 23-25</i></p> 	<ul style="list-style-type: none"> Role-playing palm Sunday events Talking about the preparation for the visit of an important person in an area Singing songs about Palm Sunday Dramatising bidding farewell to a loved person Dramatising the Lord's Supper (event of the last supper) Asking and answering questions. Telling / retelling stories 	<ul style="list-style-type: none"> Creative thinking Critical thinking Effective communication Friendship formation Coping with stress Coping with emotions Interpersonal relationship 	<ul style="list-style-type: none"> Appreciation Respect Responsibility Concern Care Acceptance Obedience Love
	<ul style="list-style-type: none"> Events of Good Friday and Easter morning <ul style="list-style-type: none"> The death of Jesus Resurrection of Jesus The appearance of Jesus to his disciples <p><i>Luke 22: 39-54</i> <i>Luke 23: 44-56</i> <i>Luke 24: 1-43</i> <i>Mark 15: 33-41</i> <i>Luke 24: 13-35</i> <i>Mark 16: 12-13</i> <i>Mark 16: 14-18</i></p> 	<ul style="list-style-type: none"> Talking about events of Good Friday Talking about experiences on planting and watering seeds which grow and show new life Dramatising the resurrection of Jesus Singing songs about Jesus' death and resurrection Talking about the events on the road to Emmaus Asking and answering questions Telling / retelling stories 	<ul style="list-style-type: none"> Creative thinking Critical thinking Effective communication Interpersonal relationship Friendship-formation Empathy Coping with emotions Coping with stress 	<ul style="list-style-type: none"> Sharing Concern Love Sympathy Respect Care Responsibility

Assessment Guidelines (Weeks 10-12)

- Tell the meaning of lent.
- Role-play palm Sunday events
- Dramatise the Lord's supper
- Talk about events of Good Friday
- Dramatise resurrection of Jesus

TERM II

Theme: Christians Grow in Jesus Weeks 1-3:

Learning Outcome: The child understands events of Jesus' ascension, Pentecost and appreciates the work of the Holy Spirit in day-to-day Christian life.

Sub-theme	Content	Competences	Life skills	Values
Jesus Gives us the Holy Spirit	<ul style="list-style-type: none"> • Jesus' promise of the Holy Spirit <i>John 14: 16</i> <i>John 16: 6-8</i> • The events of Pentecost <i>Acts 2: 1-4</i> 	<ul style="list-style-type: none"> • Talking about Jesus' promise of the Holy Spirit • Describing the work of the Holy Spirit on the day of Pentecost • Telling and retelling stories • Asking and answering questions • Singing songs about the coming of the Holy Spirit 	<ul style="list-style-type: none"> • Effective communication • Self-awareness • Critical thinking • Creative thinking • Interpersonal relationship 	<ul style="list-style-type: none"> • Acceptance • Obedience • Faithfulness • Belonging • Sharing
	<ul style="list-style-type: none"> • The work of the Holy Spirit to the early Christians <i>Acts 4: 1-31</i> <i>Acts 7: 54-60</i> <i>Acts 8: 26-40</i> <i>Acts 10: 1-34</i> 	<ul style="list-style-type: none"> • Talking about the work of the Holy Spirit to the early Christians • Telling and retelling stories about the work of the Holy Spirit • Asking and answering questions • Singing songs about the work of the Holy Spirit 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Interpersonal relationship • Creative thinking 	<ul style="list-style-type: none"> • Sharing • Acceptance • Faithfulness • Respect • Obedience
	<ul style="list-style-type: none"> • Gifts of the Holy Spirit <i>Acts 3: 1-10</i> <i>Acts 4: 30-31</i> <i>Acts 5: 12-16</i> <i>Exodus: 30: 30-35</i> <i>1 Samuel: 16: 18-23</i> <i>Judges 13: 24-25</i> <i>Acts 9: 22</i> 	<ul style="list-style-type: none"> • Identifying gifts of the Holy Spirit • Talking about the importance of the gifts of the Holy Spirit in Christian life • Telling and retelling stories about gifts of the Holy Spirit • Asking and answering questions 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Effective communication • Self-awareness • Self-esteem • Coping with stress • Coping with emotions 	<ul style="list-style-type: none"> • Sharing • Love • Concern • Acceptance • Obedience • Appreciation • Endurance • Tolerance

Assessment Guidelines (Weeks 1-3)

- Talk about Jesus' promise of the Holy Spirit.
- Sing songs about the coming of the Holy Spirit.
- Tell and re-tell stories about the work of the Holy Spirit.
- Identify gifts of the Holy Spirit.
- Ask and answer questions.

Weeks 4-6:

Learning Outcome: The child understands and appreciates the harmonious and joyful aspects of worship with others.

Sub-theme	Content	Competences	Life skills	Values
Jesus Gives us the Holy Spirit	<ul style="list-style-type: none"> The work of the Holy Spirit in the joint activities of Christians <ul style="list-style-type: none"> - sharing good news - sharing positions - sharing meals - praying together <p><i>acts 2: 38-47</i> <i>Acts 4: 32-35</i></p>	<ul style="list-style-type: none"> Talking about the guidance of the Holy Spirit in sharing Good News, sharing positions, sharing meals and praying together Telling and retelling stories Asking and answering questions Singing / signing songs 	<ul style="list-style-type: none"> Effective communication Friendship formation Interpersonal relationship Creative thinking Negotiations Coping with stress Coping with emotions Self-esteem 	<ul style="list-style-type: none"> Sharing Acceptance Love Care Respect Responsibility Endurance Tolerance Determination Co-operation Team work Patience Unity
The Worshipping Community	<ul style="list-style-type: none"> Reasons for worshipping God. <ul style="list-style-type: none"> - reasons for giving special honour to leaders and elders <p><i>Psalm 96: 1-13</i> <i>Psalm 99: 5</i> <i>Luke 4: 8</i> <i>Luke 17: 12-18</i> <i>Luke 18: 9-14</i> <i>Mathew 7: 7-11</i></p> <ul style="list-style-type: none"> <i>1 Thessalonians 5: 18</i> 	<ul style="list-style-type: none"> Talking about the importance of worshipping God. Identifying different ways through which elders and leaders are given special respect / recognition Telling and retelling stories about leaders and elders Asking and answering questions Singing / signing songs about worship 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Friendship formation Non-violent conflict resolution 	<ul style="list-style-type: none"> Respect Sharing Unity Obedience Faithfulness
	<ul style="list-style-type: none"> Biblical aspects of worship <ul style="list-style-type: none"> - Offering - Listening - Praising <p><i>Psalm 135: 3</i> <i>Psalm 100: 1-5</i> <i>1 Samuel 3: 1-10</i> <i>Luke: 3: 2-4</i> <i>Mark 12: 41-44</i></p>	<ul style="list-style-type: none"> Identifying different Biblical aspects of worship Telling and retelling stories about the Biblical aspects of worship Asking and answering questions Singing songs about the biblical aspects of worship 	<ul style="list-style-type: none"> Critical thinking Interpersonal relationship Friendship formation Effective communication 	<ul style="list-style-type: none"> Sharing Appreciation Generosity Respect Responsibility Team work Unity Joy

Assessment Guidelines (Weeks 4-6)

- Talk about guidance of the Holy Spirit in sharing Good News, sharing positions, sharing meals and praying together.
- Ask and answer questions.

- Talk about the importance of worshipping God.
- Identify different ways through which elders and leaders are given special respect / recognition.
- Tell and re-tell stories about the biblical aspects of worship.

Weeks 7-9:

Learning Outcome: The child appreciates the need to worship and participate in different worship activities in the community

Sub-theme	Content	Competences	Life skills	Values
The Worshipping Community	<ul style="list-style-type: none"> • Christian's joint activities and experiences in worshipping God <ul style="list-style-type: none"> - God in church - worshipping God at home - enjoying worshipping God with others <p><i>Psalm 47: 1</i> <i>Psalm 95: 6</i> <i>Psalm 117: 1</i> <i>Psalm 135: 1</i> <i>Acts 2: 41-47</i> <i>Acts 10: 30-33</i> <i>1 Corinthians 11: 23-26</i></p> 	<ul style="list-style-type: none"> • Identifying different Christian activities and experiences we do when worshipping God • Talking about the importance of Christian joint activities and experiences in worshipping God • Singing / signing songs about Christian joint activities and experiences in worshipping God • Asking and answering questions • Telling / retelling stories 	<ul style="list-style-type: none"> • Interpersonal relationship • Friendship formation • Effective communication • Non-violent conflict resolution 	<ul style="list-style-type: none"> • Care • Love • Cooperation • Unity • Respect • Team work • Responsibility • Sharing
	<ul style="list-style-type: none"> • Personal prayers of different types <ul style="list-style-type: none"> - Thanksgiving prayers - Confession prayers - Petition prayers <p><i>Psalm 35: 1-8</i> <i>Mathew 6: 6</i> <i>Mark 1: 35</i> <i>Mathew 7: 7-11</i> <i>Luke 17: 12-18</i> <i>Luke 18: 14-19</i> <i>Daniel 9: 5</i></p> 	<ul style="list-style-type: none"> • Identifying different situations which require confession, thanksgiving and petition prayers • Talking about the importance of confession, thanksgiving and petition prayers • Telling / retelling stories about prayers • Singing / signing songs related to confession thanks giving and petition prayers • Asking and answering questions about different prayers • Composing personal confession, thanks giving and petition prayers 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Effective communication • Coping with stress • Coping with emotions • Non-violent conflict resolution 	<ul style="list-style-type: none"> • Forgiveness • Sharing • Love • Unity • Concern • Responsibility • Faithfulness • Team work

Assessment Guidelines (Weeks 7-9)

- Talk about the importance of Christian joint activities and experiences in worshipping God.
- Talk about the importance of confession, thanks giving and petition prayers.
- Sing / sign songs related to confessions, thanks giving and petition prayers.
- Ask and answer questions about different prayers.
- Compose personal confessions, thanks giving and petition prayers.

Weeks 10-12:

Learning Outcome: The child appreciates Jesus' character and teaching about good conduct in order to demonstrate responsible behaviour in day-to-day life.

Sub-theme	Content	Competences	Life skills	Values
The Teaching of Jesus	<ul style="list-style-type: none"> Values that Jesus taught e.g. <ul style="list-style-type: none"> Honesty Responsibility Service <i>Mathew 21: 28-32</i> <i>Mark 8: 1-9</i> <i>Luke 19: 1-8</i> 	<ul style="list-style-type: none"> Identifying different values that Jesus taught Talking about the importance of the values that Jesus taught Telling and retelling stories about the values that Jesus taught Singing / signing songs about the values that Jesus taught. Role-playing life situations about honesty, responsibility and service Asking and answering questions 	<ul style="list-style-type: none"> Interpersonal relationship Friendship formation Effective communication Empathy Negotiation 	<ul style="list-style-type: none"> Honesty Responsibility Service Appreciation Sharing
	<ul style="list-style-type: none"> Personal abilities from God and their usage <i>Mathew 25: 14-27</i> 	<ul style="list-style-type: none"> Identifying different personal abilities Talking about the importance of different personal abilities Telling and retelling stories about different personal abilities Singing songs about different personal abilities Demonstrating how to use personal abilities Asking and answering questions 	Life skills <ul style="list-style-type: none"> Creative thinking Critical thinking Problem-solving Self-esteem Self-awareness Interpersonal relationship 	Values <ul style="list-style-type: none"> Cooperation Unity Responsibility Appreciation Interdependence
	<ul style="list-style-type: none"> Characteristics of God found in Jesus <ul style="list-style-type: none"> Love, kindness, thoughtfulness, power, holiness and authority <i>John 17: 20-21</i> <i>Mathew 5: 43-48</i> <i>Mathew 21: 23-27</i> <i>Luke 4: 38-44</i> <i>John 14: 7</i> <i>John 3: 16</i> <i>Mathew 5: 48</i> <i>Mark 4: 35-41</i> 	<ul style="list-style-type: none"> Identifying the characteristics of God found in Jesus Talking about the different ways in which family members resemble Telling and retelling stories about the characteristics of God found in Jesus Singing songs about characteristics of God found in Jesus Asking and answering questions 	<ul style="list-style-type: none"> Critical thinking Creative thinking Effective communication Interpersonal relationship 	<ul style="list-style-type: none"> Appreciation Faithfulness Love Cooperation Obedience Respect
	<ul style="list-style-type: none"> Jesus' example of prayer and teaching When, where and how to pray The Lord's prayer Praying for others 	<ul style="list-style-type: none"> Identifying different situations which require prayer and teaching Talking about different occasions on which Jesus prayed and taught Talking about when, where and how to pray 	<ul style="list-style-type: none"> Interpersonal relationship Effective communication Creative thinking Critical thinking Problem-solving 	<ul style="list-style-type: none"> Appreciation Forgiveness Faithfulness Unity Cooperation

	<i>Mark 1: 35</i> <i>Mathew 6: 9-13</i> <i>Luke 22: 32</i> <i>John 17: 20-21</i>	<ul style="list-style-type: none"> • Reciting the Lord's Prayer • Asking and answering questions • Singing songs about prayer and teaching 		<ul style="list-style-type: none"> • Obedience
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Assessment Guidelines (Weeks 10-12)				
<ul style="list-style-type: none"> • Talk about the importance of different personal abilities. • Sing songs about different personal abilities. • Talk about the different ways in which family members resemble. • Talk about different occasions on which Jesus prayed and taught. • Recite the Lord's Prayer. 				

TERM III

Theme: Christians Grow in Jesus Weeks 1-3:

Learning Outcome: The child appreciates and practices the value of tolerance and forgiveness for maintaining good relationship with others in society.

Sub-theme	Content	Competences	Life skills	Values
Forgiveness and Acceptance	<ul style="list-style-type: none"> Traditional ways of encouraging forgiveness <i>Mathew 18: 15-16</i> <i>Luke 17: 23</i> Ways of forgiveness <ul style="list-style-type: none"> wrong doings that required forgiveness 	<ul style="list-style-type: none"> Talking about traditional ways of encouraging forgiveness Talking about the importance of forgiveness Telling and retelling stories Asking and answering questions Singing songs about forgiveness Reciting the gospel message <i>Luke 17: 23</i> 	<ul style="list-style-type: none"> Critical thinking Creative thinking Friendship formation Effective communication Problem-solving Non-violent conflict resolution 	<ul style="list-style-type: none"> Care Acceptance Tolerance Kindness Responsibility
	<ul style="list-style-type: none"> Resolving differences without violence Desire for forgiveness <i>Genesis 27: 30-36</i> <i>Genesis 33: 1-11</i> <i>Mathew 18: 15-35</i> <i>Genesis 37: 25-28</i> <i>Luke 15: 11-24</i> <i>Mathew 6: 12</i> <i>Mathew 5: 38-42</i> 	<ul style="list-style-type: none"> Identifying wrong doings which require forgiveness Talking about how to resolve differences without violence Telling and retelling stories Asking and answering questions Role-playing forgives Reciting a memory verse <i>Numbers 5:7</i> 	<ul style="list-style-type: none"> Friendship formation Empathy Self-awareness Non-violent conflict resolution Coping with stress Coping with emotions 	<ul style="list-style-type: none"> Acceptance Tolerance Unity Concern Friendliness Responsibility
	<ul style="list-style-type: none"> Acceptance <ul style="list-style-type: none"> need to accept others the joy of good relationship the help of the Holy Spirit in forgiving others 	<ul style="list-style-type: none"> Identifying causes of conflicts Telling and retelling the story of Joseph and his brothers Talking about ways of accepting and being tolerant of others differences Asking and answering questions 	<ul style="list-style-type: none"> Critical thinking Coping with emotions Coping with stress Creative thinking 	<ul style="list-style-type: none"> Acceptance Forgiveness Tolerance Friendliness Love Concern

Assessment Guidelines (Weeks 1-3)

- Talk about traditional ways of encouraging forgiveness.
- Talk about the importance of forgiveness.
- Talk about how to resolve conflict without violence.
- Role play forgiveness.
- Identify causes of conflicts.
- Talk about ways of accepting and being tolerant of others' differences.

Weeks 4-6:

Learning Outcome: The child appreciates the concept and practice of fairness as well as forgiveness in different daily life situations.

Sub-theme	Content	Competences	Life skills	Values
Treating Others Fairly	<ul style="list-style-type: none"> Fair and unfair behaviour <i>Genesis 27: 1-29</i> <i>Genesis 37: 1-4</i> <i>Luke 3: 10-14</i> <i>Mathew 18: 21-34</i> 	<ul style="list-style-type: none"> Identifying the causes of unfair behaviour Talking about the causes of unfair behaviour Talking about the importance of fair behaviour Telling and retelling stories Asking and answering questions 	<ul style="list-style-type: none"> Critical thinking Coping with emotions Coping with stress Effective communication Interpersonal relationship 	<ul style="list-style-type: none"> Sharing Cooperation Friendliness Care Love
	<ul style="list-style-type: none"> Being fair <ul style="list-style-type: none"> at home at school community <i>Luke 3: 10-14</i> <i>Mathew 20: 1-16</i> <i>Exodus 16: 4-26</i> <i>John 6: 1-13</i> 	<ul style="list-style-type: none"> Talking about the need to treat others fairly Telling / retelling Bible stories <i>Exodus 16: 4-26</i> <i>John 6: 1-13</i> Asking and answering questions 	<ul style="list-style-type: none"> Friendship formation Interpersonal relationship Self esteem Coping with emotions Coping with stress. 	<ul style="list-style-type: none"> Sharing Love Concern Friendliness Acceptance Care Obedience
	<ul style="list-style-type: none"> Cheating <ul style="list-style-type: none"> causes of cheating how to avoid cheating <i>Luke 19: 1-7</i> 	<ul style="list-style-type: none"> Identifying causes of cheating Talking about how to avoid cheating Telling and retelling stories Asking and answering questions Dramatising cheating 	<ul style="list-style-type: none"> Coping with emotions Coping with stress. Non-violent conflict resolution. 	<ul style="list-style-type: none"> Acceptance Concern Care Responsibility Respect Love

Assessment Guidelines (Weeks 4-6)

- Talk about the causes of unfair behaviour.
- Talk about the importance of fair behaviour.
- Tell and re-tell Bible stories Exodus 16: 4-26, John 6: 1-13.
- Talk about how to avoid cheating.
- Ask and answer questions.

Weeks 7-9:

Learning Outcome: The child relates the prophecies in the Old Testament to the coming of Jesus and appreciates the Messiahship and joy brought by Jesus to all Christians for harmonious living.

Sub-theme	Content	Competences	Life skills	Values
Jesus Brings Joy	<ul style="list-style-type: none"> Prophecies and the fulfilment <ul style="list-style-type: none"> prophecies from the Old Testament about Jesus <i>Isaiah 40: 1-10</i> <i>Micah 5: 2</i> <i>Luke 3: 3-6</i> events of the first Christmas related to the prophecies of the Old Testament 	<ul style="list-style-type: none"> Naming different prophets in the Old Testament who prophesied the coming of Jesus Christ Talking about the importance of the prophecy about the coming of Jesus Telling and retelling stories about the prophecy of Jesus' coming Talking about the events of the first Christmas in relation to the prophecy in the Old Testament Asking and answering questions 	<ul style="list-style-type: none"> Critical thinking Interpersonal relationship Creative thinking Effective communication Friendship formation. 	<ul style="list-style-type: none"> Love Cooperation Unity Sharing Acceptance Respect Obedience Responsibility Faithfulness Care Tolerance
	<ul style="list-style-type: none"> Events of the first Christmas related to the prophecies in the Old Testament. <ul style="list-style-type: none"> the birth of Jesus the visit of Angels to the shepherd the visit of the wise men <i>Mathew 1: 18-24</i> <i>Luke 2: 8-20</i> <i>Mathew 2: 1-12</i> <i>Luke 2: 1-7</i> 	<ul style="list-style-type: none"> Identifying the most important events of the first Christmas Describing the birth of Jesus Talking about different categories of people who worshipped baby Jesus as a king Naming the gifts which were offered to baby Jesus Telling and retelling stories about the birth of Jesus Asking and answering questions about the birth of Jesus Singing songs about the birth of Jesus 	<ul style="list-style-type: none"> Friendship formation Coping with emotions Coping with stress Problem-solving Interpersonal relationship Creative thinking Critical thinking Negotiation 	<ul style="list-style-type: none"> Love Obedience Care Sharing Cooperation Unity Acceptance Concern Respect Responsibility
	<ul style="list-style-type: none"> Preparation for Christmas <ul style="list-style-type: none"> how to prepare for Christmas celebrating with others <i>Luke 1: 39-48</i> <i>Luke 2: 4-20</i> <i>Luke 2: 25-25</i> <i>Isaiah 9: 6</i> 	<ul style="list-style-type: none"> Talking about how to prepare for Christmas at home and in the church Naming different people with whom we celebrate Christmas Identifying different activities of entertainment that we engage in during Christmas Asking and answering questions Telling and retelling stories about the celebrations of Christmas Singing / signing songs about Christmas Dramatising the birth of Jesus 	<ul style="list-style-type: none"> Interpersonal relationship Friendship-formation Critical thinking Creative thinking Effective communication 	<ul style="list-style-type: none"> Sharing Responsibility Love Care Respect Team work Obedience Cooperation

Assessment Guidelines (Weeks 7-9)

- Name different prophets in the Old Testament who prophesied the coming of Jesus Christ.
- Tell and re-tell stories about the prophecy of Jesus' coming.
- Talk about the events of the first Christmas in relation to the prophecy in the Old Testament.
- Talk about different categories of people who worshipped baby Jesus as a king.
- Talk about how to prepare for Christmas at home and in the church.

Weeks 10-12:

Sub-theme	Content	Competences	Life skills	Values
The Joy of Christmas	<ul style="list-style-type: none"> • Preparation for Christmas play <ul style="list-style-type: none"> - making Christmas cards - making Christmas costumes <p><i>Mathew 2: 1-12</i></p>	<ul style="list-style-type: none"> • Talking about the importance of Christmas • Identifying different activities we do in preparation for Christmas • Designing Christmas cards • Writing Christmas messages • Designing and making Christmas costumes • Telling and retelling stories related to preparation for Christmas • Singing / signing songs related to Christmas celebrations • Asking and answering questions 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Friendship formation. • Assertiveness • Interpersonal relationship. • Effective communication 	<ul style="list-style-type: none"> • Respect • Responsibility • Unity • Cooperation • Sharing • Creativity • Care
	<ul style="list-style-type: none"> • Preparation for Christmas play <ul style="list-style-type: none"> - Christmas carols - different roles in the play (from the visit of the Angel to the Virgin Mary , to the birth of baby Jesus in the manger as Part 1) <p><i>Luke 2: 1-19</i> <i>Mathew 1: 18-24</i></p>	<ul style="list-style-type: none"> • Singing Christmas carols. • Talking about the importance of the messages in Christmas carols • Identifying different roles in the Christmas play • Acting the first part in the Christmas play • Asking and answering questions 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Interpersonal relationship • Friendship formation • Decision-making • Self-esteem 	<ul style="list-style-type: none"> • Making choice • Acceptance • Responsibility • Respect • Obedience • Sharing • Cooperation • Unity • Love
	<ul style="list-style-type: none"> • Preparation for Christmas play <ul style="list-style-type: none"> - Christmas carols - different roles in the play (from the Angel with the shepherds to the coming of the wise men with gifts to baby Jesus as Part 2 of the play) <p><i>Mathew 2: 7-12</i> <i>Luke 2: 8-20</i></p> <ul style="list-style-type: none"> - acting Part 1 and 2 of the play. 	<ul style="list-style-type: none"> • Singing / signing Christmas carols • Acting different roles in the Christmas play • Talking about the importance of different roles in the Christmas play • Telling and retelling stories • Asking and answering questions about Christmas play 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Interpersonal relationship • Friendship formation • Decision-making • Self-esteem 	<ul style="list-style-type: none"> • Making choice • Acceptance • Responsibility • Respect • Obedience • Sharing • Cooperation • Unity • Love

Assessment Guidelines (Weeks 10-12)

- Talk about the importance of Christmas.
- Write Christmas messages.
- Sing Christmas carols.
- Act different roles in the Christmas play.

ISLAMIC RELIGIOUS EDUCATION (PRIMARY 3)

TERM I

Weeks 1-3:

Theme: Reading from the Qur'an Sub-theme: Nature of the Qur'an

Learning outcome: The child understands and appreciates the aspects of holiness of the Qur'an for meaningful religious practices and spiritual growth.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Arabic Alphabet: <ul style="list-style-type: none"> - Recognition of the Alphabet - Pronunciation of the Alphabet - Letters of the Arabic Alphabet 	<ul style="list-style-type: none"> • Identifying Latin and Arabic alphabet • Differentiating between Arabic and Latin alphabet • Reading the Arabic alphabet • Writing the Arabic alphabet • Asking and answering questions • Reciting the Arabic alphabet 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Effective communication 	<ul style="list-style-type: none"> • Appreciation • Responsibility • Determination • Sense of belonging • Patience.
<ul style="list-style-type: none"> • Units of the Qur'an: <ul style="list-style-type: none"> - Ayah (verse) - Surah (chapter) - Juzu (section) 	<ul style="list-style-type: none"> • Identifying the Ayah, Surah and Juzu from the Qur'an • Reciting the Ayah, Surah and Juzu from the Qur'an • Asking and answering questions 	<ul style="list-style-type: none"> • Critical thinking • Effective communication • Creative thinking • Interpersonal relationship • Decision-making 	<ul style="list-style-type: none"> • Sharing • Responsibility • Obedience • Respect • Patience • Acceptance
<ul style="list-style-type: none"> • Nature of the Qur'an: <ul style="list-style-type: none"> - Definition of the nature of the Qur'an - How the Qur'an text should be kept - People who should not read the Qur'an. 	<ul style="list-style-type: none"> • Talking about the divine nature of the Qur'an • Explaining how the Qur'an text should be kept • Identifying people who should not read the Qur'an • Asking and answering questions • Demonstrating how a Qur'an should be handled and kept 	<ul style="list-style-type: none"> • Effective communication • Interpersonal relationship • Creative thinking • Critical thinking • Decision-making 	<ul style="list-style-type: none"> • Acceptance • Sharing • Obedience • Respect • Responsibility • Care.

Assessment Guidelines (Weeks 1-3)
<ul style="list-style-type: none"> • Read the Arabic Alphabet. • Ask and answer questions. • Identify the Ayah, Surah and Juzu from the Qur'an. • Talk about the divine nature of the Qur'an. • Identify people who should not read the Qur'an.

Weeks 4-6

Theme: Tawhiid (Faith) Sub-theme: Divine Books

Learning outcome: The child recognises appreciates the importance of the four divine books and applies their teaching / concern in the day-to-day life

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Nature of the four revealed books <ul style="list-style-type: none"> - Zaburi - Tawrat / Taurat - Qur'an - Injili 	<ul style="list-style-type: none"> Naming the four revealed books Identifying the equivalent books from the Holy Bible Asking and answering questions 	<ul style="list-style-type: none"> Critical thinking Effective communication Creative thinking 	<ul style="list-style-type: none"> Respect Care Sharing
<ul style="list-style-type: none"> Prophets to whom the four books were revealed: <ul style="list-style-type: none"> - Zaburi – Prophet Daudi - Taurat – Prophet Musa - Injili – Prophet Isa - Qur'an – Prophet Muhammad 	<ul style="list-style-type: none"> Naming the prophets to whom the four books were revealed Naming the places where the books were received from Identifying the order of the revelation of the books Asking and answering questions 	<ul style="list-style-type: none"> Effective communication Decision-making Creative thinking Friendship formation 	<ul style="list-style-type: none"> Respect Care Responsibility Sharing
<ul style="list-style-type: none"> Holiness of the Qur'an: <ul style="list-style-type: none"> - From God - Not to be touched without Wudhu Qur'an has remained the same 	<ul style="list-style-type: none"> Identifying people who should not touch Qur'an Talking about why such people should not touch the Qur'an Identifying elements that make the Qur'an to remain the same Asking and answering questions 	<ul style="list-style-type: none"> Critical thinking Creative thinking Decision-making Effective communication 	<ul style="list-style-type: none"> Respect Care Responsibility Obedience

Assessment Guidelines (Weeks 4-6)

- Identify people who should not touch the Qur'an.
- Name the four revealed books.
- Identify the equivalent books from the Holy Bible.
- Name the prophets to whom the four books were revealed.
- Name the places where the books were received from.

Weeks 7-9

Theme: Fiqh (Practice), Sub-theme: Nullifiers of Salat

Learning outcome: The child understands and takes care of the different aspects that nullify Salat in the daily Fiqh (practice) for meaningful prayer and spiritual growth.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Nullifiers of Salat <ul style="list-style-type: none"> - praying at a wrong time - eating or drinking during Salat - taking words not connected to Salat - praying in impure cloth - fighting during Salat - unnecessary movement - excretion, urinating - praying without wudhu - drunkenness - sleeping during Salat 	<ul style="list-style-type: none"> • Identifying nullifiers of Salat • Explaining each of the nullifiers • Asking and answering questions 	<ul style="list-style-type: none"> • Critical thinking • Assertiveness • Coping with stress • Coping with emotions • Effective communication 	<ul style="list-style-type: none"> • Care • Tolerance • Endurance • Obedience • Respect • Responsibility
<ul style="list-style-type: none"> • Avoiding nullifiers of prayers 	<ul style="list-style-type: none"> • Identifying ways of avoiding nullifiers of prayers • Talking about ways of avoiding nullification of prayers • Asking and answering questions 	<ul style="list-style-type: none"> • Effective communication • Empathy • Problem solving • Critical thinking • Decision making • Coping with stress • Coping with emotions 	<ul style="list-style-type: none"> • Respect • Obedience • Responsibility

Weeks 7-9

Theme: Moral Spiritual Teaching Sub-theme: Islamic Values – Patience, Perseverance and Reliance on Allah (God)

Learning outcome: The child appreciates and applies Islamic moral and spiritual teaching for harmonious interaction in society.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Islamic values <ul style="list-style-type: none"> - swabru (Patience) - tahammu (Perseverance) - tawakkul (Reliance on God) 	<ul style="list-style-type: none"> • Naming the Islamic values • Explaining the meaning of values and each value • Telling and retelling the Islamic values • Asking and answering questions • Role-playing to illustrate the value of patience, perseverance and reliance to Allah (God) 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Decision-making 	<ul style="list-style-type: none"> • Patience • Perseverance • Respect • Reliance • Obedience • Responsibility

			• Love
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Assessment Guidelines (Weeks 7-9)
<ul style="list-style-type: none"> • Identify nullifiers of Salat. • Explain each of the nullifiers. • Identify ways of avoiding nullifiers of prayers. • Talk about ways of avoiding nullification of prayers. • Role-play to illustrate value of patience, perseverance and reliance to Allah.

Weeks 10 – 12

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Importance of Islamic values 	<ul style="list-style-type: none"> • Talking about importance of Islamic values • Explaining how these values can help in daily life • Telling and retelling stories • Asking and answering questions 	<ul style="list-style-type: none"> • Effective communication • Creative thinking • Critical thinking • Decision-making 	<ul style="list-style-type: none"> • Respect • Obedience • Unity • Responsibility

Weeks 10-12

Theme 4: History of Islam Sub-theme: The First Revelation

Learning outcome: The child understands and appreciates the messages the prophet received from God for meaningful religious practices and effective communication in daily life interaction with others.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Prophet Mohammad (PBUH) <ul style="list-style-type: none"> - his life shortly after first revelation - visit to Mount Hira - receiving the first revelation - time and place where he received the first revelation - reaction to Gibreal - Gibreal's message to Mohammad and his response 	<ul style="list-style-type: none"> • Talking about the life of Mohammad (PBUH) before revelation • Identifying things that happened in Arabian society which Mohammad hated • Identifying date and place of revelation • Telling and retelling stories • Asking and answering questions 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Empathy • Creative thinking 	<ul style="list-style-type: none"> • Appreciation • Acceptance • Obedience • Respect • Sympathy
<ul style="list-style-type: none"> • Prophet Mohammad (PBUH) <ul style="list-style-type: none"> - The content of the first revelation - Mohammad's age at the time of revelation 	<ul style="list-style-type: none"> • Talking about Mohammad on receiving the first message • Talking about the content of the message • Role-playing Mohammad and Hadijah's reaction 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking 	<ul style="list-style-type: none"> • Respect • Obedience • Patience

<ul style="list-style-type: none"> - Mohammad's behaviour - What his wife did 	<ul style="list-style-type: none"> • Asking and answering questions • Telling and retelling stories 	<ul style="list-style-type: none"> • Problem solving • Coping with stress • Coping with emotions 	<ul style="list-style-type: none"> • Responsibility • Loyalty
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Assessment Guidelines (Weeks 10-12)
<ul style="list-style-type: none"> • Talk about importance of Islamic values. • Talk about the life of Mohammed before revelation. • Tell and re-tell stories. • Talk about Mohammad on receiving the first message. • Roles play Mohammed and Hadija's reactions.

TERM II

Weeks 1-3

Theme: Reading of the Qur'an, Sub-theme: Vowels in Arabic

Learning outcome: The child understands, appreciates and applies Arabic knowledge in religious interactions for effective communication.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Arabic alphabet • Arabic vowels <ul style="list-style-type: none"> - fatiha, kasira, sakna, dhumma 	<ul style="list-style-type: none"> • Recognising vowels in the Arabic alphabet • Reciting Arabic vowels • Pronouncing Arabic vowels • Reading Arabic vowels: sounds and symbols • Fatina - Fat'ha • Kasra – Kkasira • Dhumma 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking 	<ul style="list-style-type: none"> • Appreciation • Responsibility • Determination • Patience
<ul style="list-style-type: none"> • Arabic alphabet • Arabic vowels <ul style="list-style-type: none"> - marks (shadda, madda) 	<ul style="list-style-type: none"> • Recognising the marks shadda, madda • Pronouncing the marks shadda, madda • Reading vowels with marks • Reciting vowels with marks • Writing vowels in Arabic alphabet 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking 	<ul style="list-style-type: none"> • Responsibility • Patience • Determination • Appreciation

Assessment Guidelines (Weeks 1-3)
<ul style="list-style-type: none"> • Recite the Arabic vowels. • Read the Arabic vowels, their sounds and symbols. • Pronouncing the marks shadda, madda. • Write vowels in Arabic Alphabet.

Weeks 4-6

Theme: Tawhiid (Faith) Sub-theme: Important of Divine Books

Learning outcome: The child recognises and appreciates the contents of the Holy / Divine books and practices what they teach for harmonious living.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Content of the divine books <ul style="list-style-type: none"> - Zaburi - Tawrat 	<ul style="list-style-type: none"> Identifying the contents of the Holy books Describing the content of the Holy books Asking and answering questions. 	<ul style="list-style-type: none"> Effective communication Creative thinking Coping with stress Coping with emotions Critical thinking 	<ul style="list-style-type: none"> Appreciation Respect Obedience Care
<ul style="list-style-type: none"> Content of the divine books <ul style="list-style-type: none"> - Injil - Quran 	<ul style="list-style-type: none"> Identifying the contents of the Holy books Describing the content of the Holy books Asking and answering questions 	<ul style="list-style-type: none"> Effective communication Coping with stress Coping with emotions Critical thinking Creative thinking 	<ul style="list-style-type: none"> Appreciation Respect Obedience Care
<ul style="list-style-type: none"> Content of the divine books <ul style="list-style-type: none"> - Zaburi - Tawrat - Injil - Quran 	<ul style="list-style-type: none"> Talking about the good things we learn from the divine books Identifying the usefulness of the message contained in the divine books with regard to e.g. laws, rules, governing society, moral code and life virtue 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Coping with stress Coping with emotions 	<ul style="list-style-type: none"> Appreciation Respect Obedience Care

Assessment Guidelines (Weeks 4-6)

- Identify the content of the Holy books.
- Ask and answer questions.
- Describe the content of the Holy books.
- Talk about the good things we learn from the divine books.
- Identify the usefulness of the message.

Weeks 7-9

Theme: Fiqh Practice, Sub-theme: Dua after Adhan

Learning outcome: The child recognizes, appreciates and practices Dua after Adhan in appropriate religious situations.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Dua after Adhan <ul style="list-style-type: none"> Dua recited after Adhan Dua in its translated form The meaning of Dua 	<ul style="list-style-type: none"> Reciting the Dua after Adhan Talking about the importance of the Dua after Adhan Role-playing events related to Dua after Adhan 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Coping with stress Coping with emotions 	<ul style="list-style-type: none"> Appreciation Respect Obedience Care
<ul style="list-style-type: none"> Dua in its translated form. 	<ul style="list-style-type: none"> Reciting Dua Demonstrating how Dua is after Adhan is performed 	<ul style="list-style-type: none"> Effective communication Creative thinking Critical thinking 	<ul style="list-style-type: none"> Appreciation Respect Care Obedient.
<ul style="list-style-type: none"> The meaning of Dua 	<ul style="list-style-type: none"> Telling the meaning of Dua Role-playing Reciting the Dua 	<ul style="list-style-type: none"> Effective communication Coping with emotions Coping with stress 	<ul style="list-style-type: none"> Respect Care Obedience Appreciation

Assessment Guidelines (Weeks 7-9)

- Recite the Dua after Adhan.
- Talk about the importance of the Dua after Adhan.

Weeks 10-12

Theme: Moral and Spiritual Teachings Sub-theme: Laws

Learning outcome: The child appreciates and applies the moral and spiritual teachings about divine laws in various situations for a peaceful living.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Law <ul style="list-style-type: none"> definition of law categories of law e.g. man-made laws, laws by God 	<ul style="list-style-type: none"> Identifying different laws Talking about categories of laws Asking and answering questions 	<ul style="list-style-type: none"> Critical thinking Creative thinking Interpersonal relationship 	<ul style="list-style-type: none"> Care Unity Obedience Respect Responsibility
<ul style="list-style-type: none"> Types of laws <ul style="list-style-type: none"> laws of the state, family, school, divine 	<ul style="list-style-type: none"> Naming the types of man-made laws Discussing the importance of laws 	<ul style="list-style-type: none"> Coping with emotions Coping with stress 	<ul style="list-style-type: none"> Sharing Loyalty

law	<ul style="list-style-type: none"> • Role-playing. 		
<ul style="list-style-type: none"> • Purpose of laws <ul style="list-style-type: none"> - orderliness - equity - protection of the weak - promotion of state policy - control selfish tendencies 	<ul style="list-style-type: none"> • Identifying other types of man-made laws • Talking about the reasons why laws should be respected • Talking about what happens / would happen if laws are violated • Asking and answering questions 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Coping with emotions • Coping with stress 	<ul style="list-style-type: none"> • Responsibility • Respect • Obedience • Unity • Loyalty

Assessment Guidelines (Weeks 10-12)
<ul style="list-style-type: none"> • Identify the different laws. • Name the types of man made laws. • Talk about the reasons why laws should be respected.

Term III

Weeks 1-3

Theme: History Of Islam Sub-theme: Khadijah and the Revelation

Learning outcome: The child understands and appreciates the important of continuous revelation occurrences right from the time of the prophet (PBUH) to the present-day religious experiences.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Events which occurred immediately after the revelation • Khadijah's reactions • The role of Naufal 	<ul style="list-style-type: none"> • Talking about the first revelation • Talking about the first revelation to Hadijah's responses • Talking about Naufal's reactions and how Hadijah helped Muhamad • Asking and answering questions 	<ul style="list-style-type: none"> • Critical thinking • Effective communication • Interpersonal relationship • Creative thinking • Coping with stress • Coping with emotions 	<ul style="list-style-type: none"> • Sharing • Care • Sympathy • Cooperation • Love • Respect • Obedience

Assessment Guidelines (Weeks 1-3)
<ul style="list-style-type: none"> • Talk about the first revelation. • Talk about Naufals reactions and how Hadija helped Mohammed. • Talk about the Divine nature of the Qur'an. • Identify the rites performed before reciting the Qur'an. • Write translated Arabic words.

Weeks 1-3

Theme: Reading of the Qur'an Sub-theme: Rites of the Qur'an

Learning outcome: The child understands recognises and practices the performance of the required religious rites in the day today interaction with the Qur'an.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Rites <ul style="list-style-type: none"> definition of rites rites performed before reading the Qur'an <ol style="list-style-type: none"> Wudhu Saying Istidha and Bismallah 	<ul style="list-style-type: none"> Talking about the divine nature of the Qur'an Identifying the rites performed before reciting the Qur'an Asking and answering questions Role-playing the rites 	<ul style="list-style-type: none"> Effective communication Creative thinking Coping with stress Coping with emotions Interpersonal relationship 	<ul style="list-style-type: none"> Respect Responsibility Care Sharing
<ul style="list-style-type: none"> Reading the Arabic alphabet <ul style="list-style-type: none"> recognising the vowels Formation of words out of combined letters Pronouncing words <ul style="list-style-type: none"> letters with vowels 	<ul style="list-style-type: none"> Talking about the Arabic alphabet with vowels Identifying vowels in the words. Identifying one vowel and two different letters to form two-letter words with similar vowels Asking and answering questions Writing Arabic alphabet 	<ul style="list-style-type: none"> Creative thinking Critical thinking Effective communication Decision making 	<ul style="list-style-type: none"> Respect Responsibility Care Sharing

Weeks 4-6

Theme: Tawhiid (Faith) Sub-theme: Uniqueness of the Qur'an

Learning outcome: The child appreciates and recognises the uniqueness of the Qur'an for meaningful spiritual insight and growth.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Uniqueness of the Qur'an <ul style="list-style-type: none"> the unique nature of the Qur'an (miracle) universality of its message other Holy books its authenticity 	<ul style="list-style-type: none"> Explaining what 'uniqueness' means Talking about unique nature of the Quran Asking and answering questions 	<ul style="list-style-type: none"> Critical thinking Effective communication. Creative thinking. 	<ul style="list-style-type: none"> Respect Care Responsibility

Weeks 4-6

Theme: Fiqh (Practice) Sub-theme: Impurities and Toilet Manners

Learning outcome: The child appreciates and practices the teaching about impurities, Najasah and Istinjal for meaningful performance of Wudhu in order to live a healthy religious life.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Impurities 	<ul style="list-style-type: none"> Explaining what Najasah means 	<ul style="list-style-type: none"> Coping with stress 	<ul style="list-style-type: none"> Obedience

<ul style="list-style-type: none"> - definition of Najasah (impurities) - types of impurities - examples of impurities on salat, Wudhu and reading the Qur'an 	<ul style="list-style-type: none"> • Identifying the examples of impurities • Asking and answering questions 	<ul style="list-style-type: none"> • Coping with emotions • Effective communication • Critical thinking 	<ul style="list-style-type: none"> • Responsibility • Sharing • Cleanliness • Care
<ul style="list-style-type: none"> • Islamic teaching in respect to Istinjae (toilet manners) • Ablution • Condition why ablution becomes necessary 	<ul style="list-style-type: none"> • Talking about how Moslems should use toilets with or without water • Explaining the conditions under which ablutions become necessary <ul style="list-style-type: none"> a) Salat b) Recitation of the Qur'an • Asking and answering questions 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Coping with stress • Coping with emotions • Effective communication 	<ul style="list-style-type: none"> • Cleanliness • Care • Responsibility • Obedience • Sharing

Assessment Guidelines (Weeks 4-6)
<ul style="list-style-type: none"> • Talk about uniqueness nature of the Qur'an. • Explain what Najasah means. • Identify the examples of impurities. • Talk about how Moslems should use toilets with or without water. • Explain the conditions under which ablutions becomes necessary.

Weeks 7-9

Theme: Moral and Spiritual Teachings, Sub-Theme: Dua

Learning outcome: The child understands, appreciates and participates in the practice of Duas for appropriate occasions in order to acquire meaningful religious experiences and relationships with others.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Dua <ul style="list-style-type: none"> - acquisition of knowledge - reciting Duas <ul style="list-style-type: none"> a) Rabizidin ilmawar b) Zukinfalimano <p>(Lord advance me in knowledge and grant me wisdom)</p>	<ul style="list-style-type: none"> • Reciting Duas related to knowledge • Talking about each Dua • Role-playing the Dua practices • Talking about the importance of seeking knowledge • Reciting the Duas • Asking and answering questions 	<ul style="list-style-type: none"> • Effective communication • Creative thinking • Critical thinking • Coping with stress • Coping emotions • Effective communication • Coping with emotions • Coping with stress • Interpersonal relationship • Critical thinking 	<ul style="list-style-type: none"> • Obedience • Cleanliness • Care • Responsibility • Respect • Sharing •
<ul style="list-style-type: none"> • Dua <ul style="list-style-type: none"> - importance of seeking knowledge to a Moslem 	<ul style="list-style-type: none"> • Talking about the importance of seeking knowledge • Reciting the Duas • Asking and answering questions 	<ul style="list-style-type: none"> • Effective communication • Coping with emotions. • Coping with stress • Interpersonal relationship 	<ul style="list-style-type: none"> • Respect • Obedience • Care • Sharing

		• Critical thinking	• Responsibility
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Assessment Guidelines (Weeks 7-9)
<ul style="list-style-type: none"> • Recite Duas related to knowledge. • Ask and answer questions. • Talk about each Dua. • Talk about the importance of seeking knowledge.

Weeks 10 – 12

Theme: History of Islam, Sub-Theme: The Call

Learning outcome: The child understands and appreciates the call and mission of Prophet Muhammad (PBUH) in order to enrich the daily religious experiences in different life situations

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • The call <ul style="list-style-type: none"> - the beginning of the call - the first people who received his call - the approach Mohammad (PBUH) used to preach his words 	<ul style="list-style-type: none"> • Talking about revelation • Talking about Mohammad's plans for calling people • Explaining how Mohammad's close companions reacted • Asking and answering questions • Telling and retelling stories 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Coping with stress • Coping with emotions 	<ul style="list-style-type: none"> • Tolerance • Respect • Endurance • Responsibility
<ul style="list-style-type: none"> • The reactions <ul style="list-style-type: none"> - how other people reacted to his call 	<ul style="list-style-type: none"> • Identifying the first converts • Talking about how Mohammad called people outside his family and how they reacted • Asking and answering questions • Telling and retelling stories 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Coping with emotions • Coping with stress 	<ul style="list-style-type: none"> • Tolerance • Responsibility • Respect • Endurance
<ul style="list-style-type: none"> • Problems <ul style="list-style-type: none"> - immediate problems Mohammad (PBUH) faced 	<ul style="list-style-type: none"> • Identifying problems Mohammad faced • Talking about the problems Mohammad faced • Telling and retelling stories • Asking and answering questions 	<ul style="list-style-type: none"> • Coping with stress • Coping with emotions • Interpersonal relationship • Effective communication 	<ul style="list-style-type: none"> • Obedience • Respect • Tolerance • Perseverance

Assessment Guidelines (Weeks 10-12)
<ul style="list-style-type: none"> • Talk about Mohammed's plans for calling people. • Identify the first converts. • Tell and re-tell stories. • Identify problems Mohammed faced. • Ask and answer questions.

PHYSICAL EDUCATION (PRIMARY 3)

1.0 INTRODUCTION

Physical Education (PE) is the field of learning which aims at the development of the following;

- Knowledge;
- understanding positive social behaviour;
- attitudes concerning human movement;
- body skills and capabilities;
- practical activities in sports and games as well as their application to physical fitness;
- healthy lifestyle and social interaction within safe and structured play through physical and mental exercise;
- the mastery of the movement patterns and the development of body stamina to maintain health through movement, agilities, games and sports.

Physical Education (PE) in the Thematic Curriculum is to be taught as an independent learning area (subject) without organising it under themes and sub-themes. The class lessons should be taken in the morning part each school day on a daily basis. Skills acquired in PE lessons should further be put in to practice in the day through free play as well as in structured and social – organised co-curricular play games and sports. PE should never be mistaken for the organised co-curricular play games and sports programmes that involve only some of the learners in each class.

2.0 RATIONALE

The 1989 Report of the Educational Policy Review Commission and the Government White Paper on Education for National Integration and Development of 1992 stress Physical Education (PE) as an important component of the total education that should be provided to each learner in Uganda's education system.

In the guidelines for the required reform consequent on this policy orientation, the Curriculum Review Task Force of the Ministry of Educational and Sports (MoES) noted in its Report (Oct 1993) that "PE plays a crucial role of keeping the body healthy and fit as well contributing to a balanced emotional development" and proceeded to recommend that "every learner should be given an opportunity to benefit from learning experiences of the subjects", of Physical Education. "Teaching should focus on developing a positive spirit of excellence and competition" through linking PE teaching with games and sports programmes.

These curriculum review guidelines have been reflected in the general government policies concerning reform in education and sports. The Uganda Government policy on Physical Education as stated in the minimum standards indicators for schools issued in January 1999 by the MoES notes that PE was made a compulsory subject for all learners in Basic Education of the Uganda system. It is Government Policy that PE be offered to all primary school children including those children with special educational needs, and that adequate facilities and provisions should be made by all schools and for all primary school head teachers to ensure that PE is taught to all learners on a daily basis.

As an integral part of the total educational programmes, PE offers a unique contribution in the development of knowledge, understanding and positive attitude concerning human movement as well as physical fitness and healthy lifestyle. The degree of success the primary school learner experiences in work, play and general life is influenced by his/her ability to execute movement patterns effectively. For the primary school learner, movement is of the most utilised means of non-verbal communication, expression and become a fully factual individual, the learners need many opportunities in well-conceived and well-taught learning experiences in Physical Education.

Lower Primary

Physical Education at the Lower Primary level has the general purpose of promoting the development of the learner's physical body condition and growth, fostering health-related habits and values, developing:

- i) motor readiness;
- ii) movement education;
- iii) application of skill and movement representation in play and competition as well as socialisation of the learner into the Uganda society and its cultural values.

2.1 Organisation

Talk to the children about:

- dressing, play materials
- where materials are kept
- things they are going to make
- new leaders in the class during PE lessons
- play ground
- introduction by the teacher and children
- routine of moving from classroom and back
- PE plays space
- use of signals to start or end (change activities)
- hygiene routine
- inspection and cleaning the bodies (This is continuous throughout the Programme)

The guidelines for primary schools on PE together with the national goals for Physical Education are very well outlined in the Teacher's Guide for reference and implementation.

Learning Outcomes

By the end of primary schooling, the learner should be able to:

- demonstrate a wide variety of indigenous Uganda traditional games and develop interest in play activities that perpetuate cultural heritage;
- demonstrate improved physical qualities in various games, apply rules, show positive attitude, organise and enjoy games;
- perform basic motor skills of movement involving the whole body and manipulative skills;
- show ability to organise, lead and enjoy a variety of games played according to well-observed rules.

TERM I

Theme: **Basic Body Movements** (Weeks 1-3)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Experiences with More Apparatus <ul style="list-style-type: none"> • Sticks • Hanging ropes • Wheels 	<ul style="list-style-type: none"> • Moving off apparatus and stretching • Striking activities with different parts of the body • Skipping activities • Jumping on apparatus hanging / resting on hands / feet / belly / back / knees • Getting off apparatus slowly: forward/backwards/sideways • Jumping off apparatus with a twist in the air 	<ul style="list-style-type: none"> • Stretching • Striking • Skipping • Jumping • Getting off 	<ul style="list-style-type: none"> • Decision-making • Interpersonal relationship • Effective communication • Friendship formation 	<ul style="list-style-type: none"> • Appreciation • Cooperation • Determination • Respect • Patience • Endurance

Assessment Guidelines (Weeks 1-3)
<ul style="list-style-type: none"> • Skip according to rhythm • Strike the ball to the partner • Jump off, on and over apparatus

Theme: **Traditional Games** (Weeks 4-6)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Strength and Coordinative Activities Traditional games aimed at development of physical benefits, e.g: <ul style="list-style-type: none"> - strength - coordination - speed - flexibility - endurance 	<ul style="list-style-type: none"> • Climbing • Lifting • Hopping • Running • Carrying with emphasis on strength, coordination, speed and flexibility of different body parts 	<ul style="list-style-type: none"> • Climbing • Lifting • Hopping • Running • Carrying • Co-ordinating 	<ul style="list-style-type: none"> • Decision-making • Problem-solving • Critical thinking • Effective communication • Creative thinking • Coping with emotions • Self-esteem • Self-awareness 	<ul style="list-style-type: none"> • Perseverance • Caring • Appreciation • Cooperation • Respect • Confidence • Teamwork • Endurance

Assessment Guidelines (Weeks 4-6)

- Lift and carry as instructed
- Hop freely
- Follow the rules of games

Theme: Rhythm and Movement (Weeks 7-9)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Imitational Dances and Creation of Simple Movement Rhythms a) Imitation dances b) Creation of simple rhythms <ul style="list-style-type: none"> • Clapping • Stamping • Drumming 	<ul style="list-style-type: none"> • Performing various imitation dances created by pupils or teachers through <ul style="list-style-type: none"> - individual activities e.g. jumping, clapping, swinging • Participation with partners e.g. dancing, swinging a rope <ul style="list-style-type: none"> - practice without apparatus - combinations of practices - sequence-building 	<ul style="list-style-type: none"> • Imitating • Swinging • Clapping • Dancing 	<ul style="list-style-type: none"> • Friendship formation • Interpersonal relationship • Assertiveness • Decision-making • Coping with emotions 	<ul style="list-style-type: none"> • Confidence • Endurance • Appreciation • Patience • Determination • Commitment • Tolerance • Teamwork

Assessment Guidelines (Weeks 7-9)

- Dance according to rhythms
- Swing the rope with the partner
- Imitate rhythms of dances

Theme: Games for Lower Primary (Weeks 10-12)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Simple Games <ul style="list-style-type: none"> • Reaction games • Contests 	<ul style="list-style-type: none"> • Tunnel race • Hold, touch and balance the ball in different parts of your body • Hand the ball to a partner in front / behind / sideways • Run with a ball to hand it to a partner • Run on the mountain • Walk on poles on the ground 	<ul style="list-style-type: none"> • Holding • Touching • Balancing • Running 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Coping with emotions • Effective communication • Interpersonal relationship • Decision-making • Self-esteem 	<ul style="list-style-type: none"> • Caring • Perseverance • Appreciation • Cooperation • Respect • Tolerance • Responsibility

Assessment Guidelines (Weeks10-12)
<ul style="list-style-type: none"> • Hold, touch and balance the ball on different parts of the body appropriately • Run with the ball and pass it to partner • Balance with / on objects

TERM II

Theme: Games for Lower Primary (Weeks 1-3)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Simple Games <ul style="list-style-type: none"> • Ball games • Relay • Contests 	<ul style="list-style-type: none"> • Tunnel race • Hold, touch and balance the ball in different parts of your body • Hand the stick to a partner in front / behind / side ways • Run with stick to hand it to partner • Run on the mountain • Walk on ropes on the ground 	<ul style="list-style-type: none"> • Holding • Touching • Balancing • Running 	<ul style="list-style-type: none"> • Decision-making • Critical thinking • Effective communication • Interpersonal relationship 	<ul style="list-style-type: none"> • Cooperation • Tolerance • Appreciation • Endurance • Patience

Assessment Guidelines (Weeks 1-3)

- Hold, touch and balance the ball according to instructions
- Run with the ball to hand it to partner
- Balance with / on objects

Theme: Gymnastics (Weeks 4-6)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Introduction to Gymnastics <ul style="list-style-type: none"> • Exercises with <ul style="list-style-type: none"> - small light balls - ball and partner • Coordination and balancing • Flexibility and coordination • Rope or string 	<ul style="list-style-type: none"> • Cat spring over bean bag • Caterpillar walk across the compound, turn around and repeat • Throwing and catching • Lying on back and cycling in the air 	<ul style="list-style-type: none"> • Walking • Lying on back • Cycling 	<ul style="list-style-type: none"> • Creative thinking • Decision-making • Self-esteem • Effective communication • Assertiveness 	<ul style="list-style-type: none"> • Confidence • Endurance • Caring • Respect • Appreciation • Cooperation

Assessment Guidelines (Weeks 4-6)

- Lie on the back and cycle in the air.
- Throw and catch the ball with a partner.
- In groups of ten hold and walk like a caterpillar.

Theme: **Gymnastics** (Weeks 7-9)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Introduction to Gymnastics <ul style="list-style-type: none"> • Coordination and balancing • Flexibility and coordination • Rope and string 	<ul style="list-style-type: none"> • Crouch position, knees, stretching and bringing them back • Back lying and supported on hands, move legs towards shoulders to curve the back • One-skip jump 	<ul style="list-style-type: none"> • Crouching • Stretching • Moving • Jumping • Balancing • Coordinating • Holding 	<ul style="list-style-type: none"> • Effective communication • Coping with emotions • Friendship formation • Decision-making • Critical thinking 	<ul style="list-style-type: none"> • Patience • Tolerance • Acceptance • Cooperation • Determination

Assessment Guidelines (Weeks 7-9)
<ul style="list-style-type: none"> • Balance with support • Bend and stretch • Hold and handle objects skilfully

Theme: **Athletics for Lower Primary** (Weeks 10-12)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Walking and Running <ul style="list-style-type: none"> • Walking experiences <ul style="list-style-type: none"> - according to speed 	<ul style="list-style-type: none"> • Walking freely in an easy relaxed way • Walking in different ways: <ul style="list-style-type: none"> - short or long steps - fast or slow - high or low steps • Walking on tip-toes • Walking side ways by crossing one foot in front of the other 	<ul style="list-style-type: none"> • Walking • Running 	<ul style="list-style-type: none"> • Effective communication • Self-awareness • Interpersonal relationship • Creative thinking • Critical thinking • Decision-making 	<ul style="list-style-type: none"> • Cooperation • Tolerance • Acceptance • Respect • Appreciation • Teamwork • Confidence

Assessment Guidelines (Weeks 10-12)
<ul style="list-style-type: none"> • Walk /run freely as instructed. • Walk /run on long and short steps. • Walk / run backwards, forwards and sideways accurately.

TERM III

Theme: Athletics for Lower Primary (Weeks 1-3)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Walking and Running (ii) Running experiences <ul style="list-style-type: none"> • Rhythmic runs <ul style="list-style-type: none"> - hops with various speed and forms - jogs - overtaking - races - relays 	<ul style="list-style-type: none"> • Running freely around the area of play • Running short or long steps • Running with high knee lift • Running and changing direction 	<ul style="list-style-type: none"> • Running • Hoping • Handling • Passing 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Decision-making • Effective communication • Interpersonal relationship 	<ul style="list-style-type: none"> • Cooperation • Patience • Respect • Tolerance • Team work • Leadership • Acceptance

Assessment Guidelines (Weeks 1-3)
<ul style="list-style-type: none"> • Run according to instructions. • Hop using different speeds. • Handling and passing the baton to a partner. • Jogging on spot.

Theme: Athletics for Lower Primary (Weeks 4-6)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Jumping Experiences <ul style="list-style-type: none"> • With ropes, logs, sticks • Take off games: <ul style="list-style-type: none"> - standing long jump - standing high jump 	<ul style="list-style-type: none"> • Jumping with feet together • Jumping forward side ways and backwards • Jumping from crouched position • Jumping over objects 	<ul style="list-style-type: none"> • Jumping • Running 	<ul style="list-style-type: none"> • Effective communication • Creative thinking • Critical thinking • Decision-making • Coping with emotions 	<ul style="list-style-type: none"> • Appreciation • Acceptance • Patience • Tolerance • Endurance

Assessment Guidelines (Weeks 4-6)
<ul style="list-style-type: none"> • Jump forwards, sideways, backwards in space against objects. • Run as instructed. • Jump onto and off various objects.

Theme: Athletics for Lower Primary (Weeks 7-9)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Jumping Experiences <ul style="list-style-type: none"> • Take-off games • Jumps • Heights • Run 	<ul style="list-style-type: none"> • Jumping backwards, forwards, sideways, in space • Jumping in time to signal • Jumping from various heights • Running and jumping • Standing long jump, high jump 	Jumping Running	<ul style="list-style-type: none"> • Effective communication • Decision-making • Coping with emotions • Creative thinking 	<ul style="list-style-type: none"> • Co-operation • Respect • Appreciation • Tolerance • Determination

Assessment Guidelines (Weeks 7-9)
<ul style="list-style-type: none"> • Jump in time to signal • Jump off, on and over objects • Run as instructed

Theme: Athletics for Lower Primary (Weeks 10-12)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Throwing Experiences <ul style="list-style-type: none"> • Throwing and aiming over objects • Throwing games and targets 	<ul style="list-style-type: none"> • Throwing and catching with partner • Throwing a few metres from the target, then gradually increase distance (using large balls and large targets) • Rolling the ball at a target • Throwing and catching the ball (individual) 	<ul style="list-style-type: none"> • Throwing • Targeting • Aiming • Playing 	<ul style="list-style-type: none"> • Effective communication • Coping with emotions • Decision-making • Creative thinking • Critical thinking 	<ul style="list-style-type: none"> • Confidence • Acceptance • Appreciation • Respect • Patience • Tolerance • Cooperation

Assessment Guidelines (Weeks 10-12)
<ul style="list-style-type: none"> • Throw to a partner. • Catch from partner or individually. • Aim at the target from a given position.



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

PRIMARY FOUR

**SOCIAL STUDIES
SYLLABUS**



**National Curriculum Development Centre
P. O. Box 7002
Kampala - Uganda.
2009**

PRIMARY FOUR

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National Curriculum Development Centre

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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies. **Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or E-mail admin@ncdc.go.ug or www.ncdc.go.ug .**

Connie Kateeba
Director
National Curriculum Development Centre.

FOREWORD

The Curriculum for Primary Four

The Curriculum for lower primary (P1-3) which the learner in primary four went through was organized around different themes (Thematic) that were familiar to the learner. The main emphasis of that curriculum was numeracy, literacy and life skills. The medium of instruction for most children was the local language. English was taught as a subject.

In this curriculum for primary four, children are required to change from the theme-based to subject-based learning. They are also required to begin learning in English. P4 learners will have textbooks. The teacher will encourage learners to do all activities and make responses in English. These phenomena make primary four a transitional class.

The Primary Four Curriculum revisits content concepts and skills that have already been learnt in local languages as well as introducing some new content and concepts.

Learners and teachers will start the year using local language when necessary and there will be steady development in the use of English as the medium of instruction. By the end of primary four the local language will be used only for explaining the most difficult concepts. Written materials including textbooks will be in English. Local languages will continue to be taught as subjects to reinforce children's literacy.

The subjects to be taught in this Primary Four Curriculum include: English, Mathematics, Social Studies, Religious Education (Christian Religious Education – CRE) and (Islamic Religious Education – IRE), Integrated Science, Creative Arts & Physical Education (CAPE) and Local Language.

I, therefore, recommend this Primary Four Curriculum for its implementation in the on-going reforms in Uganda.

Hon. Namirembe Bitamazire (MP)
MINISTER OF EDUCATION AND SPORTS

Introduction

Rationale of Teaching SST in P.4

Social Studies is the study of people and their environment. The environment in which people live and work has two components i.e. the physical and social environment. The environment enables people to survive. The physical environment includes plants, animals, air, water, soils and other natural resources. The social environment involves the need for acceptable social conduct, which is enforced through customs, beliefs, laws and social practices such as funerals, marriages and other ceremonies.

As people work with one another, they establish systems to facilitate this relationship. Such systems include laws, education and others which are facilitated by the government institutions set up by people. They give government the legislative, executive and judicial powers. All these, including religious institutions are set up to regulate people's ways of life. Social studies aims at equipping the youth with knowledge, skills, values and desirable attitudes, all of which are necessary in preparing them for living in the physical and social environment as informed; knowledgeable and participating citizens of the society.

The Primary School Curriculum has been undergoing Reform since 2005 due to identified societal concerns of low levels of Literacy, Numeracy, Vocational and Life skills among primary school learners.

Primary one to primary three curriculum handled the learners' immediate environment that is the family, home, school, the neighbourhood and the sub county/Division through the oral literature strand. The Primary four curriculum, which is for a transitional class has been prepared to consolidate what was covered from P.1 – P.3; relating it to the district which is the learners' next immediate environment. It also prepares learners for a smooth transition to the next level, maintaining the spiral arrangement of themes and topics. The content, methods, instructions and skills have been carefully selected to cater for all learners including those with special learning needs.

The curriculum targets the development of various subject and language competences, life skills and values through the following learning outcomes:

The National Aims of Education

Both Thematic and Upper Primary Curriculum are designed to address the National Aims of Education as specified in the Government White Paper on the Education Policy Review Commission Report (1992). The aims are:

- (a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
- (b) To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship.
- (c) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
- (d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
- (e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
- (f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Aims and Objectives of Primary Education in Uganda

At Primary education level the national aims can be translated to include the following aims and objectives:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
2. To develop and maintain sound mental and physical health;
3. To instill the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life;
5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.

10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners.

METHODOLOGY OF TEACHING S.S.T

Teaching Social Studies calls for the application of various methods which support the development of literacy, numeracy, behaviour, attitudes, values and application of life skills. Therefore, the following generic methods are recommended for use: group discussion, project method, dramatisation, exhibition, construction, inquiry, discovery method and problem solving.

Method	Techniques
Discussion	<ul style="list-style-type: none"> • Brain storming, question and answer, debate, resource person, story telling, arguments, experiment, observation, illustration, interview and field visits.
Projection method	<ul style="list-style-type: none"> • Audio - Visual, video recording, slides, films, trips and audio-recording.
Dramatisation	<ul style="list-style-type: none"> • Role play, drama, conversations, dialogue or monologue, simulation.
Exhibition	<ul style="list-style-type: none"> • Display, interest corner/centre, picture essays, demonstration, use of ground and wall maps and real objects.
Representation	<ul style="list-style-type: none"> • Drawing, painting, sculpture, modeling, use of diagrams, charts photographs, posters.
Group method	<ul style="list-style-type: none"> • Grouping, reporting, brainstorming and display.
Problem solving	<ul style="list-style-type: none"> • Sorting, competitions, initiations, note making, puzzles and quizzes.
Inquiry or Discovery	<ul style="list-style-type: none"> • Project assignment, research, field visits, excursion, questions, resource persons, observations, recording and interviews.

Learning outcomes

1. Explore and know one’s immediate and distant environment and interactions of human and physical factors.
2. Promote and practice desirable values in society and show respect for own and other cultures.
3. Understand the structures and functions of government and demonstrate willingness to participate in democratic and civic process of one’s country.

4. Demonstrate knowledge of and appreciate the rights of the individual and one's responsibilities in maintaining social justice.
5. Understand the importance of interdependence of people and nations.
6. Show loyalty, love and support for all leadership institutions to promote peace, harmony and unity.
7. Demonstrate an understanding of and use map-reading skills to interpret information.
8. Demonstrate the application of appropriate life skills to support and promote positive behavior towards HIV and AIDS related issues and other social challenges.

SKILLS DEVELOPED IN TEACHING SST

A: LIFE SKILLS

A life skill is the ability to cope with any emerging situation both in happiness and difficulty.

These skills are grouped in three categories.

1. Life skills for living and knowing oneself:

- a) Self awareness: Knowing one's strength and weakness.
- b) Self esteem: Having confidence in oneself.
- c) Coping with emotions: One's ability to manage or deal effectively with situations or problems such as fear love, anger, shyness, disgust and the desire to be accepted by others.
- d) Coping with stress: Overcoming of physical, psychological and emotional tension arising out of difficult situations.
- e) Assertiveness: Expressing one's feelings, needs or desires openly and specifically in a respectful manner.

2. Skills of knowing and living with others.

- a) Interpersonal relationship: Ability to relate freely with others.
- b) Friendship formation: The ability to build/make meaningful and healthy associations with people.
- c) Empathy: The ability to understand and address other people's circumstances/problems and finding ways of helping them make the right decisions.
- d) Peer pressure resistance: Overcoming misleading influence from friends.
- e) Negotiation: Ability to come up with agreed positions.

- f) Non-violence conflict resolution: Ability to handle hostile situations or friction calmly and peacefully.
- g) Effective communication: Ability to express oneself clearly and appropriately.

3. Skills of making effective decisions:

- a) Critical thinking: Ability to explore possibilities of solving problems.
- b) Creative thinking: Ability of coming up with new ways of doing things, ideas, arrangements or organizations.
- c) Decision making: Ability to make the right choice from alternatives.
- d) Problem solving: Ability to identify, cope with and find solutions to difficult or challenging situations.

B: STUDY SKILLS

A study skill is the ability to collect, analyze and use information during the teaching learning process. Some examples of study skills are: listening, observation, investigating, reading, writing, grouping/classifying, analyzing, experimenting, collecting and recording information.

C: MANIPULATIVE SKILLS

A manipulative skill is the ability to express knowledge by the use of hands and other body parts. Some of these skills are; displaying, drawing, painting, modeling, making cut-outs and all activities done using hands.

VALUES AND ATTITUDES

Values are things we believe in and support openly, i.e. orderliness, honesty, love, carefulness, respect, faithfulness, obedience, kindness and trustworthiness.

Attitudes are inner feelings manifested by actions like appreciation, cooperation, patience, tolerance, empathy and sympathy.

TEACHING/LEARNING AIDS (INSTRUCTIONAL MATERIALS)

In the teaching and learning of social studies, the following instructional materials may be used (help only to impart knowledge):

Reference books, Textbooks, Maps, charts, globes, flash cards, models, radios, televisions and other Audio visual Aids.

Above all, the teacher is encouraged to use the surrounding environment. This is a major source of teaching and learning aids. Among the things provided by the environment as teaching learning aids and real objects. They include: plants, animals, physical features, houses, factories, household property, Social service centres, such as schools, Health Centres, hospitals, police stations and roads.

Teaching learning Aids are very important in the teaching learning process because they make teaching and learning real and enjoyable. They reinforce learning and also attract learners' attention and motivate them.

Instructional materials can make the teaching and learning effective if they are clear, bold, representative and attractive. Learners must be involved in the making or collecting of Instructional Materials.

As a teacher selects instructional materials he/ she is encouraged to consider the special needs learners as well.

EVALUATION/ASSESSMENT OF PUPILS' LEARNING

Evaluation or assessment of learning is a very important aspect of education. Educators agree that of all aspects of school education, evaluation or assessment has the greatest impact on learners. Learning in social studies should be evaluated in terms of the stated outcomes and competences.

The following categories of learning outcomes must be evaluated or assessed for the achievement of the learners:

1. Knowledge and understanding (for example, of cultural heritage of the country, religion and so on)
2. Skills:
 - a) Social skills such as co-operation, respect for law, order, recognition of civil responsibility and others.
 - b) Performance skills such as gathering information from field survey, recording and drawing sketch maps.
3. Attitude and value development, for example valuing, the natural environment and public utilities.

The above areas represent the cognitive, Psychomotor and affective domains of the learning process. These domains will be evaluated or assessed through simple text, observations, checklists, oral tests, simple texts, objective texts, group projects, records of behaviours and classroom discussion.

The assessment and recording of both findings and results should be a continuous process. Value scale is a measure of person's preference for people, places, things or aspects of them. It should be noted that very little work has been done on values, yet, its knowledge is important to a full understanding of the behaviour of people.

SCOPE AND SEQUENCE SCHEME

TERM I

THEME: LIVING TOGETHER IN OUR DISTRICT

TOPIC 1: OUR DISTRICT

- (i) Revision of compass directions
- (ii) Location of out district.
- (iii) Size of out district (Sub-counties, Divisions and Municipalities)
- (iv) History of out district and its importance (New input)g
- (v) Important places in our district features (New input)

TOPIC 2: PHYSICAL FEATURES IN OUT DISTRICT

- (i) Location of main physical features in out district.
- (ii) Uses and dangers of different physical features
- (iii) Caring for physical features (New input)

TERM II

TOPIC 3: VEGETATION IN OUR DISTRICT

- (i) Types of vegetation in our district and their uses.
- (ii) How people affect the vegetation.
- (iii) Caring for the vegetation (New input)

TOPIC 4: PEOPLE IN OUR DISTRICT

- (i) History of the people in our district (New input)
- (ii) Settlement of people in our district (New input)
- (iii) Types of work done by people in our district (New input)
- (iv) Importance of social activities in our district.
- (v) Factors contributing to people's way of life in our district (New input)

TERM III

TOPIC 5: OUR LEADERS IN THE DISTRICT

- (i) Titles of leaders in our district
- (ii) Electing leaders in our district
- (iii) Roles of different leaders in our district.
- (iv) Rights and responsibilities of people in our district (New input)

TOPIC 6: HOW TO MEET PEOPLE'S NEEDS IN OUR DISTRICT

- (i) Types of social services used to meet people's needs in our district.
- (ii) People who provide social services in our district
- (iii) Problems in meeting people's needs in our district
- (iv) Caring for social service centres in our district (New input).

TERM I

THEME: LIVING TOGETHER IN OUR DISTRICT

TOPIC 1: LOCATION OF OUR DISTRICT IN UGANDA (SUGGESTED NUMBER OF PERIODS 16)

General Background to the Topic

Learners need to know the name of their district, its location and size in relation to number of sub-counties, counties, divisions/municipalities. Learners are not expected to memorize all the sub-counties, counties and divisions, but perhaps they should know the neighbouring sub-counties and counties. Learners can find out this information through research and readings from atlases. This topic will enable learners to relate what they studied in P.3 (the sub-county) to the district which is a more distant environment. Teacher should bear in mind that counties are not part of the main administrative structure of the District. They are only integral structures in some localities. Use of resource persons is very important in this topic.

Learning Outcomes:

- Demonstrates an understanding and use of map making and map reading skills to interpret information
- Explores and knows one's immediate and distant environment and the interactions of human and other factors.

Skills and values /attitudes to be developed

Skills	Values/attitudes
• Effective communication	• Appreciation
• Creative thinking	• Cooperation
• Recording	• Sharing
• Observation	
• Interpretation	

Subject Competence	Language Competence	Content	Suggested Activities
The learner;	• This is a compass	• Revision of compass	• Drawing and naming the

Subject Competence	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> • Revises compass points • Locates his/her district on the map of Uganda • Compares the size of his/her district with the neighbouring districts. 	<ul style="list-style-type: none"> • It has four cardinal points (North, East, South and west) • It also has four semi-cardinal points (North East NE, South East SE, North West NW) • Compass is used by map readers to tell direction • Our district is called Manafwa. • It is located in Eastern Uganda • It has four neighbouring district: Bududa, Mbale, Tororo and the Republic of Kenya. • Tororo district is bigger than Manafwa. • Bududa district is smaller than Manafwa. • Manafwa is made up of eleven sub-counties. • Number of counties 	<p>points.</p> <p>Cardinal:</p> <ul style="list-style-type: none"> • North (N), East (E), South (S) and West (W) <p>Semi cardinal</p> <ul style="list-style-type: none"> • North East (NE), South East (SE), South West (SW) North West (NW) <ul style="list-style-type: none"> • Location of our district, sub-counties and counties municipality. • Size of our district • Sub-counties • Divisions/counties • Municipalities 	<ul style="list-style-type: none"> • compass points (cardinal and semi cardinal) • Using body parts to locate different places in the school compound. • Using the sun and shadows to tell the direction. • Locating his/her district on the map of Uganda. • Naming the sub-counties, counties, and municipalities in the district. • Drawing a map of the district. • Naming the sub-counties and counties that make up our district • Comparing the size of the district with its neighbours. • Measuring distance from different points of the district with a ruler. • Compare those distances with the distances of neighbouring districts.

Subject Competence	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> • Describes the history of his/her district • Locates important places in his/her district 	<ul style="list-style-type: none"> • Manafwa is a new district. • It was formerly part of Mbale district • It became a district in year 2007 • It got its name because of the great river Manafwa. • It was formed to bring social services nearer to the people. <p>Manafwa district has many important places Schools are important places. Other important places are hospitals, markets, police, station, post office, district headquarters, mosques, towns, churches and roads. Our school is in the east of Manafwa river. The headquarters of Manafwa district is in Bubulo town.</p>	<ul style="list-style-type: none"> • History of our district. • The importance/purpose of our district. • Big population • Size of the mother district • Request by the people. • <p>- Important places in our district - towns, district headquarters, hospitals, health centres markets, churches/mosques and roads.</p>	<ul style="list-style-type: none"> • Asking elders and resource persons about the history of the district. • Giving reports about the history of their district to the class. • Visiting some important places • Observing and recording down what is happening in these important places. • Giving reports on what they have observed. • Model some of these important places.

Suggested competences for assessment

- Drawing the map of the district and writing the names of the main towns and other important places
- Naming the neighbouring districts.

- Naming the cardinal and semi-cardinal (ordinal) points of the compass and indicating their direction.
- Describing how to get to the main towns in the districts (Direction from school means of transport, main features on the way (direction from school) main features on the way.

TOPIC 2: PHYSICAL FEATURES IN OUR DISTRICT

(SUGGESTED NUMBER OF PERIODS 20)

General Background to the Topic

The learners should explain what physical features are, locate them on the map of the district. Describe their importance and how they affect people and other living things. Learners should explain and discuss the relationship the physical features, people and other living things. This topic will also lead the learners to develop skills of using and caring for the physical features. It is important that learners are given opportunity to examine any local feature and talking to people living around it. Learners should realize that physical features are natural resources which people in the district use to earn a living.

Learning Outcome:

- Explores, understands and appreciates the value of his/her immediate and distant environment for better health and harmonious living.

Skills and values /attitudes to be developed

Skills	Values/Attitudes
• Describing	• Caring
• Inquiry	• Appreciation
• Drawing	• Sharing
• Observation	• Cooperation
• Creativity	
• Critical thinking	
• Effective Communication	

Subject Competence	Language Competence	Content	Suggested Activities
• Locates main physical features in	• Manafwa district has many physical features. Mount Elgon	• Location of physical features in our	• Locating main physical features on the map of the district.

Subject Competence	Language Competence	Content	Suggested Activities
<p>our district</p> <ul style="list-style-type: none"> Explains the uses and dangers of different physical features Suggests ways of caring for physical features 	<p>(Masaba) is one of the physical feature in Manafwa district.</p> <ul style="list-style-type: none"> River Manafwa is the biggest river in Manafwa. Physical features are useful to people. People get fish from river Manafwa , The slopes of mountain Elgon are fertile. People grow maize, beans, maize, Arabica coffee and vegetables. Physical features are homes of many living things. Landslides destroy people's lives, homes and property. Physical features need to be cared for. Young people need to use physical features in future. Throwing dirty things in river and wells is bad. Do not defecate (urine or faeses) near lakes, rivers, wells and 	<p>district</p> <ul style="list-style-type: none"> rivers lakes and dams hills mountains valleys rift valleys plains <ul style="list-style-type: none"> Uses of physical features Dangers of different physical features. <p>Usage</p> <ul style="list-style-type: none"> Fishing, stones, source of water, minerals. <p>Dangers</p> <ul style="list-style-type: none"> Landslides, harbor bad people, floods Caring for physical features Avoid pouring dirty things, into lakes and rivers. Using physical features carefully. Covering with soil 	<ul style="list-style-type: none"> Drawing the map of the district and showing main physical features. Visiting some of these physical features in the neighbourhood and observe them. Visiting different physical features. Listening to the resource person and retelling stories about physical features. Composing songs and rhymes about the uses and dangers of physical features. Discussing the uses of these physical features in groups. Identifying solutions for dangers caused by physical features. Clearing areas leading to the water source and around the water sources. Discussing better methods of quarrying stones and sand. Discussing with parents on how to care for physical features.

Subject Competence	Language Competence	Content	Suggested Activities
	ponds.	areas where bricks have been made and where sand has been dug out. - Plant crops that keep water within the features.	<ul style="list-style-type: none"> • Practicing ways of caring for physical features in their community.

Suggested competences for assessment

- Discussing the importance of physical features.
- Identifying and practicing ways of caring for the physical features.
- Identifying dangers caused by physical features.
- Suggesting solutions to dangers caused by physical features..

TERM II

TOPIC 3: VEGETATION IN OUR DISTRICT

25 PERIODS

General Background to the topic

This topic introduces learners to the land cover called vegetation. In the process of learning about vegetation around their school and district, learners will be given an opportunity to visit, study and identify different types of vegetation, their importance to people and other living things. In addition, learners should be helped and supported to develop skills of caring and preserving vegetation to benefit people and animals.

Learning Outcomes

The learner;

- Understands and appreciates the value of vegetation for better living.
- Plants, cares and uses of different types of vegetation correctly.

Skills and values/attitudes to be developed.

Skills	Values/Attitudes
• Description	• Caring
• Inquiry	• Appreciating
• Drawing	• Sharing
• Observation	• Cooperating
• Creativity	
• Critical thinking	
• Effective Communication	

Subject competence	Language competence	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies natural and planted vegetation. • Demonstrates correct usage of vegetation. • Identifies activities that people do which affect vegetation. 	<ul style="list-style-type: none"> • Pronounces, reads and writes words and structures related to types of vegetation. • Pronounces, reads and writes words and structure related to the usage of vegetation • Pronounces, reads and writes words and structures related to people’s activities that affect vegetation 	<ul style="list-style-type: none"> • Each group different kinds of vegetation. • Examples of vegetation: <ul style="list-style-type: none"> - Forests - Swamps - Shrubs - Grass - Crops. • Uses of vegetation: <ul style="list-style-type: none"> - Source of herbs for medicine - Source of firewood - Source of food - Provides oxygen - Supports in rain formation - Controls soil erosion and wind - Improves soil fertility - For beauty. • How people affect vegetation: <ul style="list-style-type: none"> - Burning bushes - Over cultivation - Over grazing - Deforestation - Making bricks - Construction of roads - Building houses for settlement and industries - Clearing bushes and forests for crop growing. 	<ul style="list-style-type: none"> • Visiting different vegetation areas near the school. • Comparing the natural and planted forests. • Identifying the uses of different types of vegetation to people and other living things • Making crafts like mats, carpets • Printing designs • Making an experiment on how plants support in the formation of rainfall. • Identifying areas at school and at home where vegetation has been destroyed by peoples activities. • Planting trees and grass in school compound and at home • Making nursery beds for tree seedlings.

Subject competence	Language competence	Content	Suggested activities
<ul style="list-style-type: none"> • Identifies ways of caring for the vegetation. 	<ul style="list-style-type: none"> • Pronounces, reads, spells and writes words and structures connected to caring for vegetation. 	<ul style="list-style-type: none"> • Caring for the vegetation: <ul style="list-style-type: none"> - Watering them. - Add manure - Trimming them 	<ul style="list-style-type: none"> • Trimming fences, flowers and trees. • Slashing compound at school and home.

Suggested competences for assessment:

- Naming three uses of vegetation.
- Identifying three ways of caring for vegetation in the school compound.
- Giving two reasons as to why vegetation should be cared for.
- Practicing ways of caring for the vegetation. (Planting trees, flowers, shrubs sand hedges).
- Identifying three plants which provide medicine, plant them at home and care for them.
- Identifying dangerous plants which harm people and other living things.
- Naming three different animals which stay in;
 - (i) forests
 - (ii) swamps
 - (iii) grass.
- Reading and writing words and sentences related to:
 - (i) types of vegetation
 - (ii) importance and uses of vegetation
 - (iii) caring for vegetation.

TOPIC 4: PEOPLE IN OUR DISTRICT

(15 PERIODS)

General Background to the Topic

The environment is made up of two components that is the physical and social environments. People and what they make constitute the social environment. The learners should know the major tribes in the district and the number of people found there. This topic is meant to help learners study about the people found in their districts, their activities as well as social and political organization. Learners should also know how their district develops and what social activities are carried out in the district.

Learning Outcomes

The learner:

- Promotes and practices desirable values in the society and shows respect for his/her own culture and for others.
- Understands the importance of independence among people within the district and other districts.

Skills and values /attitudes to be developed

Skills	Values/Attitudes
• Effective communication	• Cooperation
• Self awareness	• Respect for him/her self and others
	• Appreciation
	• Love

Subject Competence	Language Competence	Content	Suggested Activities
• The learner explains the origin of the people in our	• Pronounces, reads and writes words and sentences	• Origin of the people in our district.	• Inquiring about the origin of clans in the district.

Subject Competence	Language Competence	Content	Suggested Activities
district	related to the origin of the people in our district.	<ul style="list-style-type: none"> - Legends of some tribes. - Tribes found in our district - Clans that form tribes of people • Causes of immigration <ul style="list-style-type: none"> - search of water, food and pasture - looking for jobs. - epidemics - draughts - running away from conflicts - search for fertile soils for crop growing. 	<ul style="list-style-type: none"> • Telling the common legends e.g. the story of Mundu and Sera in Bugisu. The story of Labong and Gipir in Luo speaking areas. The story of Kintu and Nambi in Buganda. • Discussing the causes of immigration into and out of our district.
<ul style="list-style-type: none"> • Identifies factors that determine settlement patterns in the district today. 	<ul style="list-style-type: none"> • Pronounces, reads and writes words, structures and sentences related to the factors that determine settlement patterns in the district. 	<ul style="list-style-type: none"> • Factors influencing settlement patterns in our district include: <ul style="list-style-type: none"> - soil fertility - enough and reliable rainfall - trade - jobs - enough food - good security/peace - availability of social services like education, water, trade, good roads, roads, health care and others. 	<ul style="list-style-type: none"> • Discussing with parents why some places have more people than others (Report the findings to class). • Writing down factors contributing to people's settlement patterns. (Children display their work in class).

Subject Competence	Language Competence	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Discusses various types of work done by people in our district. 	<ul style="list-style-type: none"> • Pronounces, reads and writes words and sentences related to the types of work done by people in our district. 	<ul style="list-style-type: none"> • Types of work : <ul style="list-style-type: none"> - fishing - farming - pottery - brick laying - craft working - trading - teaching - office work 	<ul style="list-style-type: none"> • Modeling and weaving different things made by people in their locality, e.g. pots, mats, baskets. • Displaying craft work in SST corner. • Preparing gardens and planting crops in the school garden.
<ul style="list-style-type: none"> • Identifies problems faced by people as they carry on their work. 	<ul style="list-style-type: none"> • Reads and writes words and sentences related to problems people face as they carry out their work. 	<ul style="list-style-type: none"> • Problems faced: <ul style="list-style-type: none"> - insecurity/wars - diseases of animals and birds - poor people's health - poor transport - poor roads - lack of knowledge and technical skills. - weather changes - laziness of the people - poverty - unstable prices of commodities - thieves 	<ul style="list-style-type: none"> • Discussing problems faced by people when carrying out their work. • Inquiring from community members problems faced by people doing various types of work.
<ul style="list-style-type: none"> • Identifies social activities people engage in. 	<ul style="list-style-type: none"> • Spells, reads and writes words and sentences related 	<ul style="list-style-type: none"> • Types of social activities: in our district 	<ul style="list-style-type: none"> • Demonstrating some of the social activities.

Subject Competence	Language Competence	Content	Suggested Activities
	<p>to social activities.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Introduction in marriages • Weddings • Naming of children • Circumcision 	<ul style="list-style-type: none"> • Discussing the importance of social activities to the people • Reciting rhymes on some social activities. • Singing songs on some social activities (according to the locality). • Participating during any social activity in the community.
<ul style="list-style-type: none"> • Discusses the importance of social activities. 	<ul style="list-style-type: none"> • Reads and writes words and sentences related to importance of social activities. 	<ul style="list-style-type: none"> • Importance of social activities. <ul style="list-style-type: none"> - They keep different families together. - They promote, culture, e.g. language, feeding, dressing. - Unite people. - They promote acceptable behaviour. - Promoting working together - Strengthen family clan ties and norms. 	<ul style="list-style-type: none"> • Singing cultural songs connected to work and social activities. • Cultural fashion show.
<ul style="list-style-type: none"> • Explains factors contributing to people's way of life 	<ul style="list-style-type: none"> • Reads and writes words and sentences related to factors contributing to people's way of life. 	<ul style="list-style-type: none"> • Factors contributing to peoples way of life. <ul style="list-style-type: none"> - work - availability of food - security 	<ul style="list-style-type: none"> • Listing down ways of how their parents/guardians get money to meet family needs. • Identifying ways of how learners contribute to family

Subject Competence	Language Competence	Content	Suggested Activities
		<ul style="list-style-type: none"> - education - diseases - unemployment - poverty - trade - transport - communication 	<p>income.</p> <ul style="list-style-type: none"> • Participating in cleaning old people's homes in their community.

Suggested competences for assessment:

- Matching tribes and languages spoken in the district
- Describing the social and economic set up of the people in the district
- Identifying main factors that contribute to people's quality of life.
- Explaining the effect of diseases on people's quality of life in the district
- Suggesting ways of improving quality life among the people.

TERM III

TOPIC 5: OUR LEADERS IN THE DISTRICT

(25PERIODS)

General Background to the topic

This topic introduces learners to different groups of leaders in the district. It also shows the administrative structure of different leaders which include political, civic, cultural religious and voluntary leaders. Some leaders are elected by people, appointed by government some inherit leadership from their ancestral leaders and yet others volunteer to lead.

These leaders help to plan and organize people as they work.

Learning Outcomes

The learner;

- Understands the different groups of leaders in the district.
- Appreciates the roles of different leaders in the district.
- Demonstrates interest and willingness to participate in the democratic and civic processes in the district.

Skills and values /attitudes to be developed

Skills	Values/Attitudes
• Inquiry	• Cooperation
• Classifying	• Respect
• Drawing	• Honesty
• Displaying	• Tolerance
	• Responsibility

Subject Competence	Language Competence	Content	Suggested Activities
The Learner; • Identifies different	Learner; • Pronounces, reads, writes	Types of leaders in our district. • Political leaders: LC1 – LC 5,	• Grouping leaders in our district. • Describing and drawing the political and civic administrative

<p>groups of leaders in the district</p> <ul style="list-style-type: none"> • Describes how leaders are chosen in the district. • Identifies qualities of a good leader 	<p>and practices structures related to different groups of leaders in the district.</p>	<p>RDC, District Internal Security Officer (DISO)</p> <ul style="list-style-type: none"> • Civic leaders: CAO, District Health Officer, District Agricultural Officer, Magistrates, District Police Commander. • Religious Leaders: Bishops, Priests, Reverends, Sheiks, Pastors and Khadis. • Voluntary leaders: Scouts, Guides, All leaders of NGOs., UWESO, TASO, The Red Cross etc <p>How leaders are chosen n Our district</p> <ul style="list-style-type: none"> - By election - By appointment - Through inheritance. - By volunteering <p>Qualities of a good leader</p> <p>Ability/able</p> <ul style="list-style-type: none"> - Kindness 	<p>structures.</p> <ul style="list-style-type: none"> • Role playing an L.C I meeting • Identifying names of leaders in our district. • Role playing election procedures. • Singing patriotic songs. • Drawing election posters. • Modeling a ballot paper. • Demonstrating campaigning to be prefects. <ul style="list-style-type: none"> • Brainstorming on qualities of a good leader.
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<p>and roles of different leaders in the district.</p>	<ul style="list-style-type: none"> • Pronounces, reads, writes and practices structures related to qualities of a good leader 	<ul style="list-style-type: none"> - Respectful - Knowledgeable - Approachable - Responsible - Tolerant - Obedient - Careful - Hardworking - Cooperative - Exemplary - Confident 	<ul style="list-style-type: none"> • Telling a story on how she helped someone in a problem. • Discussing the roles of different leaders. • Role – play an L.C V Council meeting. • Listening to a resource person on roles of cultural leaders, Civic and political • Listing down roles of different leaders in the district. • Matching the leaders with their correct roles.
<ul style="list-style-type: none"> • Identifies the rights and responsibilities of the people in our district 	<ul style="list-style-type: none"> • Pronounces, reads, writes and practices structures related to peoples rights and responsibilities. 	<ul style="list-style-type: none"> • Rights and responsibilities of people in our district: Rights of the people in our District. <ul style="list-style-type: none"> - Life, food, Education, security - Right to medical care. • (ii) Responsibilities of people in our district: Obeying laws Participating in community work, Doing Productive activities, Caring for the sick,, going to school. <ul style="list-style-type: none"> - Participating in making laws. - Maintaining proper sanitation. - Helping and caring for others. 	<ul style="list-style-type: none"> • Listing children’s rights. • Identifying people who provide services related to these rights. • Singing songs of appreciation to the people who provide these rights. • Making posters of people who abuse their rights and display their work in class and compound • Making campaign against people who abuse peoples’ rights in the school and neighborhood. • Discussing in groups the responsibilities people do in their localities to provide the basic needs.

			<ul style="list-style-type: none"> • Reporting the discussed responsibilities to class • Writing class rules for them to follow.
--	--	--	--

Suggested competences for assessment

- Encouraging class – leaders to observe how the class members are following the class rules.
- Class – leaders guiding some class members who have not followed the class rules.
- Class – leaders appreciating some class members who have followed the class rules.

**TOPIC 6: HOW TO MEET PEOPLE’S NEEDS IN OUR DISTRICT
(25 PERIODS)**

General Background to the topic

In Primary Three,, the learner was briefly introduced to different types of social services, problems met in providing the services and the suggested solutions to those problems at the sub – county.

The topic is intended to expand the learners’ knowledge on social services provided by the government. Government has the responsibility of providing social services to the people for example Education, medical care, security, transport, road maintenance, water supply, electricity, housing, and banking.

There are some people who are allowed by the government to provide social services on its behalf. Such people are religious groups, private medical practitioners and business people.

Learning Outcomes

The learner;

- Identifies people who provide social services in the district.
- Appreciates the value of different social services in the district.
- Suggests the solutions to the problems met in providing the social services.

Skills and values /attitudes to be developed

Skills		Values/Attitudes	
• Effective communication		• Appreciation	
• Inquiry		• Care	
• Creativity		• Love	
• Observation		• Cooperation	
		• Sharing	
Subject Competence	Language Competence	Content	Suggested Activities
<p>Learner;</p> <ul style="list-style-type: none"> Identifies the different social services provided to meet people’s needs in our district. <p>• Classifies different groups of people who provide social</p>	<p>Learner;</p> <ul style="list-style-type: none"> Pronounces, reads, writes and practices structures related to social services provided to meet people’s needs. <p>• Pronounces reads writes and practices words and structures related to the people who provide social</p>	<ul style="list-style-type: none"> Explain what social services are. Types of social services used to meet people’s needs in our district. <ul style="list-style-type: none"> Education service Medical service Security service Transport service Water service Electricity service Housing service Road maintenance Banking Postal and communication like telephones, faxes, E-mail and the websites. People who provide social services in our district. <ul style="list-style-type: none"> Local leaders Teachers 	<ul style="list-style-type: none"> Practicing safe ways of crossing roads. <ul style="list-style-type: none"> Cleaning roads leading to their schools and homes Explaining different ways how government provides safe and clean water. Visiting the markets to observe how people solve their needs in the market. Drawing different social service centres. Listening to a resource person from police on their roles. Listing people who provide services to people in the district. Role playing in groups:

<p>services to meet people's needs</p>	<p>services in the district.</p>	<ul style="list-style-type: none"> - Doctors - Veterinary Officers - Nurses - Police officers - Farmers - Drivers - Carpenters - Bankers - Chiefs - Parents - Shopkeepers - Army officers 	<p>different social service providers for example: police, doctors, farmers, shopkeepers, bankers, Teachers.</p> <ul style="list-style-type: none"> - Matching the social service providers with the services they provide.
<ul style="list-style-type: none"> • Identifies problems the district meets when providing social services. • Suggests solutions to problems identified 	<ul style="list-style-type: none"> • Pronounces, reads, writes and practices structures related to problems met in providing social services • Pronounces, reads writes and practices words and structures related to solutions of the problems identified. 	<ul style="list-style-type: none"> • Problems in meeting people's needs in our district. <ul style="list-style-type: none"> - Poverty - Bad weather - Shortage of food - Theft - Corruption - Irresponsibility/not caring - Laziness - Idleness. - High population - Poor attitude to work • Suggested solutions to problems identified. <ul style="list-style-type: none"> - Creating employment opportunities especially for young people. - Providing education on 	<ul style="list-style-type: none"> • Identifying problems service providers meet. • Discussing and suggesting solutions for problems. • Composing songs, rhymes, poems and talk shows against these bad practices that affect service provision to the people. • Identifying solutions to the problems. • Discussing ways and means of reducing poverty • Planting and caring for short term crops.

<ul style="list-style-type: none"> Identifies the social services centres in the district 	<ul style="list-style-type: none"> Pronounces, reads, writes words and structures related to social service centres. 	<p>methods of producing more quality food.</p> <ul style="list-style-type: none"> - Providing medical services - Controlling population growing. - Introducing group farming. <ul style="list-style-type: none"> What are social service centres? - Schools - Hospital/medical centres. - Markets - Police stations/posts - Banks - Water sources - Petrol stations - Post offices - Churches and mosques 	<ul style="list-style-type: none"> Drawing posters on how to increase food production. Identifying different social service centres. Drawing different social service centres and display them in class. Visiting any nearby service centre, observe and record services provided there. Discussing in groups the services provided.
<ul style="list-style-type: none"> Identifies ways through which learners can participate in caring for the social service centres 	<ul style="list-style-type: none"> Pronounces, reads, writes and practices words and structures related to ways of caring for social service centres. 	<ul style="list-style-type: none"> Caring for social service centres. - Respecting people who care for social service centres. - Cleaning social service centres. - Mobilizing communities on proper use of social service centres. - Showing love for social service centres. - 	<ul style="list-style-type: none"> Identifying ways of caring for the social service centres. Suggesting things which destroy our social service centres. Discussing ways of controlling things which destroy our social service centres. Arranging for a speech day for the parents and the

			community on how to care for the social service centres.
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Suggested competences for assessment

- Participating in caring for their school environment, classroom, latrines, compound.
- Organizing class members to clean some elderly people’s homes
- Maintaining a spring well in their community.



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

**MATHEMATICS
SYLLABUS
Primary Four**



National Curriculum Development Centre,
P.O. Box 7002,
Kampala - Uganda

2010



THE REPUBLIC OF UGANDA

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MATHEMATICS SYLLABUS Primary Four



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2010

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA 2010

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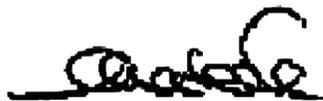
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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or E-mail admin@ncdc.go.ug or www.ncdc.go.ug .



Connie Kateeba

DIRECTOR

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FOREWORD

The Curriculum for Primary Four

The Curriculum for Lower Primary (P1-3) which the learner in Primary Four went through was organized around different themes (Thematic) that were familiar to the learner. The main emphasis of that curriculum was numeracy, literacy and life skills. The medium of instruction for most children was the local language. English was taught as a subject.

In this curriculum for Primary Four, children are required to change from the theme-based to subject-based learning. They are also required to begin learning in English. P4 learners will have textbooks. The teacher will encourage learners to do all activities and make responses in English. These phenomena make primary four a transitional class.

The Primary Four Curriculum revisits contents, concepts and skills that have already been learnt in local languages as well as introducing some new content and concepts.

Learners and teachers will start the year using English as medium of instruction and occasionally local language when necessary. By the end of Primary Four the local language will be used only for explaining the most difficult concepts. Written materials including textbooks will be in English. Local languages will continue to be taught as subjects to reinforce children's literacy.

The subjects to be taught in this Primary Four curriculum include: English, Mathematics, Social Studies, Religious Education (Christian Religious Education – CRE and Islamic Religious Education – IRE), Integrated Science, Creative Arts & Physical Education (CAPE) and Local Language. Each subject emphasizes the development of contents/(subject) competences and relevant language competences.

I, therefore, recommend this Primary Four Curriculum for its implementation in the on-going reforms in Uganda.



Dr. Y. K. Nsubuga

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INTRODUCTION

Background

The new Primary Education Curriculum for Uganda has put emphasis on integrated production skills and on an integrated approach in all disciplines. Therefore, the Mathematics curriculum has been designed in such a way that will provide the learners with the means of developing logical thought and numerical skills which will be a powerful tool in their further study and later work in exploring the environment.

In this curriculum, the teacher has the task of trying to make Mathematics a reality in life. In this, he/she must succeed. Methods and approaches to learning experiences should be mostly practical and based on the experience of the learners. Hence, teaching methods to be emphasized are those that allow the learners to explore, try different procedures and solve problems practically. In this way, Mathematics should be concretized as much as possible so as to assist the learner to visualize it properly.

The syllabus is arranged in ten major themes and in each theme there are various topics. Themes include: Sets, Numeracy, Geometry, Interpretation of Graphs and Data, Measurement and Algebra.

Mathematics must be integrated with other subjects. In order to do so, the teacher will need to seek opportunities for drawing mathematical experiences out of a wide range of pupils' activities. Very many curricular areas and activities give rise to the need to use mathematical concepts, principles or ideas. Measurement and symmetry arise frequently in Art and Crafts and many patterns have some geometrical basis. Environmental Education and Social Studies use measurements of many kinds and the study of maps introduces the concepts of direction, scale and ratio. A great deal of measurement can arise in the course of cooking, including cost calculations, in the study of Home Economics.

Mathematics syllabus has been organized in Themes and within these themes there are topics. Time allocated to each Theme/Topic is indicated.

Rationale

The vital interplay between Mathematics and Science has been emphasized. The list of opportunities and examples of the relevance of Mathematics in the teaching and understanding of other subjects is endless. It follows, therefore, that the overall aim of teaching this subject must be to develop in the learners a positive attitude towards Mathematics and an awareness of its great power to communicate and to provide explanations in matters of daily phenomena. This will result in Mathematics being used in many activities of daily life. In this way, the subject will be demystified and user-friendly.

In implementing this syllabus, attention must be given to time allocation, i.e. double periods should be avoided except during practical lessons. The teacher should constantly facilitate and evaluate the teaching/learning process in his or her class. Most of the evaluation will be through continuous assessment of the learners and self. Some techniques for doing this are: oral drills, flash cards, speed tests, power tests, written

exercise, puzzles, riddles, contests, games self-appraisal, inventories, besides others. This will enable the teacher to check whether or not the objectives of teaching Mathematics have been realized.

The National Aims of Education

Both Thematic and Upper Primary Curriculum are designed to address the National Aims of Education as specified in the Government White Paper on the Education Policy Review Commission Report (1992). The aims are:

- (a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
- (b) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
- (c) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
- (d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
- (e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self- development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
- (f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Aims and Objectives of Primary Education in Uganda

At Primary education level the national aims can be translated to include the following aims and objectives:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
2. To develop and maintain sound mental and physical health;
3. To instill the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life;
5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners.

Broad Aims of Education

Mathematics provides a foundation to a dynamic society. This is a reflection of some of the National Goals and Broad Aims of Education in Uganda, which in particular are:

1. Promoting scientific, technical and cultural knowledge, skills and positive attitudes needed to promote development, self-sufficiency and wealth.
2. Equipping the individual with basic and production skills as well as knowledge towards understanding the laws of nature, taming the environment and taking the right decisions.

Learning Outcomes

Effective learning promotes the ability for the learner to:

1. Promote problem solving in life situations;
2. Relate it closely to integrated production skills and other subjects, since it is an essential knowledge base; and
3. Develop and enrich children's aesthetic and linguistic experiences.

General Methodology

Mathematic should be taught practically using examples drawn from the learner's real life situation. The methods to be used are those which encourage the learner's active participation. Learners should be allowed to do activities on their own with little assistance from the teacher. The role of the teacher is to guide the learners when they (pupils) are doing the activities.

Primary Four is a transition class, therefore learners can use their local language when explaining a concept, but the teacher should encourage the same learner to do the same explanation in English. Again the teacher is required to assist the learner to acquire proper English language.

Assessment

Mathematics appears on the timetable everyday. This gives the teacher a chance to assess the learner's everyday as she/he teaches. Continuous assessment is very much encouraged rather than having summative evaluation of the learners at the end of the term. Assessing learners daily does not mean assessing each learner in every lesson, but you can assess a group of learners. What is needed in this method of assessment is to make sure that each learner is assessed before the end of the topic. The teacher is encouraged to keep record of assessment for each learner. This will help the teacher to organize remedial teaching for her/his time takers.

Assessment can be done through assignments, projects, observation, discussion, pen and paper work and other methods.

Proposed Period Allocation per Subject

Subject	Periods			
	P4	P5	P6	P7
1. English	7	7	7	7
2. Social Studies	5	5	5	5
3. RE	3	3	3	3
4. Math	7	7	7	7
5. Integrated Science (with Agriculture)	7	7	7	7
6. Local Language	3	3	3	3
7. Creative Arts & PE (CAPE)	7	6	6	6
Library	1	2	2	2
Total Periods	40	40	40	40

Proposed Sample timetable for P.4

Day											
Mon	Eng	MTC	CAPE	BREAK	SCE		SST	LUNCH BREAK	RE	LIB	GAMES
Tue	MTC	ENG	ENG		SST	MTC	CAPE		SCE		
Wed	SCE	SST	CAPE		MTC	LL	ENG		ENG	LL	
Thur	RE	ENG	SCE		SST	MTC	SCE		CAPE	CAPE	
Fri	MTC	CAPE	ENG		RE	LL	CAPE		SST		

CAPE Creative Performing Arts **LIB** Library **MTC** Math
SCE Integrated Science with Agriculture **ENG** English **LL** Local Language
RE Religious Education **SST** Social Studies

P4 MATHEMATICS SYLLABUS

Term 1

Theme 1: Sets

Topic 1: Set Concepts

(Proposed 8 periods)

Sub-Topics

1. Identifying sets
2. Naming sets
3. Forming sets
4. The number of members in a set
5. Equivalent sets
6. Empty sets
7. Identifying common members in given sets.

Theme 2: Numeracy

Topic 2: Whole numbers

(Proposed 20 periods)

Sub-Topics

1. Read whole numbers up to 99,999
2. Count whole numbers up to 99,999
3. Place value of 5 digit numbers
4. Value of digits of 5 digits numbers
5. Expand 5 digit numbers
6. Writing in short form
7. Writing numbers in words
8. Writing numbers in figures
9. Round off whole numbers to the nearest 10, 100 and 1,000
10. Read and write Roman numbers up to 20 (xx).

Topic 3: Operations on Whole numbers

(Proposed 20 periods)

Sub-Topics

1. Adding whole numbers up to 5 digits where the sum does not exceed 99,999 without regrouping.
2. Adding whole numbers up to 5 digits where the sum does not exceed 99,999 with regrouping.
3. Form and solve simple word problems involving addition.
4. Subtract whole numbers up to 5 digits where the terms do not exceed 99,999 without regrouping.
5. Subtract whole numbers up to 5 digits where the terms do not exceed 99,999 with regrouping.
6. Form and solve simple word problems involving subtraction.
7. Multiply whole numbers up to 3 digits by 0, 10 and 100.
8. Multiply whole numbers up to 3 digits by whole numbers 1 – 9.
9. Form and solve simple word problems using multiplication.
10. Form and solve simple word problems using division.
11. Divide 4-digit numbers by whole number from 1-10 and 100 without remainders.

Topic 4: Patterns and Sequences

(Proposed 12 periods)

Sub-Topics

1. Recognize and name common shapes
2. Identify even and odd numbers
3. Recognize patterns and sequences from given examples
4. Form patterns and sequences

Term II

Theme 2: Numeracy

Topic 5: Fractions

(Proposed 24 periods)

Sub-Topics

1. Identify simple equivalent fractions less than 1.
2. Identify and name proper, improper fractions and mixed numbers
3. Rename improper fractions as mixed numbers and vice versa
4. Equivalent fractions

5. Order and compare fractions with the same denominator using a number line and diagrams
6. Find simple fractions of a group
7. Add fractions with the same denominator
8. Subtract fractions with the same denominator
9. Simple word problems involving fractions

Theme 3: Geometry

Topic 6: 2 - Dimensional Geometry

(Proposed 18 periods)

Sub-Topics

1. Identify 2-dimensional figures
2. Name 2-dimensional figures
3. Use rulers, set squares or compasses to construct equilateral triangles, rectangles, squares, triangles and lines
4. Recognize right angles in real life situations
5. Build polygon figures using straws, sticks, reeds, wires.

Topic 7: 3-Dimensional Geometry

(Proposed 8 periods)

Sub-Topics

1. Identify the following solids and figures; cube, cuboids, sphere, cylinder, pyramid and cone
2. Identify the faces, edges and vertices of the solids.
3. Build models of solids

Theme 4: Interpretation of Graphs and Data

Topic 8: Data handling

(Proposed 12 periods)

Sub-Topics

1. Represent and interpret pictographs
2. Represent and interpret bar graphs.
3. Represent and interpret line graphs
4. Use tally marks and common counting symbols to collect and group data

Term III

Theme 5: Measurements

Topic 9: Money

(Proposed 16 periods)

Sub-Topics

1. Identify the coins and notes of Uganda currency
2. Add money
3. Subtract money
4. Conversion of money
5. Buying and selling with Uganda currency
6. Calculate simple profit and loss.

Topic 10: Time

(Proposed 16 periods)

Sub-Topics

1. Revise names of days and months Calendar in English
2. Tell time in hours and minutes
3. Convert measures of time e.g. months to days, days to weeks, hours to minutes and vice versa
4. Find duration.

Topic 11: Length, Mass, Capacity

(Proposed 20 periods)

Sub-Topics

1. Identify standard instruments used for measuring length, mass and capacity
2. Use standard units to measure length, mass and capacity
3. Distance
4. Measure perimeter of rectangles, squares and triangles
5. Calculate the areas of squares and rectangles
6. Solve simple problems using standard units of measure.

Theme 6: Algebra

Topic 12: Equations

(Proposed 8 periods)

Sub-Topics

1. Simple equations without letters

Scope and Sequence

TERM I

Theme 1: Sets

Topic: Set Concepts

(8 periods)

This topic continues the work on sets which was covered in P1-3. The examples should be of everyday real life situations. There must be emphasis on those English words which have a special meaning in Mathematics like 'member', 'empty', 'equivalent', etc. Learners should begin a dictionary of such words. Pictures should be used sometimes to explain the meaning of the words.

Learning outcome(s)

The learner demonstrates the knowledge of sets in solving problems in everyday life situations.

Life skills: Logical thinking, problem solving, effective communication.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">Names, identifies, forms equivalent sets and empty sets using examples at homeCounts number of members in setsIdentifies and names common members that belong to given sets.	<ul style="list-style-type: none">Writes and uses the words set, equivalent, empty and member of a setDescribes equivalent sets.Gives orally examples of an empty set.	<ul style="list-style-type: none">Equivalent, empty set.Members of sets.Number of members in given sets.Common members in given sets.	<ul style="list-style-type: none">drawing equivalent sets of various named objects e.g. fruits and animals.Naming examples of empty sets.Identifying and writes common members of sets.Counting number of members in given sets.

Assessment competences:

1. Draws equivalent sets of various named objects.
2. Describes sets in local language and English
3. Counts number of members in a set
4. Identifies common members in two given sets.
5. Writes members of a set from everyday life.

Theme 2: Numeracy

Topic 1: Whole numbers up to 100,000

(20 periods)

This topic is also a continuation of the work covered in P1-3. Now learners work with numbers up to 99,999. In order for it to be more interesting, examples from every day life competitions and games should be used. Words like 'place value', 'thousands', 'hundreds', 'tens' and 'ones' should be included in the learners' own dictionaries with examples to show their meaning. Examples using Ugandan currency can be given to show how large numbers are used in every day life.

Learning outcome(s)

The learner appreciates the need of counting in everyday life and works with whole number up to 99,999.

Life skills: Critical thinking, problem solving

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">• Reads, counts, writes and orders whole numbers up to 99,999.	<ul style="list-style-type: none">• Counts all the number names up to 100.• Recognizes and names any number up to 99,999.• Counts backward for example from 466 to 450.	<ul style="list-style-type: none">• Whole numbers to 99,999.	<ul style="list-style-type: none">• Drawing a number line to show numbers in 100s from 0 – 2000.
<ul style="list-style-type: none">• Identifies the place value and value of each digit in a 5 digit number.	<ul style="list-style-type: none">• Counts in tens from 10 – 200• Names the place values from ones to ten thousands.	<ul style="list-style-type: none">• Place value• Value.	<ul style="list-style-type: none">• Using an abacus or table to show place value and values of various numbers.
<ul style="list-style-type: none">• Expands five digit numbers	<ul style="list-style-type: none">• Expands numbers according to values of digits.	<ul style="list-style-type: none">• Expanding numbers up to five digits.	<ul style="list-style-type: none">• Using values of digits in given numbers to expand them.
<ul style="list-style-type: none">• Rounds off whole numbers to the nearest 10, 100, 1,000 using number line.	<ul style="list-style-type: none">• Write numbers to the nearest tens, hundreds, and thousands	<ul style="list-style-type: none">• Rounding off whole numbers	<ul style="list-style-type: none">• Using a number line to round off numbers to the<ul style="list-style-type: none">• nearest 10, 100• and 1000.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Reads and writes Roman numbers I-XX 	<ul style="list-style-type: none"> Reads and writes Roman numbers 	<ul style="list-style-type: none"> Roman numerals 	<ul style="list-style-type: none"> Reading and writing Roman numbers. Converting Hindu Arabic to Roman and vice versa.

Assessment competences:

- Counts in hundreds to 99,999
- Uses number line to show rounding off
- Reads Roman numerals
- Matches Roman to Hindu numerals

Topic 2: Operations on Whole Numbers

The basic number work on the four operations should be revised at the beginning of this topic using mental work, 'number spiders', games and competitions. There are many words used which have a special mathematical meaning in English and it is important that learners can read, write and speak them correctly. Examples can be written in the learner's dictionary.

The examples used should be concerned with every day life.

Learning outcome(s): The learner solves mathematical problems with competence and confidence using the four operations.

Life skills : Accuracy, critical thinking, problem solving, self esteem.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Adds whole numbers up to 5 digits where the sum does not exceed 99,999. 	<ul style="list-style-type: none"> Adds and expresses the terms for addition 4 plus 3 equals 7 or 4 and 3 is 7. 	<ul style="list-style-type: none"> Addition of whole numbers 	<ul style="list-style-type: none"> Learners in pairs make up simple addition problems using numbers up to 99,999 and ask partner to solve them.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Subtracts two whole numbers where both terms are not greater than 99,999. 	<ul style="list-style-type: none"> Expresses subtraction using any of the terms; <ul style="list-style-type: none"> “Subtract” “Take away” “Minus” 	<ul style="list-style-type: none"> Subtraction of whole numbers 	<ul style="list-style-type: none"> Learners in pairs make up simple subtraction story problems. Using numbers up to 99,999 and asks partner to solve them.
<ul style="list-style-type: none"> Multiplies numbers up to 3 digits by 10 and 100. 	<ul style="list-style-type: none"> Recites the multiplication tables up to 12. Uses correct mathematical terms for multiplication e.g. 2 multiplied by 3 equals 6. 	<ul style="list-style-type: none"> Multiplication of whole numbers by 0, 10 and 100 	<ul style="list-style-type: none"> The learner multiplies 3 digit numerals by 0, 10 and 100.
<ul style="list-style-type: none"> Multiplies whole numbers up to 3 digits by whole numbers from 0 – 9. 	<ul style="list-style-type: none"> Introduces the word product for multiplication e.g. what is the product of 102 and 4? 	<ul style="list-style-type: none"> Multiplication of whole numbers up to 3 digits by whole numbers from 0 to 9. 	<ul style="list-style-type: none"> The learners in pairs multiply numbers and later individually.
<ul style="list-style-type: none"> Divides 4 digit numbers by whole numbers 1 to 10 with and without remainders. 	<ul style="list-style-type: none"> Uses correctly mathematical terms for division, e.g. 12 divided by 3 equals 4. 	<ul style="list-style-type: none"> Division of whole numbers by numbers 1 to 10. 	<ul style="list-style-type: none"> Learners work out a division sum describing each step first in mother tongue then English.
<ul style="list-style-type: none"> Applies the operations of addition, subtraction, multiplication and division to solve real life problems. 	<ul style="list-style-type: none"> Reads problems and makes up others. 	<ul style="list-style-type: none"> Solution of real life problems. 	<ul style="list-style-type: none"> Learners solve and form simple number sentences e.g. $4 + \square = 13$.
<ul style="list-style-type: none"> Solves simple word problems using the four operations. 	<ul style="list-style-type: none"> Solves word problems both orally and in writing. 	<ul style="list-style-type: none"> Number sentences 	<ul style="list-style-type: none"> Learners solve simple real life problems in groups and individually.

Assessment competences:

- Adds using numbers up to 99,999
- Subtracts using numbers up to 99,999
- Multiplies whole numbers up to 3 digits
- Divides whole numbers by up to 2 digits
- Applies the four operations on whole numbers in simple word problems.
- Gives examples showing the relationship between addition and subtraction.

Topic 3: Patterns and Sequences

This topic should be an interesting one with learners making patterns and sequences themselves and testing their neighbours. It begins with revision of simple shapes where the language of English is used orally and in written form. In the learners' dictionary pictures, the names of the shapes should be illustrated with diagrams of the shapes. The use of the words 'pattern' for shapes and colours and 'sequence' for numbers should be pointed out and used correctly and also illustrated in the dictionaries. Many other English phrases are included here for example 'What comes first/next?'

Learning outcome(s)

The learner recognizes and forms patterns and sequences using shapes and colours.

Life skills : Logical thinking, problem solving, creative thinking, friendship formation.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Describes and names common shapes. 	<ul style="list-style-type: none"> Names shapes in mother tongue and English. 	<ul style="list-style-type: none"> Different shapes. 	<ul style="list-style-type: none"> Using pictures or cut outs of common shapes and ask pupils to identify and name them.
<ul style="list-style-type: none"> Identifies even and odd numbers. 	<ul style="list-style-type: none"> Counts even and odd numbers e.g. even 2 up to 50. 	<ul style="list-style-type: none"> Even and odd numbers 	<ul style="list-style-type: none"> Listing even and odd numbers. Finds sum of even and odd numbers.
<ul style="list-style-type: none"> Fills in and continues patterns and sequences from given examples. Forms patterns and sequences. 	<ul style="list-style-type: none"> Discusses solution of patterns and sequences and forms others. 	<ul style="list-style-type: none"> Forming patterns and sequences using the four operations. 	<ul style="list-style-type: none"> Forming patterns or sequences of numbers or shapes and solve them.

Assessment competences:

1. Recognizes and names common shapes in local language and English.
2. Writes and reads sequence of even and odd numbers.
3. Forms simple patterns of shapes and sequences of numbers.

Term II

Theme 2: Numeracy

Topic 4: Fractions

(24 periods)

It is important that there is revision of all the work covered in P1-3 at the start of this topic. Many learners find fractions difficult if they do not have a firm foundation of the basic concepts. Using diagrams and dividing real objects helps understanding of the basics. The language of fractions in English is important with knowledge of the difference between proper, improper fractions and mixed numbers necessary. Simple equivalent fractions have been shown in P3 but should be extended here using diagrams and real objects to illustrate.

Finally, an introduction to addition and subtraction of fractions is given using fractions with the same denominators.

Learning outcome(s)

The learner demonstrates the concepts of fractions and their relationship in real life situations

Life skills

Creative thinking, accuracy, friendship formation.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">Identifies improper and proper fractions and converts improper fractions to mixed numbers.	<ul style="list-style-type: none">Names fractions, gives examples of fractions that are proper, improper or mixed numbers.	<ul style="list-style-type: none">Proper, improper fraction and mixed numbers.	<ul style="list-style-type: none">Showing examples of proper, improper fractions and mixed numbers using diagrams.Renaming mixed numbers as improper fractions and vice versa.
<ul style="list-style-type: none">Identifies simple equivalent fractions using diagrams	<ul style="list-style-type: none">Describes and names equivalent fractions.Writes equivalent fractions	<ul style="list-style-type: none">Equivalent fractions.	<ul style="list-style-type: none">Dividing up real objects/diagrams (e.g. orange) to show that $\frac{1}{2}$ equals $\frac{2}{4}$ etc.Working out problems involving equivalent fractions.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Orders fractions with the same denominators. 	<ul style="list-style-type: none"> Orders fractions with the same denominator Reads fractions 	<ul style="list-style-type: none"> Fractions with the same denominator 	<ul style="list-style-type: none"> Ordering and compares fractions.
<ul style="list-style-type: none"> Solves simple problems using addition and subtraction of fractions with the same denominator. 	<ul style="list-style-type: none"> Reads and solves problems involving fractions with the same denominator. 	<ul style="list-style-type: none"> Fractions with the same denominators. 	<ul style="list-style-type: none"> Drawing diagrams of fractions with the same denominators. Adding and subtracts fractions with the same denominators.

Assessment competences:

- Shows proper and mixed numbers using diagrams.
- Names equivalent fractions and illustrates them.
- Adds fractions with same denominator.
- Subtracts fractions with same denominators.
- Solves simple word problems involving fractions.

THEME 3: GEOMETRY

Topic 1: 2-Dimensional Geometry

(18 periods)

Manual dexterity is important for Mathematics and learners need to practice using pencils, rulers and compasses. The simple 2-D shapes – triangle, equilateral triangle, squares, rectangles must all be drawn by each individual learner. The names of these shapes in English must also be known and added to the learner’s dictionary. The perimeter of shapes is introduced and also area using counting squares to compare areas of shapes.

Learning outcome

The learner demonstrates knowledge of 2-dimensional figures and uses construction instruments in appropriate situations.

Life skills

Creative thinking, Accuracy, Effective Communication

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> Identifies 2 - dimensional figures Names 2- dimensional figures 	<ul style="list-style-type: none"> Identifies 2- dimensional figures 2- dimensional figures Names 2- dimensional figures 	<ul style="list-style-type: none"> 2-dimensional figures 	<ul style="list-style-type: none"> Matching pictures of figures to their names in English. Drawing 2- dimensional figures.
<ul style="list-style-type: none"> Use construction instruments to draw. 	<ul style="list-style-type: none"> Identifies and names the instruments for construction 	<ul style="list-style-type: none"> 2-dimension figures: triangles, squares, rectangles. 	<ul style="list-style-type: none"> Constructing simple 2- dimensional figures.
<ul style="list-style-type: none"> Recognizes right angles 	<ul style="list-style-type: none"> Points out and names right angles in the classroom and the playground 	<ul style="list-style-type: none"> Right angles 	<ul style="list-style-type: none"> Playing game to find as many right angles in the classroom and or the playground.
<ul style="list-style-type: none"> Measures perimeter of rectangles, squares and triangles. Finds areas of squares and rectangles. 	<ul style="list-style-type: none"> Explains the meaning of perimeter in English and illustrates it using his/her exercise book 	<ul style="list-style-type: none"> Perimeter of squares and rectangles. Area of squares and rectangles. 	<ul style="list-style-type: none"> Measuring the perimeter of playground using large steps. Working out perimeter and area of various squares and rectangles.

Assessment competences:

1. Draws simple shapes using instruments correctly
2. Matches shapes to names in English
3. Measures perimeter of real objects
4. Finds and compares areas of different shapes.

Topic 2: 3-Dimensional Geometry**(8 periods)****Learning outcome(s)**

The learner recognizes and builds 3-dimensional shapes.

Life skills: Creative thinking, Critical thinking, Problem solving.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">• Identifies solid figures• Names solid figures	<ul style="list-style-type: none">• Names and identifies common solids in mother tongue and English	<ul style="list-style-type: none">• Common solids	<ul style="list-style-type: none">• Drawing figures showing solids and matches their names.
<ul style="list-style-type: none">• Builds models of solids	<ul style="list-style-type: none">• Labels the parts of the models of solids built.	<ul style="list-style-type: none">• Models of solids	<ul style="list-style-type: none">• Making models of common solids and displays them.

Assessment competences:

1. Identifies and names common solids
2. Makes models of simple solids and labels them in English.

Theme 4: Interpretation of Graphs and Data

Topic 1: Data handling

(Proposed 12 periods)

This should be a fun topic for the learners where they collect, record, display and interpret data from their everyday lives using pictographs, line graphs and bar graphs. They should also know which is best for each set of data. Some completed graphs should be displayed on the classroom walls. Graphs can be used which have been circulated from different government department, for example the Ministry of Health and the Ministry of Education, Local Government.

Learning outcome(s)

The learner represents and interprets simple mathematics data in various forms.

Life skills: Effective communication, Critical thinking and friendship formation.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">• Uses tally marks to collect and group data	<ul style="list-style-type: none">• Counts objects or people• Records	<ul style="list-style-type: none">• Tally marks	<ul style="list-style-type: none">• Counting tally marks• Grouping using tally marks
<ul style="list-style-type: none">• Organizes data• Displays data• Interprets data	<ul style="list-style-type: none">• Describe the graph• Explains the graph.	<ul style="list-style-type: none">• Pictographs• Line graphs• Bar graphs	<ul style="list-style-type: none">• Drawing• Reading• Interpreting• Displaying.

Assessment competences:

1. Collects data from home and community
2. Displays data
3. Draws graphs
4. Describes and explains the graph

TERM III

Theme 5: Measurement

Topic 1: Money

(16 periods)

This topic should begin with revision of the work covered in P1-3. There should be very practical lessons with role play using the classroom shop. Learners themselves should provide many of the items and they should suggest the price for each and list the items in English with their price. The concept of profit and loss is introduced and these words in English used carefully and written in their dictionary.

Learning outcome(s)

The learner recognizes, describes and uses money in buying and selling

Life skills:

Problem solving. Logical thinking, creative thinking, effective communication.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">Identifies coins and notes.	<ul style="list-style-type: none">Describes different coins and notes	<ul style="list-style-type: none">Uganda currency	<ul style="list-style-type: none">Describing coins and notes.
<ul style="list-style-type: none">Practices buying and selling items	<ul style="list-style-type: none">Role plays using money in English	<ul style="list-style-type: none">Buying and selling	<ul style="list-style-type: none">Role playing using moneyCalculating
<ul style="list-style-type: none">Calculates simple profit and loss	<ul style="list-style-type: none">Uses examples to describe understanding of profit and loss.	<ul style="list-style-type: none">Profit and loss	<ul style="list-style-type: none">Role playing buyer sellerGiving examples of profit and lossWorking out problems involving profit and loss

Assessment competences:

1. Finds different ways of calculating a certain sum of money.
2. Identifies and uses in role play Uganda money
3. Shows understanding of profit and loss using role play,.

Topic 2: Time

(16 periods)

Revision of all the earlier work from P1-3 should be done at the start of this topic using real or model Clocks. There should be practical lessons with learners making a weekly timetable for their homework and a monthly calendar for the classroom wall.

Learning outcome(s)

The learner appreciates and uses the concept of time in everyday life situations.

Life skills:

Accuracy, problem solving, creative thinking, effective communication and decisionmaking.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">• Uses different types of Clocks to tell time	<ul style="list-style-type: none">• Tells time in both local language and English.	<ul style="list-style-type: none">• Telling time	<ul style="list-style-type: none">• Using real or model Clocks, the learner tells time
<ul style="list-style-type: none">• Converts measures of time• e.g. months to days	<ul style="list-style-type: none">• Gives months of the year in English• Makes a weekly timetable in his/her exercise book	<ul style="list-style-type: none">• Conversion of units of time.	<ul style="list-style-type: none">• Making a calendar showing the months of the year• Working out problems involving time.

Assessment competences:

1. Tells time using digital and analogue Clocks
2. Converts bigger units of time to small ones.

Topic 3: Length, Mass, Capacity

(20 periods)

This topic is a very practical one with the learners doing the measuring themselves in groups. It is similar to a topic in science and it is important that there is not too much repetition and that the lessons are taught in a similar way. At the start of the topic, the need for standard units should be emphasized. This can be done using an experiment measuring length using different learner's feet and so obtaining different measures. The units and the instruments used should be revised for each of mass, length and capacity.

Learning outcome(s)

The learner uses standard measuring instruments and converts units of measure.

Life skills:

Accuracy, problem solving, creative thinking

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">• Uses standard measuring instruments to measure length in m, cm, and mm, mass in kg and g, capacity in l and ml.	<ul style="list-style-type: none">• Expresses measurement of length, mass and capacity in English of different items.• Makes a table of the different units of length, mass and capacity/volume and shows their abbreviations.	<ul style="list-style-type: none">• The use of standard measuring instruments to measure accurately length, mass and capacity.	<ul style="list-style-type: none">• In pairs using a standard instrument, measure the height of partner.• Discovering which unit of measurement is appropriate to use in different situations.

Assessment competences:

1. Measures length and mass using correct instruments.
2. Relates the different measures in English for mass, length and capacity.
3. Uses the correct units of mass, length and capacity when solving problems.

Theme 6: Algebra

Topic 1: Equations without Letters

(8 Periods)

This is an introduction to Algebra but without using letters for numbers. There has been similar work before. By now, the learners are more fluent in their English and by the end of this topic should be able to change simple word problems into mathematical sentences and solve them.

The relationships between addition and subtraction and multiplication and division are also revised.

Learning outcome(s)

The learner solves simple mathematical problems in the form of equations with no letters.

Life skills:

Critical thinking, problem solving, logical creative thinking, effective communication

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">• Uses the relationships between addition and subtraction and between multiplication and division to solve problems.• Solves simple equations without letters• Changes simple word problems into simple equations without letters.	<ul style="list-style-type: none">• Reads and creates simple equations without letters.	<ul style="list-style-type: none">• Simple equations without letters.• Using the four operations.	<ul style="list-style-type: none">• Asking learners in pairs to solve equations like $4 + ? = 13$ and $7 \times ? = 42$ using addition and subtraction. Then ask them to make up their own.• Writing many equivalent sentences using the relationship between + and - and between x and + e.g. $5 + 17 = 22$ is equivalent to $22 - 7 = 5$

Assessment competences:

1. Solves simple equations without letters.
2. Forms equations without letters from simple word problems and solving them.



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THE REPUBLIC OF UGANDA

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ENGLISH SYLLABUS

Primary Four



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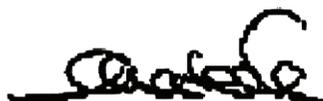
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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or E-mail admin@ncdc.go.ug or www.ncdc.go.ug .



Connie Kateeba

Director

National Curriculum Development Centre.

FOREWORD

The Curriculum for Primary Four

The Curriculum for Lower Primary (P1-3) which the learner in Primary Four went through was organized around different themes (Thematic) that were familiar to the learner. The main emphasis of that curriculum was numeracy, literacy and life skills. The medium of instruction for most children was the local language. English was taught as a subject.

In this curriculum for Primary Four, children are required to change from the theme-based to subject-based learning. They are also required to begin learning in English. P4 learners will have textbooks. The teacher will encourage learners to do all activities and make responses in English. These phenomena make primary four a transitional class.

The Primary Four curriculum revisits content concepts and skills that have already been learnt in local languages as well as introducing some new content and concepts.

Learners and teachers will start the year using local language when necessary and there will be steady development in the use of English as the medium of instruction. By the end of primary four the local language will be used only for explaining the most difficult concepts. Written materials including textbooks will be in English. Local languages will continue to be taught as subjects to reinforce children's literacy.

The subjects to be taught in this Primary Four Curriculum include: English, Mathematics, Social Studies, Religious Education (Christian Religious Education – CRE) and (Islamic Religious Education – IRE), Integrated Science, Creative Arts & Physical Education (CAPE) and Local Language.

I, therefore, recommend this Primary Four curriculum for its implementation in the on-going reforms in Uganda.



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Background to English Syllabus

English language remains an important subject on the Primary School Curriculum. Children are expected to be fluent and competent in English Language by the end of Primary Education.

From Primary one to three, learners learnt English as a subject, however they did not get the opportunity to use English in other subjects. The P.4 English syllabus provides opportunities for the learners to steadily increase the amount of English used during the year as they prepare for full English medium education from P.5 onwards. The topics identified for use will in this syllabus prepare learners to use the functional language developing the four skills; **listening, speaking, reading and writing**.

Although P.4 is a bi-lingual class, English language as a subject will continue to be conducted in English, as it has been the case from P.1 – P.3.

A learner's prototype and the teacher's guide to the prototype have also been developed to enhance the effective implementation of the syllabus.

The National Aims of Education

Both Thematic and Upper Primary Curriculum are designed to address the National Aims of Education as specified in the Government White Paper on the Education Policy Review Commission Report (1992). The aims are:

1. To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
2. To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship.
3. To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
4. To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
5. To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
6. To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Aims and Objectives of Primary Education in Uganda

At Primary education level the national aims can be translated to include the following aims and objectives:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
2. To develop and maintain sound mental and physical health;
3. To instill the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life;
5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners.

Organisation of the English syllabus

The syllabus for P.4 has been arranged in matrix. The scope and sequence has been organized in eight topics. Each topic has sub-topics with subject competences to be developed using suggested learning activities. Each sub-topic has specific content of vocabulary and structures.

Methodolog

The recommended teaching methodology emphasizes active participation and performance of children in their own learning. Since P.4 is a transitional class, learners should be given more time to practice the structures learnt and vocabulary orally. Reading and writing should be enhanced through reading texts and a variety of writing exercises. The teacher is expected to use generic methods like demonstration, role play, creative writing and reporting.

Teaching Procedures

TP1: Presenting vocabulary

Steps to follow when teaching vocabulary

- Step 1* Revise any learnt words and the structure learnt that you will need to use with the new words.
- Step 2* Present the new words using objects/pictures/by demonstrating. Hold up the object/picture and say/sign the word several times.
- Step 3* Learners repeat the word several times as you point to the object, picture, as a class, in pairs/groups or individually and emphasize correct pronunciation and intonation.
- Step 4* Construct sentences using a known structure.
- Step 5* Learners practice constructing sentences using the learnt words in pairs or individually.
- Step 6* Learners write sentences, draw a picture, and play games using the structure and vocabulary learnt.

TP2: Presenting Structures

Steps to follow when teaching structures

- Step 1* Revise relevant previous vocabulary and any related structures(s)
- Step 2* Present the new structure using known vocabulary and illustrate the meaning by miming or in context.
- Step 3* Learners repeat the new structure with emphasis on correct pronunciation and intonation.
- Step 4* Construct sentences using the structure.
- Step 5* Learners practice asking and answering questions in groups or pairs.
- Step 6* Learners describe pictures and write sentences using the structure learnt where appropriate.

TP4 Teaching Through a Dialogue

Steps to follow when using a dialogue

- Step 1* Revise the structure and vocabulary previously learnt. Make sure everyone understands the meaning.
- Step 2* Say the dialogue as learners listen.
- Step 3* Learners repeat after you several times.
- Step 4* Divide the class into two groups, let them say with each group take on one part.
- Step 5* Learners practice in pairs or in chain drill One or two pairs demonstrate.
- Step 6* Let pairs demonstrate to the rest of the class.

TP5: Teaching Through Games

- Step 1* Teach or revise any new words they will need in the game.
- Step 2* Explain how the game will be played. Give clear instructions in English.
- Step 3* Demonstrate the game to the children
- Step 4* Encourage volunteers who may have understood the game to demonstrate to the class.
- Step 5* Children play the game. It can be outside the class.

TP6: Teaching Through Role-play and Acting

Use the same procedures as for dialogue (TP4 above). When learners have developed more vocabulary, you will be able to use a much freer approach to acting/role-playing.

Instructional Materials

The use of instructional materials facilitates learning. Therefore, teachers are encouraged to vary the materials they use ranging from real objects to teacher made materials like flash cards, readers, story books, and a collection of songs, rhymes, poems, games and news paper cuttings.

Assessment

Continuous assessment is emphasized in the syllabus to enable the teacher assess the development of language competences, life skills and values. The syllabus includes assessment competences after every topic which rotate around the four language skills. Assessment in teaching of English language should be carried out during the teaching/learning process. Assess learners individually in both oral and written forms. Records of a learner's performance should be kept to track the progress.

Proposed Period Allocation per Subject

Subject	Periods			
	P4	P5	P6	P7
1. English	7	7	7	7
2. Social Studies	5	5	5	5
3. RE	3	3	3	3
4. Maths	7	7	7	7
5. Integrated Science (with Agriculture)	7	7	7	7
6. Local Language	3	3	3	3
7. Creative Arts & PE (CAPE)	7	6	6	6
Library	1	2	2	2
Total Periods	40	40	40	40

Proposed Sample timetable for P.4

Day											
Mon	Eng	MTC	CAPE	BREAK	SCE		SST	LUNCH BREAK	RE	LIB	GAMES
Tue	MTC	ENG	ENG		SST	MTC	CAPE		SCE		
Wed	SCE	SST	CAPE		MTC	LL	ENG		ENG	LL	
Thur	RE	ENG	SCE		SST	MTC	SCE		CAPE	CAPE	
Fri	MTC		CAPE		ENG	RE	LL		CAPE	SST	

CAPE Creative Performing Arts

SCE Integrated Science with Agriculture

RE Religious Education

LIB Library

ENG English

SST Social Studies

MTC Maths

LL Local Language

SCOPE AND SEQUENCE

TERM I

TOPIC 1: DESCRIBING PEOPLE AND OBJECTS

22 PERIODS

General background

This topic will enable learners to acquire knowledge and develop vocabulary and structures related to describing people and objects. It builds on vocabulary and structures which were acquired in previous classes. Learners will be able to give vivid descriptions of self, other people and objects both orally and in written form. It lays foundation to giving directions, through demonstrations, dialogues, conversations and role-play by practicing language use.

Learning Outcome:

The learner will be able to describe people and objects orally; as well as read and write short descriptive texts.

Life skills and indicators

Effective communication

- Fluency
- Audibility
- Articulation
- Responding to questions.
- Accuracy
- Confidence

Self esteem

- Talking about self and others

Values

- appreciation
- care
- love

Sub-topic 1 A: Describing People

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> • Describes self-using present tense. • Describes what other people look like using present tense. • Listens and identifies a person from a description. • Compares the appearance of two people in terms of height, weight and looks. • Describes a person’s behavior and character. • Asks questions about how someone looks. • Asks questions about how one behaves. • Reads, draws and matches descriptions of people. • Reads a short story about a person’s character. • Writes a simple description of someone’s looks based on a picture. • Writes a paragraph of at least four sentences describing people 	<p>Vocabulary black, brown , kind, bad, good, polite, kind, short, , tall, smart, beautiful, ugly, thin</p> <p>Grammar Use of the present simple tense.</p> <p>Language Structures Use present simple tense to describe oneself</p> <ul style="list-style-type: none"> • I am a ... girl/boy e.g. (I am a tall girl), (I am a fat boy) • How doeslook like? e.g. how does Birungi look like? ...is ... e.g. Birungi is brown and tall • Both and are e.g., Tamale and Musumba are short. • Some are..... and others are e.g., Some are big and others are small • is than..... e.g. Tamale is shorter than Opondo • is the of the e.g. Apio is the shortest of the three. 	<ul style="list-style-type: none"> • Using appropriate vocabulary and structures in the present tense to describe people. • Listening to short stories and identifying the characters described. • Acting characters describing a simple short story. • Playing games related to descriptions of people e.g. a game of five people, each describing the person nearest to him/ her. • Reading short stories describing people. • Playing a spelling game. • Reading descriptive words, sentences and short texts. • Identifying described people from pictures. • Filling in missing words in descriptive sentences. • Writing descriptive sentences. • Writing dictated words and sentences. • Writing short simple stories.

Sub-Topic 1.B: Describing Objects

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> • Describes objects using the present tense. • Compares two or three objects in terms of size, shape, colour, or texture. • Asks and answers questions about different objects. • Identifies objects which are similar or different. • Gives the similarities and differences between objects. • Reads a short description of a given object and draws it. • Writes simple descriptions of objects. 	<p>Vocabulary long, short, smooth, hard, rough, heavy, light, colour, round, rectangular, oval, triangular, square, flat, soft, short, long</p> <p>Grammar</p> <ul style="list-style-type: none"> • Use of the present simple tense to ask questions. Use of comparative and superlatives. • Use of possessive forms <p>Language Structures</p> <ul style="list-style-type: none"> • The is The bag is black Yes, it is/No it is not Yes the bag is black No the bag is brown. • The are • Yes the are .../No the ... are not e.g. Are the stones rough? Yes the stones are rough. Which book is bigger? • The ... is ..than the.... one The red book is bigger than the green one. • Is the the ... of the ...? Is the blue pencil the longest of the three? • Yes, the is the ... of the ... e.g. Yes the blue book is the longest of the three. • No , the ... is not the ... of the ... e.g. No, the red pencil is not the longest of the three. • Is your/his/her/Maria's/book/bag Is your friend's bag beautiful? Yes my friend's bag is beautiful No, my friend's bag is not beautiful • Bogere's is E.g. Bogere's trouser is green Her/his ... is 	<ul style="list-style-type: none"> • Using vocabulary and structure correctly in oral sentences • Spelling descriptive words • Listening to and telling stories about the environment. • Identifying and describing object. • Giving opposites of words. • Reciting and acting conversations • Telling stories describing objects. • Filling simple puzzles which are based on description of objects. • Reading and writing descriptions of objects. • Using appropriate vocabulary and structures in both present and past tense to describe selected objects. • Writing guided composition. • Writing simple texts using descriptive words.

Subject competences	Content	Suggested activities
	<ul style="list-style-type: none"> • e.g. Whose is? Whose dress is this? • e.g. It is • e.g. It is Namukasa's dress. • It is mine/hers /yours/his/Chadiru That is ... That is Chadiru's dress 	

Suggested Assessment Competences

- Identifies descriptive words.
- Describes people and objects in five sentences orally.
- Uses descriptive words in sentences
- Reads a paragraph related to description of people and objects.
- Writes a paragraph related to descriptions of people and objects.

TOPIC 2: GIVING DIRECTIONS

General background

This topic will enable learners acquire knowledge; as well as develop vocabulary and structures related to giving and responding to directions. Illustrations, conversations, demonstrations, role-plays and dialogues should be encouraged to enable learners practice language use.

Learning Outcome:

Learners will use a range of basic grammatical structures and vocabulary accurately to express location and direct people to places, both in oral and written forms.

Life Skills and indicators

Effective communication

- Accuracy
- Verbal expressions
- Non-verbal expressions
- Logical express cons.

Decision making

- Giving instructions

Assertiveness

- Being open
- Responding to questions.

Values

- Honesty
- Concern
- Co-operation
- Sharing
- Independence

Sub–Topic: Directing People to Places

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none">• Talks about appropriate direction of places.• Identifies and describes main features of familiar places.• Directs people to specific places.• Locates different places following directions.• Gives direction to familiar places.	<p>Vocabulary</p> <ul style="list-style-type: none">• far, near, next to, across, in front, behind, round about, sign-post after, before, junction, corner, close to.• Left hand side, right hand side, in front of, down, opposite to, middle, far from, across, close turn. <p>Grammar</p> <p>The use of the present simple tense</p>	<ul style="list-style-type: none">• Role playing giving and following directions (school, home, church).• Telling short simple stories about places and their main features.• Acting dialogues describing places.• Reading maps of familiar places and answering questions.

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> • Interprets and follows directions to specific places. • Estimates distance to specific places. • Reads and uses words in sentences. • Interprets and draws pictures of familiar places. • Reads texts and simple maps about places. • Writes simple descriptions of familiar places. 	<ul style="list-style-type: none"> • Structures • Describing places in relation to size distance and outstanding features, using present simple tense. The ... is ... • The (school) is (far/near). • The (market) is.... before/after/close...(Kamsomas' house) • It is (near, far from, from, close to) The ... is on the • It is on the (Left/right). • It is on ... (left/right) (church, hospital.) • is near, far from, close to) the school/church) • The (school) is nearer to (the market) than to the (church). • First (walk, go) to and then.... 	<ul style="list-style-type: none"> • Reciting poems about features of different places. • Writing simple texts using appropriate vocabulary and structures that describe places. • Present tense using appropriate vocabulary and structures to direct people. • Tracing routes to specific places or locations(e.g. on a maze) • Writing simple texts directing people to familiar places. • Writing and reciting dialogues /conversations/ poems directing people to familiar places . • Arranging jumbled sentences related to directing people to familiar places. • Writes texts directing others. • Reads and answers questions about directions.

Suggested Assessment Competences

- Gives direction appropriately
- Follows directions appropriately.
- Writes texts directing others.
- Reads and answers questions about directions.

TOPIC 3. WHAT I LIKE AND HOW I FEEL

General background

This topic will enable the learners develop listening and speaking skills, while strengthening the vocabulary and structures learnt under **Likes and Dislikes** in P.3. The topic will enable the learners express their likes and feelings,, appreciate and respect others, through a variety of activities.

Learning Outcome:

Learners will fluently and accurately express their likes and feelings in English.

Life skills and indicators

Self esteem

- Expressing likes and dislikes
- Assertiveness
- Being open

Effective communication

- Articulation

Decision making

- Telling consequences of their decisions

Making choices

Values

- Appreciation.
- Care
- Love
- Co-operation
- Patience

Sub-Topic 3A: What I like

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Expresses likes using simple present tense. Compares different people's likes. Gives reasons for people's specific likes. Reads short simple expressions about likes. Writes simple expressions about likes 	<p>Vocabulary foods drinks, fruits dancing, singing, reading, cooking, sawing, playing, football, riding, desires, enjoy, prefer soda.</p> <p>Language Structures</p> <ul style="list-style-type: none"> I like ... I do not like ... He/she/they like(s)... prefer to Do you prefer.....to...? Yes, I prefer <u>fish</u> to <u>meat</u>. No, I prefer beans to meat enjoys He/she/enjoys..... I/they enjoy... 	<ul style="list-style-type: none"> Taking turns to express likes. Acting a dialogue about likes. Role playing situations expressing likes Reading simple short texts and answering questions about likes. Reciting poems. Reading words, and short texts about likes. Writing simple texts related to desires

Sub-Topic 3B: How I Feel

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Expresses his/her feelings in present simple tense. Asks and answers questions about people's feelings. Identifies people's feelings. Responds appropriately to people's feelings. Writes simple texts about personal and other people's feelings. Expresses people's feelings. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Sad, happy, angry, thirsty, tired, cold, hot, worried, scared, lazy, sick, ill, unhappy. <p>Grammar</p> <ul style="list-style-type: none"> Use present simple forms to express feelings. <p>Language Structures</p> <ul style="list-style-type: none"> feels I/they feel(happy, cold) He/she feels (sad, sick) when I/they feel (happy) when I am/they are (at home). ... because ... I am/he/she/they are because 	<ul style="list-style-type: none"> Describing personal and other people's feelings using present simple tense. Acting situational games on people's feelings. Writing and reciting poems about feelings. Reading short simple stories about people's feelings Writing simple letters related to feelings.

Suggested assessment competences

- Describes personal and other people's likes.
- Express our likes.
- Reads simple short texts about feelings and likes.
- Writes a short text about feelings and likes.

TERM II

TOPIC 4: BEHAVIOUR

General background

This topic will enable learners to develop and use appropriate vocabulary and structures when interacting with others. The vocabulary and structures learnt under **What I like and How I feel** will enhance the development of social behavior. It lays the foundation for **Shopping** which is the next topic. The use of role-plays, demonstrations, situational games and other methods that call for interaction and help in the development of appropriate social language.

Learning Outcome: Learners will be able to exhibit good behavior, express themselves accurately and fluently in oral and written forms, for them to live in harmony with others.

Life skills and indicators

Non violent conflict resolution

- Using appropriate language.
- Resolving issues without fighting

Friendship formation

- Using, polite language
- Sharing
- Working in groups

Negotiation

- Use of appropriate body language
- Requesting
- Apologizing
- Thanking
- Responding appropriately

Effective communication

- Articulation

Values

- Cooperation
- Togetherness
- Respect
- Honesty
- Trustworthiness
- Patience

SUB TOPIC 4.A: GOOD BEHAVIOUR

9 LESSONS

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none">• Greets people around her/him using appropriate language.• Expresses gratitude according to different situations.• Uses courteous words appropriately.	<p>Vocabulary excuse, thank, sorry, forgive, lend, borrow, please.</p> <p>Grammar Present simple tense</p> <p>Language Structures and their responses</p> <ul style="list-style-type: none">• May I ... (have/take/use) ... please?	<ul style="list-style-type: none">• Using the given vocabulary and structure orally to make correct sentences.• Acting dialogues and plays in different situations using the given vocabulary and structures.• Identifying courteous words and using them.

<ul style="list-style-type: none"> • Asks and answers questions about good behaviour. • Reads simple texts related to the use of polite language. • Writes words sentences and short simple texts using polite language. 	<ul style="list-style-type: none"> • Yes, you may ... • No, I am sorry you may not... • (take/have/use Please lend me/her/him/them/Peter • Here it is /they are • Will you please... (lend give, help, go).....? • No, I am sorry .../No we are sorry... • May / I borrow ... please? • Yes, you may... <ul style="list-style-type: none"> • No, I am sorry... (I am using, it/ I don't have one). • Do you have any ? <ul style="list-style-type: none"> - Yes, I have some... - No, I don't have any... • Can (I/they/she/he/Kato /Nambozo) <ul style="list-style-type: none"> • ...please? - Yes, you/they/she/he/Kato/Nambozo can <ul style="list-style-type: none"> • - No, I am sorry ... can't • Would you like please? • Yes, I would ... thank you. No thank-you. • Forgive me for ... (breaking your pencil) <ul style="list-style-type: none"> - It is fine. - Don't worry. • Please forgive (him/her /them Mary) for... • - Its fine. 	<ul style="list-style-type: none"> • Asking and answering questions Completing a puzzle related to good behavior. • Reading dialogues and conversations using polite language in different situations. • Practising reading words, sentences, simple texts that have polite language. • Practicing writing words, sentences, simple texts using polite language. • Completing sentences using words related. • to polite language.
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Sub–Topic 4. B Bad Behaviour

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies words that describe bad behavior. Describes bad behaviour. Explains the effects of bad behaviour. Reads words, sentences and simple texts about bad behaviour. Writes words, sentences and short stories about bad behaviour. Comments on behaviour of different people. Compare people of good and lead behavior. 	<p>Vocabulary rude, fight, steal, disobey, unkind, , careless, hit, damage, burn, abuse cheat, quarrel, lie, dodge</p> <p>Grammar Use of, must and should.</p> <p>Language Structures</p> <ul style="list-style-type: none"> It is bad to ...(tell lies, come late). You must not He/she/they must not ...(tell lies, come late to school.) You/he/she/they should not ...(tell lies). We/he/she should not (steal, lie) because .. .(it is bad). 	<ul style="list-style-type: none"> Listening to short simple stories and identifying words describing bad behaviour. Practicing using vocabulary and structure describing bad behavior. Asking and answering questions. Talking about pictures and real life situations. Reporting bad behaviour. Acting situations of reporting. Reading words, sentences and text. Practicing writing words, sentences, short texts using vocabulary and structures Writing guided compositions. Writing sentences on pictures.

Suggested Assessment Competences

- Uses polite language in different situations.
- Reads words and sentences related to polite language
- Reads texts related to behavior.
- Writes texts related to behaviour.

TOPIC 5: SHOPPING

General background

Shopping is one of the major activities carried out in our daily life. This topic creates an opportunity for the learners to acquire the functional language related to shopping. It builds on what was covered in P.3 under **Measurement** and relates with what is handled in Maths in P.4. The teacher is encouraged to engage learners in practical activities to enable them develop functional language and use social language developed in topic 4 under Good behavior

Learning Outcome: Learners will be able to use a wide range of basic grammatical structures and vocabulary in order to communicate effectively in shopping situations.

Life skills and indicators

Effective communication

- - Accuracy

Self esteem

- Self expression

Self awareness

- Making choice

Friendship formation

- Use of polite language

Negotiation

- Using persuasive language
- Requesting

Decision making

- Telling consequences of their decision

SUB-TOPIC 5.A: BUYING AND SELLING

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies different items in a shop. Uses appropriate vocabulary and structures during shopping. Identifies categories of items (countable and uncountable). Identifies units used in shopping. Reads sentences and texts related to shopping. Reads price lists of different items in a shop. Writes simple text related to shopping. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Some, a few, cheap, expensive, kilogramme, a bar, a litre, metre, packet, cost, price, item. <p>Grammar</p> <ul style="list-style-type: none"> Present simple tense. Use of “much” and “many” (teach them in the negative) Use of “many” e.g. Musa did not sell many books Use of “much” e.g. Father did not give me much money for shopping. Use of “some” and “any” <p>Language Structures</p> <ul style="list-style-type: none"> e.g. I have some sugar I don't have any sugar much much ? How much is ... (water, salt)/ are the ...(books, pens)? How much is water? How much are the books? <ul style="list-style-type: none"> - ... is../are shillings. - The cloth is 1000 shillings a metre. - Oil is 2000 shillings a bottle - ...(cloth, oil, bottle of....) is/are.....(cheaper/more expensive)than (salt, a bar of soap). <ul style="list-style-type: none"> - e.g. a bottle of oil is more expensive than a bottle of soda. - A packet of salt is cheaper than a kilo of sugar. some May I have some ...(salt/sugar) please? <ul style="list-style-type: none"> - Yes, you may, here it is - Here is some ..(salt/sugar/water). - No, I am sorry I don't have any/...(books/salt). - is (buying/selling) 	<ul style="list-style-type: none"> Asking and answering questions about buying and selling items. Playing a shopping game. Reading simple text about shopping. Reading prices of different items and answering questions Modeling or drawing and labeling items in a shop. Writing texts Making a shopping list.

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • E.g. Tina is buying some salt • E.g. Tina will buy some sugar. • any • Is there any salt please? • Do you have any milk? • Tina will not buy any sugar. • Tina is not buying any salt. 	<ul style="list-style-type: none"> •

Suggested assessment competences

- Uses appropriate language in shopping situations
- Constructs sentences related to shopping.
- Reads short simple texts on shopping.
- Writes sentences to related shopping.

TOPIC 6: TIME

General background

This topic will enable learners to develop skills of talking about events using the correct form of verbs.

Having handled the past simple tense in P.3, this topic will consolidate what was learnt and introduce the other forms of the past tense. It will also prepare learners for the next topic which, talks about the future. The teacher should use learners' real life experiences, dialogues and other active methods to develop the required competences.

Learning Outcome: Learners will be able to use appropriate vocabulary and structures to express themselves meaningfully in a wide range of situations using the past simple and past continuous tense form.

Life Skills and indicators:

Effective communication

- Verbal expression
- Accuracy
- Logical/sequencing of ideas.
- Confidence

Coping with stress

- narrating past experiences

Interpersonal relationship

- interacting freely with others

Empathy

- using appropriate language

Creative thinking

- Responding to questions

Values

- responsibility
- togetherness
- co-operation
- love

Sub-topic 6.A Past Simple Tense

14 Lessons

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Asks and answers questions on past events. Reports on past events. Reads simple texts in the past tense Writes short simple texts in past tense. Describes events in the past tense 	<p>Vocabulary Morning, break time, afternoon, night, yesterday, midday, late, early, before, after, evening, lunch time, spent.</p> <p>Grammar</p> <ul style="list-style-type: none"> The use of 'before' and 'after' <p>Language Structures</p> <ul style="list-style-type: none"> do before/after? - e.g. What did you do after lunch? ... because ... e.g. He mended my dress because it was torn. 	<ul style="list-style-type: none"> Using vocabulary and structures in the past simple tense correctly. Narrating events in the past simple tense. Saving past simple tense of given verbs. Acting conversations in the past simple tense. Reading text in the past simple tense. Writing text in real and imaginary events.

Sub – Topic: 6.B Past continuous tense

9 Lessons

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Asks and answers questions on past events using the past continuous tense. Describes events in the past continuous tense. Reports events using the past continuous tense. Reads simple texts in the past continuous tense. Writes short simple texts in the past continuous tense. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Continue, bite, off, while, hold, eat, swing, read, hide. <p>Grammar</p> <ul style="list-style-type: none"> Use of “while” and “when” <p>Language Structures</p> <ul style="list-style-type: none"> Whilewhile e.g. I saw a woman driving a tractor while I was cutting a tree - While I was cutting a tree I saw a woman driving a tractor. When.... ... when e.g. When I was reading the lights went off. The lights went off when I was reading. as - e.g. As I was coming to school, I met the Local Council Chairperson. 	<ul style="list-style-type: none"> Acting dialogue/ conversation using past continuous tense. Re-ordering events to form stories in past continuous tense Reading stories, words and sentences written in the past continuous tense. Reading and writing sentences from substitution table. Telling stories in past continuous tense. Writing short texts in the past continuous tense.

Suggested assessment competences

- Expresses self-using the past simple and the past continuous tense form.
- Narrates and reports past events appropriately
- Reads texts in past simple and past continuous tenses
- Writes statements to make short stories in simple and past continuous tenses.

TERM III

TOPIC 7: EXPRESSION OF THE FUTURE

General background

The learners are already familiar with the present and past simple tense. This topic will enhance their knowledge of tenses and provide the vocabulary and structures to use in the future tense. It will also lay a foundation for discussion on democratic issues in the next topic. Use of role-plays, demonstrations and dialogues will help in developing the required competences.

Learning Outcome

Learners will be able to use a range of vocabulary and grammatical structures appropriately to express meaning related to future events, in oral and written forms.

Life skills and indicators

- Effective communication
 - Fluency
 - Accuracy
 - Logical flow of ideas
 - Articulation
 - Confidence
- Decision making
 - Giving reasons
 - Telling consequences of decision

Values

- Patience
- Cooperation
- Appreciation

Sub-topic 7.A: Expression of the future

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> • Talks about future events • Explains what will happen • Responds to questions appropriately. • Narrates events related to future happenings. • Read plans written by their peers. • Writes personal plans. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • tomorrow, next Monday next week, next month, next year, shall not, will not, arrive, <p>Grammar:</p> <ul style="list-style-type: none"> • Use shall and will when expressing the future. • NB. I/we are used with shall • You/she/he/they used with will. • Use of 'will not' <p>Language Structures</p> <ul style="list-style-type: none"> • I/we shall ... You/she/he/they will ... • ... will.... • E.g. Alice will go to school tomorrow. • ... shall ... • E.g. I shall eat a mango tomorrow • ... shall not ... • We shall not go to school next Monday. Shall we tomorrow/next week? • Yes, we shall No, we shall not ... • ... will not • E.g. Masaba will not come for the meeting tomorrow. • Will ...? • E.g. Will Masaba/he/she tomorrow? Yes, /she/Masaba will..... • No, he/she will not..... 	<ul style="list-style-type: none"> • Using the vocabulary and structures in meaningful statements. • Acting dialogues /conservations related to future events • Asking and answering questions in the future tense. • Talking about events related to the future events. • Reading simple texts describing future events • Reading plans of other learners. • Writing sentences and short texts in the future tense. • Formulating sentences from substitution tables. • Writing guided composition. • Writing personal plans.

Sub-topic 7.B: Keeping a diary

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> • Talks about activities in a diary • Reads events in a diary • Records events in a diary • Keeps a personal diary 	<p>Vocabulary diary, read, note, date, day, month, year, calendar time</p> <p>Language Structures</p> <ul style="list-style-type: none"> • will on • e.g. Miriam will visit her grandmother on 25th August. Revise then, where and what time. Will ... ? • No... will ... Yes ... will • e.g. Will Apio go to the market on Monday? - No, she will not - No, she will go to the market on Sunday Yes she will go to the market on Monday Yes, • she will. 	<ul style="list-style-type: none"> • Using vocabulary and structures related to keeping a diary. • Acting dialogues related to keeping a diary. • Reading and interpreting information in a diary. • Recording events in a personal diary. • Keeping a class diary.

Sub-topic 7.C: Using study time

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> • Explains activities done during study time. • Reads a study timetable • Writes a personal study timetable. • Uses the study time effectively • Follows a study time table. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • borrow, lend, library, revise, note(s), notebook. textbook. <p>Grammar</p> <ul style="list-style-type: none"> • Use of “usually”, “sometimes” • Language structures. • “usually”..... • e.g. The teacher usually lends us books to read at home • ... “sometimes”..... • e.g. I sometimes write down notes after reading a textbook. 	<ul style="list-style-type: none"> • Using given vocabulary and structures correctly to construct sentences. • Studying and answering questions about a study time table. • Formulating sentences using a study timetable. • Telling activities done during study time. • Reading and interpreting a study time table. • Writing compositions about study time. • Writing and acting conversations about study time.

Suggested Assessment Competences

- Talks about future events
- Reads texts related to future activities and study time
- Writes personal diary and study timetable.
- Writes texts in the future tense.
- Uses a personal diary and study time table.

TOPIC 8: DEMOCRACY

General background

This topic will enable learners to develop vocabulary and structures related to democratic activities. This will enable learners to express themselves using appropriate language in different situations. The teacher should use demonstrations, discussions, dialogues and story telling to develop the required competences.

Learning Outcome Learners will be able to use appropriate language to express themselves accurately and fluently when expressing appreciation, making comments, noting main points and answering questions in order to live harmoniously in society.

Life skills and indicators.

Self esteem

- Appreciating oneself.

Assertiveness

- Being open
- Listening to and valuing what others say
- Volunteering
- Standing for one's right
- Giving reasons for actions taken.
- Peer resistance
- Defending one's decisions

Non – violent conflict resolution

- Negotiating
- Accepting defeat
- Use of appropriate body language

Empathy

- Supporting others
- Listening to others

Values

- Co-operation
- Appreciation
- Endurance
- Patience
- Honesty
- Love
- Joy

SUB-TOPIC 8.1: GAMES AND SPORTS

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none">• Identifies games and sports played• Uses appropriate vocabulary and structures when describing games and sports.• Gives and follows simple instructions in a given game and sport• Sustains simple conversations• Reads simple articles on sports and games• Reads and interprets points	<p>Vocabulary</p> <p>run, jump, play, football, netball, skip, race, throw high, long, kick, player, lose, win, happy. clap, shout, game, support, slow, ordinal numbers, fast, quickly</p> <p>volleyball, watch, coach, umpire, referee.</p> <p>Grammar</p> <ul style="list-style-type: none">• Use of adjectives <p>Language Structures</p> <ul style="list-style-type: none">• What will do?• e.g. what will Akello do?• ... will ...	<ul style="list-style-type: none">• Using vocabulary and structures to construct meaningful statements.• Role playing different games and sports events.• Conducting simple conversations on games and sports.• Listening to and answering questions about radio sports programmes.• Reading stories related to sports• Reading simple articles and adverts on games and sports.• Reading and interpreting information on a score board.• Writing guided compositions.• Writing simple instructions

<ul style="list-style-type: none"> on a score board. Writes simple descriptions on a given game or sport. 	<ul style="list-style-type: none"> Akello will play football. Who was the (first, second)? was the 	<ul style="list-style-type: none"> Writing simple articles on games and sports. Writing descriptions of selected games and sports.
---	---	--

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> Writes simple articles related to games and sports. 	<ul style="list-style-type: none"> E..g. who was the first? E.g. Opendu was the first Why was the E.g. why was Delia the last? was the because..... E.g. Delia was the last because she was slowwant(s) to when I want to play volley ball when I join Primary Five 	<ul style="list-style-type: none"> Rearranging sentences related to sports and games events in a logical flow.

SUB – TOPIC 8.2: MUSIC, DANCE AND DRAMA

Subject competences	Content	Suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> Describes a given music festival. Acts in a given play. Spells selected words correctly. Composes simple songs using vocabulary learnt Reads simple texts related to music events Reads short poems or plays. Writes simple short texts 	<p>Vocabulary: sing, recite, conductor, costume, actor, actress, festival, rhyme, instruments, drama, best, worst, choir, concert,</p> <p>Grammar.</p> <ul style="list-style-type: none"> The use of superlatives <p>Language Structures</p> <ul style="list-style-type: none"> when e.g. She sang the best song Which will E.g. which song will Daudi sing? 	<ul style="list-style-type: none"> Using vocabulary and structures to describe given music events Reading short texts related to music, dance and drama. Writing guided compositions on given events. Reading and reciting simple poems and rhymes. Writing short texts related to music, dance and drama.

SUB-TOPIC 8.3: ELECTIONS

Subject competences	Content	Suggested activities
<ul style="list-style-type: none"> • Uses appropriate language in convincing others. • Conducts simple dialogues • Narrates simple stories • Responds to instructions • Reads simple texts. • Reads and interprets simple posters related to elections • Reads simple data related to elections • Illustrates election activities • Writes campaign messages 	<p>Vocabulary</p> <ul style="list-style-type: none"> • prefect, vote, voter, ballot paper, head girl, head boy, elect, monitor, candidate, election, stand, leader, rig, post, captain., campaign. <p>Grammar</p> <ul style="list-style-type: none"> • The use relative pronouns who and whom. <p>Language Structures</p> <ul style="list-style-type: none"> • who <p>E.g. John is the boy who won the post of head boy.</p> <ul style="list-style-type: none"> •/are electing as the <p>E.g. We are electing Nambawa as the head-girl.</p> <ul style="list-style-type: none"> • ...will on/in • They will elect Mariko on Monday. Whom ... • Whom are we electing as the food prefect? Is standing for the post of <p>E.g. Is Akiiki standing for the post of class monitor Yes Akiiki is standing for the post of class monitor No, Akiiki is not standing for the post of class monitor</p>	<ul style="list-style-type: none"> • Using appropriate vocabulary and structures accurately. • Asking and answering questions • Role playing electing school prefects. • Conducting conversations • Narrating simple stories about elections. • Reading short simple texts related to elections. • Reading and interpreting posters with campaign messages • Writing guided composition. • Reading and interpreting data related to elections. • Illustrating election activities. • Drawing posters. • Writing guided compositions • Writing simple campaign messages • Writing short and simple conversations or dialogues.

Suggested assessment competences

- Participates in democratic activities at school level.
- Writes text related to democratic practices
- Reads simple texts on democratic practices.



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THE REPUBLIC OF UGANDA

Ministry of Education and Sports

Primary School Curriculum

Primary 5 Curriculum

Set One: English, Integrated Science, Local Language, Mathematics and Religious Education (Christian Religious Education & Islamic Religious Education) and Social Studies.



National Curriculum Development Centre

August 2010

PRIMARY FIVE

CURRICULUM

SET ONE



**National Curriculum Development
Centre**

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA 2010

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NCDC takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or E-mail admin@ncdc.go.ug or www.ncdc.go.ug.

Connie Kateeba
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FOREWORD

The quality of education in a country is a major factor in its socio-economic development. Conscious of this fact, the Government of Uganda embarked on curriculum reviews intended to improve upon the education system at all levels. These reviews are guided by the Government Consultancy Report of 2005 which was done in light of and inspired by the measures government took earlier on:

- Government Report on Education Policy Review Commission (1989 Chaired by Kajubi);
- Government White Paper on the implementation of the recommendations of the report of the Education Policy Commission 1992
- Bazil Kiwanuka Report of the Curriculum Taskforce of 1993
- Implementation of UPE to increase accessibility without compromising quality, relevance and equity.

The Ministry of Education and Sports through NCDC has handled the review in three main phases namely:

- P1-3 Thematic Curriculum
- P4 the Transition year
- P5-7 the upper primary curriculum review.

At each level of review there were specific focuses. At P1-3 it was focused on development of literacy, numeracy, life skills and values. At P4 the focus was on addressing the transition and consolidating the achievements of thematic. While in Upper Primary (P5-7) the focus was to consolidate the language development and prepare learners for post primary education.

A curriculum of this kind is a guide to our development and is concerned with achievement of goals through a systematic coverage of content during the teaching/learning process in a given situation. This therefore makes it important in our educational system.

I, therefore, I call upon all stakeholders to participate effectively in the implementation of this curriculum and the enhancement of quality education in schools by playing their roles efficiently.

Dr. Y. K. Nsubuga

DIRECTOR OF BASIC EDUCATION

MINISTRY OF EDUCATION AND SPORTS

1.0 Introduction

This Primary Five Curriculum was developed after the Thematic Curriculum and the P4 Transition Curriculum based on subjects. It was designed to address overflows from earlier classes, content overload and unnecessary overlaps of topics. The P5 Curriculum is presented in two sets of documents. Set One comprises of English, Integrated Science, Local Language, Mathematics and Religious Education (Christian Religious Education & Islamic Religious Education while Set Two comprises of Creative Arts and Physical Education.

This is Set One Curriculum. This Curriculum is intended to address the following national aims of education in general and the aims and objectives of primary education in particular as outlined in the Government White Paper on the Education Policy Review Commission Report (1992):

2.0 The National Aims of Education

- (a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
- (b) To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship.
- (c) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
- (d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
- (e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
- (f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

3.0 Aims and Objectives of Primary Education in Uganda

At the Primary education level, the national aims of education can be translated to include the following aims and objectives:

- 1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
- 2. To develop and maintain sound mental and physical health.
- 3. To instill the value of living and working cooperatively with other people and caring for others in the community.
- 4. To develop cultural, moral and spiritual values of life.

5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop the pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners.

4.0 Rationale

At P5, the curriculum takes into account the fact that:

At P1- P3, the emphasis had been development of literacy and numeracy, life skills, values and attitude.

- In P4 the transition year learners were introduced to subject based learning, using English as the medium of instruction.
- P4 learning consolidated the achievements of P1 - P3 learning.

This P5 curriculum is meant to further consolidate the achievements of the earlier classes. Each subject has stated learning outcomes for each topic; content and language competences. It is also intended to provide the learners with basic knowledge in the various subjects, skills, attitudes, practices and values important for learners of P5 to prepare them for:

- Secondary education.
- The world of work.
- Scientific and technical application of knowledge.
- Life skills.

5.0 Structure of the Curriculum

5.1 Subjects in P5 Curriculum

The Primary Five Curriculum consists of the following subjects:

1. English
2. Mathematics
3. Social Studies
4. Integrated Science
5. Local Language
6. CAPE 1 – Music, Dance and Drama

7. CAPE 2 – Physical Education
8. CAPE 3 – Art & Technology
9. Religious Education:
 - Christian Religious Education
 - Islamic Religious Education

5.2 What the Review Addressed

Basically there has been minimal change of topics in all the subjects of P5 curriculum. There will be no need for change in instructional materials. There are few topics shifting without much change in content apart from making content presentations simple and light for learners of P5. In each subject a matrix indicating how topics have shifted has been included. Such matrix display how overflows from earlier classes, overlaps, overtones, and unnecessary repetition have been addressed.

Language competences have been expressed in each topic of every subject. Teachers will be required to pay attention to these.

5.3 Period Allocation

Subject	Periods			
	P4	P5	P6	P7
English	6	6	6	6
Mathematics	6	6	6	6
SST	5	5	5	5
R.E.	3	3	3	3
Integrated Science	6	6	6	6
LL	3	3	3	3
CAPE 1 – MDD	2	2	2	2
2 - P.E	3	3	3	3
3 - Art & Technology	4	4	4	4
Library Reading	2	2	2	2
Totals	40	40	40	40

5.3 Primary Five Sample Time-table

Each lesson/period in P5 shall take a duration of 40 minutes. It is suggested that practical subjects be given at least one double lesson to give adequate time to practice the new skills.

Day	8.00-8.30	8.30-9.10	9.10-9.50	9.50-10.30	10.30-11.00	11.00-11.40	11.40-12.20	12.20-01.00	01.00-02.10	02.10-02.50	02.50-03.30	03.30-04.30	04.30-05.00
Mon	MORNING ASSEMBLY	MTC	ENG	CAPE ₂	BREAK	ENG		LIB	LUNCH BREAK	RE	CAPE ₁	GAMES	EVENING ASSEMBLY
Tue		RE	MTC	SST		ENG	CAPE ₃			SST	LL		
Wed		ENG	SCE	CAPE ₂		SST	LIB	LL		CAPE ₁	ENG		
Thur		MTC	SST	MTC		LL	SCE	RE		SCE			
Fri		SCE		CAPE ₂		MATHS		SST		CAPE ₃			

CAPE Creative Arts & Physical Education

SCE Integrated Science

RE Religious Education

LIB Library

ENG English

SST Social Studies

MTC Maths

LL Local Language

6.0 General Methodology

The P5 pupils are expected to have developed sufficient basic literacy skills both in local languages and English. In each syllabus, development of content and concepts has been arranged in a progressive manner according to the learners' interests, progress and ability. The teacher is expected to enhance learning through the most effective learner-centred activities. The teacher will be expected to facilitate learning as the learners do the activity based learning.

In each subject, the methods a teacher chooses to use should be those which contribute towards the achievements of the competences, learning outcomes and eventually lead to the achievements of the aims and objectives of Primary Education stated above. At Primary Five the methods used should prepare learners for effective participation in further study of the topics in upper classes and eventually in secondary level.

7.0 Assessment Guidelines

In principle, continuous assessment is recommended in each subject. The assessment shall be based on the summarized competences suggested in each subject. The teacher is expected to manage the records of learners' results on the activities they do as learning progresses.

Like in the earlier classes, the guidelines have been provided in each subject to guide the teacher carry out, manage, keep records and utilize assessment results at various stages of learning. Records shall be kept on each individual learner, class progress and end of term performance. The teacher is encouraged to record those innovative products of learners that may not have been planned but are indicators of positive progress of a learner. The teacher is reminded that learners of P5 are already anxious about PLE and therefore need to be prepared for it. There should be regulator pen and paper assessments reflecting what is similar to PLE situations.

English

Background

English language has been, and still is, an important subject on the primary school curriculum. Children are expected to be fluent in this language by the end of the primary school.

In P.4, English language was used as a medium of instruction you were allowed. The English syllabus for P.5 has been prepared to provide the learner with opportunities to fully utilize the vocabulary and structures learnt in previous classes.

Unlike in P.4, which was a bilingual class, P.5 teaching will fully be carried out in English. The topics suggested here will consolidate on what has so far life situation. This provides an opportunity for the learner to practice what is learnt in class.

Rationale

Uganda is a multilingual society where over thirty indigenous languages are spoken. Until recently, when Kiswahili was declared to be the second official language, English has been and will continue to be the first official language. For this reason, English is a subject taught from the primary to secondary levels to enable learners communicate and access information which is in English.

General outcomes of teaching English in primary schools

By the end of Primary Five learners will have:

- Acquired effective use of the four basic language skills, that is, listening, speaking, reading and writing.
- Developed the confidence to use English in both oral and written forms.
- Acquired the appropriate language to use in a variety of situations.

Organization of the Syllabus

This P.5 syllabus has been arranged in matrix. The scope and sequence has been organized around eight topics. Some of the topics have sub-topics. Competences to be developed have been suggested with activities related to the content. As you may be aware, in the English language subject, the only new content taught is vocabulary and structures. This content is consolidated dialogues, composition, reading comprehension, rhymes, poems and language games.

You should therefore, ensure that each week, some vocabulary, (at least four but not more than five) is taught, with one structure. Several periods for each topic have also been provided in the syllabus.

Methodology

Effective language teaching calls for active participation of learners. Learners should therefore be given adequate opportunity to practice the vocabulary and structures learnt. Oral practice should always be given before written practice. The teacher should always use generic methods such as demonstration, discovery, role-play, research, group work, creative writing, drawing and reporting.

Teaching procedure

It is suggested that English in P5 could be taught using the following steps.

1. vocabulary

- Step 1:** Revise any related learnt vocabulary.
- Step 2:** Teach the new vocabulary using real objects, pictures or demonstration.
- Step 3:** Encourage learners to practice the pronunciation of the new vocabulary in groups, pairs and individually.
- Step 4:** Guide learners to use the new vocabulary using the structures(s) previously learnt.
- Step 5:** Ask learners to make sentences in groups and them in pairs.
- Step 6:** Let learners write sentences in their books. You can also ask them to draw pictures relating to the vocabulary.

2. Structures

- Step 1:** Revise the vocabulary taught in the previous lesson.
 - Step 2:** Present the new structures using demonstration.
 - Step 3:** Guide learners to orally practice the structures in groups, pairs and individually.
 - Step 4:** Let learners do a written practice using the structures.
- Note:** Remember, one structure should be taught in a given lesson.

3. Reading Comprehension

- Step 1:** Revise the structures and vocabulary previously learnt
- Step 2:** Discuss the text using pictures or stories.
- Step 3:** Set guiding questions and let the learners silently read the text. Put emphasis on the correct reading habits.
- Step 4:** Using guiding questions, discuss the text in a plenary.
- Step 5:** Let the learners in groups, discuss the comprehension question about the text.
- Step 6:** Let the learners write the answers in their note books. Encourage them to write full sentences. You may also ask the learners to summarize the text through drawings or paraphrasing.

Handling writing and spelling

Although learners are now in the upper primary, the issue of handwriting should still be emphasized. Learners with poor handwritings should be helped. For spelling, this should be done every day and whenever errors are made.

Instructional Materials

No successful teaching can be attained without use of appropriate instructional materials. The teacher is therefore encouraged to use instructional materials appropriate to the content. The teacher can use real objects, pictures, story books, reading cards, newspaper cutting, and many others.

Assessment

Continuous assessment is strongly recommended. This is because it enables the teacher to assess the progress of the learner so as to provide assistance where it may be required. The syllabus suggests competences to be assessed at the end of each topic.

The teacher should always keep records of the performance of each of the learners. Progression to a new topic or language area should always be done after the learner has shown the readiness to move on.

TERM I

TOPIC 1: VEHICLE REPAIR AND MAINTENANCE

23 periods

General background

This topic will enable learners to develop knowledge of crucial vehicle parts and identify tools required in vehicle repair and maintenance. Through this topic, learners will also be helped to develop appropriate language related to vehicle repair and maintenance. It is hoped that through the various suggested activities, learners will appreciate the need to have well maintained vehicles which may in turn reduce accidents caused by vehicles in dangerous mechanical condition.

Learning outcome

The learner is able to use appropriate vocabulary related to vehicle repair and maintenance.

Life skills and indicators

- Problem-solving
 - Taking a decision
 - Making a choice

- **Negotiation**
 - Using persuasive language
 - Making requests

- **Decision-making**
 - Making a choice
 - Asking questions

- **Values**
 - Appreciation
 - Trust
 - Patience

Sub-topic 1A: Parts of a Vehicle

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the given vocabulary to construct oral sentences with proper pronunciation. • Uses the present perfect tense to make sentences. • Constructs sentences using “must” and ‘mustn’t; “has” and “have”. 	<p>Vocabulary Engine, tyre, steering, wheel, windscreen, driving mirror, boot, seat belt, seats, wiper, head lamp, indicators, spokes, chain, mud guard, carrier, saddle, reflector, brakes, bell, peddle, handle bar.</p> <p>Grammar Use of present perfect tense. Use ‘has’ and ‘have’ Use of ‘must’ and mustn’t.</p> <p>Structures ...must ... e.g: You must repair your vehicle. ...mustn’t drive ... e.g: You mustn’t drive with flat tyres. ... has ... e.g: Ogule has bought new tyres for his car. ... have ... e.g. The children have broken the wind screen of Mr. Kasozi’s car.</p>	<ul style="list-style-type: none"> - Identifying common parts of a vehicle. - Describing parts of a vehicle. - Constructs sentences about parts of a vehicle. - Creating stories about parts of a vehicle. - Using vocabulary and structures. - Reading and writing texts about parts of a vehicle. - Drawing and labeling pictures to illustrate parts of a vehicle. - Spelling words correctly.

Sub-topic 1B: Equipment used in Vehicle Repair

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Makes sentences using the vocabulary related to vehicle repair and maintenance. • Uses conditionals “if” and structures to construct sentences with conditionals. • Completes the given vocabulary and structures. • Constructs their own structures using conditionals “if” and “in order”. 	<p>Vocabulary tool box, spanner, screw driver, pliers, hammer, file, car jack, saw, grease, oil, sand paper, tester, wire.</p> <p>Grammar Conditionals (if)</p> <p>Structures If ... e.g. If I want to remove a tyre, I will use a car jack. ... if ... e.g. I will buy a spanner tomorrow if I go to town. ... in order to ... Kirya used a pair of pliers in order to cut the wire. Review this sentence. Not the best, e.g. could try e.g.: In order to get the job done well, you may have to use pliers to cut the wire ,,,</p>	<ul style="list-style-type: none"> - Reading and writing text on equipment used in vehicle repair and maintenance. - Identifying and describing equipment used in vehicle repair and maintenance. - Conducting conversations on equipment used in vehicle repair and maintenance. - Asking and answering questions about equipment used in vehicle repair and maintenance. - Spelling words correctly.

Suggested Competences for Assessment

The learner:

- Uses vocabulary related to vehicle repair and maintenance orally.
- Reads texts and answers questions on vehicle repair and maintenance.
- Writes texts about vehicle repair and maintenance.

TOPIC 2: PRINT MEDIA

16 periods

General Background

This topic is intended to provide learners with adequate language to deal with all forms of print media. It will equip them with adequate knowledge and skills to read newspapers, magazines, pamphlets, brochures, and so on.

Learning Outcomes

The learner is able to use adequate vocabulary used in the print media and shows the desire to read and write articles in the print media.

Life Skills and Indicators

- **Effective communication**
 - Fluency
 - Confidence
 - Accuracy

- **Critical thinking**
 - Responding to questions appropriately.
 - Analyzing statements.
 - Making the best use of the information you have.

- **Creative thinking**
 - Initiating new ideas
 - Logical reasoning
 - Finding different ways of doing things.

- **Values**
 - Responsibility
 - Co-operation
 - Sharing
 - Appreciation

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the given vocabulary in sentences. • Constructs sentences using the appropriate structures. • Uses articles, relative pronouns and appropriate tenses in constructing sentences. 	<p>Vocabulary Cartoon, puzzle, story, news, announcement, advertisement, newspaper, magazine, back page, front page, reporter, article, editorial, columnist, editor, journalist, column, crossword, media, brochure, pullout, newsletter.</p> <p>Grammar Use of articles: a, the, an. Relative pronouns. Tenses: past, simple, future.</p> <p>Structures The ... which ... e.g. The article which appeared in the newspaper last week was sad. ... an... e.g: The journalist wrote an interesting story about elections. ... a... e.g. Mpung is a good columnist. ... will ... e.g: The advertisement on games and sports will be in the newspapers next week.</p>	<ul style="list-style-type: none"> - Talking about different items related to print media. - Reading different texts related to print media. - Writing articles, adverts and stories. - Asking and answering questions in past simple and future tense. - Spelling words correctly.

Suggested Competences for Assessment

The learner:

- Listens to and makes oral comments about the print media.
- Reads and reports on various print media.
- Writes articles on various issues.

TOPIC 3: TRAVELLING

15 periods

General Background

This topic is intended to make learners use language related to travelling. It will enable learners build on knowledge acquired in P.4 under the topic “**Giving Direction**”. Learners will develop vocabulary, structures and skills related to travelling.

Learning Outcome

The learner is able to use a range of vocabulary and appropriate grammatical structures related to travelling.

Life skills and Indicators

- **Effective communication**
 - Articulation
 - Audibility
 - Confidence

- **Assertiveness**
 - Being open
 - Expressing ones point of view
 - Standing in for one’s right

- **Decision-making**
 - Making choice
 - Telling consequences of their choices

- **Values**
 - Responsibility
 - Keeping time
 - Respect

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Describes different means of travel using the given vocabulary. • Uses the vocabulary and grammar given to construct sentences using proper adverbs and tenses. • Constructs own structures using the given grammar. 	<p>Vocabulary Further, about, fare, conductor, ticket, seat, cycle, speed, fast, reduce, arrive, reach, leave, departure, destination, luggage, passenger, travel, taxi, coach, by.</p> <p>Grammar</p> <ul style="list-style-type: none"> - Adverbs. - Past continuous tense. - Past simple tense. <p>Structures</p> <p>... while ... e.g. The conductor collected the fare while the taxi was moving.</p> <p>While ... e.g. While we were travelling, one of the children started crying.</p> <p>... often ... e.g. I often travel by bus to town.</p>	<ul style="list-style-type: none"> - Acting dialogues on travelling. - Reading texts on travelling. - Asking and answering questions on travel charts. - Writing imaginative compositions on travelling. - Spelling words correctly.

Suggested Competences for Assessment

The learner:

- Listens to and comments about various travel reports.
- Confidently, talks about various means of travelling.
- Reads texts and answers questions on travelling.
- Writes simple texts on travelling.

TERM II

TOPIC 4: LETTER WRITING

10 periods

General Background

This topic will enable learners to develop knowledge and skills of writing personal letters. It builds on what was handled in the previous topic **print media**. It lays a foundation for formal writing which is to be handled in P.7.

Learning Outcome

The learner is able to write a variety of personal letters such as seasonal greetings and invitations.

Life skills and Indicators

- **Effective communication**
 - Logical presentation of ideas
 - Accuracy

- **Creative thinking**
 - Logical reasoning
 - Innovativeness

- **Critical thinking**
 - Selecting and evaluating information.
 - Making best use of the information you have.
 - Analyzing statements.

- **Values**
 - Love
 - Appreciation
 - Friendliness

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies components of a personal letter using the given vocabulary. Completes sentences using the given structures. Writes letters using the acceptable grammar rules. 	<p>Vocabulary Invite, letter, envelope, address, card, occasion, party, guest, host, hostess, ceremony, affectionate, sincerely, yours, dear, sender, receiver, writer, friend, reply.</p> <p>Grammar</p> <ul style="list-style-type: none"> Interjections. Punctuation. Personal pronouns. <p>Structure E.g. Hullo, my friend. ... would ... E.g. He would come to our party if we invited him. Would...? E.g. Would you write a letter to your mother if she was sick? ... could... E.g. Maria could write a letter inviting Maggy to a birthday party. Could ...? e.g: Could he reply that letter immediately?</p>	<ul style="list-style-type: none"> Asking and answering questions on personal letters. Reading personal letters. Writing personal letters. Spelling words correctly. Reading texts related to letter writing. Writing personal letters.

Suggested Competences for Assessment

The learner:

- Uses oral expressions connected to letter writing.
- Reads and answers questions on letters.
- Write personal letters using appropriate language.

TOPIC 5: COMMUNICATION

74 periods

General Background

This topic will enable learners to develop the knowledge and skills of giving and receiving information in order to enable them interact or communicate with others freely. The topic also consolidates knowledge and skills acquired in the previous topics.

Learning Outcome

The learner is able to apply knowledge and skills acquired to communicate effectively using the post office, telephone and email.

Life Skills and Indicators

- **Effective communication**
 - Clarity
 - Accuracy
 - Logically

- **Critical thinking**
 - Responding to questions appropriately.
 - Taking decisions.
 - Making best use of the available information.

- **Values**
 - Co-operation
 - Appreciation
 - Friendliness
 - Care

Sub-topic 5A: The Post Office

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses given vocabulary in sentence construction. • Writes sentences using the future tense and conjunctions appropriately. • Constructs own sentences using the given structures as examples. • Completes the given structures. 	<p>Vocabulary Post, stamp, letter box, directory,, package, money order, private box, parcel, telegram, mail, aerogram, post office, box, box rental, letter slot, post office, registered letter.</p> <p>Grammar</p> <ul style="list-style-type: none"> - Future tense. - Conjunctions. <p>Structures ... either ... or ... E.g. Sarah will either send a letter or send a telegram. ... might ... e.g. She might receive her parcel this evening. ... unless ... e.g. Your letter will not be posted unless you fix a postage stamp. Unless e.g. Unless you pay for your box rental, it will be closed.</p>	<ul style="list-style-type: none"> - Role playing posting and receiving mail. - Reading texts related to post office. - Writing compositions on post office. - Spelling words correctly.

Sub-topic 5B: The Telephone

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the given vocabulary in constructing sentences. • Constructs sentences using the appropriate tenses. • Completes the given structures. • Constructs own sentences basing on the given structures. 	<p>Vocabulary Telephone, mobile telephone, teleface, airtime, landline, fixed line, receiver, handset, network mast, toxins, telephone directory, dial, airtime, airtime card, call, subscriber's identification module (sim) card, load.</p> <p>Grammar</p> <ul style="list-style-type: none"> - Past simple tense. - Present simple tense. <p>Structures ... enough ... to e.g. She did not enough have airtime to make a call. ... need to ... E.g: You need to fix a landline at home. ... needn't to ... E.g. You needn't own two telephones.</p>	<ul style="list-style-type: none"> - Role playing telephone activities - Demonstrating how to use a telephone. - Reading texts about using a telephone. - Asking and answering questions on telephone. - Writing texts related to telephone. - Spelling words correctly.

Sub-topic 5C: The Internet

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the given vocabulary in sentences. 	<p>Vocabulary E. mail, website, delete, save, open, scroll, folder, surfing, computer, internet café, service fee, virus, google, yahoo, search, page, access, sign in, sign</p>	<ul style="list-style-type: none"> - Acting dialogues and conversations on using the internet.

Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Uses the past simple and appropriate conjunctions, and interrogatives in sentences. • Completes the given structures. 	<p>out, log, internet explore, search engine.</p> <p>Grammar</p> <ul style="list-style-type: none"> - Past simple. - Conjunctions. - Interrogative, pronoun (who, what, which). <p>Structures</p> <p>... too.. to ... e.g The internet café was too congested to sit in.</p> <p>... in order to ... e.g I opened the website in order to access my e-mail.</p> <p>... so as ... e.g He logged onto yahoo so as to surf news.</p>	<ul style="list-style-type: none"> - Reading e-mail messages. - Asking and answering questions - Writing e-mail messages - Spelling words correctly

Suggested Competences for Assessment

The learner:

- Listens and responds to various expressions on communication.
- Reads texts related to the forms of communication.
- Writes texts using language related to communication.

TOPIC 6: CULTURE

29 periods

General Background

This topic will build on what was covered in **P.3 (Theme 9: Culture and Gender in Our Sub County)**. It will provide learners with an opportunity to learn and appreciate other people's cultures. It will also enable the learners develop vocabulary and structures related to culture.

Learning Outcome

The learner is able to develop knowledge on and be able to appreciate, different cultures.

Life Skills and Indicators

- **Self- awareness.**
 - Self-identification
 - Talking about one's culture

- **Friendship formation**
 - Use of polite language
 - Working in groups

- **Assertiveness**
 - Being open
 - Giving reasons for action
 - Listening and valuing others

- **Values**
 - Respect
 - Love
 - Co-operation

Sub-topic 6A: Nationalities

Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Uses the vocabulary in sentences. • Uses adjectives and	Vocabulary Ugandan, Tanzanian, Kenyan, Rwandese, Sudanese, German, French, English, Scottish, American, Brazilian, Chinese, Indian, Japanese. Grammar	<ul style="list-style-type: none">- Acting situational games related to nationalities- Reading and answering questions on nationalities.- Writing guided composition on

Competences	Content	Suggested Activities
<p>prepositions in constructing sentences.</p> <ul style="list-style-type: none"> Constructs own sentences using the given grammar. 	<p>Adjectives. Prepositions.</p> <p>Structure I am a ... e.g. I am a Chinese. ... not a ... but ... e.g. He is not a Ugandan but a Kenyan. e.g. Egyptians come from Egypt.come from..... e.g. Egyptians come from Egypt.</p>	<p>nationalities.</p> <ul style="list-style-type: none"> Completing sentences on nationalities. Spelling words correctly.

Sub-topic 6B: Languages

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Uses the vocabulary appropriately in sentences. Uses nouns, the passive voice and conditionals (if 2) in sentence construction. Constructs own sentences using the given grammar. 	<p>Vocabulary Luganda, Lumasaba, Runyankitura, Luo, Iteso, Kiswahili, French, English, German, Latin, Chinese, Ibo, lingala, Kinyanwanda.</p> <p>Grammar Nouns. Passive voice. Conditionals (if 2).</p> <p>Structures ... because ... e.g. She speaks Lugishu because she comes from Bugishu. Sentence transformation e.g. People in England speak English.</p>	<ul style="list-style-type: none"> Acting dialogues and conversations related to languages. Asks and answers questions related to languages. Reading different texts related to languages Writing imaginative composition. Writing sentence transformations. Spelling words correctly. Competing the structures.

Competences	Content	Suggested Activities
	English is spoken in England. If ... would ... If I were a Nigerian, I would be rich. ... would ... if Muyyobo would speak Spanish if she was from Spain. ... as ... e.g. Kinyarwanda is for Rwandese as Linganla is for Congolese.	

Suggested Competences for Assessment

- Listens and responds to various cultural expressions.
- Reads and reacts on various articles about culture.
- Writes various texts on nationalities and languages.

TERM III

TOPIC 7: PEACE AND SECURITY

15 periods

General background

This topic will enable learners to develop vocabulary related to peace and security. It will enable them acquire appropriate language necessary for harmonious living.

Learning outcome

The learner is able to use the vocabulary and structures related to security and peace in real life situations.

Life skills and indicators

- **Non – violent conflict resolution.**
 - Resolving issues peacefully.
 - Using appropriate language.
 - Accepting defeat.
 - Assisting others to come to an understanding.
 - Reporting bad acts.
- **Negotiation**
 - Temper control.
 - Using persuasive language.
 - Apologizing.
 - Requesting.
 - Thanking.
- **Interpersonal relationships**
 - Forgiving others.
 - Interacting freely.
- **Values**
 - Appreciation
 - Care
 - Love
 - Respect

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Constructs sentences using the given vocabulary. • Uses conjunctions and the given tenses appropriately. • Uses the given structures in sentence construction. • Constructs own structures using the given grammar. 	<p>Vocabulary Peace, security, judge, magistrate, report, statement, offense, offend, handcuff, crime, cell, arrest, court, police station, police post, army, barracks, case, court, witness, defense, gun, arrows.</p> <p>Grammar Conjunctions. Past tense (simple). Present perfect tense.</p> <p>Structures ... so ... that ... e.g.: The village has so many thieves that there is no peace. ... and ... e.g. The policeman arrested the murderer and took him to court. ... has/have ... e.g. Okumu has given his statement to the police ... about ... e.g.: The witnesses have given their statements about the case.</p>	<ul style="list-style-type: none"> - Acting conversations and dialogues. - Reading stories. - Telling and retelling stories. - Asking and answering questions. - Writing guided compositions. - Drawing scenes related to peace and security. - Spelling words correctly.

Suggested Competences for Assessment

- Listens and reads stories about peace and security.
- Reads texts about peace and security.
- Writes/draws scenes about peace and security.

TOPIC 8: SERVICES (BANKING)

16 periods

General Background

This topic will build on what was covered in P.3 (Theme 7 under **Managing Resources**). It will enable learners develop the basic language and skills related to banking which will be used in real life situations.

Learning Outcome

The learner is able to apply the knowledge and skills acquired in real life situations.

Life Skills and Indicators

- **Decision making**
 - Making choices
 - Asking questions
 - Giving instructions
 - Coping with stress
 - Being patient
 - Accepting advice
- **Negotiation**
 - Requesting
 - Thanking
- **Values**
 - Appreciation.
 - Patient.
 - Endurance.
 - Responsibility.

Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Uses the given vocabulary in sentences.	Vocabulary Bank, bank manager, Pass-book, bank-book, teller deposit withdraw, credit, save, safe, balance, account, bank statement, bounce, cheque forge, cashier, withdraw, form, deposit form, ATM card, machine, cheque book, savings, account, money.	<ul style="list-style-type: none">- Describing process of banking- Role playing banking situations.- Acting dialogues and conversations on banking.

Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Uses conjunctions and the given tenses in sentences. • Completes sentences using the given structures. • Constructs own sentences using the given grammar. 	<p>Grammar</p> <ul style="list-style-type: none"> - Conjunctions. - Past simple tense. - Future tense. - Present simple tense. <p>Structures</p> <p>Neither ... nor ... e.g. Neither is he a Manager nor a cashier at that bank ... neither ... nor ... Wafula will neither withdraw nor deposit money to day. ... as soon as ... E.g. The cashier gave Akello money as soon as she presented the withdraw form. As soon as ... E.g. As soon as Apio gave in the account number, the bank manager told him his balance.</p>	<ul style="list-style-type: none"> - Reading and interpreting information related to banking. - Writing and completing texts spelling words correctly.

Suggested Competences for Assessment

The learner:

- Uses vocabulary related to banking.
- Reads and answers questions related to banking.
- Writes texts related to banking.

Integrated Science

Background

This is Primary Five Science Syllabus. In Primary 1-3 learning is based on themes, learning outcomes and competences. Most of the Science related competences are covered under the literacy strands of the Thematic Curriculum. In Primary Four learning was based on subjects and the Science Syllabus outlined learning outcomes, content and language competences.

Learners in Primary Five are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use English only as a medium of instruction. The teacher is required to check from time to time if learners understand the concepts correctly and are able to consolidate what was acquired in earlier classes.

The instructional process will follow what was in the old syllabus and teachers will be required to use the old instructional materials.

Rationale

This revised Primary Five (P5) Science syllabus has been designed to consolidate the basic literacy and numeracy skills acquired during the Thematic Curriculum and the transition year. It is also intended to provide the learner with knowledge on basic science, health, agriculture and environmental knowledge, skills, attitudes, practice and values important to prepare learners for upper classes.

The main changes which have been made in this Primary Five syllabus are:

- Topic overflows from P4 e.g. the Digestive Systems and measurements have been included. Topics like Primary Health Care, part of Digestive System from has been simplified and is presented for P5. These are shown in the matrix below on topic shifts.
- Contents in some topics have been reduced in order to keep the learning experience light and simple. The more complex content has been shifted to upper classes while others have been redesigned to suit P5 learners' level.
- The scope and sequencing of content has been based on progression of outcomes and competences.
- Literacy skills and Language competences have been included in each topic to clarify concepts.
- Possible life skills which can be developed have been suggested in each topic.
- Subject competences and language competences have been included to replace objectives. These are arranged in order of cognitive levels namely knowledge, comprehension and application.
- Language competences have been included especially to reinforce literacy skills and to help clarify concepts.
- General outcomes instead of aims and objectives have been provided for each topic.
- The background for each topic has been given together with other necessary guidance to the teacher on how to handle the topic.

General Methodology

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit these competences.

The teacher of Integrated Science is expected to use a variety of books of the old curriculum. This will not enrich teachers content but will help the teacher to prepare the correct contents on the topics. The teacher is expected to constantly help relate science to real life situations and experiences. Not all schools in Uganda may have same learning environment. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. Such methods therefore, should cater for the spiral nature of the science syllabus. At Primary Four the topics introduced and content covered should pave way for further study of the topics in upper classes. Primary four class will be useful in preparing learners for effective participating in P5-7.

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus. Besides the Continuous Assessment, there shall be end of term and end of year assessment carried out and records kept.

General Learning Outcomes

When the learners go through this syllabus they will be able to:

- Survey, identify and distinguish the attributes of plants, animals, other objects and conditions in the environment.
- Use characteristics to compare and classify animals, plants and other objects in the environment.
- Identify the features and describe the functions of different parts of the human body.
- Take care of the different parts of their bodies and practice good health habits.
- Keep safe and avoid accidents.
- Understand the conditions for proper growth of living things.
- Apply correct scientific processes in investigations of various phenomena.
- Show knowledge of and take care of the environment for its sustainable use.

P5 Integrated Science Topic Outline

Themes or Unit	Topic	No. of periods
Theme 7: Science in Human activities and occupation	Keeping Poultry and Bees	22
Theme 5: Matter and Energy	Measurement	8
Theme 1: The Environment	Components of the environment: The Soil	18
Theme 2: Human Health	Immunization	20
Theme 4: The Human Body	The Digestive System	10
Theme 5: Matter and Energy	Heat Energy	20
Theme 7: Science in Human activities and occupation	Occupation in our community: Crop growing	12
Theme 3: The world of living things	Bacteria and Fungi	10
Theme 6: Managing changes in the Environment	Types of Change – Biological, physical and chemical	12
Theme 7: Science in Human activities and occupation	Keeping goats, sheep and pigs	24
Theme 2: Human Health	Food and Nutrition	12
Theme 2: Human Health	Primary Health Care and Family Care	12

TERM I

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

Topic: Keeping Poultry and Bees

General Background

Keeping poultry and bees is a very important topic which helps learners to develop interest and basic skills for managing simple projects like poultry and bee keeping for self reliance. It is important to note that this topic will help learners to appreciate poultry and bee farming as a business. This topic has been retained from the old syllabus.

Learning Outcome

- The learner is able to know and use basic scientific knowledge and skills in the management of poultry and bees.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies different types of poultry. • Describes the external parts of a domestic fowl. • Identifies the different types of chicken. • Describes the breeds of chicken. • Explains the uses of poultry. • Describes the systems of keeping poultry: chicken. 	<ul style="list-style-type: none"> • Names the different types of poultry. • Labels with correct spelling a diagram showing the external parts of a domestic fowl. • Correctly reads words and sentences on poultry. • Listens to stories about poultry farming as a business. • Recites rhymes about poultry farming. • Writes words, sentences and stories about keeping chicken. 	<ul style="list-style-type: none"> • Types of poultry (chicken, turkey, guinea fowls, ducks, pigeons). • External features of a domestic fowl (male and female) <ul style="list-style-type: none"> - comb, beak, wing, legs, feathers, claws, wattle, scales • Types of chicken <ul style="list-style-type: none"> - broilers - layers • Breeds of chicken • Systems of keeping poultry (chicken) 	<ul style="list-style-type: none"> • Naming types of poultry. • Describing the different types of poultry. • Drawing the external structure of a hen. • Labelling the different parts of a hen. • Naming different types of chicken. • Describing breeds of chicken. • Explaining uses of poultry farming. • Describing the systems of keeping poultry: chicken.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Explains how to manage a poultry farm. 		<ul style="list-style-type: none"> - Free range, deep litter, fold pen, battery • Management of poultry: chicken <ul style="list-style-type: none"> - Proper feeding, housing, pest and disease control and treatment e.g. spraying and vaccination. 	<ul style="list-style-type: none"> Explaining how to manage a poultry farm
<ul style="list-style-type: none"> Describes the life history of bees States the different types of bees. States the importance of bees. Explains the condition and reasons for swarming. Identifies the types of bee hives. Describes the different 	<ul style="list-style-type: none"> Spells the words correctly. Reads stories and poems about the importance of bee farming. Writes stories about bee farming. Draws and labels the life cycle of bees. 	<ul style="list-style-type: none"> Types of bees <ul style="list-style-type: none"> - drones, workers, queen. Importance of bees to plants and people. <ul style="list-style-type: none"> - pollination, honey, bee wax, propolis. Conditions and reasons for swarming <ul style="list-style-type: none"> - leakage in the hive, excessive heat, attack by enemies, bad smell, noise, looking for a new hive. Types of hives <ul style="list-style-type: none"> - Traditional bee hive e.g. Kigezi, dug out log, tin, - Modern bee hives e.g. box hive, top bar hive. Harvesting honey 	<ul style="list-style-type: none"> Naming different types of bees. Describing the life history of bees. Drawing and labelling the life cycle of bees. Stating the importance of bees. Discussing the conditions and reasons for swarming. Identifying the types of bee hives. Describing the different methods of harvesting honey. Spelling, reading and writing words, sentences and stories about bee farming.

Subject Competences	Language Competences	Content	Suggested Activities
methods of harvesting honey. <ul style="list-style-type: none"> Explains the importance of bee farming as a business. 		<ul style="list-style-type: none"> Traditional and modern methods Bee farming as a business <ul style="list-style-type: none"> Money, food, candles, plastics, employment. 	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Effective communication. Critical thinking. Creative thinking. Problem-solving. Decision making. 	<ul style="list-style-type: none"> Responsibility Care Concern Appreciation Love Patience Fluency 	<ol style="list-style-type: none"> Name the different types of poultry. Describe the conditions and reasons for bee swarming. Explain the importance of poultry and bee farming as a business.

THEME: MATTER AND ENERGY

Topic: Measurement

General Background

This topic should be used for increasing the learner's skills of taking accurate measurements with the correct units and using different instruments and apparatus. The teacher should show the relationship between mass and weight between capacity and volume. The language of measuring must be used correctly with demonstrations to explain the meanings; as well as such as heavy and light, big and small, floating and sinking. The topic is a preparation for the future lessons on energy and so should be carefully taught with learners doing experiments. The teacher should relate this topic with what is taught in Mathematics. This topic is an overflow from P4 Term Two.

Learning Outcome

The learner is able to know standard units for measuring mass, weight and volume and use correct instruments to measure mass, weight and volume.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • States the different measurements of objects. • Explains the need for standard measures of mass, weight and volume. • Uses the correct instruments and apparatus to take measurements. 	<ul style="list-style-type: none"> • Talks about measuring different objects and uses the correct English words to compare measurements. • Spells the words correctly. • Reads and writes scientific units used for measuring correctly. 	<ol style="list-style-type: none"> 1. Measuring <ul style="list-style-type: none"> - Mass and weight. - Capacity and volume. 2. Behavior of objects with water <ul style="list-style-type: none"> - Floating and sinking - Displacement methods 3. Finding density of different objects in relation to mass and volume. 	<ul style="list-style-type: none"> • Comparing different objects by mass, weight and volume. • Carrying out experiments on floating and sinking. • Measuring mass, weight and volume using standard measures and correct instruments. • Using the correct units of measure in different situations. • Finding densities of different objects.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication. • Critical thinking. • Decision-making. • Coping with emotions. • Coping with stress. • Problem-solving. 	<ul style="list-style-type: none"> • Fluency • Confidence • Responsibility • Taking decisions • Logic • Endurance • Prediction • Sympathy • Care 	<ol style="list-style-type: none"> 1. Name the different units used when measuring various objects. 2. Explain why objects float or sink in water. 3. Measure mass, weight and volume of different objects.

THEME: HUMAN HEALTH

Topic: Immunisation

General background

Many children's lives have perished due to diseases we could easily avoid. Learners should be made aware of the ways of preventing the deadly childhood diseases. Immunization is an important and most effective means of protecting the young from the killer diseases. The learners should therefore be vigilantly made to appreciate and take part in the immunization activities. This topic has been retained but taken from Term Two to Term One.

Learning outcome

The learner is able to develop more knowledge on immunization, appreciate the importance of immunizations and actively take part in the immunization activities.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none">• Identifies the different types of immunity.• Explain the importance of immunity.• Identifies different vaccines and relates them to the immunisable diseases.	<ul style="list-style-type: none">• Talks about different types of immunity.• Spells the relevant words correctly.• Sings songs about immunization.• Reads and writes words and sentences and stories about immunization.• Recites poems about immunization.	<ol style="list-style-type: none">1. Immunity<ul style="list-style-type: none">- What it is- Types of immunity<ul style="list-style-type: none">○ Natural○ Acquired2. Importance of immunity3. Immunisable childhood diseases<ul style="list-style-type: none">- Polio- Tuberculosis- Diphtheria- Measles- Whooping cough- Tetanus- Hepatitis B- Hemophilia influenza	<ul style="list-style-type: none">• Naming different vaccines.• Identifying different immunisable diseases.• Matching disease to vaccines.• Describing treatment and preventive measures.• Identifies different ways of administering vaccines.• Discussing signs and causes.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Identifies signs and symptoms of different immunisable diseases. • Identifies other immunisable diseases. • Relates the vaccines to diseases. • Identifies immunization centres in the area. • Describes treatment for immunisable diseases. 		<ol style="list-style-type: none"> 4. Causes, spread, signs and symptoms and effects. 5. Vaccines <ul style="list-style-type: none"> - What they are. - Storage 6. Types of vaccines <ul style="list-style-type: none"> - Measles vaccine - Polio vaccine - DPT - BCG, Hep B. Heb 7. Administration of vaccines <ul style="list-style-type: none"> - Orally - By injection. 8. Other immunisable diseases <ul style="list-style-type: none"> - Cholera - Yellow fever - Meningitis - Signs and symptoms and effects of other immunisable diseases. 	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Problem-solving. • Critical thinking. • Effective communication. • Self-awareness. • Empathy. • Decision-making. 	<ul style="list-style-type: none"> • Responsibility • Care • Taking decisions • Fluency • Concern • Confidence • Sympathy 	<ol style="list-style-type: none"> 1. Name the childhood immunisable diseases. 2. Describe the signs and symptoms of the childhood immunisable diseases. 3. Explain the importance of immunization.

THEME: HUMAN BODY

Topic: The Digestive System

General background

Learners now know the major organs of the body and their locations. The teacher should make sure that learners understand that the digestive system consists of different organs with different functions. You should relate digestive diseases with diarrhoea diseases learnt in Primary Four. This topic should be used for increasing skills of good feeding habits in order to have a healthy digestive system. This topic is an overflow from P4 term 3 and also taken from P7 Term 1 and merged.

Learning outcome

- The learner acquires knowledge about the organs of the digestive system and what happens to food within the system.
- Appreciate the importance of the digestive organs of the human body.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Explains what the digestive system is.• Identifies parts of the digestive system.• Describes the functions of the different parts of the digestive system.• Describes the signs and symptoms of diseases and disorders of the digestive system.	<ul style="list-style-type: none">• Names the different parts of the digestive system.• Spells the words correctly.• Recites rhymes about the different parts of the system.• Reads words, sentences and stories about the digestive system.• Draws and labels the different parts of the digestive system.	<ol style="list-style-type: none">1. Digestive system<ul style="list-style-type: none">- What it is.2. Parts of the digestive system<ul style="list-style-type: none">- The alimentary canal (mouth, oesophagus, stomach, small and large intestines).3. Functions of the different parts of the digestive system.4. Diseases and disorders of the digestive system.<ul style="list-style-type: none">- Causes- Signs and symptoms.	<ul style="list-style-type: none">• Naming the different parts of the digestive system.• Spelling the words correctly.• Reciting rhymes about parts of the digestive system.• Reading words, sentences and stories about the parts of the digestive system.• Drawing and labeling the

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Demonstrates behaviours and habits of maintaining the efficiency of the digestive system. 		<ol style="list-style-type: none"> Prevention and management of diseases and disorders of the digestive system. Behavior and habits of maintaining the efficiency of the system. 	<p>different parts of the digestive system.</p> <ul style="list-style-type: none"> Discussing ways of prevention and management of diseases and disorders of the digestive system.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Critical thinking. Self-awareness. Problem-solving. Decision-making. Empathy. 	<ul style="list-style-type: none"> Logic Responsibility Taking decisions Concern Care 	<ol style="list-style-type: none"> Name the different parts of the digestive system. Describe the functions of the different parts of the digestive system. Draw and label the different parts of the digestive system.

TERM II

THEME: THE ENVIRONMENT

Topic: Components of the Environment “Soil”

General background

The environment is not a new theme. At this level learners should be guided to study soil which is a major component of the environment. Soil is composed of many living and non-living substances which makes things to co-exist. The learners should be helped to find out how soil helps people to survive and its relationship with other components of the environment. Experiments should be carried out to find the components of soil. This topic existed here and has been retained.

Learning outcome

The learner is able to:

- Recognize causes of soil degradation.
- Demonstrate good practices of conserving and protecting soil.
- Appreciate the importance of soil in nature.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies the different types of soil. • Describes the different ways soil is formed. • Investigates to show properties of different soils. 	<ul style="list-style-type: none"> • Names the types of soil. • Describes the components of soil. • Recites poems and rhymes about soil. • Sings songs about soil. • Reads words, sentences and stories about soil. • Writes words, sentences 	<ol style="list-style-type: none"> 1. Soil <ul style="list-style-type: none"> - What it is - Types of soil <ul style="list-style-type: none"> ○ Loam ○ Clay ○ Sand 2. Soil formation <ul style="list-style-type: none"> - Weathering of rock - Decomposition of matter 3. Components of soil <ul style="list-style-type: none"> - Rock / soil particles (mineral) 	<ul style="list-style-type: none"> • Identifying types of soil. • Describing the different types of soil. • Experimenting to show the properties of the soil. • Describing the components of soil.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Analyses the importance of soil. • Describes the types and causes of soil erosion. • States the effects of harmful materials on soil. • Demonstrates methods of soil conservation. • Discusses ways of improving soil fertility. 	<p>and stories about soil.</p>	<ul style="list-style-type: none"> - Water - Humus / organic matter - Living things (e.g. bacteria, fungi) <p>4. Importance of soil</p> <ul style="list-style-type: none"> - Plant growth - Construction - Pottery - Home for animals - Source of minerals <p>5. Soil erosion</p> <ul style="list-style-type: none"> - What it is - Types of erosion - Causes of erosion - Agents of erosion <p>6. Effects of harmful materials on soil</p> <ul style="list-style-type: none"> - Broken glasses / tins - Plastics - Polythene - Chemicals / oils <p>7. Soil conservation</p> <ul style="list-style-type: none"> - What it is - Methods of soil conservation <p>8. Soil fertility</p> <ul style="list-style-type: none"> - What it is 	<ul style="list-style-type: none"> • Discussing the importance of soil. • Describing the types and causes of soil erosion. • Stating the effects of harmful materials on soil. • Practicing methods of soil conservation. • Discussing ways of improving soil fertility. • Investigating the advantages and disadvantages of artificial fertilizers and manure. • Making compost manure. • Describing the various components of soil.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Investigates the advantages and disadvantages of artificial fertilizers and manure. • Demonstrates best ways of making compost manure. 		<ul style="list-style-type: none"> - Ways of improving soil fertility. - Artificial fertilizers (in-organic). - Natural fertilizers (organic) e.g. <ul style="list-style-type: none"> ○ Compost manure ○ Farm yard manure ○ Green manure ○ Organic mulches <p>9. Advantages and disadvantages of artificial and natural fertilizers (manure).</p> <p>10. Making compost manure (project).</p>	<ul style="list-style-type: none"> • Discussing the importance of soil. • Participating in making compost manure.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Decision-making. • Effective communication. • Critical thinking. • Problem-solving. 	<ul style="list-style-type: none"> • Logic • Care • Responsibility • Taking decisions • Appreciation 	<ol style="list-style-type: none"> 1. Name the different types of soil. 2. Describe the components of soil. 3. Discuss the methods of conserving soil.

THEME: MATTER AND ENERGY

Topic: Heat Energy

General Background

Learners have been introduced to matter and energy in Term I. They learnt terms like mass, volume and density. You should build on what they learnt to introduce states of matter and forms of energy. Guide learners to identify the difference between types and forms of energy. Heat is a very essential form of energy in our day to day life. It provides optimum warmth for plant and animal growth. Many changes essential for the survival of the ecosystem. Learners should practically be exposed to the effects of heat in matter. This will enhance the understanding of their own environment and get ways of manipulating it and hence improving their lives. This topic existed in Term ... but has been taken to Term Two.

Learning Outcome

The learner is able to use basic scientific knowledge on effects of heat on things in the environment and demonstrate skills of investigating effects of heat on matter.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Analyses what matter is. Investigates the three states of matter. Differentiates between 	<ul style="list-style-type: none"> Describes matter and its characteristics. Role plays on transfer of heat. Spells the words correctly. Reads words, sentences and stories about heat energy. Writes short stories on forms of energy. Draws and labels the 	<ol style="list-style-type: none"> Matter <ul style="list-style-type: none"> What it is Weight / mass Properties of matter (experiments) <ul style="list-style-type: none"> Has weight/mass Occupies space Exerts pressure States of matter <ul style="list-style-type: none"> Solid Liquids Gases Solutes, solvents and 	<ul style="list-style-type: none"> Naming different sates of matter. Experimenting mixing and separating mixtures. Describing types and forms of energy. Carrying out activities / experiments that show effects of heat on matter. Drawing and labeling

Subject Competences	Language Competences	Content	Suggested Activities
<p>solute and solvents.</p> <ul style="list-style-type: none"> • Identifies the differences between types and forms of energy. • Identifies different sources of heat. • Describes the effects of heat on matter. • Investigates methods of heat transfer. 	<p>different types of thermometers.</p>	<p>solutions.</p> <p>4. Energy</p> <ul style="list-style-type: none"> • What it is. • Types of energy <ul style="list-style-type: none"> - Kinetic energy - Potential energy <p>5. Forms of energy e.g. heat, sound, electric, magnetism, light (no details of each needed)</p> <ul style="list-style-type: none"> • Characteristics of forms of energy (make work possible, transformation). <p>6. Heat energy</p> <ul style="list-style-type: none"> • What it is • Sources of heat e.g. sun, food, candle light; hot flat iron, hot charcoal, burning wood or coal, etc. • Uses of heat e.g. cook, dry food, dry clothes, warm things. <p>7. Effects of heat gain and loss</p> <ul style="list-style-type: none"> • Change of size / length • Expansion (experiments on the expansion) • Contraction (experiments on contraction) 	<p>thermometers.</p> <ul style="list-style-type: none"> • Measuring temperatures. • Mixing and separating mixtures. • Working out sums that involve conversions in °C and °F. • Disusing what energy is (the concept of energy). • Drawing and labelling different thermometers. • Discussing the effects of heat on matter. • Explaining of heat in our everyday experiences. • Practicing measuring temperature correctly. • Drawing the different thermometers correctly.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • States the difference between heat energy and temperature. • Relates heat to temperature. • Explains the types and uses of the thermometer. 		<ul style="list-style-type: none"> • Change of state e.g. melting, evaporation, freezing, condensation, sublimation. • Increase in temperature • Heat transfer (how heat travels) • Conduction in solids • Convection in liquids and gases • Radiation in vacuum <p>8. Uses of different methods of heat transfer in our surrounding e.g.</p> <ul style="list-style-type: none"> • The thermos flask • The charcoal stove <p>9. Heat and temperature</p> <ul style="list-style-type: none"> • What temperature is <p>10. Thermometers and measure of temperature</p> <ul style="list-style-type: none"> • Types and uses of thermometers • Celsius scale • Fahrenheit scale • Six's (Minimum and Maximum) • The clinical thermometer • Differences between 	

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Converts degrees appropriately. 		<p>different thermometers.</p> <p>11. Conversion from degree Celsius to Fahrenheit and vice versa.</p>	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Effective communication. Problem-solving. Critical thinking. Decision-making. Creative thinking. 	<ul style="list-style-type: none"> Responsibility Care Cooperation Confidence Logic Taking decisions Making right choices 	<ol style="list-style-type: none"> Describe the characteristics of different states of matter. Explain how heat energy affects the environment. Draw and label the different types of thermometers.

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

Topic: Occupations in Our Community: Crop Growing

General background

Learners already have the basic knowledge and skills about the growing of crops in general. In this topic the teacher is required to guide the learners on how to grow and care for the common tuber crops in their locality and select one for a sample study.

It is important to note that exposing learners to seeing, feeling, smelling and other practical activities enhances understanding and development of the concepts and skills you intend to develop in learners. This topic existed in Term Three but has been brought to Term Two.

Learning outcome

The learner is able to show knowledge about common tuber crops, demonstrate growing tuber crops and appreciate the importance of proper harvesting, processing and storing tuber crops.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies the characteristics of common tuber crops. • Discusses ways of growing and caring for tuber crops. • Identifies pests and diseases of tuber crops. • Describes the characteristics of common tuber crop pests and their effects on crops. • Discusses methods of controlling pests and diseases of tuber crops. 	<ul style="list-style-type: none"> • Names the common tuber crops. • Describes ways of caring for tuber crops. • Recites rhymes about the growing and caring for tuber crops. • Reads words, sentences and stories about the growing and caring for tuber crops. • Writes words, sentences and stories about the growing and caring for tuber crops. 	<ol style="list-style-type: none"> 1. Common tuber crops <ul style="list-style-type: none"> • Root tubers <ul style="list-style-type: none"> - sweet potatoes - carrots - turnips - cassava • Stem tubers <ul style="list-style-type: none"> - Irish potatoes and yams 2. Growing and caring for tuber crops. 3. Common pests and diseases of tuber crops. <ul style="list-style-type: none"> • Characteristics of common tuber crop pests. • Effects of pests and diseases on tuber crops: <ul style="list-style-type: none"> - Rotting of tubers - Holes on tubers and leaves - Leaf yellowing - Leaf curling, etc. 4. Methods of controlling pests and diseases of tuber crops. 	<ul style="list-style-type: none"> • Identifying the common tuber crops. • Naming tuber crops. • Discussing the ways of growing and caring for tuber crops. • Describing the characteristics of common tuber crop pests. • Discussing the effects of pests and diseases on tuber crops. • Discussing methods of controlling pests and diseases of tuber crops. • Describing ways of harvesting, processing and storing of tuber crops. • Practicing the growing of tuber crops as a project.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Describes ways of harvesting, processing and storing tuber crops. Practices the growing of tuber crops (project by the Young Farmer's Club). 		5. Harvesting, processing and storage of tuber crops. 6. Science oriented clubs - Young Farmers' Club	<ul style="list-style-type: none"> Discussing the effects of pests and diseases on tuber crops.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Effective communication Creative thinking. Decision-making. Problem-solving. 	<ul style="list-style-type: none"> Fluency Confidence Responsibility Appreciation Making right choices Taking decisions Care 	1. Name the different types of tuber crops. 2. Describe the ways of growing and caring for tuber crops. 3. Discuss the ways of harvesting, processing and storing tuber crops.

THEME: THE WORLD OF LIVING THINGS

Topic: Bacteria and Fungi

General background

Learners are already aware of germs as disease agents. In this topic, the teacher is supported to create awareness in learners about bacteria and fungi as disease agents. It is also important to note that some bacteria and fungi are useful to our day-to-day life experiences. Practical opportunity if possible should be availed to the learners to observe samples of bacteria and fungi under the microscope. This topic existed in Term Three but has been brought to Term Two.

Learning outcome

The learner is able to use scientific knowledge and skills about bacteria and fungi as disease agents and how they can be used to solve problems of everyday experiences.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Describes bacteria, where they are found and where they breed. • Describes characteristics of bacteria. • Discusses ways of preventing, controlling and treating bacterial diseases. • Describes fungi as harmless and harmful organisms. • Identifies dangers of fungi. • Discusses ways of preventing and controlling bacteria and fungal diseases. 	<ul style="list-style-type: none"> • Describes bacteria / fungi, where they are found and where they breed. • Acts a dialogue on useful and harmful bacteria / fungi. • Reads words, sentences and stories about bacteria and fungi. • Writes words, sentences and stories about bacteria and fungi. 	<ol style="list-style-type: none"> 1. Bacteria <ul style="list-style-type: none"> • What they are. • Where they are found. • Where they breed. 2. Nature of bacteria <ul style="list-style-type: none"> • Harmful • Useful / harmless 3. Prevention, control and treatment of bacterial diseases. 4. Fungi <ul style="list-style-type: none"> • What they are. • Where they are found • Examples of fungi <ul style="list-style-type: none"> - Harmful - Harmless / useful • Uses of fungi (mushroom for food, mould for penicillin drug, in brewing). 5. Dangers of fungi. 6. Prevention and control of diseases caused by fungi. 7. Facts about bacteria and fungi. 	<ul style="list-style-type: none"> • Describing bacteria and fungi, where they are found and where they breed. • Describing bacterial and fungi as harmful and harmless organisms. • Discussing ways of preventing, controlling and treating bacteria and fungal diseases. • Comparing bacteria to fungi.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Critical thinking. • Creative thinking. • Decision-making. • Coping with emotions. • Coping with stress. • Effective communication. 	<ul style="list-style-type: none"> • Sympathy • Care • Taking decisions • Logic • Concern • Fluency • Responsibility 	<ol style="list-style-type: none"> 1. Name the forms of bacteria and fungi. 2. State the uses of bacteria and fungi. 3. Describe ways of preventing, controlling and treating bacteria and fungal diseases.

TERM III

THEME 5: MANAGING CHANGES IN THE ENVIRONMENT

Topic 1: Types of Changes – Biological, Physical and Chemical Changes

General background

There are many changes that happen to living organisms as they grow. Changes also happen to other things in the environment and the atmosphere.

In P4 the learners learnt about changes in the water cycle. They also learnt about changes caused by heat to different things in the environment. You build on what has been learnt to guide learners to understand the different changes like those they may experience. Child growth and monitoring cards should be used to develop an understanding of biological changes. Note that physical and chemical changes happen in our environment now and then. You should focus on daily experiences which are familiar and which the learners can easily learn from. This topic has been retained but taken to Term Three.

Learning outcome

The learner is able to demonstrate basic knowledge and simple skills for managing changes in the environment.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Describes how changes take place in the environment.	<ul style="list-style-type: none">• Names agents of change.• Recites poems.• Role plays.• Reads words and sentences about the types of changes.• Writes words and sentences about the environmental changes.	1. Changes in the environment <ul style="list-style-type: none">a) Biological changes<ul style="list-style-type: none">• What they are.• Growth in plants and animals.• Physical changes in plants and animals.• Managing body changes<ul style="list-style-type: none">- Body care- Guidance	<ul style="list-style-type: none">• Naming different changes in the environment.• Classifying changes under biological, physical and chemicals.• Writing and singing songs about environmental changes.• Experimenting on physical changes of states of water.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Identifies the different changes in the environment. • Describes the different changes in the environment. • Describes the different effects / consequences of various changes in the environment. 		<ul style="list-style-type: none"> b) Chemical changes <ul style="list-style-type: none"> • What they are <ul style="list-style-type: none"> - Rusting - Fermentation - Respiration - Rotting and decaying c) Physical changes <ul style="list-style-type: none"> • What they are. • Changes in weather. • Changes in the states of matter. • Land slides • Earth quakes • Placement faulting / volcanic actions. <p>2. Characteristics of various types of changes in the environment.</p> <p>3. Consequences of various types of changes to: people, animals and plants</p> <ul style="list-style-type: none"> • Increases in size. • Increases in temperature. • Mountain formation. • Rain formation. • Change of state. 	

Subject Competences	Language Competences	Content	Suggested Activities
		<ul style="list-style-type: none"> • New things are formed. • Placement of things. 	

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Critical thinking. • Creative thinking. • Effective communication. • Problem-solving. • Self-esteem. • Empathy. 	<ul style="list-style-type: none"> • Responsibility • Sharing • Care • Concern • Logic • Confident • Acceptance 	<ol style="list-style-type: none"> 1. Name different changes that happen to living things. 2. List changes in the environment under <ol style="list-style-type: none"> a) Biological b) Physical c) Chemical 3. Describe ways of managing different changes that happen in our environment.

THEME 5: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

Topic 2: Keeping Goats, Sheep and Pigs

General background

Learners have already learnt about the keeping of rabbits in P4. In this topic, the teacher should build on that scientific knowledge to guide learners to keep other bigger animals like goats, sheep and pigs.

It is important to arrange field visits to nearby animal farms to emphasize the importance and skills of keeping goats, sheep and pigs. This topic existed in term one but has been taken to Term Three.

Learning outcome

The learner is able to demonstrate scientific knowledge and skills necessary for keeping bigger animals as well as start and manage animal keeping projects.

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies names of external parts of goats, pigs and sheep. • Describes different breeds of goats and sheep. • Describes uses of goats and sheep. • Discusses the causes, signs, symptoms, prevention and control measures of diseases of goats and sheep. • Discusses the causes, signs, symptoms, prevention and control measures of parasites and diseases of pigs. 	<ul style="list-style-type: none"> • Names the external parts of goats, sheep and pigs. • Recites a rhyme about products of goats, sheep and pigs. • Reads words, sentences, stories on goats, sheep and pigs. • Writes words, sentences and stories of goats, sheep and pigs. • Draws and labels external parts of goats, sheep and pigs. 	<ol style="list-style-type: none"> 1. Keeping goats and sheep <ul style="list-style-type: none"> • External parts of goats and sheep <ul style="list-style-type: none"> ○ Uses ○ Breeds 2. Housing and management of goats and sheep. 3. Products from goats and sheep e.g. <ul style="list-style-type: none"> • Meat • Skins • Wool • Milk 4. Diseases of goats and sheep <ul style="list-style-type: none"> • Causes • Signs and symptoms • Prevention and control. 5. Keeping pigs <ul style="list-style-type: none"> • External parts of a pig. • Breeds of pigs. • Proper housing and management of pigs. • Common parasites and diseases of pigs. 	<ul style="list-style-type: none"> • Listing external parts of goats, sheep and pigs. • Naming different breeds of goats sheep and pigs. • Listing products of goats, pigs and sheep. • Discussing how to control parasites and diseases of goats, sheep and pigs. • Drawing and labeling the external parts of goats, sheep and pigs. • Caring for goats, sheep and pigs (a project). • Draws and labels external parts of goats and sheep. • Lists products from goats and sheep. • Identifies breeds of pigs. • Describes ways of housing and managing pigs. • names common parasites and diseases of pigs

SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Designs a work plan for and starts an animal keeping project. 		<p>symptoms, prevention, control and treatment of pig diseases and worm infestations.</p> <p>6. Starting pigs, goats and sheep project and record keeping of activities carried out.</p>	<ul style="list-style-type: none"> •

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication. • Decision-making. • Critical thinking. 	<ul style="list-style-type: none"> • Responsibility • Care • Logic • Concern 	<ol style="list-style-type: none"> 1. Name the different breeds of goats, sheep and pigs. 2. Identify the diseases and parasites of goats, sheep and pigs. 3. Draw and label the external parts of goats, sheep and pigs.

THEME 5: HUMAN HEALTH

Topic 3: Food and Nutrition

General Background

Food and Nutrition is a primary aspect of life for both plants and animals. Food is important for growth and development of living things. In P4 the learners learnt the need for food and classified available foodstuffs under classes of carbohydrates, proteins, vitamins and minerals. Learners will now learn the advantages and disadvantages of breast feeding, bottle feeding, traditional customs and food taboos.

You should guide the learners to tell the importance of feeding the vulnerable groups of people well. Lead learners to discuss appropriate and prevailing views on the right use of the staple foods in the community. This will enable them increase their knowledge on proper food and nutrition and acquire skills for feeding people with different needs in the community. This topic existed in Term Two but has been taken to Term Three.

Learning Outcome

The learner is able to use scientific knowledge and skills necessary for keeping bigger animals and become able to start and manage animal keeping projects.

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Explains what breast feeding is, its advantages and disadvantages. • Explains what bottle feeding is, its advantages and disadvantages. • Identifies the vulnerable groups of people. 	<ul style="list-style-type: none"> • Names food for different communities. • Recites poems and sings songs on breastfeeding. • Writing food diets for the vulnerable people. • Explains some dishes for the vulnerable. 	<ol style="list-style-type: none"> 1. Breast feeding <ul style="list-style-type: none"> • What it is • Advantages and disadvantages to: <ul style="list-style-type: none"> - mother - baby - family 2. Bottle feeding <ul style="list-style-type: none"> • What it is. • Advantages and disadvantages to: <ul style="list-style-type: none"> - mother - baby - family 3. The vulnerable groups <ul style="list-style-type: none"> • Who they are? <ul style="list-style-type: none"> - weaning babies - the sick - the elderly - convalescents 	<ul style="list-style-type: none"> • Writing advantages and disadvantages of breast feeding to: <ul style="list-style-type: none"> • Mother • Baby • Care family • Explaining the instances when bottle feeding is necessary. • Listing different vulnerable groups of people. • Explaining why vulnerable people need special feeding? • Discussing the customs and food taboos in your society? • Writing advantages and disadvantages of food taboos.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Explains traditional customs and their advantages and disadvantages to the community. • Identifies different food patterns for different communities. 		<ul style="list-style-type: none"> - breast feeding - pregnant mothers and their unborn children. • Food for the vulnerable <ul style="list-style-type: none"> - soft drinks - soft foods - balanced diet • Traditional customs and food taboos in communities. <ul style="list-style-type: none"> - what taboos are e.g. women should not eat chicken, eggs, etc. - effects of food taboos in nutrition. <p>4. Food consumption patterns in the community.</p> <ul style="list-style-type: none"> • Staple foods of different communities. • Other foods of different communities. 	<ul style="list-style-type: none"> • Identifying different food consumption patterns in a community. • Describing food for the vulnerable. • Differentiates bottle feeding.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> • Effective communication. • Self-awareness. • Creative thinking. • Self-esteem. 	<ul style="list-style-type: none"> • Responsibility • Care • Love • Appreciation 	<ol style="list-style-type: none"> 1. Write advantages and disadvantages of: <ol style="list-style-type: none"> a) Breast feeding b) Bottle feeding c) Food taboos. 2. List five groups of vulnerable people in the community.

<ul style="list-style-type: none"> • Problem-solving. • Critical thinking. 	<ul style="list-style-type: none"> • Respect • Patience • Fluency 	3. Describe different staple foods for different communities.
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THEME: HUMAN HEALTH

Topic 4: Primary Health Care (PHC)

General Background

In this topic, learners should be involved in activities which enable them to carry out health activities that use the knowledge they have so far gained in health education theories. Community hygiene activities at this level should mainly be confined to school keeping the compound clean disposing rubbish, latrine, hygiene, etc to be an example to the community. This topic was merged from P5 Term Three, P6 Term two and P7 Term one.

Learning Outcome

The learner is able to apply knowledge of the elements and principles of Primary Health Care for improved quality of life.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • Describes what PHC is, its elements and principles. • Demonstrates activities of PHC in promotion of community hygiene. • Explains the 	<ul style="list-style-type: none"> • Describes what PHC is, its elements and principles. • Listens to stories about PHC activities in the community. • Sings songs about PHC promotion in the community. • Reads words, sentences and stories about PHC activities in the community. 	<ol style="list-style-type: none"> 1. Primary Health Care <ul style="list-style-type: none"> • What it is. • Elements and Principles of PHC. 2. Activities in PHC in promotion of community hygiene e.g. <ul style="list-style-type: none"> • Rubbish and excreta disposal. • Protecting water sources. 3. Responsibility of individuals, 	<ul style="list-style-type: none"> • Describing PHC, its elements and principles. • Practicing activities of PHC in the community. • Demonstrating the responsibilities of individuals, families and community in health promotion. • Naming people with special needs in the

Subject Competences	Language Competences	Content	Suggested Activities
<p>responsibilities of individuals, families and the community in health promotion.</p> <ul style="list-style-type: none"> Identifies the different types of people with special needs in the community and how to care for them. 	<ul style="list-style-type: none"> Writes words, sentences and stories about PHC activities in the community. 	<p>family and community in health promotion.</p> <p>4. Suitable lifestyles and good health practices.</p> <p>5. People with special needs in the community e.g.</p> <ul style="list-style-type: none"> the sick the elderly the disabled the young <p>6. Care for people with special needs e.g.</p> <ul style="list-style-type: none"> protection medication 	<p>community.</p> <ul style="list-style-type: none"> Discussing how to care for people with special needs.

Life Skills	Values	Assessment Activities
<ul style="list-style-type: none"> Self-awareness. Self-esteem. Empathy. Problem-solving. Decision making. Critical thinking. 	<ul style="list-style-type: none"> Sympathy Confidence Responsibility Care Logic Concern Acceptance Love Sharing Appreciation 	<ol style="list-style-type: none"> List the activities of PHC in promotion of community hygiene. Describe the responsibilities of individuals, family and the community in health promotion. Discuss how to care for people with special needs in the community.

Word List

Poultry Keeping

- poultry
- external
- functions
- systems
- beak
- claws
- wattle
- scales
- broilers
- layers
- free range
- deep litter
- fold pen
- fowl

Bee Keeping

- swarming
- drones
- pollination
- wax
- propolis
- leakage
- dug out log
- top bar hive
- excessive heat

Measurement

- mass
- weight
- volume
- capacity
- floating
- sinking
- displacement
- density (ies)
- instruments

Immunization

- immunity
- vaccine(s)
- immunisable
- symptoms
- diphtheria
- meningitis
- hemophilia influenza
- Hepatitis B
- whooping cough
- Tuberculosis
- Tetanus
- Yellow fever

Digestive System

- digestion
- aoesophagus
- rectum
- salivary glands
- pancreas
- disorder(s)
- efficiency
- ulcers
- intestinal obstruction
- constipation
- vomiting
- digestive system
- habit
- maintain(ing)

Components of the Environment: Soil

- fertilizers
- artificial
- mulches
- properties
- harmful
- components
- erosion
- agent(s)
- conservation
- compost
- loam
- clay
- bacteria
- fungi
- chemicals
- fertility
- manure
- humus
- green manure
- organic manure
- habitat
- mining
- polythene
- fertilizers
- mineral

Heat Energy

- solutes
- solvents
- characteristics
- transfer
- expansion
- evaporation
- sublimation
- conduction
- Fahrenheit scale
- conversion
- dissolving
- mixtures
- forms
- kinetic energy
- gases
- contraction
- freezing
- radiation
- convection
- clinical thermometer
- potential energy
- exerts
- pressure
- solid
- magnetism
- melting
- condensation
- vacuum
- Celsius scale
-

Occupations in our Community: Crop Growing

- tuber crops
- tubers
- pests
- cassava mosaic
- rotting
- spraying
- crop rotation
- rogging
- storage
- potato blight

Bacteria and Fungi

- organisms
- agent(s)
- bacterial diseases
- harmless
- fungal diseases

Types of Changes – Biological, Physical and Chemical Changes

- biological
- chemical
- adolescents
- melting
- rusting
- fermentation
- respiration
- decaying
- freezing
- placement faults

Keeping Goats, Sheep and Pigs

- parasite(s)
- swine flue
- flock

Food and Nutrition

- proteins
- carbohydrates
- vitamins
- staple food(s)
- minerals
- vulnerable
- weaning
- consumption
- convalescents
- nutrition
- balanced diet

Primary Health Care (PHC)

- elements
- principles
- hygiene
- excreta
- disposal
- suitable
- practices

Local Language

Background

This is a primary Five Local Language Syllabus. Local Language means the language of the locality where the school is situated. In some cases such as army schools which are bound to use Kiswahili, it may be a language decided on for convenience. Local Language teaching at Primary Five will focus on language in use plus some grammar. Culture and life skills will also be taught.

Rationale

One of the National Aims of Education as stipulated in the Government White Paper is to “promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence”. Patriotism for one’s country can only be achieved if learners are taught to respect and love their heritage, languages, communities, districts and eventually pride in being a Ugandan. Learning the grammar of a familiar language will give the learner a background to learning other languages in future.

General Aims of Teaching a Local language

When the learners go through this Syllabus, they will be able to:

1. Demonstrate permanent functional literacy.
2. Communicate effectively in Local Language.
3. Listen attentively and respond accurately and appropriately to instructions / directions.
4. Use correct language pattern / system in writing.
5. Explain the significance of cultural practices and rituals.
6. Create original stories around given situations.
7. Read a given text fluently with high level of comprehension.
8. Write stories, texts, reports or letters with correct use of orthography, structures and punctuation.
9. Develop a sense of pride for his/her language and culture and respect for other people’s culture.

General Methodology

It is strongly advisable that learners are taught using participatory methods. Local Language like any other language should be taught to the learners focusing on the four basic language skills: listening, speaking, reading and writing.

In every topic the aspects of culture related to that topic should be taught for example proverbs or taboos.

Methodology for Specific language aspects

a) Orthography:

Though this was handled in Primary Three and Four, there is need to continue reminding learners of the rules of orthography whenever grammar is being taught.

b) Comprehension:

Learners should be availed with a number of reading texts. These will not only be used for comprehension but also for teaching punctuation, tenses, prepositions, and other aspects of grammar.

c) Oral Literature forms:

These are: proverbs, similes, metaphors and idioms. These should be taught in relation to the topic at hand, for example, a topic on environment can be used to teach proverbs or taboos related to environment.

d) Culture:

Language and culture are inseparable. The morals, values, responsibilities are taught through culture. Aspects of culture should be taught as various topics, for example, if you teach about meetings you can teach about sayings referring to meetings.

e) Penmanship:

Language teaching aims at making learners functionally literate. They learn to communicate effectively both orally and in writing. Whenever there is a writing activity, the learner should be helped and reminded to write legibly.

f) Punctuation:

This is an important aspect of writing but should be taught using texts where the punctuation marks have been used.

6.0 Hints to the Teacher

The teacher needs to develop certain interests and engage in certain activities in order to manage the teaching and learning process properly, for example, by:

- a) Collecting materials and information about culture of that community (where the school is) such as names of people, places, objects, landmarks, their origin and meaning.
Practices of the people, child rearing, dressing habits, religious beliefs, cures for common illnesses, beliefs about certain diseases, occupations and implements social behaviour e.g. greetings and values, historical data on the villages in the neighbourhood.
- b) Visiting places of cultural interest in that area and find out what those people cherish.
- c) Assessing your culture objectively and find ways to add to or improve on that culture.
- d) Treating other people's cultures with understanding and teach learners to do the same.

NB:

For the topics which are not language related like Human Rights, Child Labour, HIV and AIDS and so on. You are expected to concentrate more on the grammar, vocabulary and the structures used. The learners, however, will learn the content of the text through comprehension.

7.0 Materials to be used

These include charts, books, news captions, concrete materials, art facts books. These could be prepared by the teacher, photocopied, bought or borrowed.

8.0 Assessment:

Assessment is a very important part of the learning process, as it indicates where the strength and weaknesses in the learning and teaching process are.

You are expected to determine the learners' achievement through:

- a) Observation (of behaviour and life skills).
- b) Continuous assessment (of topic, unit or week)
- c) Examinations (for instance at the end of the term or year)

Besides continuous assessment and end of term, there should be end of year examinations but must have a bearing on the records kept every term.

9.0 Topic Outline

Term I

TOPIC	SUB-TOPIC	PERIODS
1. Language used in different public places	• Names of public places	14
	• Language used	
	• Directions	
	• Behaviour	
	• Workers and tools used	
2. Meetings	• Cultural meetings	10
	• Political meetings	

3. Human Rights and Responsibilities	• A text on Human Rights	12
	• Children's Rights	
	• Children's Responsibilities	
	• Compound sentences	

Term II

TOPIC	SUB-TOPIC	PERIODS
1. Making use of reading materials	• Types of reading materials	12
	• Content in reading materials	
	• Purposes for reading	
2. Modern communication	<ul style="list-style-type: none"> • Types of items • How the items are used 	10
3. Advanced Creative language	• Text on environmental conservation	14
	• Compound sentences	
	• Paragraphing	
	• Oral Literature	

Term III

TOPIC	SUB-TOPIC	PERIODS
1. Child Labour	• A Text on Child Labour	8
	• Present simple Tense	
	• Future Tense	
2. HIV/AIDS	• A Text on HIV/AIDS	6
	• Guided Compositions	
	• Oral Literature	
3. Letter Writing	• Informal Letters	12
	• Tenses	
	• Text on Peace Education	
	• Composition	
	• Oral Literature	

TERM 1

TOPIC 1: LANGUAGE USED IN DIFFERENT PUBLIC PLACES

RATIONALE

The learner at this stage is beginning to be exposed to several public places, such as churches, schools and markets among others. It is therefore important for the learner to learn the appropriate language and behaviour expected of him/her while in those places.

BACKGROUND TO THE TOPIC

At this level, there is a lot of communication among learners both at school and at the community level where they stay. They therefore need to be conversant with different salutations and the appropriate language used in public places. It is important that you gather as much vocabulary as possible to cover the titles of different people, their roles and the appropriate language for effective communication.

LEARNING OUTCOME

The learner is able to communicate effectively in different public places to deliver accurate messages appropriately and effectively.

LIFE SKILLS

- Effective communication
Make sure the learners' responses are well structured in correct full sentences.
- Interpersonal relationships
Supervise the learners when working in groups.

Subject Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Identifies public places and the activities that go on in those places.• Creates stories about different places.	<ul style="list-style-type: none">• Names of public places.• Stories	<ul style="list-style-type: none">• Identifying the different public places.• Describing public places mentioned.• Writing descriptive stories about the named places.• Completing/copying proverbs related to the public places.• Reading stories about named places.• Answering questions on stories read.

Subject Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Uses polite phrases and vocabulary appropriately. • Demonstrates how to ask for direction to reach a destination. 	<ul style="list-style-type: none"> • Polite language used in public places e.g. <ul style="list-style-type: none"> - Thank you. - Excuse me. - I am sorry. - May I help you please ...? • Directions <ul style="list-style-type: none"> - asking for direction. - giving direction. 	<ul style="list-style-type: none"> • Conversing about common events using appropriate language. • Borrowing items using appropriate phrases. • Role playing behaviours e.g. apologizing. • Using appropriate language in public. • Greeting other people appropriately. • Giving directions and instructions. • Reading a dialogue about showing the way. • Writing a dialogue reflecting polite language.
<ul style="list-style-type: none"> • Demonstrates how to behave in public places. 	<ul style="list-style-type: none"> • Behaviour in public <ul style="list-style-type: none"> - desirable. - non-desirable. 	<ul style="list-style-type: none"> • Apologizing to others when in error using correct phrases • Observing others role playing for the correct actions. • Asking others for advice. • Choosing the right language to use. • Showing concern for children, the elderly and the disabled. • Reading/ acting a dialogue between workers and visitors. • Role playing behaviours and work in public places. • Participating or watching a role play on how to behave in public places.
<ul style="list-style-type: none"> • Identifies workers in a given place by title and roles. • Describes things used. • Constructs correct sentences about places, workers, tools or their roles. 	<ul style="list-style-type: none"> • Workers in a given place. <ul style="list-style-type: none"> - titles - duties • Tools used by the workers. 	<ul style="list-style-type: none"> • Talking about workers by title. • Talking about the roles of the workers. • Drawing and labeling the tools and objects used. • Making sentences referring to workers and their roles.

GUIDANCE TO THE TEACHER

- Through question and answer, ask learners to name public places they know in their community like: market or worship buildings.
- Divide the class into small groups and ask them to list activities that take place in those public places. This gives learners a chance to make friends and learn how to work with others.
- Make a table on the chalkboard with headings in two columns: Places and Activities and ask learners to match them.
- Discuss with the learners different situations in which polite language is required. Give learners a chance to share their experience, about what they know.
- Organize short activities of role-play depicting how people interact in those public places. Give learners a chance to volunteer for the role play. This will develop a skill of self-awareness.
- Let learners with Special Education Needs (SEN) be actively involved in all class activities. Encourage their peers to assist them.

TOPIC 2: MEETINGS

RATIONALE

Meetings can be cultural, political or official. This topic will focus on cultural and political meetings. The learner will be exposed to special vocabulary and structures used in such meetings. This will prepare them to participate in such meetings effectively in future.

BACKGROUND

This topic will cover knowledge, vocabulary and procedure of conducting cultural and political meetings. You are therefore expected to make enough research about the two types of meetings. Make research on cultural meetings and campaign speeches in order to have the required content to teach.

LEARNING OUTCOMES

The learner is able to acquire vocabulary, knowledge, skills and procedures of conducting cultural and political meetings and demonstrate how a campaign speech is delivered.

LIFE SKILLS

- Self-awareness
The learner will be asked to talk about rituals in his/her respective culture.

- Effective communication
The learner will be encouraged to speak up fluently when giving contributions.
- Critical thinking
The learner will evaluate rituals in groups.

Subject Competences	Content	Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies different types of cultural meetings / rituals, and the way they are conducted. 	<ul style="list-style-type: none"> • Cultural meetings <ul style="list-style-type: none"> - Type - Participants/roles - Process - 	<ul style="list-style-type: none"> • Discussing different types of cultural / ritual meeting ceremonies/rituals. • Describing how and where meetings or ceremonies are performed. • Identifying participants for meetings and their roles. • Brainstorming on how and where particular meetings/ceremonies are performed.
<ul style="list-style-type: none"> • Describes different cultural objects used during meetings / ceremonies / rituals. • Explains the significance of certain objects and symbols used in cultural meetings. 	<ul style="list-style-type: none"> • Cultural objects and symbols. • Importance of objects and symbols used. 	<ul style="list-style-type: none"> • Drawing different cultural objects used during meetings / ceremonies / rituals. • Talking about cultural symbols. • Drawing objects used in cultural meeting and labelling them.
<ul style="list-style-type: none"> • Explains the purpose of carrying out the ceremony and rituals. • Narrates the beliefs related to the procedure of the ritual. 	<ul style="list-style-type: none"> • Significance of different ceremonies and rituals e.g. <ul style="list-style-type: none"> - initiation - baby naming, engagement in marriage. • Procedures of cultural beliefs related to rituals. 	<ul style="list-style-type: none"> • Identifying different ceremonies and rituals. • Describing ceremonies and rituals. • Explaining the purpose of given ceremonies and rituals. • Analyzing any beliefs related to the ritual. • Discussing procedures of certain rituals.
<ul style="list-style-type: none"> • Explains some of the beliefs and practices related to ceremonies 	<ul style="list-style-type: none"> • Beliefs and practices of cultural rituals as expressed 	<ul style="list-style-type: none"> • Completing proverbs. • Making sentences using idioms.

Subject Competences	Content	Activities
and rituals.	in <ul style="list-style-type: none"> - proverbs / sayings - taboos - idioms - similies - stories 	<ul style="list-style-type: none"> • Writing sentences containing idioms. • Explaining taboos related to ceremonies. • Making sentences that contain similes. • Completing proverbs related to ceremonies in sentences. • Using idioms related to ceremonies in sentences. • Making sentences using similies. • Discussing different beliefs and practices.
<ul style="list-style-type: none"> • Explains the importance of a village meeting. • Names participants in a village meeting. • Describes procedures of a village meeting. • Demonstrates how to carry out political meetings / rallies. 	<ul style="list-style-type: none"> • Village meeting. • Meeting procedures. • <ul style="list-style-type: none"> - Local council - Rallies 	<ul style="list-style-type: none"> • Writing an agenda for a village meeting. • Writing a speech to mobilize for an activity. • Naming participants in a village meeting. • Describing procedures of a village meeting. • Discussing participants in cultural meetings and their roles. • Making a mock political rally.

GUIDANCE TO THE TEACHER

- Ask learners to name different cultural rituals / ceremonies and their venues. List them on the chalkboard as they are generated. This helps the learners to be proud of what they are hence boosting their self-esteem.
- Divide the class into small groups and let each draw a table showing different, participants in such meeting and their roles.
- After group presentations, lead a general discussion to ensure consistence across the groups.
- Ask learners individually to name and describe objects used and what they are used for.
- In small groups, let learners discuss how common rituals affect the candidates who undergo the activities performed. Help learners to critically evaluate the ritual hence develop critical thinking.
- Allow groups to report to the rest of the class. Allow comments from other groups.
- Ask groups to plan and role play the easiest ceremonies / rituals which can be performed by pupils in class.
- Start a proverb about rituals and ask learners to complete it, and then allow them to produce similar proverbs.
- Give a taboo related to a ceremony or a ritual and ask learners to give more taboos. Discuss each of the taboos briefly.
- Ask learners to describe political meetings they have ever attended.

- Give chance to shy and slow learners and those with different problems like speech to also participate fully in all class work. (Give them extra- time or any required help).
- Group learners and ask each group to produce an agenda for a meeting.
- Let each group present to the class as you comment on their presentations.
- Lead learners to describe the procedures.

TOPIC 3: HUMAN RIGHTS AND RESPONSIBILITIES

RATIONALE

The Human Rights Charter was written in English and translated into other international languages. What learners have met are a few interpretations of that charter. They need to have a more informed discussion of those rights that concern them and those that concern their parents. This will help them to respect the rights of their parents as they negotiate for observance of their own.

BACKGROUND

Get a list of human rights, analyze them and compare them with children's rights. Find out from the community which children's rights are violated most. Research about the responsibilities of learners to self, parents, and communities.

LEARNING OUTCOME

Learners will construct sentences using conjunctions and plurals of nouns about human rights.

LIFE SKILLS

- Self-awareness
The learners will be taught one's position and responsibility.
- Problem-solving
Learners will evaluate facts about human rights.
- Effective communication
Learners will talk freely about instances when their rights had been violated.
- Critical thinking
Learners will respond to questions appropriately.

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Reads a text on Human Rights • Identifies the importance of human rights. • Explains instances which violate Human rights. • Describes children's responsibilities. 	<ul style="list-style-type: none"> • A text on Human rights e.g. <ul style="list-style-type: none"> - Identity - Nationality - Life/live • Violation of rights • Children's rights e.g. <ul style="list-style-type: none"> - education - shelter - security • Children's responsibilities. • Compound sentence. • Conjunctions. 	<ul style="list-style-type: none"> • Identifying a number of human rights. • Discussing human rights. • Discussing children's rights. • Describing instances of violations of human rights. • Giving examples of learners' rights. • Explaining children's responsibilities: <ul style="list-style-type: none"> - to parents - to teachers - to community • Constructing compound sentences using conjunctions. • Generating conjunctions. • Listing examples of countable nouns. • Listing examples of uncountable nouns. • Giving plurals of countable nouns. • Changing sentences from singular to plural. • Using countable and uncountable nouns in sentences. • Nouns <ul style="list-style-type: none"> - countable - uncountable - plurals of countable nouns

GUIDANCE TO THE TEACHER

- In small groups, let learners list the children's rights they have heard about.
- Ask the groups to read what they have written as you make a general list of their rights on the chalkboard. (See appendix at the end of this syllabus).
- Help them to fill the gaps of what they have not spelt out properly and what is totally missing by comparing with the list you prepared.
- Explain to the learners what violation of rights is.
- In a general discussion of question and answer, ask them to describe instances where they think their rights were violated.
- Go through the preceding steps again to discuss general human rights.
- Compare and discuss the relationship between human rights and children's rights.
- Make two short related statements and ask learners to combine them into one.
- Ask them what words were used to join the sentences.
- Explain the role of conjunctions and ask them to construct similar sentences.
- Revise the meaning of nouns and ask for plurals.
- Help learners to notice how some nouns keep the same form when in plural as that of singular.
- Use examples to introduce the idea of countable and uncountable nouns.
- Identify the gifted learners in your class and let them take charge in assisting their peers in groups.
- Give extra time to the slow learners who will not grasp the new concepts in the expected time.
- Take time to identify other learners with particular exceptional behaviours like giving complaints and those who do not see or hear properly and allow them to sit in front.
- Do not punish those who always sleep in class, but talk to them. Find out their problems and counsel or guide them.

TERM II

TOPIC 1: MAKING USE OF READING MATERIALS

RATIONALE

Globally, information is mostly accessed through reading and researching on different topics / reading materials. In order to have the learners cope with this global experience, they should be guided in getting acquainted with various reading materials and how to use them.

BACKGROUND

By now, the learner is able to read but needs skills in categorizing the reading materials such as for interest. Learners are to be helped to acquire knowledge on the types of books like, novels, dictionaries and text books. They will also discuss the styles of reading according to one's intention of reading. You are therefore expected to provide the learners with a good variety of reading materials and to explain fully the materials, the content and how they are used depending on their intention.

LEARNING OUTCOME

The learner is able to identify different reading materials according to content and demonstrate the right style of reading with comprehension.

LIFE SKILLS

- Critical thinking
Learners will be helped to make the best use of the information availed.
- Effective communication
Learners will ask and answer questions.
- Problem-solving
Learners will identify different reading materials.
- Creative thinking
Learners will choose from the different styles of reading

Competences	Content	Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Differentiates the types of reading materials and their importance and style of reading. • Explains the purpose for each style. 	<ul style="list-style-type: none"> • Types of reading materials e.g. <ul style="list-style-type: none"> - News papers - Novels - Religious books and - Text books. • Purpose of different reading materials. • Style of reading. 	<ul style="list-style-type: none"> • Identifying different types of reading materials according to content. • Explaining different purpose of reading. • Listening, asking and answering questions about the definition of skimming, scanning and reading for comprehension. • Scanning a text and answering comprehension questions. • Skimming a newspaper and answering questions. • Reading a text and answering comprehension questions. • Discussing the purpose for each style. • Answering questions on a text read.
<ul style="list-style-type: none"> • Describes the content presented in different reading materials 	<ul style="list-style-type: none"> • Content in different reading materials e.g. novel, stories, dictionaries- meaning of the words, text book content and exercises. 	<ul style="list-style-type: none"> • Studying materials by the help of the teacher. • In groups, describing the main items in the reading materials. • Comparing reading materials according to content. • Explaining using examples of the differences between reading materials.
<ul style="list-style-type: none"> • Analyses the purposes for reading different types of materials. • Purpose for reading e.g. for Leisure e.g. novels Information e.g. Religious books Comprehension 	<ul style="list-style-type: none"> • Purpose for reading e.g. for leisure (novels) or information (Religious books). <ul style="list-style-type: none"> - Comprehension • Poems, rhymes, songs 	<ul style="list-style-type: none"> • Identifying what to read. • Explaining uses of reading. • Scanning through a given document and answering question on it. • Concentrating on the reading. (for comprehension) • Reading poems or songs. • Answering questions on poems. • Discussing purposes for reading. • Reading a given text for comprehension.

GUIDANCE TO THE TEACHER

The guidelines here below may not be the only ones to follow but use your own experience depending on your environment and situation to enable the learner achieve the intended life skills and competences.

- Lead learners to name the reading materials they know as you list them on the chalkboard.
- Discuss the difference between the learning materials in terms of content and use.
- Demonstrate different types of reading using different materials as learners watch.
- Guide learners to practice different styles of reading.
- Give out a text which they can read for comprehension.
- Guide the learners to identify the main aspects in a reading material.
- Give out different materials and ask learners to identify and describe those main aspects of a reading material.
- Lead learners to compare reading materials according to content.
- Guide learners to brainstorm about the purpose of reading.
- Record and complement the responses.
- Ask the learners to write types of various texts about reading materials, purposes of reading and style of reading.
- Provide rhymes and poems for learners to read and give them oral questions.

TOPIC 2: MODERN COMMUNICATION

RATIONALE

Many learners have used some gadgets for modern communication like radio and telephone, although they may not be in a position to classify them. They are used in a similar role of communicating among human beings. In P.4, these learners discussed local media. Now there is need to teach them about modern means of receiving and sending information. The topic will enable them to match with global advanced information communication technology. They will also learn that apart from receiving, they can also search for information.

BACKGROUND

The learners already practise modern communication both at home, in the communities and at school. In P4 they learnt about the different types of local media on which they can now build the modern means of communication, thus from known to the unknown. Give learners as much exposure as possible as some of them may not easily comprehend what they have never seen.

LEARNING OUTCOME

The learner is able to identify the different types/items of modern communication, explain how they work and demonstrate appropriate skills and language when using different gadgets.

LIFE SKILLS

- Effective communication
Reading the text related to communication.
- Negotiation skills
Using the appropriate language depending on the media.
- Decision making
Making choice on the type of gadget to use. Asking and answering questions on phone.

Competences	Content	Activities
The learner; <ul style="list-style-type: none">• Identifies the different types of items / gadgets used in modern communication.• Explains how different types of gadgets are used in communication.	<ul style="list-style-type: none">• Types of items / gadgets used in modern communication.• Different ways each type of communication gadgets works.• Types of messages communicated by different kinds of communication gadgets.	<ul style="list-style-type: none">• Identifying different communication gadgets.• Observing the available communication gadgets.• Discussing different messages communicated by the different types of the communication gadgets.• Reading texts related to modern communication.• Writing different compositions on how different communication gadgets work.• Identifying types of messages communicated.• Writing a composition on how communication gadgets work.

GUIDANCE TO THE TEACHER

- Bring a radio to class and use it to start your lesson.
- Discuss with the class how a radio works, for example, what we get from it and who sends that information on the air waves.
- Talk about other gadgets which they are familiar with, start with those they have heard about and inform them about new ones.

- As you discuss, show the real objects or pictures of those gadgets.
- Remember to ask learners to name what sense we use to receive the communication from each gadget; (the eye/the ear)
- Guide composition writing about the use of one type of communication gadget they are familiar with such as radio or phone.
- Help learners to construct questions hence demonstrate the use of question marks.
- Teach about the comma, demonstrate its use.
- Give a written exercise on the use of a question mark and a comma.
- Construct compound sentences and teach learners how to insert commas for easy reading.

TOPIC 3: ADVANCED CREATIVE LANGUAGE

RATIONALE

Since the learners have been using the language in speech, reading and writing, they have acquired some level of competence. Using advanced creative language, learners will be exposed to texts that have information to be discussed. This will add to the variety of vocabulary and structures they already have in use.

BACKGROUND

This topic will cover reading a text on cultural and modern environmental conservation. These will initiate comprehension, debate, use of compound sentences and a comma. For practice and preparation for advanced creative language, you need to guide learners to practice writing paragraphs. You also need to prepare the text on environmental conservation ahead of time, which they will read for vocabulary, structures, punctuation and comprehension.

LEARNING OUTCOME

The learner is able to demonstrate the ability to read and comprehend a given text and use the most appropriate language to write on a given topic using correct grammar.

LIFE SKILLS

- Decision-making
 - Choosing methods of protecting the environment.
- Effective communication
 - Writing a composition.
 - Composing a text on objects.

- Critical thinking
 - Friendship formation.
 - Working in groups.

Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Constructs sentences related to environmental conservation methods. • Differentiates between modern and cultural environmental conservation. • Constructs compound sentences correctly. 	<ul style="list-style-type: none"> • Environmental conservation methods <ul style="list-style-type: none"> - Cultural - Modern • Compound sentence and uses of a comma <ul style="list-style-type: none"> - breaking a sentence - naming things - titles e.g. Mrs, Mr. - on address - before quotation marks. 	<ul style="list-style-type: none"> • Identifying environmental conservation methods, cultural or modern. • Reading a text on conservation. • Reading a text on environmental protection. • Answering questions in writing about the text on the modern and cultural environmental conservation. • Discussing the similarities and differences between modern and cultural methods of environmental conservation. • Constructing compound sentences. • Constructing sentences with a comma. • Describing and giving examples on the use of a comma.
<ul style="list-style-type: none"> • Explains the principles of paragraphing. • Writes a composition (free creative text). 	<ul style="list-style-type: none"> • Paragraphing. • Composition writing. 	<ul style="list-style-type: none"> • Discussing the principles of paragraphing. • Writing the objects to be talked about in a story (plot). • Writing a guided composition on a topic. • Choosing a topic to write on. • Writing the plot of the composition.
<ul style="list-style-type: none"> • Reads, recites and acts poems with fluency. 	<ul style="list-style-type: none"> • Poems related to particular objects • Songs related to particular events. 	<ul style="list-style-type: none"> • Reading poems following rhythm. • Singing songs related to common events. • Answering comprehension questions from poems. • Discussing themes that are suitable for writing

Competences	Content	Suggested Activities
		poems. • Writing poems on a selected theme.

GUIDANCE TO THE TEACHER

- Guide learners to identify environmental conservation methods they know and group the methods in their respective categories.
- Note the good points on the blackboard.
- Give them a text on environmental concern to read for comprehension. Ask oral and written questions.
- Using examples, guide learners to select an object to write on.
- Demonstrate / work with them to produce a plot for the chosen topic.
- Let them practice writing a plot of a given topic in groups.
- Guide the groups to report as you comment.
- Present prepared poems to learners either on a chart or photocopies.
- Demonstrate several times how a poem is read as learners listen.
- Ask learners to practice reading a poem. Guide them as they read.
- Ask them to answer comprehension questions on the poem.

Note: Use text on environmental conservation and a poem on environmental concern.

TERM III

TOPIC 1: CHILD LABOUR

RATIONALE

Child labour is one form of child abuse and one of the things that have affected children's education and livelihood in general. This topic is intended to give learners awareness about effects and dangers of child labour so that they can make informed decisions when faced with certain conditions.

BACKGROUND

In this topic, learners will be exposed to a text on child labour which will highlight the definition, forms of child labour, its causes and consequences. You need to research on literature about child labour from KURET, International Rescue Committee, Naggulu or the Library so that you teach from an informed point of view.

LEARNING OUTCOME

The learner is able to demonstrate awareness of the information presented on child labour and use the text to practice grammar aspects in use.

LIFE SKILLS

- Assertiveness
Standing for one's right.
- Self esteem
Expressing likes and dislikes.
- Negotiation skills
Responding appropriately.
- Peer resistance
Standing by one's principles.

Subject Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Reads a text on child labour. • Discusses the forms of child labour. • Answers questions on text. • Constructs correct sentences in present simple tense. • Constructs correct sentences in future tense. 	<ul style="list-style-type: none"> • Text on child labour focusing on: <ul style="list-style-type: none"> - Forms - Child work - Causes - Consequences. • Comprehension • Present simple tense. • Future tense. 	<ul style="list-style-type: none"> • Reading a text on child labour. • Answering questions on child labour text. • Discussing forms of child labour. • Making sentences in present tense. • Reading sentences in present tense. • Making sentences in future tense. • Writing sentences in future and present tense. • Acting a dialogue on child labour. • Writing messages against child labour.

GUIDANCE TO THE TEACHER

- Ask learners to brainstorm on what they understand by child labour. Complement by giving the definition.
- Guide a discussion by giving a few examples of forms of child labour to set the pace.
- Record the good responses on the chalkboard.
- Lead the discussion on the differences between child labour and child work.
- Record the differences given, then ask learners to copy them.
- Give two sentences in present simple tense and ask learners to give similar ones.
- Guide the presentation as you record the good ones.
- Tell the learners that those sentences are in present simple tense.
- Give two sentences in future tense.
- Ask learners to give similar sentences in future tense.
- Record the good responses.
- Let the learners read the sentences recorded.
- Let the learners copy the sentences in present and future tenses as examples and formulate their own in their books.
- Give an exercise in which learners change sentences from one tense to another.

Note: Brief notes on child labour have been provided at the end of this syllabus

TOPIC 2: HIV / AIDS

RATIONALE

HIV/AIDS is one of the most harmful infections commonly talked about in this era. It is a common belief in Uganda that every body knows what HIV/AIDS is, it's causes, its effect, and the way it spreads. Unfortunately it is not true because whenever HIV/AIDS is talked about, there is something new learnt. Learners at this age need to get information on HIV/AIDS for awareness, prevention and knowledge to help them avoid the epidemic. Much of the information available is in English, and in many of our cultures, talking about such topics has been a taboo. Bringing it up now in local language will enhance awareness.

BACKGROUND

In this topic, it is intended that you use a text on HIV/AIDS which spells out the causes, effects, spread, misconceptions and prevention measures. You are expected to prepare the text or to photocopy captions which have the facts before you teach the lesson. You are also expected to have read widely about HIV/AIDS so that you are informed. The text could also be used to teach comprehension, verbs, prepositions, tenses and even punctuation.

Using group discussion, learners can be guided to come up with a guided composition.

LEARNING OUTCOME

The learner is able to demonstrate knowledge and skills of dealing with HIV/AIDS and use the right grammar to write a composition about it.

LIFE SKILLS

- Self-awareness
Self-evaluation
- Coping with emotions
Being sensitive about other people's emotions.
- Critical thinking
Making the best use of the information you have.

Subject Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Reads a text on HIV/AIDS. • Discusses a text on HIV/AIDS. • Writes a composition on HIV/AIDS. • Reads a poem on HIV/AIDS. 	<ul style="list-style-type: none"> • A text on HIV/AIDS focusing on: <ul style="list-style-type: none"> - What it is. - Ways it spreads. - Prevention. - Misconceptions. • Composition • A Poem 	<ul style="list-style-type: none"> • Reading a text on HIV/AIDS • Talking about the spread of HIV/AIDS. • Asking and answering questions. • Discussing the misconception held on HIV/AIDS. • Copying salient issues on HIV/AIDS e.g. what causes its transmission and prevention. • Writing a guided composition on HIV/AIDS. • Reciting a poem. • Reading a poem. • Discussing the messages in the poem. • Answering questions on the read poem. • Copies a poem on HIV/AIDS. • Answers written questions.
<ul style="list-style-type: none"> • Constructs sentences using the present tense. • Writes legibly. 	<p>Guided composition using present simple tense.</p>	<ul style="list-style-type: none"> • Talking about the choice of a topic. • Constructing sentences in the present tense. • Writing a composition.

GUIDANCE TO THE TEACHER

- Make research about HIV/AIDS and either prepare or photocopy a text with facts on AIDS.
- Hold a discussion with learners to gauge how much they know about HIV/AIDS in terms of definition, spread, prevention and effects.
- As the discussion progresses, record important points on the blackboard.
- Give a brief introduction on the text, and group the learners in preparation for reading the text, set the learners to read with a purpose.
- When the learners are through with the text, give oral questions about the text.
- Give written questions to be answered in writing individually.
- Demonstrate the correct use of present simple tense and ask learners to make similar sentences.

- Lead the learners to discuss the topics in line with HIV/AIDS.
- Remind the learners about the principles of writing a composition and set them to write individually.
- Either put up a chart with a poem on HIV/AIDS, or on any other disease or proverbs referring to HIV/AIDS or its effects. Guide the learners to read it several times.
- Lead the learners to answer questions on the poem.
- Summarises the important points on HIV/ AIDS and let learners copy them in their books.

TOPIC 3: LETTER WRITING

RATIONALE

Letter writing is a way of conveying an intended message to another person in written form. In this topic, learners will acquire knowledge and skills of writing informal letters. This will facilitate their communications with friends and the society they live in at large.

BACKGROUND

In this topic, you are expected to give learners plenty of practice in writing informal letters and compositions. There should be more emphasis put on the use of future tense and conditional sentences that is the ‘if’ clause. The skills expected to be acquired will help learners to communicate effectively.

LEARNING OUTCOME

The learner is able to write informal letters and compositions legibly and chronologically using the correct punctuations and tenses.

LIFE SKILLS

- Effective communication
Writing meaningful letters
- Assertiveness
Expressing one’s point of view
- Coping with stress
Talking about personal problems

Subject Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Explains what an informal letter is. • Identifies parts of an informal letter. • Writes an informal letter with punctuation marks and proper tenses. 	<ul style="list-style-type: none"> • Informal letters • Parts of an informal letter • Punctuation marks • Tenses 	<ul style="list-style-type: none"> • Reading samples of informal letters. • Writing a letter to a friend. • Organizing ideas chronologically. • Writing legibly. • Using punctuation marks correctly. • Using tenses correctly.
<ul style="list-style-type: none"> • Reads and comprehends a text on peace education. 	<ul style="list-style-type: none"> • A text on peace education 	<ul style="list-style-type: none"> • Reading a text on peace. • Answering written questions. • Completing sentences. • Completes sentences using given word / words correctly.
<ul style="list-style-type: none"> • Discusses parts of a composition and writes about peace education. 	<ul style="list-style-type: none"> • Composition on peace education 	<ul style="list-style-type: none"> • Reading a sample composition. • Writing a composition on a given topic. • Identifies a topic to write on. • Organizes the plot for the story. • Uses correct tenses.
<ul style="list-style-type: none"> • Interprets proverbs. • Reads proverbs. 	<ul style="list-style-type: none"> • Oral literature (proverbs) 	<ul style="list-style-type: none"> • Reading proverbs. • Completing proverbs. • Copying proverbs.

GUIDANCE TO THE TEACHER

- Hold a brain storming session to find out how much learners know about informal letters.
- Use the sample letters you have to explain the reasons for writing and the presentation.
- Emphasize salient issues like addresses, punctuation, date, chronological presentation of ideas, being brief, margins and grammar.

- Have sample letters, a text on peace education and a story on a chart for learners to read and identify salient parts of a letter. Have a collection of proverbs.
- Use conditional sentences (if) and future simple tense as you present each item.
- Encourage learners to use punctuation marks correctly as they read and write.
- Emphasize legibility as they write.
- Guide learners to practice writing informal letters either in groups or individually.
- Present the text on peace education and explain briefly what it is about.
- Group learners and instruct them to read silently as you supervise.
- Organize for the answering of questions either orally or in writing or a filling in exercise.
- Guide a discussion on things that can cause or disrupt peace.

Note: These will give clues to aspects which can be used as titles.

- Guide a discussion to revise the parts of a composition and use one of the topics you have on the blackboard.
- As a class, let learners generate the plot of the composition through questions and answers.
- Demonstrate how this plot can be used when writing a composition.
- Use that sample to revise the major parts of a composition.
- Ask learners to write a composition on a peace-related topic.
- Provide proverbs and ask learners to generate more proverbs.
- Guide learners to copy the proverbs generated with proper spelling and punctuation.

Note: Your chart containing proverbs could be pinned up in class for further reading.

APPENDIX I: ON HUMAN RIGHTS

HUMAN RIGHTS (SAMPLE)

1. All persons are equal before the law.
2. A person should not be discriminated against on grounds of sex, race, colour, ethnic origin, tribe, birth, creed, religion, socio-economic standing, political opinion or disability.
3. Only courts of law can pass a valid death sentence.
4. The life of an unborn child may not be terminated except as authorized by law.
5. No person shall be deprived of his personal liberty unless he has committed an offence and has been proved guilty by court of competent jurisdiction.
6. Nobody shall be subjected to any form of torture.
7. Slavery is prohibited.
8. Unlawful search of a person, his/ her home or other property is prohibited.
9. A person is presumed innocent until proved guilty or unless he / she plead guilty.
10. Women shall be accorded full and equal dignity with men.
11. Laws and traditions that undermine the status and rights of women are prohibited.
12. The state is under the obligation to support disabled persons in development.
13. Minorities have a right to participate in decision-making in order to articulate their interest.
14. Every person has the right to practice his/her profession and to carry out any lawful trade or business.
15. Union has a right to unionize for the protection and advancement of their interest.

Mathematics

Introduction

This mathematics syllabus has been divided into six themes and twelve topics.

The Themes are: Sets, Numeracy, Interpretation of Graphs and Data, Measurements, Geometry and Algebra.

The topics include:

- Set concepts
- Whole numbers
- Operations on whole numbers
- Patterns and sequences
- Fractions.
- Data handling
- Money
- Time
- Length, Mass and Capacity
- Lines, Angles and Geometric figures.
- Integers
- Algebra

The scope and sequence has been designed in such a way that the topics have been further broken down into manageable teachable sub-topics. The material in this mathematics syllabus differs markedly from the traditional Mathematics in that it is more directly concerned with application of mathematics in everyday life. A brief background has been made for each topic, which lays a firm foundation for the concept to be developed.

Mathematics has been allocated six (6) lessons per week. Some of the exercises are supposed to be done outside the allocated time. Encourage the learners to always do maths in their time.

Rationale

The constant use of the mathematical approach to situations and formation of important concepts are the main aims of this syllabus. Often familiar facts are emphasized to illustrate a mathematical idea so that a concept can be firmly established before being used to discover new facts.

Throughout the primary school, emphasis should be laid on recording, reporting and discussing investigations carried out.

Mental mathematics and its integration into other subjects must be encouraged. This will in turn make the learning of mathematics much easier and interesting. Remember the learner may know much more than you expect him/her to know. Practical work will therefore play a big role in consolidating what the learner already knows before new ideas are brought in.

A four step plan is one of the strategies a mathematics teacher and learner may use to solve a problem. Understanding the problem is the first step to solving it.

UNDERSTAND	<ul style="list-style-type: none"> • Read and understand the problem. • Know what is given and what you have to find.
PLAN	<ul style="list-style-type: none"> • Make a plan. • Choose a problem-solving strategy.
WORK	<ul style="list-style-type: none"> • Carry out the plan. • Use the strategy and do any necessary calculations.
ANSWER	<ul style="list-style-type: none"> • Check any calculations and answer the problem. • Interpret the answer if necessary.

This syllabus if well implemented will go a long way in providing a foundation to a dynamic society.

SCOPE AND SEQUENCE

THEME 1: SETS

TOPIC: Set Concepts

In the previous classes, the learner was introduced to the concept of sets. This continues with the work on sets that has already been covered. The task for the teacher is to help learners draw examples from everyday life related to sets. As you introduce them to Venn diagrams and some notation in sets, they need enough practical work to master correct use of symbols and language used in set concepts.

Learning Outcome

The learner is able to demonstrate the knowledge of sets to solve problems in real life situations.

Life Skills: Critical thinking, creative thinking, effective communication.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • Forms sets. 	<ul style="list-style-type: none"> • Names and describes the sets. 	<ul style="list-style-type: none"> • Sets - Equivalent 	<ul style="list-style-type: none"> • Forming and drawing the sets. • Drawing Venn diagrams.

<ul style="list-style-type: none"> Identifies the union and intersection of sets using Venn diagrams. 	<ul style="list-style-type: none"> Distinguishes equal sets from equivalent sets. 	<ul style="list-style-type: none"> Empty Equal Union of sets Intersection of sets Venn diagrams. 	<ul style="list-style-type: none"> Identifying members of the union and intersection of sets on the Venn diagram. Drawing Venn diagrams and using them.
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Teacher's Notes

- Let the learners form different sets of objects of different colours, shapes and different numbers.
- The learners should pick two sets and compare the number of members of each set to find out whether the sets are equal or equivalent.
- The learners should identify the common members of the sets being compared.
- Guide the learners to draw Venn diagrams.
- Introduce different shapes of Venn diagrams to the learners.

Assessment Competences

The learner is able to:

1. Form sets
2. Draw Venn diagrams to show union and intersection of sets.
3. Write down the union and intersection of sets from given sets.

THEME 2: NUMERACY

TOPIC: 1 Whole Numbers

This topic provides the basis for learners to develop the attitude of determination to solve problems in real life by calculation. It is when the learner can properly count, read and write whole numbers that he/she can eventually be introduced to operations on numbers. Let the learner use examples of real objects, such as cows, goats, chairs, etc.

Learning Outcome

The learner is able to appreciate the need of counting in everyday life and work with whole numbers up to 999,999.

Life Skills

- Critical thinking.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Identifies place value of each digit in 6 digit numbers.• Finds values of digits.• Expands six digit numbers.• Rounds off whole numbers to the nearest ten thousands.• Reads and writes Roman numerals.	<ul style="list-style-type: none">• Names place values up to millions.• Reads numbers in expanded form.• Writes expanded numbers in words.• Reads and writes Roman numerals up to fifty in words.	<ul style="list-style-type: none">• Numbers<ul style="list-style-type: none">- Place value- Value up to 999,999.- Natural numbers up to 999,999.- Rounding off whole numbers to nearest 10,000.- Roman numerals.	<ul style="list-style-type: none">• Identifying place values up to 6 digits.• Working out values of digits.• Rounding off whole numbers.• Reading and writes Roman numerals.• Converting Hindu – Arabic numerals to Roman and vice versa.

Teacher's Notes

- Let the learners make abaci. The abacus should be used in naming and identifying place values.
- Help the learners to round off the numbers using abacus. The meaning of placing a small Roman numeral on the left or right hand side of the bigger Roman numeral should be emphasized to the learners.

Assessment Competences

The learner is able to:

1. Name place values up to hundred thousand's.
2. Read and writes whole numbers up to 999,999.

TOPIC: 2 Operations on whole numbers

This topic should not be handled in isolation. The learner should be helped to realize that everyday they add something to another. For instance they add sugar to tea, salt to soup, welcome other members to our families, etc.

Always relate these operations to real life and bring out other words that will consolidate the concepts further, for example increase, decrease, reduce, more, less.

Learning Outcome

The learner is able to use the four basic operations to solve problems.

Life Skills: Critical thinking.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Adds whole numbers up to 6 digits with or without regrouping. - Solves word problems.	<ul style="list-style-type: none"> Describing the meaning of addition verbally. Reading word problems aloud. 	<ul style="list-style-type: none"> Addition of whole numbers. 	<ul style="list-style-type: none"> Computing problems involving addition. Solving simple word problems in real life situations.
- Subtracts whole numbers up to 6 digits with or without regrouping. - Solves simple word problems.	<ul style="list-style-type: none"> Using other terms correctly for subtraction such as decrease, take away, minus, less than in English sentences. Reading word problems verbally. 	<ul style="list-style-type: none"> Subtraction of whole numbers. 	<ul style="list-style-type: none"> Computing problems involving subtraction. Reading and solving simple word problems in real life situations.
- Multiplies numbers up to 4 digits by 2 digit natural numbers. - Interprets and solves word problems.	<ul style="list-style-type: none"> Using correct mathematical terms for multiplication in sentences. Playing games involving multiplication tables. 	<ul style="list-style-type: none"> Multiplication by 2 digit natural numbers. 	<ul style="list-style-type: none"> Multiplying up to 4 digit numbers by 2 digit numbers. Reading and solving simple word problems in real life situations.
- Divides whole numbers by 2 digit numbers with or without remainders. - Solves simple word problems.	<ul style="list-style-type: none"> Correctly using mathematical terms for division e.g. divided by, share, quotient, dividend in sentences. 	<ul style="list-style-type: none"> Division of whole numbers by 2 digit numbers. 	<ul style="list-style-type: none"> Working out division sums describing each step. Reading and solving word problems in real life situations.

Subject Competences	Language Competences	Content	Suggested Activities
	<ul style="list-style-type: none"> • Interpreting word problems. 		
<ul style="list-style-type: none"> - Uses the operations of addition, subtraction, multiplication and division to solve problems in real life situations. 	<ul style="list-style-type: none"> • Interpreting problems involving the four basic operations. 	<ul style="list-style-type: none"> • Mixed operations 	<ul style="list-style-type: none"> • Reading and solving real life problems.
<ul style="list-style-type: none"> - Counts, adds and subtracts numbers in Base Five. 	<ul style="list-style-type: none"> • Counts numbers in Base Five. 	<ul style="list-style-type: none"> • Numbers in Base Five. 	<ul style="list-style-type: none"> • Counting numbers in Base Five. • Computing problems involving addition and subtraction of numbers in Base Five.

Teacher's notes

- Learners should be encouraged to use concrete objects when they are carrying out operations on numbers.
- Encourage your learners to always read aloud the mathematical problems to the whole class.
- Learners should always be reminded of the place values while carrying out operations on numbers.

Assessment Competences

The learner is able to:

1. Add numbers up to 6 digits.
2. Subtract numbers up to 6 digits.
3. Multiply numbers up to 4 digits by 2 digit numbers.
4. Divide whole numbers by 2 digit numbers.
5. Use the four operations on whole numbers in word problems.
6. Add and subtract numbers in Base Five.

TOPIC 3: Patterns and Sequences

New ideas like Lowest Common Multiple, Highest Common Factor, increasing and decreasing progression must be introduced gradually.

Use of mental work may be helpful in stimulating the learners' computation skills.

Learners will need a variety of patterns and sequence in order to discover the difference between the two and how one leads to the other.

Learning Outcome

The learner is able to relate and apply simple computation skills involving patterns and sequence in real life situations.

Life Skills -

Critical thinking.

Creative thinking.

Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">- Forms patterns using increasing and decreasing progression.- Identifies triangular, square and composite numbers.- Prime numbers- Works out the L.C.M and G.C.F	<ul style="list-style-type: none">• Names and sequences types of numbers.• Describes what LCM and GCF are.	<ul style="list-style-type: none">• Types of numbers• Factors and multiples of whole numbers.• LCM and GCF.	<ul style="list-style-type: none">• Identifying and listing the types of numbers.• Listing factors and multiples of numbers.• Finding the LCM and GCF.
<ul style="list-style-type: none">- Uses types of numbers to form number patterns and sequences.- Describes and solves number patterns and sequences.	<ul style="list-style-type: none">• Names types of numbers to form number patterns.	<ul style="list-style-type: none">• Number patterns.• Types of numbers	<ul style="list-style-type: none">• Using the types of numbers to form and solve number patterns.

Teacher's Notes

Various patterns and sequences should be introduced to learners. Avoid giving examples only based on the common patterns and sequences. Let the learners form their own patterns and sequences and ask their colleagues to solve them.

Assessment Competences

The learner is able to:

1. Recognize types of numbers.
2. Read and write patterns and sequences of the different types of numbers.
3. Calculate the LCM and GCF.

TOPIC 4: Fractions

The idea of LCM and GCF will practically help the learner in working out the operations of addition and subtraction. Slowly, help them to use the idea of equivalent fractions, then L.C.M in adding and subtracting fractions. Emphasize to the learners concepts of reading and writing fractions correctly.

Learning Outcome

The learner is able to solve problems involving fractions and relating them to real life situations.

Life Skills:

Effective communication.
Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
- Adds and subtracts fractions with different denominators.	<ul style="list-style-type: none">• Reading and solving problems involving fractions with different denominators.	<ul style="list-style-type: none">• Addition and subtraction of fractions with different denominators.	<ul style="list-style-type: none">• Adding fractions with different denominators.• Subtracting fractions with different denominators.
- Multiplies fractions by	<ul style="list-style-type: none">• Reading and solving	<ul style="list-style-type: none">• Multiplication of	<ul style="list-style-type: none">• Multiplying fractions by fractions.

proper fractions. - Multiplies fractions by natural numbers.	problems involving multiplication of fractions.	fractions.	<ul style="list-style-type: none"> • Multiplying fractions by natural numbers.
- Divides proper fractions by proper fractions. - Divides fractions by natural numbers and vice versa. - Interprets and solves problems in real life situations.	<ul style="list-style-type: none"> • Reading and solving problems involving division of fractions. 	<ul style="list-style-type: none"> • Division of fractions. 	<ul style="list-style-type: none"> • Dividing proper fractions by proper fractions. • Dividing fractions by natural numbers.

Teacher's Notes

- Bring out the concept of fractions with different denominators clearly by letting the learners cut parts of a whole object. The parts should be of different sizes.
- Let the learners name the parts they have cut as fractions of the whole object.
- The fractions named will have different denominators.
- Now let two or more learners put together (add) their parts.
- Ask them to name the new parts formed as a fraction of the original object.
- Revise the multiples of numbers and equivalent fractions.
- Learners should be helped to realize that to add or subtract fractions with different denominators, the knowledge of equivalent fractions and multiples is applied.

Assessment Competences

The learner is able to:

1. Carry out the four fundamental operations on fractions.
2. Solve real life problems related to fractions.

TERM II

THEME 2: NUMERACY

TOPIC 1: Fractions

Learners can be helped to read words like tenths and hundredths correctly. They must distinguish between the two and a number line will be of great help, if properly used. Then introduce to them addition and subtraction. There is also need to emphasize place value in order to add or subtract decimals.

Learning Outcome

The learner is able to solve problems involving decimals related to real life situations.

Life skills

Effective communication.

Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
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<p>The learner:</p> <ul style="list-style-type: none"> • Identifies place values of each digit up to hundredths. • Finds the values of digits in decimals. • Compares decimals on a number line. • Converts decimals to fractions and vice versa. • Adds and subtracts decimals up to hundredths. • Solves word problems. 	<ul style="list-style-type: none"> • Names the place values. • Reads and writes values of decimals in words. • Reads aloud and solves problems involving decimals. • Reads and interprets word problems. 	<ul style="list-style-type: none"> • Place value of decimals up to hundredths. • Decimals on number lines. • Conversion of decimals to fractions and vice versa. • Addition and subtraction of decimals up to hundredths. 	<ul style="list-style-type: none"> • Finding place value and values of digits of numbers. • Ordering decimals using a number line. • Converting decimals to fractions and vice versa. • Adding and subtracting decimals up to hundredths.
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Teacher's Notes

Revise a number line of whole numbers.

Put decimal numbers on a number line.

Lead the learners to understand that the place values for decimals start from tenth to hundredth and so on but they are to read from left to right and the value decrease from left to the right.

Assessment Competences

The learner is able to:

1. Use place value of digits to find values.
2. Arrange decimal fractions in order of size.
3. Convert decimal to vulgar fractions.
4. Add decimal fractions.
5. Subtract decimal fractions.
6. Solve simple word problems involving decimals.

THEME 3: GEOMETRY

TOPIC: Lines, Angles and Geometrical figures

The concept of geometry is intended to seek opportunities for drawing mathematical experience out of a wide range of activities and this includes identification and recognition of geometric figures like circles and regular polygons. Measurement and symmetry arise frequently in Art and Technology and many patterns have some geometric basis. It is therefore important that the practical approach be used as much as possible in order for the learner to conceive these ideas.

Learning Outcome

The learner is able to recognize and constructs various geometric figures and relates them to other fields such as architectural drawings.

Life Skills

Creative thinking.

Effective communication.

Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> - Draws and identifies parallel and perpendicular lines. - Draws and measures angles. - Constructs circles and regular hexagons. - Describes lines of symmetry. 	<ul style="list-style-type: none"> • Identifies parallel and perpendicular lines. • Labels angles. • Reads and writes English sentences about the angles. • Describes in English the parts of circles. 	<ul style="list-style-type: none"> • Parallel and perpendicular. • Angles. • Circles and regular hexagons. • Simple lines of folding symmetry <ul style="list-style-type: none"> - rectangle - square - special triangles. 	<ul style="list-style-type: none"> • Constructs parallel lines. • Gives examples of parallel lines in their environment. • Uses geometric instruments to construct angles, circles and regular hexagons. • Practically folds various models to recognize and identify lines of folding symmetry. • Folding to form lines of symmetry.
<ul style="list-style-type: none"> - Draws diagrams to show rotations and revolutions. 	<ul style="list-style-type: none"> • Names examples of rotations. • Follows instructions to draw rotations and revolutions. 	<ul style="list-style-type: none"> • Rotations and revolutions. 	<ul style="list-style-type: none"> • Constructs rotations using their toes, pegs.

Teacher's Notes

- Learners should identify objects in the classroom which have parallel and perpendicular sides.
- Encourage learners to have their own geometry sets.
- Guide the learners in drawing parallel and perpendicular lines.
- Practically, help the learners to construct a hexagon as you observe them carry out construction.
- Learners fold square, rectangular, triangular papers from lines of symmetry. After the practice, learners can describe what a line of symmetry is.

Assessment Competences

The learner is able to:

1. Construct parallel lines.
2. Use geometric instruments to construct angles, circles and regular hexagons.
3. Identify lines of folding symmetry.
4. Construct rotations and revolutions.

THEME 4: INTERPRETATION OF GRAPHS AND DATA

TOPIC 3: Data handling

Graphs are being used more and more in our daily life to present information in an interesting form. It is therefore important that learners be trained to read them. Learners should also be given enough practice in drawing them to ensure that they can apply the knowledge they have gained. Let them discover how information can be summarized into graphs.

Learners will easily acquire the intended skills if you make this topic fun and involve them in teams especially in the case of large classes. Let them discover how information can be summarized into graphs.

Learning outcome

The learner is able to interpret and solve problems involving graphs.

Life skills

Effective communication.
Critical thinking.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Draws and recognizes scales on the horizontal and vertical axes. - Represents and interprets data on bar and line	<ul style="list-style-type: none">• Reads scales on the horizontal and vertical axes.• Reads and interprets information on bar and line graphs.	<ul style="list-style-type: none">• Scales on the horizontal and vertical axes.• Bar graphs.	<ul style="list-style-type: none">• Drawing graphs.• Representing and interpreting data on graphs.• Working out average of given data.

graphs. - Determines and uses the average of the bar and line graphs.		<ul style="list-style-type: none"> • Line graphs. • Average. 	
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Teacher's Notes

This topic should be practical, for example, learners can be tasked to find out how they scored in the previous term. Let them record the marks scored and find the number of learners who scored those marks.

Let them record their findings in a table. Let the learners plot the number of learners on the Y-axis and marks scored on the X-axis. Guide them to draw graphs.

Assessment Competences

The learner is able to:

1. Draw graphs.
2. Represent and interpret graphs.
3. Work out average of data.

TOPIC 4: Time

This topic must at all cost be practical. It is through this that the learner will be able to read and write time correctly. Real clock faces will be a source of emphasizing phrases such as minutes to or minutes past.

Finding duration must be introduced gradually because it sometimes involves conversion of units of time.

Learning Outcome

The learner is able to appreciate and apply the knowledge of time in real life situations.

Life Skills:

- Effective communication.
- Decision-making.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> - Tells time on the 12 hour clock. - Recognizes minutes and seconds. - Finds duration. - Solves problems related to time, distance and speed. 	<ul style="list-style-type: none"> • Reads and tells time verbally on the 12 hour clock. • Constructs sentences involving phrases of time. 	<ul style="list-style-type: none"> • Time on the 12 hour clock. • Duration. • Time, distance and speed. 	<ul style="list-style-type: none"> • Reading and telling time up to the second. • Working out duration, given two points of time. • Calculating speed, distance and time using simple word problems.

Teacher's Notes

- Bring a physical (real) clock for the learners to see.
- Identify an hour, a minute and a second.
- Let the learners practice how to write time.
- Guide learners on how the phrases a.m. and p.m. are used.
- Introduce duration by using time in the same phase i.e. starting and ending time is either a.m. or p.m.
- Lead the learners in finding the relationship between speed, time and distance.

Assessment Competences

The learner is able to:

1. Tell time on the 12 hour clock.
2. Convert hours to minutes and vice versa.
3. Find duration.
4. Solve word problem involving time, distance and speed.

TERM III

THEME: MEASUREMENTS

Topic 1: Money

Since the learner has some background about money, refer to that as a foundation. In this class, insist on solving practical problems related to utilization of Uganda currency in everyday life situations. Use practical approaches as much as possible.

Learning Outcome

The learner is able to solve practical problems related to utilization of Uganda currency in everyday life.

Life Skills

Problem-solving.

Logical thinking.

Effective communication.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none">• Solves practical problems related to buying and selling using Uganda currency.• Costs and prices.• Computes simple profit and loss.	<ul style="list-style-type: none">• Role plays buying and selling using Uganda currency.• Uses practical examples to describe simple profit and loss.	<ul style="list-style-type: none">• Money.• Buying and selling.• Profit and loss.• Costs and prices.	<ul style="list-style-type: none">• Role playing buying and selling.• Computing and solving problems related to profit and loss.

Teacher's Notes

- Use question and answer approach.
- Let the learners role play the buying and selling.
- Learners should orally discuss the profit and loss and identify which condition leads to profit or loss.
- Let them relate buying, selling, profit and loss.

Assessment Competence

The learner is able to solve problems involving money.

TOPIC 2: Length, Mass and Capacity

This topic was explored in the previous classes. At this level, let the learners practice using standard instruments to measure length, mass and capacity accurately. Let them get involved in the practical measurement of length, mass and capacity before they can work out area, perimeter and problems involving mass and capacity. Do also encourage guided co-operative learning.

Learning Outcome

The learner is able to recognize and use standard instruments and units for measuring length, mass and capacity.

Life Skills

Critical thinking,
Effective communication
Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Converts mm to cm and vice versa.• Calculates area and perimeter.	<ul style="list-style-type: none">• Constructs sentences using cm, mm, perimeter.	<ul style="list-style-type: none">• Lengths in m, cm and mm.• Perimeters in cm and mm.• Areas in m² and cm².	<ul style="list-style-type: none">• Calculating perimeter and area of plane shapes like rectangles, squares and triangles.
<ul style="list-style-type: none">• Solves mathematical problems that involve mass.• Converts kg to g and vice versa.	<ul style="list-style-type: none">• Reads and interprets word problems involving mass.	<ul style="list-style-type: none">• Mass in kg and g.	<ul style="list-style-type: none">• Working out problems involving mass.
<ul style="list-style-type: none">• Solves problems with the measurement of capacity.• Converts litres to m and vice versa.	<ul style="list-style-type: none">• Reads and interprets word problems involving capacity.	<ul style="list-style-type: none">• Capacity in litres and ml.	<ul style="list-style-type: none">• Working out problems involving capacity.

Teacher's Notes

- Using a meter rule, let the learners find out how many centimetre are in metre. Guide them on how converting from metre to centimetre and vice versa is done.
- Get different containers marked with litres (l) and others marked milliliters (ml). Let the learners tell how many ml containers were used to fill the container marked l. Lead them in how to convert from litres to milliliters and vice versa.
- Let the learners recall how many grams are in one kilograms. Guide them on how to convert from kg to g and vice versa.

Assessment competences:

The learner is able to:

1. Calculate area and perimeter of plane figures.
2. Solve word problems involving length, mass and capacity.

THEME 2: NUMERACY

Topic 3: Integers

This is a new topic. Introduce it using the idea of the number line and do enough practical work with the learners.

Then introduce operations without a number line but give learners practical examples and allow them to give many more similar examples. By so doing, learners will slowly master the concept of integers.

Learning Outcome

The learner is able to use the number line to properly work out problems related to integers.

Life Skills

Problem-solving.

Critical thinking.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> - Draws number lines. - Identifies positive and negative integers. 	<ul style="list-style-type: none"> • Describes positive and negative integers on number lines orally. 	<ul style="list-style-type: none"> • Positive and negative integers. 	<ul style="list-style-type: none"> • Using number lines to describe positive and negative integers.
<ul style="list-style-type: none"> - Arranges integers. 	<ul style="list-style-type: none"> • Describes what “ordering integers” is. 	<ul style="list-style-type: none"> • Ordering integers. 	<ul style="list-style-type: none"> • Writing integers in ascending or descending order.
<ul style="list-style-type: none"> - Uses symbols =, <, >, to compare integers. 	<ul style="list-style-type: none"> • Explains phrases like less than, greater than or equal to, to compare integers. 	<ul style="list-style-type: none"> • Comparison of integers. 	<ul style="list-style-type: none"> • Comparing integers using symbols.
<ul style="list-style-type: none"> - Adds integers. - Subtracts integers. 	<ul style="list-style-type: none"> • Describes addition and subtraction of integers. 	<ul style="list-style-type: none"> • Addition and subtraction of integers. 	<ul style="list-style-type: none"> • Adding and subtracting integers.
<ul style="list-style-type: none"> - Solves simple word problems involving integers. 	<ul style="list-style-type: none"> • Reads word problems involving integers. 	<ul style="list-style-type: none"> • Simple word problems. 	<ul style="list-style-type: none"> • Solving simple word problems involving integers.

Teacher’s Notes

- Introduce integers using number line which has both positive and negative numbers. Starting from the point marked 0 (zero), describe forward movement as positive movement and backward movement as negative movement.
- Positive movement is represented by positive numbers and negative movement by negative numbers.
- Let the learners relate positive and negative numbers to profit and loss respectively and other daily life experiences.

Assessment Competences

The learner is able to:

1. Draw number lines.
2. Add integers.
3. Subtract integers.
4. Use symbols to compare integers.
5. Solve simple word problems involving integers.

THEME 6: ALGEBRA

Topic 4: Algebra

This is not a new topic since it has already been explored in the previous classes. However, at this level, learners must get actively involved in solving of algebra problems. Use examples that learners are familiar with to get them into forming algebraic expressions.

Learning Outcome

The learner is able to solve mathematical problems and puzzles using the knowledge of algebra.

Life Skills

Critical thinking.

Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">- Solves simple equations.- Collects like terms.- Forms algebraic expressions.- Solves simple word problems involving algebra.	<ul style="list-style-type: none">• Reads mathematical statements.• Uses words like simplify in sentences.• Reads algebraic expressions.• Reads word problems involving algebra.	<ul style="list-style-type: none">• True mathematical statements.• Like terms.• Expressions in algebra.• Simple word problems involving algebra.	<ul style="list-style-type: none">• Solving simple equations of one variable.• Collecting simple like terms.• Forming algebraic expressions.• Solving simple word problems involving algebra.

Teacher's Notes

- Introduce this topic by using a lot of mental work. Write the problem on the blackboard with numbers missing. Let the learners solve the missing number. Refer to the missing number as the unknown. Use the alphabet letters to represent the unknown.
- Introduce the term “like terms”, guide the learners on how mathematical operations are carried out on “like terms” and finally solve for the unknown.
- Give many numbers to learners to solve on their own.

Assessment Competences

The learner is able to:

- Solve equations.
- Simplify algebraic expressions.

RELIGIOUS EDUCATION

(A) Christian Religious Education Syllabus

RELIGIOUS EDUCATION

Background

This is Primary Five Religious Education Syllabus. In Primary 1 – 3 learning is based on themes, learning outcomes and competences. Most of the religious related competences are covered under the literacy strands of the Thematic Curriculum.

In Primary Four learning based on subjects and the Religious Education Syllabus outlined the learning outcomes, content and language competences. Learners in Primary Five are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use only English as a medium of instruction. The teacher should take note that the concepts are clear to enable the learners consolidate what was learnt in earlier classes. The instructional process will follow what was in the old syllabus and the teachers will be required to use the old instructional materials.

Rationale

The revised Primary Five Religious Education syllabus has been designed to consolidate all the skills acquired from P.1 to P.4. It is also intended to provide the learner with knowledge on faith, other religions, hope, relationships, judgement, fasting, leadership, good neighbourliness, importance of prayer among others.

There have been changes made including reducing the content to keep the learning experience light and simple for the learners.

- Language competences have been included in order to enforce literacy skills.
- Subject competences and language competences have been included to replace specific objectives. These competences focus on knowledge, comprehension and application.
- General learning outcomes instead of general objective are also stipulated for each topic.
- A background to introduce each of the topics has been provided. It further gives an overview of the whole topic and thus gives teacher an insight into the topic.
- Content on Voter Education, sexual and Reproductive Health, life planning skills and child labour has been included. The teacher has been guided on how to teach it, resources for the teacher to consult have also been provided in the syllabus Matrix.

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus. Besides the Continuous Assessment, there shall be end of term and end of year assessment carried out and records kept.

General Methodology

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit these competences.

The teacher of Religious Education is expected to use a variety of books of the old curriculum. This will not enrich teachers content but will help the teacher to prepare the correct contents of the topics. The teacher is expected to constantly help relate science to real life situations and experiences. Not all schools in Uganda may have same learning environment. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. They should be interactive in order to make the learning process interesting.

General learning outcomes

When learners go through this syllabus they will be able to:

- Develop appreciation for faith and its importance to an individual.
- Explore the facts about Islam, appreciate its existence and articulate behaviours that build good relationships.
- Explain the fulfillment of God's promise to save mankind.
- Show knowledge of and take care of the people in need.
- Express appreciation for the fact that God is the source of all Hope.

TERM I

THEME 1: CHRISTIANITY AND GOD'S WORD

TOPIC 1: FAITH

Background to the Topic

This topic presents the concept of faith. Faith is exemplified by some Bible characters in the personalities of Abraham, Moses and Daniel. It goes further to give examples of famous Christians who emulated the examples of some of the Bible characters to live faithful lives.

To live a life of faith, we need examples to emulate and use guidance from God's word. But the learner should also be helped to appreciate that the life of faith has challenges. The challenges can be overcome by perseverance. Help the learner to understand that we also need faith in authority like the constitution, Electoral Commission and the electoral process, just as we have faith in the Bible. Assist the learner to define and identify types of values.

Learning Outcome

- The learner is able to understand and appreciate that faith is important in his/her life.

Life Skills

- Critical thinking.
- Decision-making.
- Effective communication.

Values

- Faith
- Perseverance
- Co-operation

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<p>The learner: Explains the concept of faith and its values.</p> <ul style="list-style-type: none"> Explains how Bible Characters Expressed their faith. Explains how some famous Christians expressed their faith. 	<p>The learner:</p> <ul style="list-style-type: none"> Writes in his own words the meaning of faith/values. Writes short notes on Bible characters. <p>Talks in simple language about how some famous Christians expressed their faith.</p>	<p>Meaning of faith and values</p> <p>Bible characters</p> <ul style="list-style-type: none"> Abraham – Gen. 12: 1 – 5, 17:5 Moses – Exodus 1:15 – 22, 2:1-10 Daniel 6:1 – 28. <p>Saints and Martyrs – learning from their experience of faith.</p> <ul style="list-style-type: none"> Stephen – Acts 7:54 – 8:1 Acts 9:1 – 31 St. Perpetual Mbaga Tuzinde 	<ul style="list-style-type: none"> Reading the Bible text. Sharing experiences about faith. Dramatizing the Bible characters like Daniel in a den of lions. Answering questions about the text. Group discussion on how some famous Christians expressed their faith. 	<ul style="list-style-type: none"> Bible <p>Profiles of St. Perpetual and Mbaga Tuzinde and other Uganda Matyrs.</p>
<ul style="list-style-type: none"> Describes how we can express faith in authority. 	<ul style="list-style-type: none"> Answers questions about authority. 	<p>Faith in authority</p> <ul style="list-style-type: none"> Constitution as an authority. Electoral Commission as body that should express faith in authority. Electoral process and the learners. 	<ul style="list-style-type: none"> Identifying different types of authority. Explaining how having faith in authority benefits the community. 	<ul style="list-style-type: none"> The Uganda Constitution. Voter Education Manual.

<ul style="list-style-type: none"> Tells how one can grow in faith. 	<ul style="list-style-type: none"> Tells stories on how one can grow in faith. 	<p>Faith and perseverance</p> <ul style="list-style-type: none"> Relating life of faith to a race in which perseverance is needed in order to win. 1Tim 6: 12 2Tim 2: 9 –10 Heb 10:23 	<ul style="list-style-type: none"> Sharing experiences on how one grows in faith. Reading and studying the Bible text. Answering questions about the Bible text. Discussing different types of values. 	<ul style="list-style-type: none"> Bible. Piascy materials.
<ul style="list-style-type: none"> Identifies types of values. 	<ul style="list-style-type: none"> Writes down some values that help one in life. 	<ul style="list-style-type: none"> Armed to face problems – shield. Ephesians 6:10 – 16 Psalm: 91: 1-6 Prov. 30:5 Types of values people need today Personal Family 	<ul style="list-style-type: none"> Dramatic Bible reading. Guided discussion and sharing of experiences by the learners. 	

TOPIC 2: Christianity and Islam

Background to the Topic

This topic is a comparative study of a few facts about Islam and Christianity. It is meant to help the learner appreciate the fact that people seek God in different ways. The differences in seeking God should help pupils to live with others in a community based on respect and love having known that we are all creatures and seekers of God.

This topic presents facts about Islamic and Christian beliefs in the principles of democracy. It also presents the learners with some knowledge of how to relate with others and how to sustain good relationships. When handling this topic, the teacher should use story

telling, brainstorming and question and answer and field visits (Mosque/Church). It is also important to use resource persons from the Islamic community.

Learning Outcome

The learner is able to explore the facts about Islam, appreciate its existence, and articulate behaviours that build or destroy good relationships.

Life skills

- Decision-making.
- Friendship formation.
- Self awareness.

Values

- Love
- Tolerance
- Appreciation

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Mentions the reasons for worshipping God. • Explains the history of Islam. 	<p>The learner</p> <ul style="list-style-type: none"> • Talks about the reasons for worshipping God. • Writes in short sentences on the history of Islam 	<p>Facts about Islam</p> <ul style="list-style-type: none"> • Why we worship God • Allah • Mohammed <p>History of Islam</p> <ul style="list-style-type: none"> - Life of Mohammed - Beginning of Islam as a religion 	<ul style="list-style-type: none"> • Asking and answering questions. • Studying the information about the life of Mohammed. • Sharing what they know of the beliefs of Islam. 	<ul style="list-style-type: none"> • Interpreted Qur'an. • Simple books on Islam.

<ul style="list-style-type: none"> Identifies the similarities and differences between Islam and Christianity. Explains Christian and Islamic beliefs and principles of democracy. Identifies aspects from Christianity and Islam that develop good relationships. 	<ul style="list-style-type: none"> Writes how they can show respect for people of different beliefs without losing their own. Writes a poem about good relationships. 	<p>Muslims beliefs and practices</p> <ul style="list-style-type: none"> Reading the Qur'an. Pillars of Islam. Similarities and differences with Christianity. Islamic and Christian beliefs and principles of democracy. Practices of democracy in Uganda. <p>Relationships</p> <ul style="list-style-type: none"> Behaviour that can build or destroy relationships. Sustaining good relationships. 	<ul style="list-style-type: none"> Identifying the similarities and differences between Islam and Christianity. Discussing the pillars of Islam. Drawing the diagram of the five pillars of Islam. Sharing views on the meaning of democracy and how it is practiced in Uganda. Discussing about democracy and how it is practiced. Brainstorming on activities that promote good relationships. 	<ul style="list-style-type: none"> Copy of Qur'an. Voter Education Manual. News spirit Piacy materials. Ms Uganda materials on Democracy
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TOPIC 3: God's Word for Us

Background to the Topic

This topic presents to the learners God's word: the Bible. It is meant to help the learner understand the uniqueness of the Bible. It is important in that the learner understands that the Old Testament contains books which were written before the coming of Christ. They explain God's intervention in the history of mankind and His promise to send a saviour. The New Testament is written after the coming of Jesus which is the fulfillment of God's promise.

Help the learner to understand the centrality of the Bible in the life of a Christian. The Bible teaches guides and corrects people.

Help the learner to appreciate that as the Bible guides our way of life, the constitution does the same work of guidance to our lives. It is important to help learners to understand how to respond to the sources of guidance, that is the Bible and Constitution.

Learning Outcome

The learner is able to understand that the Bible presents God's self-evaluation to man with the purpose of setting him/her free from trouble.

Life skills

- Critical thinking.
- Self awareness.
- Effective communication.

Values

- Co-operation
- Appreciation
- Obedience

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies the Bible structures. • Identifies the different types of books in the Bible. • Explains why the Bible is a unique book. 	<p>The learner:</p> <ul style="list-style-type: none"> • Writes different books of the Bible. • Reads the Bible texts. 	<p>The Bible</p> <ul style="list-style-type: none"> • Unique book <ul style="list-style-type: none"> - Is. 40: 7-8, Psalm 11:1-5, - Prov. 3: 1-2, Rom. 15:4 - Matt. 11:28 • Two parts; <ul style="list-style-type: none"> - Old Testament and New Testament • Types of books <ul style="list-style-type: none"> - History and law books - History books - Poetry and wisdom books - Prophets - Jesus Biography - Letters - Revelation 	<ul style="list-style-type: none"> • Drawing the structure of the Bible. • Discussing the common characteristics of books. • Naming the different books in the Old and New Testament. 	<ul style="list-style-type: none"> • Bible

<ul style="list-style-type: none"> • Lists different ways God inspired people to write his word. 	<ul style="list-style-type: none"> • Writes different ways God inspired people to write his word. 	<p>Different ways of teaching the truth</p> <ul style="list-style-type: none"> • Psalms; 118: 1 – 4 25: 4 – 5 51: 1 – 2 61: 1 – 2 • Proverbs 11:25 12:17-18 23:13-14 	<ul style="list-style-type: none"> • Discussing different ways of learning about the word of God. • Interpreting the messages to the learners. • Relating the messages to their daily life. 	<ul style="list-style-type: none"> • Bible
<ul style="list-style-type: none"> • Identifies ways in which God’s word can be applied in his/her life. 	<p>The learner:</p> <ul style="list-style-type: none"> • Writes ways in which God’s word can be applied in his/her life. 	<p>The Bible in our life</p> <ul style="list-style-type: none"> • The Bible as out guide. <ul style="list-style-type: none"> - Matt 4:1 – 11 - Eph. 6:12 – 13, 17 • It corrects out ways <ul style="list-style-type: none"> - Psalms 119: 105 - 2 Timothy 3:15-17 	<ul style="list-style-type: none"> • Discussing different ways in which God’s word can be applied in his/her life. 	<ul style="list-style-type: none"> • Bible

<ul style="list-style-type: none"> • Discusses how the Bible is relevant to our lives. • Explains how the constitution serves as guidance to the people. 	<p>Reads Bible verses Recites the Bible verses.</p>	<p>Our response to the Bible</p> <ul style="list-style-type: none"> • Reading the Bible <ul style="list-style-type: none"> - Deut 17:18-20 - Acts 8:27 – 30 - Revelation. 1:1-3 • Listening to the Bible • Constitution as a source of guidance to our daily lives. 	<ul style="list-style-type: none"> • Group discussion on how the Bible changed people’s lives. • Learners discuss what they have heard. <ul style="list-style-type: none"> - Mark 4: 1-9 - Mark 4:13 -20 - James 1:22 • Sharing what they understand by constitution. • Discussing the constitution of Uganda and how it guides people. • Jesus and the children. <ul style="list-style-type: none"> - Children discuss what Jesus said about children. • Reading of the verses about children in the Bible. 	<ul style="list-style-type: none"> • Bible. • News print • The Uganda Constitution
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TERM II

TOPIC 4: GOD'S WORD FOR US: JESUS

Background to the Topic

This topic helps learners to see the Old Testament prophecies/promises of the Saviour fulfilled when Jesus Christ came to earth.

It also shows/presents to the learner the exemplary teaching of Jesus and the need for repentance. You should stress in this topic the care which should be accorded to the sick especially those suffering from HIV/AIDS.

It teaches the message of the Holy Week to help the learner appreciate the passion, death and resurrection of Jesus. While teaching this topic, use dramatization, story telling and role play.

Learning Outcome

The learner is able to understand and explain the fulfilment of God's promise to save mankind.

Life skills

- Problem-solving.
- Critical thinking.
- Effective communication.

Value

- Forgiveness
- Care
- Love

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: <ul style="list-style-type: none">• Relates some Old Testament prophecies to	The learner: <ul style="list-style-type: none">• Reads Bible texts.• Writes simple stories about a	Fulfillment of prophecies <ul style="list-style-type: none">• Old Testament Is 7:14, 53:4-9 Zech. 9:9	<ul style="list-style-type: none">• Reading the Old Testament prophecies about Jesus and writing	

Topic competence	Language Competence	Content	Suggested activities	Resources
the work of Jesus.	promise that was fulfilled.	Micah 5:2 <ul style="list-style-type: none"> New Testament Matt. 3:13-17, Matt 21: 1 - 10 Matt 12: 18-21 	what each Prophet foretold about Jesus.	<ul style="list-style-type: none"> Picture of Good News Bible New Testament pg. 119.
<ul style="list-style-type: none"> Describes some of Jesus' teachings. 	Reads some texts in the Bible.	Jesus teaching <ul style="list-style-type: none"> Need for repentance - Luke 15:11-24 Love for enemies Mat. 5:43 – 45 Luke 6:27-31 Receiving God's word Luke 10:8 – 16 Mark 6: 1-6 Caring for the sick/needly Luke 4:18-19 John 11: 25 - 26 	<ul style="list-style-type: none"> Discussing situations where repentance and forgiveness are needed. Dramatizing the story of the lost son. Answering questions about the texts read. Discussing PIACY how to care for materials people with HIV/AIDS, etc 	<ul style="list-style-type: none"> Bible
<ul style="list-style-type: none"> Explains the importance of Jesus' life, death and resurrection. 	<ul style="list-style-type: none"> Talks about the importance of Jesus in his/her life. 	Message of Holy Week <ul style="list-style-type: none"> Welcoming the King - John 12: 12- 19 Respecting God's house - Luke 19: 45 – 48 - John 2:13-17 	<ul style="list-style-type: none"> Dramatizing the events of the Last Supper. Studying the Biblical texts. Dramatic Bible reading of the texts. 	<ul style="list-style-type: none"> Bible

Topic competence	Language Competence	Content	Suggested activities	Resources
		<ul style="list-style-type: none"> • Remembering Jesus' death. - Mark 14:22-25 - 1Corinthians 11:23-26 • Faith in Jesus • Love of God - 1John 4:7-21 - 1Corinthians 13:4-8 • Power of God Luke 24:1-12 24:36-43 	<ul style="list-style-type: none"> • Dramatization of cleansing of the temple • Discussion of the Bible texts. • Writing of short prayers thanking Jesus for dying for our sins. • Singing an Easter song. 	

TOPIC 5: We are the New People of God in the Spirit

Background to the Topic

This topic presents the coming of the Holy Spirit as promised by Christ after his resurrection, on the day of "Pentecost". The learner is expected to be exposed to the work of the Holy Spirit, the gifts and the fruits that are bestowed on the followers of Christ.

Help the learner to know/understand that symbols are used to represent the Holy Spirit since the spirit is invisible. It is also important to make children aware that since the founding of the church, the Holy Spirit has been actively at work. It is this same spirit that helped the Apostles Peter, John and Philip in their work of evangelization.

Use story telling, brainstorming and discussion and role playing. Allow children to exchange ideas to enable them grasp the concept.

Learning Outcome

The learner

ii) Able to understand and narrate the work of the Holy Spirit in the church.

Life skills

- Critical thinking
- Problem-solving

Values

- Faith
- Voluntarism
- Co-operation
- Helping

Topic competence	Language Competence	Content	Suggested activities	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Explains the promise of the Holy Spirit. • Describes the fulfillment of the promise of the Holy Spirit. 	<p>The learner:</p> <ul style="list-style-type: none"> • Tells the promise of the Holy Spirit. • Reads the text on the promise of the Holy Spirit. 	<p>Coming of the Holy Spirit</p> <ul style="list-style-type: none"> • Promise for the Holy Spirit John 16:5-15 - Acts 1:8 <ul style="list-style-type: none"> • Fulfillment - Acts 2:1 – 13 - John 1: 1 - 3 	<ul style="list-style-type: none"> • Discussing the importance of keeping the promise. 	<ul style="list-style-type: none"> • Bible
<ul style="list-style-type: none"> • Identifies the gifts and fruits of the Holy Spirit. 	<ul style="list-style-type: none"> • Reads the Bible text about gifts and fruits of the Holy Spirit. 	<p>The work of the Holy Spirit</p> <ul style="list-style-type: none"> • Seven gifts of the Holy Spirit. -1 Corinthians 12:4-11 • Fruits of the Holy Spirit - Gal 5: 22 - 23 	<ul style="list-style-type: none"> • Studying Acts 2: 1-3 and telling how the Holy Spirit came at Pentecost. 	

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> Explains some symbols of the Holy Spirit. 	<ul style="list-style-type: none"> Writes the symbols of the Holy Spirit. 	<p>Symbols of the Holy Spirit</p> <ul style="list-style-type: none"> Dove Wind John1:32 Fire John 3:7-8 John 20:21-22 Acts 2:3-4 	<ul style="list-style-type: none"> Discussing the meaning of symbols of the Holy Spirit. Drawing the symbols of the Holy Spirit. 	<ul style="list-style-type: none"> Bible
<ul style="list-style-type: none"> Identifies work of the Holy Spirit in lives of some individuals in the early church. Gives the aspects of the work of the Holy Spirit in the Church today. 	<ul style="list-style-type: none"> Reads and writes simple sentences about Stephen, Philip, Peter and John. Writes short sentences about roles of men and women in church. 	<p>The Holy Spirit in the Church</p> <ul style="list-style-type: none"> Stephen <ul style="list-style-type: none"> Acts 6:8-15, 7:1-60 Philip <ul style="list-style-type: none"> Acts 8:26-40 Luke 12:11-12 Peter and John <ul style="list-style-type: none"> Acts 3: 1 -10 Gender roles and equality in the church. <ul style="list-style-type: none"> Role of women in the church. Gender equality . 	<ul style="list-style-type: none"> Role playing situations when one may be unable to do a task and needs help. Studying stories of Stephen, Philip, Peter and John and identifying how they were changed by the Holy Spirit. Doing an exercise about gender roles in the church. 	<ul style="list-style-type: none"> Bible News print PIACY materials.

TOPIC 6: We are the Church

Background to the Topic

In this Topic, learners are exposed to the concept of the church not only as a building or a group believers in Christ, but also as a Body of Christ.

Learners get knowledge of the responsibilities of church members. This topic, also teaches learners about how a person becomes a member of the church. Once someone becomes a member of the church, he is given instructions. Those instructions are contained in Apostle's creed. The learners need to understand that the church is a community of believers who have activities to do together.

You can use story telling, question and answer and group discussions while teaching this topic.

Learning Outcome

The learner is able to explore and document, appreciate and explain the importance being a church member and the responsibilities he/she has to accomplish for the church.

Life skills

- Self -awareness
- Decision -making

Values

- Faith

Topic competence	Language Competence	Content	Suggested activities	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies the characteristics and nature of the church as the body of Christ. • Describes the 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads the Bible references. • Writes in short 	<p>Nature of the church</p> <ul style="list-style-type: none"> • Characteristics of the church; the body of Christ. <ul style="list-style-type: none"> - 1Corinthians 12:12 - Romans 12: 4-5 - Colossians 1:17 -18 • Responsibilities of church 	<ul style="list-style-type: none"> • Discussing the characteristics of the church members. • Brainstorming on responsibilities of 	<ul style="list-style-type: none"> • Bible

Topic competence	Language Competence	Content	Suggested activities	Resources
duties of church members.	sentences the duties of church members.	members	church members.	
<ul style="list-style-type: none"> Explains how one becomes a member of the church. Explains the terms "Baptism and Confirmation. Describes what is meant by the world wide Communion of Saints. 	<ul style="list-style-type: none"> Writes what he/she will do as a member of the church. "Reads the Apostles Creed. Grams and recites the Apostle's creed. 	<p>Becoming a member of the church.</p> <ul style="list-style-type: none"> Baptism <ul style="list-style-type: none"> Acts 2:38 Confirmation <p>The Apostles Creed</p> <ul style="list-style-type: none"> World wide church Gal 3:27 Communion Saints <ul style="list-style-type: none"> Revelations. 7:8-10 Revelations 8:1 - 4 	<ul style="list-style-type: none"> Reading and memorizing the Baptism and Confirmation prayer. <p>Reciting the Apostles Creed.</p>	
	<ul style="list-style-type: none"> Writes different church activities. 	<p>Church activities</p> <ul style="list-style-type: none"> Worship <ul style="list-style-type: none"> Acts 2:41-47 Service <ul style="list-style-type: none"> Ephesians 6:19 Using our gifts <ul style="list-style-type: none"> 1 Thessalonians 5:16-18 2 Thessalonians 3:2 	<ul style="list-style-type: none"> Listing ways of worship and prayer from experience and the Bible. 	<ul style="list-style-type: none"> Bible Copy of the Apostles Creed
<ul style="list-style-type: none"> Describes different vocations and their roles in the community. 	<ul style="list-style-type: none"> Talks about different vocations. Writes roles of different vocations in the community. 	<p>Vocations</p> <ul style="list-style-type: none"> Examples of vocations e.g. priesthood, teachers, doctors etc. Recognizing individual abilities and qualities. 	<ul style="list-style-type: none"> Role playing the roles of different vocations. 	<ul style="list-style-type: none"> Bible Newsprint Pictures reflecting different professions

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> Describes Jesus' experience as a child and outside home 	<ul style="list-style-type: none"> Writes simple sentences about activities Jesus got involved in as a child. 	<p>The work Jesus did as a child</p> <ul style="list-style-type: none"> Luke 2:42 Luke 2:51 Lessons young people learn from Jesus as a child. 	<ul style="list-style-type: none"> Children give examples of activities Jesus engaged in as a child. Children discuss the work they do at home and school. 	<ul style="list-style-type: none"> Bible

TERM III

TOPIC 7: Witness

Background to the Topic

This topic will expose to the learners that Christ is the light of the world. Help the learner to understand how Christ's light can be seen in our daily life.

The topic presents the concept of witness and how Christians should live as witnesses for Christ in their respective vocations/occupations/professions. The learner is to learn the roles of:

- Returning officer.
- Presiding officer.
- Polling assistants.
- Polling constables.

The topic also presents how learners should be witnesses while performing their duties.

Learning Outcome:

The learner is able to understand and appreciate that Christians are witnesses/disciples of Christ in whatever circumstances they find themselves.

Life skills

- Self-awareness.
- Effective communication.
- Problem solving.

Values

- Honesty
- Respect
- Commitment
- Patience

Topic competence	Language Competence	Content	Suggested activities	Resources
<p>The learner:</p> <ul style="list-style-type: none"> Explains how Jesus is the light of the world. Describes how Christ's light can be seen in us. 	<p>The learner:</p> <ul style="list-style-type: none"> Writes ways in which Christ is seen as a light in us and in the world. 	<p>Christ the light</p> <ul style="list-style-type: none"> How Christ is the light. <ul style="list-style-type: none"> John 8:12 - 20 How Christ's light can be seen in us. <ul style="list-style-type: none"> Luke 18:35-43 Luke 1:10 – 17 John 11:33 – 36 Mark 10: 13-16 	<ul style="list-style-type: none"> Singing songs about sharing the light of Christ. Discussing ways in which Christ is seen as the light in us and in the world. 	<ul style="list-style-type: none"> Bible Biographies/literature about the people mentioned. Pictures of the people mentioned.
<ul style="list-style-type: none"> Describes different ways of witnessing for Christ. 	<ul style="list-style-type: none"> Writes the meaning of witness and ways of witnessing for Christ 	<p>Witnessing for Christ</p> <ul style="list-style-type: none"> Concept of witness. <ul style="list-style-type: none"> Living as a witness for Christ. <ul style="list-style-type: none"> Mathew 5:14-16 <ul style="list-style-type: none"> Spreading the word. <ul style="list-style-type: none"> Mathew 28:19-20 Ephesians 4:11-12 Ways of witnessing for Christ. <ul style="list-style-type: none"> Ephesians 4:7 Kivebulaya Mother Tereza Nelson Mandela Nyerere 1Timothy 3:1 – 2 Mathew 5:14-16 	<ul style="list-style-type: none"> Discussing ways of witnessing for Christ. Discussing in groups different Christians in history who have witnessed for Christ. 	
<ul style="list-style-type: none"> Demonstrates the Christian 	<ul style="list-style-type: none"> Talks about how to reflect the light 	<p>How to reflect the light of Christ to other people</p>	<ul style="list-style-type: none"> Discussing the values that 	<ul style="list-style-type: none"> Voter Educations Manual

Topic competence	Language Competence	Content	Suggested activities	Resources
service to the community as a witness to Christ. • Explains how to form healthy relationships.	of Christ to other people.	<ul style="list-style-type: none"> - Values that share good behaviour. - Avoiding moral degeneration in society. - The role of a returning officer, presiding officer, polling assistant, constable, etc. 	promote good behaviour.	

TOPIC 8: Discipleship and its Rewards

Background to the Topic

This topic presents the idea of discipleship to the learner as well as the teaching of Jesus about discipleship. It further gives knowledge to the learners about the qualities and examples of discipleship. It also gives examples of famous Christians who emulated the discipleship as understood and taught by Jesus.

This topic teaches learners about relationships, qualities of a good friend and Jesus as a good friend. It also gives some knowledge on the polling process as seen in the roles of election observers and election monitors. The teacher can use group discussion, explanation, question and answer, and role-play in teaching this topic.

Learning Outcome:

The learner is able to understand and explain the concept of discipleship and describe Jesus' teaching about discipleship.

Life skills

- Friendship formation.
- Critical thinking.

Values

- Cooperation
- Love
- Respect
- Patience

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: <ul style="list-style-type: none"> • Describes discipleship 	The learner, <ul style="list-style-type: none"> • Tell Jesus teaching on Discipleship. 	Discipleship <ul style="list-style-type: none"> • Describe discipleship • Jesus teaching <ul style="list-style-type: none"> - Mark 1:16-20 - Mathew 4:23-25 	<ul style="list-style-type: none"> • Brainstorming on Jesus' teachings on discipleship. 	<ul style="list-style-type: none"> • Bible
<ul style="list-style-type: none"> • Explains Jesus' teaching on discipleship 	<ul style="list-style-type: none"> • Writes some examples of discipleship 	Examples of discipleship <ul style="list-style-type: none"> • Spiritual uprightness • Comfort in sorrow. • Being humble. • Being pure in heart. • Working for peace. • Courage in persecution. <ul style="list-style-type: none"> - Mathew 5:1 – 10 - Luke 12: 29 – 31 - 	<ul style="list-style-type: none"> • Discussing what Jesus taught about discipleship. • Identifying different examples of discipleship. 	
<ul style="list-style-type: none"> • Lists some famous Christians who lived a life of discipleship. 	<ul style="list-style-type: none"> • Reads the lives of some famous Christians who lived a life of discipleship. 	Some famous Christians who lived a life of discipleship <ul style="list-style-type: none"> - St. Francis of Assisi - St. Clare - St. Augustine 		<ul style="list-style-type: none"> • Profiles of famous Christians like St. Francis of Assisi

TOPIC 9: RELATIONSHIP WITH GOD

Background to the Topic

This topic helps the learner to explore the concept of the Trinity: the “three persons in one”. It helps the learner to explore the roles of each personality in the Trinity.

The relationship between the Trinity reflects love, it is the same love that should exist and guide the relations of God’s creatures. This topic gives examples of Christians who to their best, lived and practiced love of God and love of fellow human beings. The topic challenges the learner to respond to that divine love by emulating the examples of some famous Christians.

The suggested methods will include singing, reading the Bible and discussions.

Learning Outcome

The learner is able to study and articulate the roles played by the three persons: God the **FATHER**, God the **SON** and God the **HOLY SPIRIT**.

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> The learner: Describes the role of the three persons of the Trinity. Identifies the three persons which make the Trinity Explains the role of each person 	The learner: <ul style="list-style-type: none"> Writes the roles of the three persons of the Trinity. Writes a simple poem about the trinity 	Trinity <ul style="list-style-type: none"> God the Father <ul style="list-style-type: none"> 1 John 3:1 Luke 12:29-30 1 John 4:8-10 God the Son John 15:9-10 <ul style="list-style-type: none"> John 8:19 God the Holy Spirit <ul style="list-style-type: none"> Romans 5:5, 8:9-17 Concept of the Trinity <ul style="list-style-type: none"> Mathew 3:16-17 Mathew 2:28:19 1Peter 1: 2 	<ul style="list-style-type: none"> Memorizing the Bible verses on the Trinity. Discussion of the verses Guided discovery on the roles of each person. Singing a song of the Trinity. Creative writing 	<ul style="list-style-type: none"> Bible

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> Identifies the two great commandments Jesus taught. Responds to God's love by obeying His commandments and loving others 	<ul style="list-style-type: none"> Reads the Bible verses. Writes the two great commandments. Talks about Christians who showed love to others. Reciting the two great commandments. 	<p>Two great commandments</p> <ul style="list-style-type: none"> Jesus teaching John 15:9-12 Mathew 7:12 Mathew 5:43-44. Examples of Christians Who loved without discrimination Our response 	<ul style="list-style-type: none"> Studying Bible references and discovering the role God the Father Son and the Holy Spirit plays. Memorizing the great commandments taught by Jesus. Dramatizing ways they can show Gods love to others. 	

TOPIC 10: HOPE

Background to the Topic

This topic aims at equipping learners with knowledge and skills that will encourage them never to give up. It explains to the learners how people waited for a Saviour right from the Old Testament times. The learners will be exposed to the messages of hope in Psalms, Jeremiah and Isaiah.

The topic of hope will also be applied in the learners' daily lives. The methods of instruction will include reading the Bible, discussion, singing, creative writing and role playing.

Learning Outcome

The learner is able to:

- Appreciate the fact that God is the source of hope in all circumstances.
- Develop skills that enable him/her to keep going on even under difficult circumstances.

Life skills

- Coping with emotions
- Decision-making

Values

- Faith
- Hope

Topic competence	Language Competence	Content	Suggested activities	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Explains Psalms of hope as reflected in the Bible. 	<p>The learner,</p> <ul style="list-style-type: none"> • Reads Luke 2:42 • Psalms of hope. • Writes how hope in God can help him face difficulties. 	<p>Psalms of Hope Psalms 31:24 33:20, 33:22 34:17-18, 42:5 71:5 – 7</p> <ul style="list-style-type: none"> • God give strength. • God gives protection. • God listens. • God is with us. 	<ul style="list-style-type: none"> • Memorizing Psalms of Hope • Discussing of the message in the Psalms. • Writing a prayer asking God to give him hope in difficulties. • 	<ul style="list-style-type: none"> • Bible
<ul style="list-style-type: none"> • Explains the Old Testament teaching about the hope that God gives. 	<ul style="list-style-type: none"> • Tells about the hope that God gives. 	<p>Old Testament teaching about Hope</p> <ul style="list-style-type: none"> • Hope in trouble <ul style="list-style-type: none"> - Jeremiah 6:22-28 - 23:5-6 - 31:1-5 - 31:31-34 • Hope for Messiah Isaiah: 11:1-10 	<ul style="list-style-type: none"> • Role playing on how to cope with teenage pregnancy and other forms of trouble. • Reading and discussing of the Bible texts. 	<ul style="list-style-type: none"> • Bible. • PIACY materials.

Topic competence	Language Competence	Content	Suggested activities	Resources
<ul style="list-style-type: none"> • Describes how people were prepared for the coming of the Messiah. 	<ul style="list-style-type: none"> • Tells how people were prepared for the coming of the Messiah. 	<p>Coming of the Messiah</p> <ul style="list-style-type: none"> • Zechariah vision Luke 1:5-25, • Preparation Luke 1:25 – 38 • The Messiah is born Luke 1:39-45 • Wise men welcome the Messiah. Mathew: 2:1-11. 	<ul style="list-style-type: none"> • Memorizing the Bible verses. • Singing a song about the birth of the Messiah. 	<ul style="list-style-type: none"> • Bible.
<ul style="list-style-type: none"> • Explains how God gives hope for external life. 	<ul style="list-style-type: none"> • Talks about how God gives hope external life. 	<p>Christian hope</p> <ul style="list-style-type: none"> • Hope of external life. 1Thess 4:13-14 1Peter 1:3-4 • Personal response. 	<ul style="list-style-type: none"> • Role playing the wise men going to see the Messiah. 	

(B) – Islamic Religious Education Syllabus

ISLAMIC RELIGIOUS EDUCATION

Background

This is Primary Five Islamic Religious Education Syllabus. In Primary 1 – 3 learning is based on themes, learning outcomes and competences. Most of the religious related competences are covered under the literacy strands of the Thematic Curriculum.

In Primary Four learning based on subjects and the Religious Education Syllabus outlined the learning outcomes, content and language competences. Learners in Primary Five are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use only English as a medium of instruction. The teacher should take note that the concepts are clear to enable the learners consolidate what was learnt in earlier classes. The instructional process will follow what was in the old syllabus and the teachers will be required to use the old instructional materials.

Rationale

The revised Primary Five Religious Education syllabus has been designed to consolidate all the skills acquired from P.1 to P.4. It is also intended to provide the learner with knowledge on faith, other religions, hope, relationships, judgement, fasting, leadership, good neighbourliness, importance of prayer among others.

- There have been changes made including reducing the content to keep the learning experience light and simple for the learners.
- Language competences have been included in order to enforce literacy skills.
 - Subject competences and language competences have been included to replace specific objectives. These competences focus on knowledge, comprehension and application.
 - General learning outcomes instead of general objective are also stipulated for each topic.
 - A background to introduce each of the topics has been provided. It further gives an overview of the whole topic and thus gives teacher an insight into the topic.
 - Content on Voter Education, sexual and Reproductive Health, life planning skills and child labour has been included. The teacher has been guided on how to teach it, resources for the teacher to consult have also been provided in the syllabus Matrix.

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus. Besides the Continuous Assessment, there shall be end of term and end of year assessment carried out and records kept.

General Methodology

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit these competences.

The teacher of Religious Education is expected to use a variety of books of the old curriculum. This will not enrich teachers content but will help the teacher to prepare the correct contents of the topics. The teacher is expected to constantly help relate science to real life situations and experiences. Not all schools in Uganda may have same learning environment. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. They should be interactive in order to make the learning process interesting.

General learning outcomes

When the learners go through this syllabus they will be able to:

- Appreciate the values that are advanced by the Surah(s)
- Express knowledge and understanding of fasting and how it links people to the Creator.
- Practice and express good neighbourliness in the communities where they live.
- Respect both God-made-laws and man-made-laws.
- Appreciate the values of giving inform of Zakah.

TERM I

THEME 1: READING FROM THE QU'RAN (CHAPTER 99)

Topic 1: Surat Al-Zilzala

General Background

Surat Al-zilzala is the 99th chapter in the Qur'an,

It shows that any deed done in life, even the most secret, will be brought to full light of day. The Surah was intended to guide people to do good and abandon evil. Hence this topic will help learners to know there is life after death, and that whatever a person does, good or bad, is accounted for both here and in the hereafter. The learner will therefore be able to properly choose and develop value.

Methodology

- Recitation
- Rote method
- Discussion
- Demonstration

Life skills and Values

- Effective communication.
- Creative thinking.
- Decision- making.

Learning Outcome

- The learner is able to understand and appreciate the content of the Surah, adopt and practice values advanced by the Surah and demonstrate life skills for maintaining peace in society.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> Recites Surat AL-Zilzala. 	<p>The learner:</p> <ul style="list-style-type: none"> Reads, writes, pronounces and uses the following words related to the topic correctly: <ul style="list-style-type: none"> Surah Al-zilzala Revealed 	<ul style="list-style-type: none"> Recitation of Surah Al-zilzala Chapter 99. 	<ul style="list-style-type: none"> Invite a Mullah or school Sheik to assist recite the Surah correctly. Supervise their individual recitation and ensure memorization is done correctly. Memorization of the Surah. 	<ul style="list-style-type: none"> Qur'an. Resource person.
<ul style="list-style-type: none"> Interprets the meaning of the Surah. 		<ul style="list-style-type: none"> Meaning of the Surah. 	<ul style="list-style-type: none"> Guide learners to tell the meaning of the Surah. 	<ul style="list-style-type: none"> Markers . Chart displaying the meaning of the Surah.
<ul style="list-style-type: none"> Relates the message in the Surah to his/her daily life. 		<ul style="list-style-type: none"> Relating the message of the Surah to real life. Life after death. Deed done in life, even the most secrete will be brought to the full light of day. Do good and abandon evil. What mankind does, good or bad, shall be accounted for. Proper choice and development of values e.g. honesty, respect for self and others, justice, peacefulness, cleanliness, etc. 	<ul style="list-style-type: none"> Use brainstorming and guided discussion to get the message and lessons from the Surah. Discuss factors that influence values e.g. family, peers, environment and how these values prepare an individual for the Day of Judgment. 	<ul style="list-style-type: none"> Charts showing examples of values in our society. Qur'an.

Suggested Competences for Assessment

- Reciting Surat Al-Zilzala.
- Explaining the meaning of the Surah.
- Relating the Surah to daily life.

THEME 2: HADITH: TRADITIONS OF THE PROPHET (PBUH)

Topic 2: Settlement of Debts

General Background

A debt is something that needs to be paid off. It could be physical or not. It is recommended by Prophet Muhammad (PBUH) that when you are in debt, try to repay it in order to keep good relationship with people.

Methodology

- Brainstorming.
- Discussion.
- Poetry.
- Question and answers.

Life Skills and Indicators

- Interpersonal relationships.
- Friendship formation.
- Decision-making.

Learning Outcomes

- The learner is able to read Prophet Literature and appreciate the message therein; practices life skills and demonstrates values for settling debts.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<ul style="list-style-type: none"> Narrates two Hadiths concerning settlement of debts. Interprets the meaning of the Hadith 	<p>The learner:</p> <ul style="list-style-type: none"> Reads, spells, writes, pronounces and uses the following words related to the topic correctly: <ul style="list-style-type: none"> Debts. Guarantee. Promise. Perform. Borrow. Hypocrite. Embezzlement. Entrusted. 	<ul style="list-style-type: none"> Hadith concerning settlement of debts. <ul style="list-style-type: none"> The prophet said: “if you will give me a guarantee on six points, I will guarantee paradise for you: when you speak, tell the truth; when you promise, perform; when you borrow, fulfill the promise” Hadith concerning settlement of debts. <p>The Prophet said “ The signs of a hypocrite are three: when she/he talks she/he lies, when he/she is entrusted he/she promises she/he does not fulfill”</p> 	<ul style="list-style-type: none"> In groups allow learners to share lessons learnt from the Hadith. 	
Interprets the two prophetic traditions.		<ul style="list-style-type: none"> Interpretation of the meaning of the Hadiths. 	<ul style="list-style-type: none"> Interpret to the learner the meaning of the Hadith. Guide the learner to recite a poem on keeping good relationships. 	<ul style="list-style-type: none"> Chart. Markers. Learners textbook.
Discusses the importance of Hadith.		<ul style="list-style-type: none"> The importance of the Hadith. 	<ul style="list-style-type: none"> Telling the importance of the Hadith. 	
Relates the two Hadiths to her/his daily life		<ul style="list-style-type: none"> Relating the two Hadiths to his/her daily life 	<ul style="list-style-type: none"> Use brainstorming and guided discussion 	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
		<ul style="list-style-type: none"> • Things that can build or destroy relationships e.g. sharing, breaking a promise, etc. 	to help learners relate the message from Hadith to daily life.	

Suggested Competences for Assessment

- Narrating two prophetic traditions regarding settlement of debts.
- Interpreting the meaning of the given Hadith.
- Explaining the importance of the Hadith.
- Mentioning lessons learnt from the Hadith.
- Role playing consequences of not settling debts.
- Role playing consequences that can build or destroy relationship.

THEME 3: TAWHID (FAITH)

Topic 3: Resurrection and Judgment

General Background

Belief in the Day of Judgment is the fifth Pillar of Iman. It is very important because such a belief controls the actions of a believer. It involves the belief in the Day of Judgment and everything related to that day like death, such as after death and before resurrection.

Resurrection is when the dead will come back to life. After the second blowing of the trumpet, people will be resurrected. They will be gathered in one place where judgment will take place.

Methodology

- Guided discovery.
- Dramatization.
- Question and answer.

Life Skills and Indicators

- Decision making.
- Creative thinking.

Learning Outcome

- The learner will know and tell the difference between resurrection and judgement, appreciate the events of resurrection and those that will lead to the Day of Judgement as well as demonstrate skills for living a harmonious life leading to a better abord in the here after.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Recognizes and tells the relationship between resurrection and judgement. 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, pronounces, writes, spells and uses the following words related to the topic correctly; - Resurrection - Judgment - Creativeness - Accountability - Gathering 	<p>Resurrection</p> <ul style="list-style-type: none"> - Blowing the trumpet. - Resurrection. - Gathering of all people. - Receiving books of records. - Accountability. 	<ul style="list-style-type: none"> • Review the previous topic - Surat Al-Zilzala. • Guide learners in a discussion in the events of the day of resurrection. • Group learners to dramatize the resurrection day. 	<ul style="list-style-type: none"> • Learners. textbook. • Trumpet. • Files.
<ul style="list-style-type: none"> • Outlines the significance of resurrection and judgement 		<ul style="list-style-type: none"> • Significance of resurrection and judgment. • Hope in an individual. • Live well in society. • An individual lives consciously. • Carefully to choose what we do. 	<ul style="list-style-type: none"> • Individually task learners to outline the significance of the day of judgement. 	

Suggested Competences for Assessment

- Describing the events of resurrection and judgment.
- Explaining the significance of resurrection and day of judgment.

THEME 4: FIQH (PRACTICE)

Topic 4: Fasting

General Background

Fasting generally is “to abstain from doing certain things.” In Islam, it refers to abstaining from eating, drinking and sexual intercourse from dawn until sunset with the intention of fulfilling Allah’s commands. Knowledge about this topic will help learners develop measures for choosing values rightly and to practice patience and endurance life skills.

Methodology

- Discussions.
- Question and answer

Life Skills and Indicators

- Appreciation.
- Standing for one’s values and beliefs.
- Interpersonal relations.

Learning Outcomes

The Learner is able to know and understand the importance of fasting, appreciates the need for perfecting it and practices moral values linking them to his/her creator.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: <ul style="list-style-type: none"> • Defines fasting. 	The learner: Writes, spells, reads, pronounces and uses the following words related to the topic correctly: <ul style="list-style-type: none"> - Fasting - Abstinance - Ramadhan - Dawn - Subset - Exempted. 	<ul style="list-style-type: none"> • Definition of fasting Abstaining from eating, drinking and sexual intercourse from dawn up to sunset, during the months of Ramadhan. 	<ul style="list-style-type: none"> • Guide learners to discuss the definition of fasting. • Summarize learner's responses. 	<ul style="list-style-type: none"> • Learners' textbooks.
<ul style="list-style-type: none"> • Explains reasons for fasting. 		<ul style="list-style-type: none"> • Reasons for fasting <ul style="list-style-type: none"> - To thank God. - Repenting. - It is a pillar of Islam. - To get rewards. 	<ul style="list-style-type: none"> • Brainstorm about the importance of fasting. 	<ul style="list-style-type: none"> • Learners' text books.
<ul style="list-style-type: none"> • Describes people who should fast and those who care exempted. 		<ul style="list-style-type: none"> • People who should fast <ul style="list-style-type: none"> - Mature Muslims. - Sane Muslims. • People exempted from fasting <ul style="list-style-type: none"> - Young children. - Menstruating women. - Breast feeding mothers. - Sick people. - The insane. - Travelers. - Very old people. 	<ul style="list-style-type: none"> • Help learners to mention people who should fast. • Task them further to describe those exempted from fasting. 	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<ul style="list-style-type: none"> Explains things that spoil fasting. 		<ul style="list-style-type: none"> Things that spoil fasting <ul style="list-style-type: none"> Menstruation. Eating and drinking. Playing sex during the day. Vomiting. 	<ul style="list-style-type: none"> Guide learners to discuss things that spoil fasting. 	<ul style="list-style-type: none"> Learners' textbooks.

Suggested competences for Assessment

- Defines fasting.
- Outlining the importance of fasting.
- Describing people exempted from fasting.
- Explaining things that spoil fasting.

THEME 5: HISTORY OF ISLAM

Topic 5: Prophet Muhammad at Madina (PBUH)

General Background

Prophet Muhammad (PBUH) migrated from Mecca to Madina (Hejira) in the year 622A.D. It was an order from God due to increased persecution in Mecca. Secondly, Prophet Muhammad was invited by the people of Madina to help them resolve conflicts that existed there, and to spread Islam in Madina.

Methodology

- Discussions.
- Brainstorming.
- Story telling.

Life Skills and Values

- Appreciation.

- Standing for one's values and beliefs.

-
- Interpersonal relations.

Learning Outcomes:

The learner is able to understand and appreciate the behaviours of Prophet Muhammad (PBUH) at Madina and is able to demonstrate those behaviours into day to day life.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none">• Describes Prophet Muhammad's leadership style in Madina (PBUH)	<p>The learner:</p> <ul style="list-style-type: none">• Reads, writes, spells, pronounces and uses the following words related to the topic,<ul style="list-style-type: none">- Tribal wars.- Constitutional Laws.- Leadership roles.	<ul style="list-style-type: none">• Prophet, Muhammad (PBUH) at Madina.• His life as a leader<ul style="list-style-type: none">- Unified the people under one leadership.- Stopped tribal wars in Madina.- Introduced the Madina Constitution.	<ul style="list-style-type: none">• Guide learners to identify some problems that were in Madina before migration.<ul style="list-style-type: none">- No unifying leader.- Tribal wars.- No laws governing the city of Madina, etc.• Guide learners to compare the Constitution of Uganda with the Qur'an. (Muslim constitution).• Help learners to identify the importance of a constitution.	<p>Holy Qu'ran Constitution of Uganda.</p>

<ul style="list-style-type: none"> • Mention the name of the first Mosque built in the history of Islam • Explain how Prophet Muhammad (PBUH) managed to spread the new religion of Islam 	<ul style="list-style-type: none"> • Write and read simple story of prophet Muhammad's work in Madina • Use simple sentences to retell activities of prophet Muhammad at Madina • Write short sentences using with empathies of the following words. <ul style="list-style-type: none"> - Preaching - Envoy 	<ul style="list-style-type: none"> • Prophet Muhammad's life as a messenger in Madina <ul style="list-style-type: none"> - Built a Mosque. - Taught and preached the religion of ALLAH. - Sent his companions outside Madina. - He sent envoys to various kings and tribal leaders asking them to join the religion of Islam. 	<ul style="list-style-type: none"> - Guide learners to tell various activities of Prophet Muhammad at Madina. - Draw the Mosque of Madina. - Ask learners to write a story about Prophet's Muhammad's mission in Madina. 	
<ul style="list-style-type: none"> • Identifies battles in which Prophet Muhammad (PBUH) participated. 	<ul style="list-style-type: none"> • Read, write and spell the following new words correctly: <ul style="list-style-type: none"> - Battle. - Badr. - Uhud. - Khanndaq. • Write short sentences showing how they can lead an activity. • Share experiences where they participate in group activities. 	<ul style="list-style-type: none"> • Prophet Muhammad as a commander <ul style="list-style-type: none"> - The battle of Badr. - The battle of Uhud. - The battle of Khandaq. 	<ul style="list-style-type: none"> - Guide learners to mention the battles Prophet Muhammad participated in. - Help learners to discuss lessons they learn from Prophet Muhammad. 	<ul style="list-style-type: none"> - Learners' Text book

Suggested Competences for Assessment

- Explaining Prophet Muhammad's leadership style in Madina.
- Describing how Prophet Muhammad spread the new religion of Islam.
- Identifying various wars Prophet Muhammad participated in.
- Defining a constitution.
- Explaining the importance of a constitution.

- Comparing the Ugandan constitution with the Qur'an (Muslim Constitution).

TERM II

THEME 1: READING FROM THE QUR'AN

Topic: Surat Al-Kauthar (Chapter 108)

General Background

This Surah was intended to comfort Prophet Muhammad (PBUH). He was going through very hard times as his own people had turned against him and were resisting and opposing his mission. His companions also saw no chance of success with him. Besides, the Surah foretold the destruction of his enemies. Thus, the topic is important to the learners because it gives hope for people in problems, as it equips them with life skills for patience, perseverance and keeping on work however hard the circumstances. The learner, therefore is expected to:

- (i) Protect truthfulness and stick on it.
- (ii) Have hope in the future.
- (iii) Depend on Allah and elders in case of a problem.

Methodology

- Recitation.
- Rote method.
- Discussion.
- Demonstration.
- Role play.

Life Skills and Indicators

- Creative thinking.
- Patience.
- Decision-making.
- Perseverance.

Learning Outcomes

The learner is able to know and appreciate the life that was lived by the Prophet (PBUH) and demonstrate skills for coping with situations.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<ul style="list-style-type: none"> • Surat Al- Kauthar (Chapter) 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, writes spells pronounces and uses the following words related to the topic: <ul style="list-style-type: none"> - Kauthar. - Slaughter. - Barren. - Belittle. 	<ul style="list-style-type: none"> • Recitation of Surat Al-Kauthar (Chapter 108). • Memorization of the above given Surah. 	<ul style="list-style-type: none"> • - Recite the Surah in its original form. • Let learners listen as you make the recitation atleast thrice. • Recite the Surah and let learners repeat after you. • Divide learners into different groups. • Make a recitation of the Surah and let one of the groups recite after you while others listen. • Give each group the same opportunity. 	

<ul style="list-style-type: none"> • Interprets the meaning of the Surah. • Relates the message in the Surah to the learner's actual life. 		<ul style="list-style-type: none"> • Meaning of the Surah <ul style="list-style-type: none"> - Verse 1: Surely, we have given you a lot of good things so pray to your God and sacrifice to him. - Verse 3: He who hates you is the one cut off. - The message in the Surah. 	<ul style="list-style-type: none"> • Tell learners the English interpretation of the Surah. • Help learners to discover how the meaning of the Surah relates to their actual life. • Guide learners to make a drama on scenes depicting the need for turning to Allah for prayer whenever in problems. • Guide learners to discuss issues in the Surah that relate to their daily life. • Help learners to tell their experiences about how they solve their problems. 	
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Suggested Competences for Assessment

- Reciting the Surah.
- Giving the meaning of verses in the Surah.
- Telling lessons learnt from the Surah.
- Dramatizing how turning to Allah in prayer can solve people's problems.

THEME 2: HADITH: TRADITIONS OF THE PROPHET (PBUH)

Topic 2: Good Neighbourliness

General Background

Good neighbourliness is one of the values any person is asked to promote. It is intended to knit a strong, coherent and caring society. In this society, everybody is expected to enjoy care and protection which are a result of the good relations brought about. One of the social misdeeds a Muslim can ever commit is to be unkind to a neighbour. Thus, this topic will help the learner to develop life skills and values for living harmoniously in society.

Methodology

- Group discussion.
- Demonstration.
- Story telling.

Life Skills and Values

- Effective communication.
- Problem-solving.
- Negotiation.
- Empathy.
- Caring.

Learning Outcomes

The learner is able to appreciate the need for good neighbourliness, show Islamic social values and demonstrate love and care for others in the community.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> Narrates two prophetic traditions concerning good neighbourliness. 	<p>The learner:</p> <ul style="list-style-type: none"> Reads, spells, pronounces, writes and uses the following words related to the topic correctly. <ul style="list-style-type: none"> Neighbour Safe. Misdeeds. Believer. Obligations. 	<ul style="list-style-type: none"> Hadith concerning good neighbourliness <ul style="list-style-type: none"> The Prophet said “A man whose neighbour is not safe from his misdeeds is not a believer in Islam” The Prophet (PBUH) said: Let the believer in Allah and the Day of judgement honour his neighbour (Muslim and Bukhar). Lady Aisha (RA) said the Prophet is Allah said: Jibreel advised me so repeatedly, to care for my neighbour that I thought my neighbour is my inheritor (Bukhar and Muslim). 	<ul style="list-style-type: none"> Help learners to read and write the Hadith correctly. Supervise them as they are writing. Let the learners define and write the definition of a neighbour. 	<ul style="list-style-type: none"> Textbooks. Chart which has the Hadiths.

<ul style="list-style-type: none"> • Interprets the Prophetic traditions. 		<ul style="list-style-type: none"> • The meaning of the prophetic traditions. • Even if one does all other religious obligations but does not treat his/her neighbours well, he/she may go to hell. 	<ul style="list-style-type: none"> • Explain the prophetic traditions. • Help them to identify the meaning and allow them to write it. 	
<ul style="list-style-type: none"> • Relates the information in the Hadith to daily life experience. 		<ul style="list-style-type: none"> • How information in the Hadith relates to daily life. • Islam encourages sustenance of good relations through the following. <ul style="list-style-type: none"> - Visiting neighbours especially on occasions of death, sickness, births, weddings, etc. - Avoiding to do any ill to a neighbour. - Talking well of the neighbours. - Being generous. - Extending help. 	<ul style="list-style-type: none"> - In groups, help learners to explain why a neighbour should be treated well. - Guide them to dramatize a good and a bad neighbour. - Ask them to write what they learn from the drama. 	<ul style="list-style-type: none"> • Charts. • Textbooks

Suggested Competences for Assessment

- Giving two traditions on good neighbourliness.
- Explaining the meaning of the traditions.
- Dramatizing good neighbourliness.
- Outlining lessons learnt from the play.

THEME 3: TAWHID (FAITH)

Topic 3: Paradise and Hell

General Background

Description of paradise and hell are important for any person to adhere to commandments of Allah. Temporarily, life of this world is a great temptation to man and this may lead people to ruining their lives as well as the world. Knowledge about existence of paradise and hell is crucial to the learner for it will model one's life and hence guarantee them safety and harmonious living in their societies.

Methodology

- Picture description.
- Demonstration.
- Discussion.

Life Skills and Indicators

- Appreciation.
- Honesty.
- Trust worthiness.
- Co-operation.
- Obedience.

Learning Outcomes

The learner develops knowledge about the existence of Allah, appreciates the importance of life skills for succeeding both in life and in the hereafter.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner: Defines paradise and hell.</p>	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, spells, pronounces, rites and uses the following words related to the topic <ul style="list-style-type: none"> - Paradise. - Hell. - Hot liquids. - Good doers. - Bad doers. - Jannah. - Allah/God. 	<ul style="list-style-type: none"> • Definition of paradise and hell <ul style="list-style-type: none"> - Paradise (Jannah) is a house of blessing for those who do good work and believe in God (Allah) and do what God commands them to do. 	<ul style="list-style-type: none"> • Help learners to define paradise and hell. • Allow them to write down points. 	<ul style="list-style-type: none"> • Learners' textbook • Charts
<ul style="list-style-type: none"> • Interprets the Prophetic traditions. 		<ul style="list-style-type: none"> • The meaning of the prophetic traditions: <ul style="list-style-type: none"> - Even if one does all other religious obligations but does not treat his/her neighbours well, he/she may go to hell. 	<ul style="list-style-type: none"> • Explain the prophetic traditions. • Help them to identify the meaning and allow them to write it. 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • Describes paradise and hell. 		<ul style="list-style-type: none"> • Description of paradise and Hell. - Paradise has got everything good that one may think of e.g. good rivers, good environment, neighbour neither hot nor cold, good fruits, etc. - Hell has got burning fire which does not stop, hot liquids with a bad smell, etc. 	<ul style="list-style-type: none"> • In groups, let the learners describe paradise and hell. • Demonstrate paradise and hell. 	<ul style="list-style-type: none"> • Charts • Qu'ran • Textbooks
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Suggested competences for Assessment

- Defining hell and paradise.
- Discussing things that will be found in paradise and in hell.
- Describing the kind of people who will go to paradise and to hell.

THEME 4: FIQH (PRACTICE)

Topic 4: Tarawiih and Idd Prayers

General Background

Tarawiih and Idd are optional prayers of great significance in the life of an individual. Besides getting rewards for performing them, people meet, socialize, acquire new friends and solve their problems as a team. They signify unity of the faithful.

Methodology

- Demonstration.
- Discussion.
- Role playing method.

Life Skills and Values

- Effective communication.
- Interpersonal relationships
- Friendship formation.

Learning Outcomes

The learner is able to perform Tarawiih and Idd prayers perfectly and demonstrate life skills for ensuring peace and unity in society.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Defines Tarawiih and Idd prayers. 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, spells, pronounces, writes and correctly uses the following words related to the topic: <ul style="list-style-type: none"> - Sunnah. - Prayers. - Tarawiih. - Idd. - Celebration. - Praise. - Unity. - Repentance. - Performance. - Dhul Hijja. - Congregation. 	<ul style="list-style-type: none"> • Definitions <ul style="list-style-type: none"> - Tarawiih prayers are specific prayers offered during the month of Ramadhan. - It is Sunnah for both men and women. They are offered after the Isha prayer. - Muslims celebrate two Idd-days: el-Fitr which marks the end of the month of Ramadhan and Idd Adhuha celebrated in the month of Dhul hijja when Muslims are performing Hijja. 	<ul style="list-style-type: none"> • Help learners to differentiate between the two Idds by defining them and Tarawiih. • By show of hands, ask them if they have ever performed any of the above prayers. 	<ul style="list-style-type: none"> • Holy Qur'an. • Newspapers • Textbooks.

<ul style="list-style-type: none"> • Describes the importance of Tarawiih and Idd prayers. 		<ul style="list-style-type: none"> • Importance of Tarawiih and Idd prayers: <ul style="list-style-type: none"> - Brings about unity among Muslims. - Get rewards. - Repentance. - Supplication. - Praise. - Celebration. 	<ul style="list-style-type: none"> • In groups, let learners demonstrate how Idd is performed. • Another group demonstrates Tarawiih prayers with the guidance of the teacher. • Summarise their demonstrations. 	<ul style="list-style-type: none"> • Jesus (covering cloth) Hijab, Kanzu. • Mats. • Caps. • Stick.
<ul style="list-style-type: none"> • Describes Idd and Tarawiih prayers. 		<ul style="list-style-type: none"> • Description of Idd and Tarawiih prayers. <ul style="list-style-type: none"> - Both performed in a congregation (group) and led by Iman. - Tarawiih is offered in even rak'ah and every after two rak'ahs, Tahiyat is said and salam. - Idd prayer has two rak'ahs and we begin with praying and end with Khutuba (sermon). - Idd-el-fitri the sermon reflects the month of Ramadhan. - Idd Adhuha the sermon reflects Prophet Ibrahim and his son Ismail. 		

Suggested Competences for Assessment

- Defining Idd and Tarawiih prayers.
- Describing how the two prayers are performed.
- Outlining the importance of the above prayers.

THEME 5: HISTORY OF ISLAM

Topic 5: Last Days of Prophet Muhammad (PBUH)

General Background

Prophet Muhammad (PBUH) lived for 63 years all of which were full of lessons for us to learn. His life ended shortly after he had conquered the city of Mecca, a place he was rejected and later on chased from. One of the major and historical events thereof was the farewell pilgrimage. Hence, this topic gives an insight on this pilgrimage and some of the clauses of the sermon he delivered during that event.

The topic is important to the learner because it provides a sense of direction, more so, as provided for in clauses of the last Prophetic sermon.

Methodology

- Story telling.
- Discussion.
- Creative thinking.
- Critical thinking.

Life Skills and Values

- Appreciation.
- Love.
- Confidence.
- Self -esteem.
- Respect for others.

Learning Outcomes

The learner is able to appreciate and demonstrate the message got from the content of the last message of Prophet Muhammad (PBUH).

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Describes the farewell pilgrimage. 	-	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, spells, pronounces, writes and correctly uses the following words related to the topic: <ul style="list-style-type: none"> - Farewell. - Pilgrimage. - Sickness. - Burial. - Conflict resolution. - Democracy. - Citizen. 	<ul style="list-style-type: none"> • Sermon prophet last speech and guide learner to note down points. • Outline the content of the Prophet's last speech. • Give the lessons learnt from the last message. • Give the roles and responsibilities in Uganda. 	

<ul style="list-style-type: none"> • Describes the sickness and death of the prophet. 		<ul style="list-style-type: none"> • Lessons learnt from Prophet Muhammad's life. <ul style="list-style-type: none"> - Conflict resolution. - Establishment of a democratic Islamic state. - Need for democracy. - As a leader - Role of citizens in democracy. - Purposes of elections. - Types of elections. - Trustworthy. - Kindness. - Patience, etc. 	<ul style="list-style-type: none"> • Let learners use their experience to explain the sickness, death and burial of the Prophet. • Guide learners to demonstrate how one can resolve a conflict without fighting. • Let learners demonstrate the quality of being trustworthy and patient. • Summarize their demonstrations. 	<ul style="list-style-type: none"> • Textbooks • Markers. • Constitution of Uganda. • A chart showing the blind, the aged and the lame being helped to vote.
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Suggested Competences for Assessment

- Outlining the content of the Prophet's last speech.
- Explaining the lessons learnt from the speech.
- Describing the sickness and death of Prophet Muhammad.
- Outlining the lessons learnt from Prophet Muhammad's life.

THEME 1: READING FROM THE QUR'AN

Topic 1: Surah Al-Alaq (Chapter 96)

General Background

This topic introduces chapter 96 of the Holy Qur'an. This Chapter talks about the first revelation that Allah revealed to Prophet Muhammad (PBUH). It explains the importance of seeking for knowledge as it talks about the stages of creation of man.

Methodology

- Recitation.
- Rote method.
- Discussion.
- Demonstration.

Life skills and values

- Appreciation.
- Problem-solving.
- Perseverance.
- Confidence.

Learning Outcomes

The learner is able to appreciate the message contained in the Surah, adopts and practices values advanced therein and demonstrates life skills for living a humble but successful life.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Recites of the Surah. 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, pronounces and writes vocabularies from the Surah <ul style="list-style-type: none"> - Al-Alaq. - Proclaim. - Cherisher. - Creator. - Bountiful. 	<ul style="list-style-type: none"> • Surah Al-Alag verses 1 - 8 <p>Meaning of the Surah:</p> <ul style="list-style-type: none"> - Read in the name of your lord. He who created, - He created man from a clot of blood. - Read and your Lord is most Beautiful. - He taught (the use of pens) - He taught man what he did not know surely, man transgresses (the boundaries of Allah) - He looks upon him self as self sufficient. - Surely, to your lord you are yet to return. 	<p>Interpreting the meaning of the Surah. Writes the interpretation of the Surah</p>	<ul style="list-style-type: none"> • Learner textbook • The Qur'an
<ul style="list-style-type: none"> • Explain lessons learnt from the Surah. 	<ul style="list-style-type: none"> • Mentions lessons learnt from the Surah. 	<ul style="list-style-type: none"> • Lessons learnt from the Surah. 		

Suggested Competences for Assessment

- Reciting the Surah Al-Alaq.
- Explaining the meaning of the Surah Alaq.
- Reading new vocabularies from the Surah.

THEME 2: HADITH (TRADITIONS OF THE PROPHET) PBUH

Topic 2: Tarawiih and Idd Prayer

General Background:

This topic presents two important kinds of prayers i.e. Tarawiih and Idd prayers. The topic gives a clear view of what Prophet Muhammad (PBUH) said about the two prayers and encourages learners to carry on with the message contained in the Hadiths.

Methodology

- Discussion.
- Demonstration.
- Brainstorming.
- Question and answer.

Life Skills and Indicators

- Creativity.
- Problem-solving.
- Relationship with others.
- Sharing.

Learning Outcomes

The learner is able to appreciate the Prophet's traditions and practices the message contained therein, adopt values and demonstrate skills for promoting unity and build a God-fearing society.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Narrates a prophetic tradition concerning Tarawiid prayers. • Narrates a prophetic tradition concerning Idd prayers. 	<p>The learner: Pronounces, spells, writes, reads and correctly uses the following words related to the topic:</p> <ul style="list-style-type: none"> - Offer. - Optional. - Previous. - Night prayer. 	<ul style="list-style-type: none"> • Two prophetic traditions concerning Tarawiid and Idd prayer. <p>Hadith 1</p> <p>The prophet said: Whoever offers optional prayers (e.g. Tarawiih prayers) throughout each night of Ramadhan believing in Allah will have his previous sins forgiven.</p> <p>Hadith 2</p> <ul style="list-style-type: none"> • Lady Aisha reported: The night prayer of each prophet used to be 13 (thirteen) rak'at. 	<ul style="list-style-type: none"> • Narrate one prophetic traditions concerning Tarawiih. Prayers. • Talk about their experiences related to Tarawiih prayer. • Tell the message derived from the Hadith. • Display a chart of people performing prayer. • Narrate one prophetic tradition concerning Idd prayers. • Discuss with learners about their experiences about Idd prayers. • Brainstorm with learners the message contained in the Hadith. • Display a chart with people after Idd prayer and are in a jovial mood. 	<ul style="list-style-type: none"> • Learners' textbook • Charts.

THEME 3: TAWHIID (FAITH)

Topic 3: Sin

General Background

The concept of sin is central in the teaching of Islam. It refers to an individual's rejection of any of Allah's. Recognition of this concept helps an individual to repent and therefore turn into a good, faithful person whereas denial of existence commandments of sin and how it comes about leads to doom.

This topic will help learners to identify the categories of sin and its consequences. Learners, therefore, will be able to adopt values that will help them to avoid sinning.

Methodology

- Demonstration.
- Discussion.
- Picture description.

Life Skills and Values

- Problem-solving.
- Appreciation.
- Trustworthy.
- Patience.
- Respect.
- Self-esteem.

Learning Outcome

The learner is able to know, appreciate and respect both God made laws and man-made laws.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Defines sin. 	<p>The learner:</p> <ul style="list-style-type: none"> • Reads, spells, writes, pronounces and uses the following words related to the topic correctly. <ul style="list-style-type: none"> - Sin. - Alcohol. - Smoking. - Cheating. - Corruption. - Man slaughter, etc. • Writes simple statements describing sinful situations. • Tells ways of overcoming sinful situations. • Writes short stories about sinful situations. 	<ul style="list-style-type: none"> • Definition of sin. <ul style="list-style-type: none"> - To perform an act which was forbidden by Allah. • Examples of sin <ul style="list-style-type: none"> - Alcohol. - Smoking. - Robbery, stealing, cheating - Corruption. - Man slaughter - Backbiting, etc. - Election malpractices/offence. - Homosexuality. - Masturbation. 	<ul style="list-style-type: none"> • Guide learners into a discussion on why sinning is bad. • Explain how various punishments for sin are administered. • Identify various punishments for different sins. • Draw various situations of punishments. • Demonstrate some punishment. for sinning. 	<ul style="list-style-type: none"> • Learner's textbook. • Textbooks • Newspapers. • Charts showing punishments.

<ul style="list-style-type: none"> • Describes why sinning is bad. 	<ul style="list-style-type: none"> • Writes short stories about sinning. • Tells various punishments for sinning. • Writes short stories about various punishments. • Write sinful situations. 	<ul style="list-style-type: none"> • Why is sinning bad? <ul style="list-style-type: none"> - Because it was forbidden by God (ALLAH). - Hurt other people in the society. • Various punishments for sinning <ul style="list-style-type: none"> - Hell. - Prison. - Canning. - Chopping off the hand. - Stoning to death, etc. 		
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Suggested Competences for Assessment

- Describing the meaning of sinning.
- Identifying various sin situations.
- Explaining various punishments for sinning.
- Explaining ways how they can avoid involvement in sinful situations.
- Describing ways of avoiding corruption in society.

THEME 4: FIQH (PRACTICE)

Topic 4: Zakat

General Background

Zakat is an Arabic word meaning to increase, to purify or to bless. It is the Fourth Pillar of Islam. It is a special portion a rich Muslim pays from his/her property for distribution to specific categories of people at specific times. Knowledge about this topic will help learners to develop life skills for proper socialization and hence grow up as good citizens in their societies.

Methodology

- Story telling.
- Discussion.
- Demonstration.

Life Skills and Values

- Empathy
- Feel for others.
- Appreciation

Learning Outcome

The learner is able to know and understand the importance of Zakah and show a will to pay Zakah as he/she grows up.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: <ul style="list-style-type: none">• Defines Zakat.	The learner: <ul style="list-style-type: none">• Pronounces, spells, writes, reads and uses words as given in the topic e.g. Zakah, Nasab, mechadise etc.	<ul style="list-style-type: none">• Definition of Zakah- Is a portion a rich Muslim pays from his or her property for distribution to specific people at specific times.	<ul style="list-style-type: none">• Describe how Zakah is performed.	<ul style="list-style-type: none">• Learner's textbook.

	<ul style="list-style-type: none"> • Explains in simple words the meaning of Zakah. 	<ul style="list-style-type: none"> • Importance of Zakat: <ul style="list-style-type: none"> - Purifies the person from selfishness. - Zakah purifies the wealth and blessing to the payer. - Zakah payer gets rewards from Allah. - Paying Zakah protects a person from Allah's punishment. 	<ul style="list-style-type: none"> • Describe how Zakah is performed. • Explain what Zakah is. • Identify the importance of paying Zakah. • Demonstrate how Zakah is performed. 	<ul style="list-style-type: none"> • Learners textbook.
<ul style="list-style-type: none"> • Identifies items on which Zakah is paid. 	<ul style="list-style-type: none"> • Tells names of items on which Zakah is paid. • Reads vocabularies related to the topic. <ul style="list-style-type: none"> - Merchandise. - Animals. - Minerals. - Gold. - Silver. 	<ul style="list-style-type: none"> • Items on which Zakah is paid: <ul style="list-style-type: none"> - Crops. - Merchandise. - Animals (domestic). - Fruits. - Minerals. - Gold and silver, etc. 	<ul style="list-style-type: none"> • Drawing different items on which Zakat is paid. • Mentioning items on which Zakah is paid. • Describing items on which Zakah is paid. 	<ul style="list-style-type: none"> • Learners textbook.

Suggested Competences for Assessment

- Describing items on which Zakah is paid.
- Identifying items on which Zakah is paid.
- Explaining the importance of paying Zakah.

THEME 5: HISTORY OF ISLAM

Topic 5: Miracles of Prophet Muhammad (PBUH)

General Background:

As a prophet, Muhammad (PBUH) performed various miracles. These were intended to prove his prophecy. The greatest miracle the Prophet performed was the “Qur’an”; he brought it in existence while he was illiterate.

The topic, therefore, explores miracles that were performed by Prophet Muhammad (PBUH). This will help learners to appreciate the teachings of Islam given the nature of the miracles performed.

Methodology

- Story telling.
- Discussion.
- Question and answer.
- Guided discovery.

Life Skills and Values

- Appreciation.
- Kindness.
- Helpless.
- Sympathy.

Learning Outcomes

The learner is able to gain in the issues that helped Prophet Muhammad (PBUH) to succeed in his mission and demonstrates life skill for upholding Islamic virtues.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
<p>The learner:</p> <ul style="list-style-type: none"> • Defines and describes the nature of Prophet Muhammad’s miracles (PBUH). 	<p>The learner:</p> <ul style="list-style-type: none"> • Pronounces, spells, reads, writes and correctly uses the following words related to the topic: <ul style="list-style-type: none"> - Miracle. - Miraculous. - Escape. - Pour. 	<ul style="list-style-type: none"> • Meaning of “miracle”. • The nature of Prophet Muhammad’s miracle (PBUH). 	<ul style="list-style-type: none"> • Invite a resource person to introduce the topic to learners. • Let learners brainstorm on the meaning of “miracle”. • Guide learners to differentiate between a “miracle” and a “wonder”. • Tell learners the nature of Prophet Muhammad’s miracles (PBUH). 	<ul style="list-style-type: none"> • Charts • Text books

		<ul style="list-style-type: none"> • Prophets miracles - The Qur'an. - Isra and miraj. - His escape during migration. - The dust he threw during the battle of Badr. - The story of Tha'alaba. - Importance of the miracles. 	<ul style="list-style-type: none"> • Guide learners to identify miracle that were performed by Prophet Muhammad (PBUH). • Let learner narrate stories of concerning Prophet Muhammad's miracles (PBUH). • Task learners to individually list the usefulness of the knowledge of the Prophet's miracles. • Guide learners to identify relevant answers. • Guide learners to do note making. 	
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Suggested Competence for Assessment

- Telling the meaning of "miracle".
- Listing five of the miracles of Prophet Muhammad (PBUH).
- Explaining the importance of knowledge of Prophet Muhammad's miracles.
- Differentiating between a "miracle" and "wonder".
- Telling a story explaining one of Prophet Muhammad's "miracles".

Social Studies

TERM I

THEME: LIVING TOGETHER IN UGANDA

TOPIC 1: Location of Uganda on the Map of East Africa

General Background to the Topic

A learner needs to know the name of his/her country, its location and size. He/she is expected to locate his/her country in relation to the neighbouring countries. He/she must also learn how to use a compass, lines of latitudes and longitudes to locate his/her country.

The teacher should help a learner to know the elements of a map and their importance. He/she should also know the number of districts that make up Uganda.

Learning Outcome

The learner is able to demonstrate an understanding and use of map reading skills to interpret information about one's immediate and distant environment and the interactions of human and other factors.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Effective communication	• Appreciation
• Creative thinking	• Cooperation
• Recording	• Sharing
• Observation	
• Interpretation	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">• Identifies the districts that form Uganda.	The learner: Spells, reads, and writes words, structures and sentences connected to the location of Uganda on the map	<ul style="list-style-type: none">• Revision of the districts that form Uganda.• Revision of the cardinal and semi cardinal points for identification of	<ul style="list-style-type: none">• Identifying different districts of Uganda.• Identifying neighbouring countries using cardinal and semi-cardinal points.

Subject Competences	Language Competences	Content	Suggested Activities
	<p>of East Africa.</p> <p>The new words are cardinal, semi- cardinal, and points.</p>	<p>neighbouring countries.</p>	
<ul style="list-style-type: none"> Locates Uganda on the map of East Africa. 	<p>Spells, reads and writes words, structures and sentences connected to the location of Uganda on the map of East Africa.</p> <p>The new words are latitudes and longitudes.</p>	<ul style="list-style-type: none"> Lines of latitude These are imaginary lines running from the West to the East of the globe. Lines of longitude These are imaginary lines running from the North Pole to the South Pole of the globe. 	<ul style="list-style-type: none"> Drawing the map of Uganda showing major lines of latitude and longitude. Identifying latitudes and longitudes that go through Uganda using the atlas. Locating Uganda on the map of East Africa using compass directions.
<ul style="list-style-type: none"> Identifies Uganda's neighbours. 	<p>Spells, reads and writes words, structures and sentences connected to identifying Uganda's neighbours.</p> <p>The words are: directions and neighbours.</p>	<ul style="list-style-type: none"> Kenya Tanzania South Sudan Democratic Republic of Congo Rwanda 	<ul style="list-style-type: none"> Mentioning countries that share boundaries with Uganda. Identifying compass directions of Uganda's neighbours. Modeling the map of Uganda with her neighbours using clay and seeds. Tracing the map of Uganda on hard cards and cut it out for learners.
<ul style="list-style-type: none"> Describes elements of a map. 	<p>Pronounces, reads and writes words, structures and sentences related to elements of a map.</p> <p>The word is elements.</p>	<ul style="list-style-type: none"> Key Scale Compass direction Title Frame 	<ul style="list-style-type: none"> Measuring distances between different places on the map of Uganda using a ruler and record the results. Reading any map of Uganda from the atlas, using the key to interpret the symbols.

Suggested Competence for Assessment

- Draw a map of Uganda showing the neighbouring countries.
- Which country is found in the South West of Uganda?
- List three major features of a map.

TOPIC 2: Physical Features in Uganda

General Background to the Topic

The learner is expected to explain what physical features are as well as name and locate major physical features in Uganda. He/she should discuss the formation of different types of physical features.

The learner should be:

- given the opportunity to examine any physical feature in his/her environment.
- guided to explain how different types of physical features influence people's lives and other living things.
- guided to develop the skills of caring for physical features.

Learning outcome

The learner is able to explore, understand and appreciate the value of one's immediate and distant environment for better health and harmonious living.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
• Description	• Caring
• Inquiry	• Appreciation
• Drawing	• Sharing
• Recording	• Cooperation
• Observation	
• Effective communication	

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies different physical features of Uganda. 	<p>Pronounces, reads, spells and writes words, structures related to different types of physical features.</p> <p>The new words are physical features and rift valley.</p> <p>A rift valley is a deep and wide valley that stretches for a long distance.</p>	<ul style="list-style-type: none"> Physical features of Uganda 	<ul style="list-style-type: none"> Locating main physical features on the map of Uganda. Drawing the map of Uganda showing location of different physical features. Visiting some of the different physical features in their local environment. Recording what they have observed.
<ul style="list-style-type: none"> Explains how different physical features were formed. 	<p>Pronounces, reads, spells and writes words and sentences related to the formation of different physical features.</p> <p>The new words are volcanicity, faulting, folding, warping and depression.</p>	<ul style="list-style-type: none"> Formation of different physical features. 	<ul style="list-style-type: none"> Explaining the concept on formation of various physical features. Demonstrating how these physical features are formed. Drawing diagrams showing different formations of physical features.
<ul style="list-style-type: none"> Explains the influence of different physical features on climate. 	<p>Pronounces, reads, spells and writes words, structures and sentences related to the influence of physical features on climate.</p> <p>The new words are temperature and rain formation.</p>	<ul style="list-style-type: none"> Influence of physical features on climate. 	<ul style="list-style-type: none"> Explaining the concept of physical features and their influence on climate.
<ul style="list-style-type: none"> Explains the influence of different 	<p>Reads, spells and writes words, structures and sentences related</p>	<ul style="list-style-type: none"> Influence of physical 	<ul style="list-style-type: none"> Identifying different ways in which physical features affect

Subject Competences	Language Competences	Content	Suggested Activities
physical features on living things.	to the influence of different physical features on living things. The new words are living things and human activities.	features on: - Vegetation. - animals and birds. - human beings.	vegetation, animals, birds and people.
<ul style="list-style-type: none"> Identifies the importance of different types of physical features. 	<p>Spells, reads and writes words, structures and sentences connected to different types of physical features.</p> <p>The new words are boundaries, settlement, tourist attraction and provision of shelter.</p>	<ul style="list-style-type: none"> Importance of different types of physical features: <ul style="list-style-type: none"> Mountains and highlands. Plateau. Lakes and rivers. Rift valley. 	<ul style="list-style-type: none"> Discussing the importance of mountains and highlands. Listing activities that are carried out on a plateau. Visiting different physical features in the local environment. Naming and identifying different types of fish found in these lakes and rivers. Locating the rift valley on the map of Uganda. (From upper Lake Albert to Kisoro). Drawing the map of Uganda showing major physical features.
<ul style="list-style-type: none"> Identifies problems associated with different types of physical features. 	<p>Reads, spells and writes words, structures and sentences connected to problems associated with different types of physical features.</p>	<ul style="list-style-type: none"> Problems associated with different types of physical features: <ul style="list-style-type: none"> Mountains and highlands. 	<ul style="list-style-type: none"> Visiting some of the physical features in their locality and identifying some problems they cause. Writing four problems that are caused by physical features.

Subject Competences	Language Competences	Content	Suggested Activities
	The new words are associated, keep dangerous animals.	<ul style="list-style-type: none"> - Plateau. - Lakes and rivers. - Rift valley. 	<ul style="list-style-type: none"> • Identifying water borne diseases • Recording their findings. • Identifying problems brought about by lakes and rivers.
<ul style="list-style-type: none"> • Analyses possible solutions to problems caused by physical features. 	<p>Pronounces, spells, reads and writes words, structures and sentences related to solutions to problems caused by physical features to human activities.</p> <p>The new words are: sensitizing and educating people on how to solve problems associated with physical features.</p>	<ul style="list-style-type: none"> • Mountains and highlands. • Lakes and rivers. 	<ul style="list-style-type: none"> • Identifying activities done by females and males on different physical features.

Suggested Competences for Assessment

- Mention two reasons why mountains and highlands are important to Ugandans.
- Name any mountain in Uganda formed by volcanic action.
- State two ways in which lakes and rivers can cause problems to people.
- Give two ways in which females and males can protect lakes and rivers.

TOPIC 3: Climate of Uganda

General Background to the Topic

The learner should explain what climate is and locate the major climatic regions of Uganda on the map. He/she should discuss how climate influences human activities. The learner should also be able to identify the different problems associated with climate and list possible solutions to these problems.

Learning Outcome

The learner is able to understand and appreciate the value of climate to all living things and explain ways of maintaining climate for better health and harmonious living.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Observing	• Appreciation
• Inquiry	• Co-operation
• Drawing	• Sharing
• Critical thinking	• Caring
• Effective communication	
• Describing	

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies and describes the major climatic regions of Uganda. 	<p>Spells, reads and writes words, structures and sentences related to climatic regions of Uganda.</p> <p>The new word is climate.</p>	<ul style="list-style-type: none"> Climate. Climatic regions: <ul style="list-style-type: none"> Hot regions. Wet regions. Dry regions. 	<ul style="list-style-type: none"> Stating meaning of climate. Locating major climatic regions on the map of Uganda. Tracing the map of Uganda and showing the major climatic regions.
<ul style="list-style-type: none"> Describes how physical features influence climate conditions. 	<p>Reads, pronounces and writes words and sentences related to how physical features influence climate.</p> <p>The new words are influence and conditions.</p>	<ul style="list-style-type: none"> Influence of physical features on climate: <ul style="list-style-type: none"> Highlands: relief rainfall. Water bodies: conventional rainfall. Plains: wet and dry climate. 	<ul style="list-style-type: none"> Locating physical features and their influence on climatic conditions. In groups draw maps of Uganda showing the different physical features with their climatic conditions.
<ul style="list-style-type: none"> Explains how climate influences 	<p>Reads, pronounces and writes words and sentences related to how</p>	<ul style="list-style-type: none"> How climate influences human activities 	<ul style="list-style-type: none"> Locating wet areas on the map of Uganda.

Subject Competences	Language Competences	Content	Suggested Activities
human activities.	climate influences human activities. The new words are influences and human activities.	<ul style="list-style-type: none"> - Wet climate. - Dry climate. 	<ul style="list-style-type: none"> • Naming different crops grown in dry and wet climatic conditions. • Locating the dry areas where animals are reared. • Drawing the map of Uganda showing major agricultural and major cattle keeping areas.
<ul style="list-style-type: none"> • Identifies the problems associated with wet and warm areas to living things and possible solutions. 	<p>Reads, spells, pronounces and writes words, structures and sentences related to problems associated with wet and warm areas to living things.</p> <p>The new words are: vectors, problems and solutions.</p>	<ul style="list-style-type: none"> • Problems associated with wet and warm areas to living things. • Possible solutions. 	<ul style="list-style-type: none"> • Identifying the different pests, viruses and vectors that cause diseases to plants and animals. • Discussing two methods which are used to destroy animal and plant pests.

Suggested Competences for Assessment

- Name two problems faced by people in dry areas.
- Which two human activities are carried out in wet areas of Uganda?
- Write two activities people should do to maintain good climatic conditions.

TOPIC 4: Vegetation in Uganda

General Background to the Topic

In Primary Four, the learner was introduced to different types of vegetation in his/her district. He/she visited various types of vegetation in his/her environment and saw the way people and other living things benefit from it. The learner was encouraged to acquire skills of caring and preserving the vegetation for future use.

In Primary Five, the learner is expected to exercise his/her knowledge and skills of conserving the vegetation. In addition, the learner will understand factors that influence vegetation distribution in Uganda, its relationship with population distribution and how it meets people's demands for food and settlement.

Learning Outcome

The learner is able to show, understand and appreciate the importance and value of vegetation for better living.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Description	• Caring
• Drawing	• Appreciation
• Observation	
• Critical thinking	

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies different types of vegetation 	<p>Pronounces, reads, spells and writes words, structures and sentences related to different types of vegetation.</p> <p>The new word is vegetation.</p>	<ul style="list-style-type: none"> Vegetation is the general plant cover of an area. Different types of vegetation <ul style="list-style-type: none"> Natural vegetation. Planted vegetation. <p>Examples of natural vegetation</p> <ul style="list-style-type: none"> forests. swamps. shrubs. grass. <p>Examples of planted vegetation</p> <ul style="list-style-type: none"> forests. grass. flowers. crops. 	<ul style="list-style-type: none"> Studying the vegetation map of Uganda in your atlas and identifying the different types of vegetation.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Identifies factors that influence vegetation distribution. 	<p>Pronounces, reads, spells and writes words, structures and sentences that are related to the factors that influence vegetation distribution.</p> <p>The new phrase is vegetation distribution.</p>	<ul style="list-style-type: none"> Factors that influence vegetation distribution <ul style="list-style-type: none"> Rainfall. Fertile soils. Distance from the sea (altitude). Land forms (mountains, plateau and valleys). 	<ul style="list-style-type: none"> Drawing the map of Uganda showing areas with different rainfall patterns and resultant vegetation.
<ul style="list-style-type: none"> Explains different ways vegetation influences human activities. 	<p>Reads, pronounces, spells and writes words, structures and sentences that are related to different ways vegetation influences human activities.</p> <p>The new words are savannah and rain forests.</p>	<ul style="list-style-type: none"> Different ways vegetation influences human activities: <ul style="list-style-type: none"> Savannah grassland. Rain forests. Mountain vegetation. Swamp vegetation. 	<ul style="list-style-type: none"> Visiting any vegetation around the school: <ul style="list-style-type: none"> Observe and record human activities which are carried out in that vegetation. Suggesting any other activity that can be carried out in that area.
<ul style="list-style-type: none"> Demonstrates correct ways of conserving vegetation. 	<p>Spells, pronounces, reads and writes words and sentences related to the use and conservation of vegetation.</p> <p>The new word is conserve.</p>	<ul style="list-style-type: none"> Uses of vegetation. Ways of conserving vegetation. 	<ul style="list-style-type: none"> Visiting a nearby farm: <ul style="list-style-type: none"> Observing and recording. Listing human activities that conserve the vegetation. Planting trees, grass and flowers in the school compound. Making footpaths and

Subject Competences	Language Competences	Content	Suggested Activities
			hedges to protect trees and grass in the school compound.
<ul style="list-style-type: none"> • Discusses human activities that affect vegetation. 	<p>Spells, pronounces, reads, and writes words, structures and sentences related to human activities that affect vegetation.</p> <p>The new words are pollution and dumping.</p>	<ul style="list-style-type: none"> • Human activities that negatively affect vegetation. 	<ul style="list-style-type: none"> • Visiting any possible site where the vegetation has been destroyed. • Planting trees, grasses and flowers in the school compound.
<ul style="list-style-type: none"> • Identifies the relationship between vegetation and population distribution. 	<p>Spells, pronounces, reads and writes words, structures and sentences related to the relationship between vegetation and population distribution.</p> <p>The new words are relationship and population distribution.</p>	<ul style="list-style-type: none"> • Relationship between vegetation and population distribution. 	<ul style="list-style-type: none"> • Locating areas near the school where there are many people and where there are few people. • Finding out what kind of vegetation is growing there.

Suggested Competences for Assessment

- Write any two activities you do at school or your home to look after vegetation.
- Mention two uses of trees in Uganda.
- List four types of vegetation.

TOPIC 5: Natural Resources in Uganda

General Background to the Topic

This topic introduces the learner to the natural resources in Uganda. It leads him/her to know the different types of natural resources and their location on the map of Uganda.

The learner will also learn about their value, uses and how they contribute to the economic growth. He/she will also identify problems associated with their development as well as possible ways of solving them.

Learning Outcome

The learner is able to know the natural resources in their immediate and distant environment, how people use them to earn a living and analyse bad practices that destroy natural resources.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Observation	• Appreciation
• Interpretation	• Sharing
• Recording	• Caring

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • Explains what natural resources are. • Identifies different types of natural resources in Uganda. 	<p>Spells, pronounces, reads, and writes words, structures and sentences related to types of natural resources in Uganda.</p> <p>The new words are natural and resources.</p>	<ul style="list-style-type: none"> • The concept of natural resources. • Different types of natural resources in Uganda. 	<ul style="list-style-type: none"> • Locating the different types of natural resources in Uganda using the map of Uganda. • Tracing the map of Uganda and showing the major natural resources.
<ul style="list-style-type: none"> • Locating different natural resources in Uganda. 	<p>Pronounces, spells, reads and writes words, structures and sentences related to location of different natural</p>	<ul style="list-style-type: none"> • Location of different natural resources on the map of Uganda <ul style="list-style-type: none"> • Water: Lakes, rivers and 	<ul style="list-style-type: none"> • Tracing a map of Uganda and locating the major natural resources.

Subject Competences	Language Competences	Content	Suggested Activities
	<p>resources in Uganda.</p> <p>The new words are: natural resources and minerals.</p>	<p>springs.</p> <ul style="list-style-type: none"> • People: Total population – men and women. • Animals: Domestic and wild. • Vegetation: Grasslands and swamps. • Climate: Sunshine and wind. 	
<ul style="list-style-type: none"> • Discusses the importance of natural resources. 	<p>Spells, pronounces, reads and writes words, structures and sentences related to the importance of natural resources.</p> <p>The new words are: importance, products and generation of electricity.</p>	<ul style="list-style-type: none"> • Importance of natural resources <ul style="list-style-type: none"> - Land. - Minerals. - Water. - Climate. - People. - Animals. - Plants. 	<ul style="list-style-type: none"> • Visiting the nearest resource and finding out how it is utilized (forest, swamp, water source and mine). • Discussing how resources are used. • Discussing with any resource persons to talk to learners. about the natural resources.
<ul style="list-style-type: none"> • Identifies problems associated with the development of various natural resources. 	<p>Reads, spells, pronounces and writes words, structures and sentences connected to development of various natural resources.</p> <p>The new words are: development, associated and smuggling.</p>	<ul style="list-style-type: none"> • Problems associated with development of various natural resources. 	<ul style="list-style-type: none"> • Discussing problems associated with developing of various natural resources. • Debating how people misuse natural resources.
<ul style="list-style-type: none"> • Discusses ways of caring for natural 	<p>Spells, pronounces, reads, and writes words, structures and sentences connected to</p>	<ul style="list-style-type: none"> • Care for natural resources: <ul style="list-style-type: none"> - Proper land use. 	<ul style="list-style-type: none"> • Cleaning water sources. • Planting trees.

Subject Competences	Language Competences	Content	Suggested Activities
resources.	ways of caring for natural resources. The new words are proper land use.	<ul style="list-style-type: none"> - Careful development of minerals. - Avoid pollution. - Proper health care, nutrition, education and government. - Conservation. 	<ul style="list-style-type: none"> • Listening to resource persons (Forest Officer). • Visiting a nearby natural resource and recording what you have seen.

Suggested Competences for Assessment

- Give three different uses of each of the following natural resources:
 - (a) Lakes, rivers and streams.
 - (b) Wildlife.
 - (c) Minerals.
 - (d) Land.
- Mention any two uses of minerals to Uganda.
- Give two reasons why lakes should not be polluted.

TERM II

TOPIC 6: The People of Pre-Colonial Uganda

General Background to the Topic

In Primary Four, the learner learnt about the people in his/her district and how they use both the physical and social environment to earn a better living.

In Primary Five, the learner should know the major ethnic groups of people, their origins and settlement in Uganda. He/she should also know the social and political organisation of these ethnic groups. Since every human being struggles to have improved living, the learner should also study the economic organisation of the pre-colonial societies in Uganda, the food and cash crops which were grown by those different ethnic groups.

Learning Outcomes

The learner is able to promote and practice desirable knowledge and values in the society and show respect for his/her culture and those of other people; demonstrate an understanding of and use map reading skills to interpret information.

Skills and Values/attitudes to be developed

• Skills	• Values/attitudes
• Effective communication	• Appreciation
• Self-awareness	• Cooperation
• Friendship formation	• Respect
	• Love

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • Identifies the different ethnic groups of Uganda. 	Pronounces, writes, spells and names the words related to the ethnic groups of Uganda.	<ul style="list-style-type: none"> • The concept of ethnic. • Major ethnic groups of Uganda: <ul style="list-style-type: none"> - Bantu. - Luo. 	<ul style="list-style-type: none"> • Locating the areas occupied by the different ethnic groups in Uganda using the map of Uganda. • Identifying learners in class who

Subject Competences	Language Competences	Content	Suggested Activities
		<ul style="list-style-type: none"> - Nilo-Hamites. - Hamites. 	<ul style="list-style-type: none"> represent various ethnic groups.
<ul style="list-style-type: none"> • Locates the origin of the different ethnic groups. 	<p>Reads, pronounces, spells, and writes structures and sentences related to the origin of different ethnic groups.</p>	<ul style="list-style-type: none"> • Different places of origin of the Bantu – Central West Africa. Luo - Bahr El Gazel (South Sudan). Nilo-Hamites – (Ethiopia). 	<ul style="list-style-type: none"> • Drawing the map of Uganda showing routes of ethnic groups. • Telling some of their legends they know from their ethnic groups.
<ul style="list-style-type: none"> • Explains the concept of “immigration”. • Reasons for internal migrations. 	<p>Reads, pronounces, spells, and writes structures and sentences related to the causes of immigration into Uganda.</p> <p>The new words are migration, immigration and scarcity</p>	<ul style="list-style-type: none"> • The concept of immigration. • Causes of immigration and migration: <ul style="list-style-type: none"> - Scarcity of water and pasture for their animals. - Scarcity of land and internal conflicts. 	<ul style="list-style-type: none"> • Mentioning what immigration is. • Explaining the causes of immigration by different ethnic groups into Uganda.
<ul style="list-style-type: none"> • Discusses the settlement patterns of the various ethnic groups in Uganda. 	<p>Pronounces, spells, writes and reads words, sentences and structures related to the settlement patterns of the ethnic people.</p> <p>The new words are agriculturalists and cattle keepers.</p>	<ul style="list-style-type: none"> • Factors affecting settlement patterns: <ul style="list-style-type: none"> - Land, vegetation, climate, soils and water. • Areas of settlement: <ul style="list-style-type: none"> - Agriculturalists (Bantu) settled around lakes, rivers and mountains. - Lakes (Victoria, Kyoga, Albert and George) 	<ul style="list-style-type: none"> • Identifying factors that influenced the pattern of settlement of ethnic groups. • Retelling the stories of origin of ethnic groups after inquiring from parents.

Subject Competences	Language Competences	Content	Suggested Activities
		<ul style="list-style-type: none"> - Mountains (Rwenzori, Elgon and Mufumbira) where soils are suitable for agriculture. - Pastoralists settled in grassland areas of the West, North and North East. 	
<ul style="list-style-type: none"> • Identifies the different political organisations of the ethnic groups. 	<p>Reads, spells, pronounces and writes words, sentences and structures related to the political organisation of the ethnic groups.</p> <p>The new words are political, organisation and centralized administration.</p>	<ul style="list-style-type: none"> • Political organisation of the ethnic group. <ul style="list-style-type: none"> - Centralized administration - kingdoms (kings, were leaders). - Clan leadership (chiefs or clan elders). - Warriors as leaders. - Wisemen as leaders. - Roles of leaders of different ethnic groups. 	<ul style="list-style-type: none"> • Identifying different traditional rulers in various parts in Uganda.
<ul style="list-style-type: none"> • Explains the social organisation of ethnic groups. • Identifies various social values. 	<p>Pronounces, reads, speaks and writes words, sentences and structures related to the social organisation of ethnic groups.</p> <p>The new words are: language, totems, values and clans.</p>	<ul style="list-style-type: none"> • Ethnic groups have their identities <ul style="list-style-type: none"> - Language. - Names. - Customs. - Clans – totems as a symbol. - Values. - Games – Mweso, wrestling. • Values – meaning of values: <ul style="list-style-type: none"> - Types of values: personal, family, community values - God fearing, respect, cleanliness, honest, helpful, 	<ul style="list-style-type: none"> • Discussing their family identities. • Stating the meaning of clan names. • Discussing with parents the areas of their ancestral location. Then report to the class. • Listing names of clan totems. • Practicing social norms of ethnic groups (marriage, naming of children, enthroning cultural leaders, initiation to adulthood,

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Explains the importance of social norms. 		<p>law abiding, trust, value for work.</p> <ul style="list-style-type: none"> Importance of social norms. Relationships: <ul style="list-style-type: none"> Meaning of relationships – how people interact with each other. Types of relationships: blood, peer, social and marriage relationships. 	<p>responsible childhood and adulthood).</p>
<ul style="list-style-type: none"> Identifies how the ethnic groups developed economic organisations. 	<p>Reads, spells, writes and pronounces words, structures and sentences related to the economic organisation of the ethnic group.</p> <p>The new words are: exchange, bartering and crafts.</p>	<ul style="list-style-type: none"> Development of economic organizations. <ul style="list-style-type: none"> Produced things they needed to use in their daily lives. Trade developed on craft materials, salt, and keeping domestic animals. Exchange of goods for goods or services for services (bartering) bark cloth, salt. Metal tools (hoes, spears and shields). Animals like cattle, goats and sheep. Grain food (millet and sorghum). 	<ul style="list-style-type: none"> Explaining how things are exchanged today.

Suggested Competences for Assessment

- Draw the map of Uganda in your exercise books showing the location of ethnic groups.
- List different ethnic groups in Uganda.
- Mention five goods which are given to girls' families during marriage ceremonies.
- List five roles and responsibilities of traditional rules in Uganda.

TOPIC 7: Foreign Influence in Uganda

General Background to the Topic

In the last topic, the learner identified the different ethnic groups and how they migrated into Uganda. In this topic, the learner will cover why the foreigners came to Uganda, their contribution and influence.

The Arab traders from Asia were the first to come to Uganda. They came with guns, cloth, carpets, cowrie shells, beads and other goods which were exchanged for slaves, ivory, gold, salt and animal skins. Later, came the Europeans who were explorers, Christian Missionaries and colonial administrators. These influenced the social, economic and political life of Ugandans.

Learning Outcomes

The learner is able to understand the importance of the interdependence among people and nations and demonstrate an understanding of and use of map reading skills to collect information.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
- Effective communication	- Appreciation
- Creative thinking	- Co-operation
- Observation	- Respect
	- Love
	- Tolerance

Subject Competences	Language Competences	Content	Suggested Activities								
<p>The learner:</p> <ul style="list-style-type: none"> Identifies the origin of different foreigners who came into Uganda. 	<p>Spells, reads, pronounces and writes words, sentences and structures related to foreign influence in Uganda.</p> <p>The new words are foreigners, influence, natives and contribution.</p>	<ul style="list-style-type: none"> The concept of foreigners. Places of origin: <table border="1" data-bbox="967 416 1585 719"> <thead> <tr> <th data-bbox="967 416 1182 491">Places of origin</th> <th data-bbox="1182 416 1585 491">People</th> </tr> </thead> <tbody> <tr> <td data-bbox="967 491 1182 531">Asia</td> <td data-bbox="1182 491 1585 531">Arabs and Indian traders.</td> </tr> <tr> <td data-bbox="967 531 1182 643">Europe</td> <td data-bbox="1182 531 1585 643">Colonial administrators, Christian missionaries, explorers, traders.</td> </tr> <tr> <td data-bbox="967 643 1182 719">Coastal areas</td> <td data-bbox="1182 643 1585 719">Coastal traders.</td> </tr> </tbody> </table> 	Places of origin	People	Asia	Arabs and Indian traders.	Europe	Colonial administrators, Christian missionaries, explorers, traders.	Coastal areas	Coastal traders.	<ul style="list-style-type: none"> Locating the following places on the map of East Africa (Indian Ocean, Lake Victoria, River Nile, Mombasa, Dar-es-Salaam, Zanzibar, Pemba and Bagamayo). Identifying other important places.
Places of origin	People										
Asia	Arabs and Indian traders.										
Europe	Colonial administrators, Christian missionaries, explorers, traders.										
Coastal areas	Coastal traders.										
<ul style="list-style-type: none"> Explains the reasons why foreigners came into Uganda. 	<p>Pronounces, reads, spells, and writes words and uses them in structures related to foreign influence in Uganda.</p> <p>The new words are trading, missionaries, administrators, explorers, raw materials and imported goods.</p>	<ul style="list-style-type: none"> Reasons why foreigners came to Uganda. 	<ul style="list-style-type: none"> Identifying products which were brought into Uganda by foreigners. 								
<ul style="list-style-type: none"> Explains the influence of foreigners and contribution to Ugandans. 	<p>Pronounces, reads, spells, and writes words, sentences and structures related to the influence of foreigners on Ugandans.</p> <p>The new words are: daggers, cowrie shells, beads, cloth, guns, and barter trade.</p>	<ul style="list-style-type: none"> Foreign influence and contributions. Change of lifestyles (building, food, leadership). 	<ul style="list-style-type: none"> Discussing four ways foreigners affected Ugandans. 								

Suggested competences for assessment

Ask learners to:

- List the groups of foreigners that came to Uganda.
- Name three good things foreigners brought to Uganda.
- Identify two places in your district which were started by foreigners (school, hospital, farm, etc.).
 - (i) Find out in which year it started.
 - (ii) The people who started it.
 - (iii) Who is responsible for it today?

TOPIC 8: How Uganda Became a Nation

General Background to the Topic

In the last topic, you covered how foreigners came into Uganda, with their culture, systems of leadership and ways of trade. These led to bringing together of many kingdoms and other areas to form one country. This country is Uganda.

The learner should explain how Uganda came to be one nation under the British rule. The learner will be exposed to various agreements (Buganda, Toro, Ankole and Bunyoro) and even how the British extended their rule to the rest of the nation. The learner will be introduced to the influence of British rule on Uganda.

Learning Outcome

The learner is able to explore, understand and appreciate the value of Uganda as a nation.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
- Describing	- Appreciation
- Inquiry	- Sharing
- Drawing	- Co-operation
- Observation	- Respect
- Creative thinking	- Love
- Effective communication	

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Explains what a nation means. Explains how Uganda was made a nation. Analyses how Uganda signed agreements with Britain 	<p>Spells, reads, pronounces and writes words, sentences and structures related to Uganda becoming a nation.</p> <p>The new words are: nation, boundaries, agreement, partitioning, colonial powers and establishment.</p> <p>Meaning of a nation.</p>	<ul style="list-style-type: none"> The concept of a nation. How Uganda became a nation. 	<ul style="list-style-type: none"> Explaining what a nation means. Identifying key treaties between the British and kings in Uganda. Discussing areas apart from kingdoms that came under British in Uganda.
<ul style="list-style-type: none"> Analyses the influence of British rule on Uganda. 	<ul style="list-style-type: none"> Spells, reads, pronounces and writes words, sentences and structures related in this topic. 	<ul style="list-style-type: none"> The influence of British rule on Uganda as a nation. 	<ul style="list-style-type: none"> Drawing a map of Uganda showing colonial districts and regions. Identifying five schools and hospitals which were started by Europeans.
<ul style="list-style-type: none"> Describes the administrative systems that existed during the British rule in Uganda. 	<ul style="list-style-type: none"> Spells, reads, pronounces and writes words related to British administrative systems. The new words are: protectorate, chiefdom, direct 	<ul style="list-style-type: none"> The administrative systems Uganda had as a Protectorate. The laws in place were British laws. 	<ul style="list-style-type: none"> Showing how people were ruled through; <ul style="list-style-type: none"> (i) direct rule. (ii) indirect rule. Role playing.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Explains the positive and negative effects of colonial rule in Uganda. 	<p>and indirect rule.</p> <ul style="list-style-type: none"> Spells, reads, pronounces and writes words, structures and sentences related to effects of British colonial rule. The new words are: development, formal trading, sectarianism, exploit, imprisonment and taxation. 	<p>- Effects of the colonial rule in Uganda.</p> <p>(i) Economic</p> <ul style="list-style-type: none"> Positive. Negative. <p>(ii) Social</p> <ul style="list-style-type: none"> Positive. Negative. <p>(iii) Political</p> <ul style="list-style-type: none"> Positive. Negative. 	<ul style="list-style-type: none"> Explaining the political, economic and social effects of British rule in Uganda. Discussing how Africans reacted towards British rule in Uganda.

Suggested Competences for Assessment

- Treaties led to nation as a nation and how the British extended their rule to the rest of Uganda.
- State three ways in which colonial rule changed the life of Ugandans.
- Mention three ways in which African traditional culture was weakened by Britain.
- Explain five new things which were introduced by the British Government in Uganda.

TOPIC 9: The Road to Independence

General Background to the Topic

From the previous topic, the learner is aware that Uganda during the colonial administration experienced many political, social and economic changes. The road to independence was not a smooth move to Ugandans. There were a number of civil strives as Ugandans during that time resisted colonial rule. However, there were a number of good things which were introduced in Uganda and these are cash crops, formal education, Christianity, Islam, better medical services, taxation, laws and regulations.

In this topic, the learner will learn that the system of administration had unique characteristics. The legal system was not favouring the Africans. This forced the formation of the Legislative Council (LEGCO) which had some Africans nominated to represent people in their areas. The Africans who had fought both in the First and Second World Wars came back and joined their brothers and sisters at home to demand and fight for independence.

The Traditional Kings, chiefs and leading personalities played key roles in mobilizing people and forming the first political parties to struggle for independence.

Learning Outcomes

The learner is able to:

- Demonstrate knowledge and appreciate the African’s collective responsibility in bringing order and social justice.
- Understand the structures and functions of government and demonstrate willingness to participate in the democratic and civic process of one’s country.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
- Effective communication	- Appreciation
- Creative thinking	- Tolerance
- Self-awareness	- Co-operation
	- Respect
	- Love

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • Identifies the characteristics of colonial administrative system and its impact. 	Pronounces, reads, spells, writes and uses words, structures and sentences related to the characteristics of colonial administrative system and its impact. The new words are taxation, segregation, compulsory labour, political	<ul style="list-style-type: none"> □ The characteristics of colonial administration. 	<ul style="list-style-type: none"> • Discussing why people hated to pay taxes. • Writing the food crops which were generally grown and the cash crops that were

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> Explains why there were reactions to the colonial legal laws. 	<p>grievances.</p> <p>Reads, pronounces, spells, writes and uses the words, structures and sentences related to the colonial legal laws.</p> <p>The new words are protest, economic, policy, favour.</p>	<ul style="list-style-type: none"> Reactions to the colonial rule. 	<p>introduced.</p> <ul style="list-style-type: none"> Identifying different ways the Africans were mistreated. Mentioning two ways Africans protested against the colonial rule.
<ul style="list-style-type: none"> Identifies the factors that led to the formation of the Legislative Council 'LEGCO'. 	<p>Pronounces, reads, spells, writes and uses words, structures and sentences related to the formation of LEGCO.</p> <p>The new word is legislative council.</p>	<ul style="list-style-type: none"> Factors that led to the formation of LEGCO. 	<ul style="list-style-type: none"> Discussing how LEGCO and other associations helped in the struggle for independence.
<ul style="list-style-type: none"> Discusses how the World Wars I and II helped in the struggle for independence. 	<p>Reads, pronounces, spells, writes and uses words, structures and sentences related to leaders who led the struggle for national independence and formation of political parties.</p> <p>The new words are race and independence.</p>	<ul style="list-style-type: none"> Struggles for independence <ul style="list-style-type: none"> World War I. World War II. 	<ul style="list-style-type: none"> Explaining the ways how World War I & II helped in the struggle for independence.
<ul style="list-style-type: none"> Identifies groups and individuals that led the struggle for national independence. 	<p>Reads, pronounces, spells, writes and uses words, structures and sentences related to how World Wars I and II helped in the struggle for independence of Uganda.</p> <p>The new words are traditional leaders, struggle and national independence.</p>	<ul style="list-style-type: none"> Traditional leaders, e.g. <ul style="list-style-type: none"> Kabaka Mutesa II. Political leaders <ul style="list-style-type: none"> Musaazi. Ben Kiwanuka. Milton Obote. 	<ul style="list-style-type: none"> Discussing why political parties were formed. Listing the formed political parties and their leaders.

Suggested Competences for Assessment

1. Write down two reasons why Africans struggled for national independence.
2. Write down any two parties that joined the Democratic Party (DP) in the 1961 elections.

TERM III

TOPIC 10: Uganda as an Independent Nation

General Background to the Topic

In the previous topic, the learner covered the road to independence, the people who struggled for independence, the formation of the Legislative Council (LEGCO) and the first political parties. These events led to an independent Uganda.

The learner should explain what independence means, when Uganda got her independence, and be able to mention the symbols of the nation and their significance. The learner should explain what democracy means.

Learning Outcomes

The learner is able to explore, understand the values of an independent country, the national symbols and appreciate the principles of democracy in Uganda.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
- Description	- Sharing
- Inquiry	- Love
- Drawing	- Caring
- Critical thinking	- Appreciation
- Effective communication	- Respect
- Analysis	- Sympathy
- Observation	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none">Explains what political independence means.	Spells, reads, pronounces and writes words, sentences and structures related to independence.	<ul style="list-style-type: none">The concept of independent Uganda.	<ul style="list-style-type: none">Explaining what independence means.Discussing good things related to independent nations.

Subject Competences	Language Competences	Content	Suggested Activities
	<p>The new words are political independence.</p>		<ul style="list-style-type: none"> Identifying the date when Uganda attained independence.
<ul style="list-style-type: none"> Identifies national symbols and explains their significance. 	<p>Spells, reads, pronounces and writes words and sentences related to symbols of the nation.</p> <p>The new words are symbols, anthem, emblem, coat of arms, constitution and hoisted.</p>	<ul style="list-style-type: none"> The symbols of the nation: <ul style="list-style-type: none"> The National Flag. National Anthem. Coat of Arms. Emblem. Language (English). The Constitution (supreme law). The significance of the symbols of the nation: <ul style="list-style-type: none"> The Constitution (supreme law). The National Flag. National Anthem. Coat of Arms. Emblem. Language (English). 	<ul style="list-style-type: none"> Explain the symbols of the nation. Discussing the significance of symbols of the nation.
<ul style="list-style-type: none"> Explains the meaning of democracy and its importance. 	<p>Spells, reads, pronounces and writes words properly.</p> <p>Constructs sentences using key words related to democracy and elections.</p> <p>The new words are challenges, election,</p>	<ul style="list-style-type: none"> Democracy <ul style="list-style-type: none"> The meaning of democracy. Importance of democracy. Functions of democracy. Challenges of democracy. Roles of the citizens in practicing democracy. 	<ul style="list-style-type: none"> Explaining what democracy is. Discussing and debating the importance and functions of democracy. Naming the different elections. Role-playing elections.

Subject Competences	Language Competences	Content	Suggested Activities
	citizen, conduct, bad practices.	<ul style="list-style-type: none"> - Types of elections. - How elections are conducted. - Bad practices during elections: <ul style="list-style-type: none"> before voting. during voting. after voting. - Electoral commission, electoral officials, electoral materials and their functions. - Respect for democracy and elections. 	<ul style="list-style-type: none"> • Discussing challenges of democracy. • Drawing different election materials. • Suggesting two things people who get the least votes should do after elections. • Role-playing voting exercise. • Discussing importance of electing leaders.

Suggested Competences for Assessment

- Identify the symbols of an independent nation.
- Explain the importance of those symbols of a nation.
- Explain the principles of democracy.

TOPIC 11: The Government of Uganda

General Background to the Topic

In the last topic, the learner learnt how Uganda became an independent nation; its symbols and their significance. The learner was also exposed to democracy and its principles.

In this topic, he/she is going to learn about the government, the three organs of government, the constitution, duties of government, sources of revenue and expenditure as well as rights and responsibilities of citizens of Uganda.

Learning Outcomes

The learner is able to understand the organs of the government, the constitution and duties of citizens; explain the sources of revenue and expenditure by government and understand the rights and responsibilities of the citizens of Uganda.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
• Critical thinking	• Respect
• Observation	• Care
• Listening	• Cooperate
	• Love
	• Sharing
	• Sympathy

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> Identifies the three organs of government. 	<p>Spells, reads, pronounces and writes words, sentences and structures related to organs of government.</p> <p>The new words are government, organs of a government, executive, legislature, judiciary.</p>	<ul style="list-style-type: none"> The role of a government (the ruling body of a country). The organs of the government: <ul style="list-style-type: none"> Executive (administer and implement decisions and programmes). Legislature (to make laws which people must observe and respect). Judiciary (to interpret laws made by the legislature). 	<ul style="list-style-type: none"> Explaining the role of the government. Discussing the roles of organs the government and their significance. Explaining the necessity of the separation of legislature and judiciary.
<ul style="list-style-type: none"> Explains the meaning of the constitution, its functions and importance. 	<p>Spells, reads, pronounces and writes words, sentences and structures related to the constitution.</p> <p>The new words are constitution, function,</p>	<ul style="list-style-type: none"> The constitution <ul style="list-style-type: none"> Meaning of a constitution. Functions of a constitution. Importance of a constitution. 	<ul style="list-style-type: none"> Explaining the meaning of a constitution. Discussing the importance of a constitution. Explaining the relationship

Subject Competences	Language Competences	Content	Suggested Activities
	relationship.	<ul style="list-style-type: none"> - Relationship between a constitution and elections. 	between the constitution and the elections.
<ul style="list-style-type: none"> • Explains the duties of the government. 	<p>Spells, reads, pronounces and writes words, sentences and structures related to duties of the government.</p> <p>The new words are foreign affairs, budget, sanity, election.</p>	<ul style="list-style-type: none"> • Duties of the government <ul style="list-style-type: none"> • Communication: <ul style="list-style-type: none"> - meaning of communication. - types of communication. - importance of communication. - barriers of communication. • Administration/leadership. • Conduct elections. • Provide social studies. • Making a budget. • Handles foreign affairs and sanity of the nation. 	<ul style="list-style-type: none"> • Explaining the duties of the government.
<ul style="list-style-type: none"> • Explains the sources of revenue and expenditure by the government. 	<p>Spells, reads, pronounces and writes words, sentences and structures related to the sources of revenue and expenditure by the government.</p> <p>The new words are value added tax, donation, tourism, license, loan,</p>	<p>Revenue is income by government</p> <ul style="list-style-type: none"> <input type="checkbox"/> Taxation <ul style="list-style-type: none"> - Income Tax - Value Added Tax (VAT) - Property Tax <input type="checkbox"/> Tourism <input type="checkbox"/> Licenses <input type="checkbox"/> Donations and gifts <input type="checkbox"/> Loans and grants 	<ul style="list-style-type: none"> • Explaining what income is. • Discussing how government earns money.

Subject Competences	Language Competences	Content	Suggested Activities
	grant, bill, property. - Expenditure is how government uses or spends money.	<ul style="list-style-type: none"> □ Sale of government bills and properties □ Expenditure <ul style="list-style-type: none"> - salaries and allowances - development programmes - rent - security - social services 	<ul style="list-style-type: none"> • Explaining the ways in which government spends its revenue.
<ul style="list-style-type: none"> • Explains the rights and responsibilities of citizens of Uganda. 	Spells, reads, pronounces and later makes sentences using words related to rights and responsibilities of citizen of a country. The new words are right, responsibility, child labour, security, development.	<ul style="list-style-type: none"> • Rights What a citizen must have (life, food, shelter, education, cloth, water, medical care and security) • Responsibilities What a citizen should do to contribute to the development of Uganda. • Child Labour Education. 	<ul style="list-style-type: none"> • Explaining the rights of citizens of Uganda. • Explaining the responsibilities of Ugandans. • Discussing causes and ways of child labour and how to stop it.

Suggested Competences for Assessment

- Explain the various organs of a nation and their significance.
- Discuss the importance of a constitution to a nation.
- Draw a chart showing how government gets revenue and spends it.

TOPIC 12: Population, Size and Distribution

General Background to the Topic

The learner has idea of numbers of learners in different classes in the school. This is called population. Every morning there is roll call and the totals are put together, this is a simple census.

In this topic, the learner will learn about the population of Uganda, its growth and the importance of a census in a country. He/she will also learn the size of the population and its settlement patterns or distribution. The high and low population densities have problems to the social, economic and political environments.

The learner therefore needs to equip him/herself with possible solutions to the problem. This topic demands the learner as a member of the young generation to develop positive attitudes of controlling population growth through family planning, and better reproductive health practices.

Learning Outcome

The learner is able to promote and practice desirable values in society and show respect for his/her own and other cultures.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
- Drawing	- Love
- Interpretation of information	- Care
- Critical thinking	- Co-operation
- Observation	- Respect
- Inquiry	- Sharing
- Effective communication	- Sympathy
- Description	- Respect
- Creativity	

Subject Competences	Language Competences	Content	Suggested Activities
<p>Learner:</p> <ul style="list-style-type: none"> Explains the importance of a census. 	<p>Reads, spells and constructs sentences using words related to the census.</p> <p>The new words are census, population, teenage, teenager.</p>	<ul style="list-style-type: none"> Meaning of population and census <ul style="list-style-type: none"> Population is the number of people in a given demarcated area, e.g. a nation. Census is an official count population. In this case the population of Uganda is 41.49 million (2016). Meaning of teenagers (people between 13-19 years of age). Figures of teenagers by 2007 is 4,823,600 (13-19 years) Importance of census: <ul style="list-style-type: none"> Know the total number of people Plan for them (social, political and economic). 	<ul style="list-style-type: none"> Explaining what population and census means. Counting the number of learners, teachers and non-teachers in the school (mini-census). Grouping them by sex and tribes.
<ul style="list-style-type: none"> Explains the influence of population growth on communities. 	<p>Reads and constructs sentences using words related to the population growth.</p> <p>The new words are: population, growth immigration and better health.</p>	<ul style="list-style-type: none"> Meaning of population growth: <ul style="list-style-type: none"> The increase of people's numbers in the country. The factors that influence population growth: <ul style="list-style-type: none"> Climate. Fertility rate of women. Immigration. 	<ul style="list-style-type: none"> Explaining what population, size or number means. Discussing the factors that lead to population increase. Explaining the dangers of fast population growth.

Subject Competences	Language Competences	Content	Suggested Activities
		<ul style="list-style-type: none"> - Occupation. - Food. - Better health (reproductive health). - Social services. - Security and peace. 	<ul style="list-style-type: none"> • Discussing how to control population growth.
<ul style="list-style-type: none"> • Explains what population distribution means. 	<p>Reads, spells, pronounces and writes words related to the topic.</p> <p>Makes sentences using those words.</p>	<ul style="list-style-type: none"> • Population distribution and reasons. <ul style="list-style-type: none"> - The spread of people in an area and in this case Uganda. - Some districts have more people than others. - Some places like urban centres have more people than rural areas. - Some places like the plateau have more people than some mountains. - Some climatic areas have more people than others. 	<ul style="list-style-type: none"> • Explaining what population distribution means.
<ul style="list-style-type: none"> • Discusses problems associated with high and low population density. 	<p>Constructs sentences using related words in the topic.</p>	<ul style="list-style-type: none"> • Meaning of population density. • Meaning of high population. • Meaning of low population density. • Effects of HIV/AIDS on population and economic production. 	<ul style="list-style-type: none"> • Discussing factors that are associated with: <ul style="list-style-type: none"> - high population density. - low population density. • Discussing how HIV/AIDS affects population. • Social and economic effects of HIV/AIDS on the population.

Subject Competences	Language Competences	Content	Suggested Activities
		<ul style="list-style-type: none"> • Problems of high population density. • Problems associated with low population density. 	
<ul style="list-style-type: none"> • Discusses the solutions to problems of high and low population density. 	<p>Constructs sentences using related words in the topic.</p> <p>The new words are population density, sensitise, export, labour.</p>	<ul style="list-style-type: none"> • Solutions to high population density 	<ul style="list-style-type: none"> • Explaining the solutions for high population growth. • Discussing the solutions for low population.
<ul style="list-style-type: none"> • Explains possible ways of controlling population growth. 	<p>Constructs sentences that have words related to the topic.</p> <p>The new words are high population, low population and population growth.</p>	<ul style="list-style-type: none"> • Control of population growth. 	<ul style="list-style-type: none"> • Discussing ways of controlling population growth. • Debating the disadvantage of population growth.

Suggested Competences for Assessment

- Write the causes of population growth.
- List the difficulties a family finds in looking after a big number of children.
- List the problems found in a crowded community such as a slum.
- Write a composition "The country I want to live in".

LEARNING FRAMEWORK

FOR

EARLY CHILDHOOD DEVELOPMENT

(3 - 6 years of age)



THE REPUBLIC OF UGANDA



NATIONAL CURRICULUM DEVELOPMENT CENTRE

Learning Framework for Early Childhood Development



A PRODUCTION OF THE NATIONAL CURRICULUM DEVELOPMENT CENTRE
FOR THE MINISTRY OF EDUCATION & SPORTS
WITH SUPPORT FROM THE GOVERNMENT OF UGANDA, WORLD BANK AND UNICEF.



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I trust that those concerned will use the Learning Framework gainfully and do justice to the efforts that have been put into its production.



Connie Kateeba
Director National Curriculum Development Centre - NCDC

Foreword

Development – A Right of every Ugandan Child:

The importance of Early Childhood Development is recognised in the Uganda Constitution (1995), the Convention on the Rights of the Child and the Children's Statute (1996). Uganda also developed a National Plan of Action (NPA) for reaching the World Summit Goals for Children. In these, children's rights are clearly articulated. Early Childhood Development is fundamental to Human Resources Development. It is the foundation that supports Universal Primary Education.

The benefits are far reaching to the child, the family and the society. The right to development has to be guaranteed for children with special needs and for both girls and boys without discrimination.

The government, however, regrets the lack of emphasis on Early Childhood development in the country's Education System. The task of developing and executing ECD Programmes has been left in the hands of private entrepreneurs, some NGOs and a handful of Early Childhood specialists in the country. I wish, on this note, to commend these persons for their effort and commitment in providing programmes and support materials for the development of our young children.

The early years of a child decide, to a considerable extent, what the adult will be. The future of this or any other nation depends heavily on what it will have invested in its young children. Qualities that are necessary for a healthy nation with a vibrant economy and a sane, self-reliant population are laid down in infancy. It is during these sensitive formative years of early childhood that potential characteristics of the adult person are decided. Investing in ECD is one of the ways of empowering a child for life and giving him/her a firm foundation upon which later experiences can be built.

The government recognizes the contribution of ECD to the nation in laying the foundation for effective education, for the achievement of the child's potential and for Human Resource Development and related socio-economic benefits to the family and society as a whole. The government further sees the need for immediate action in this critical area of development. It is, therefore, a challenge to all Ugandans to come together and lay a firm foundation for our nation.

The production of the Learning Framework for Early Childhood Development by the National Curriculum Development Centre (NCDC) is a major breakthrough for Early Childhood Development and a great encouragement for all stakeholders especially committed to this sector of Education.

This learning framework has been designed to allow every Ugandan Child to enjoy the right to development whether at home, at a formal or a semi-formal pre-school.

For effective implementation, however, the framework will have to be translated into local languages so that it will be relevant to children in a variety of situations found in this country. Long-term planning includes implementation at a local level where co-ordination

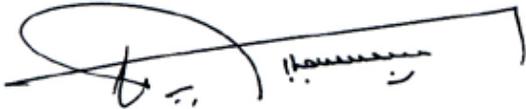
of Early Childhood Development local programmes will reflect local languages, customs and situations.

Effective implementation by the Ministry of Education and Sports will imply working in partnership with all stakeholders including Government and Non-Government Organisations and the private sector in the provision of training and technical guidance.

Orientation of the public at a local level will focus on the benefits of appropriate ECD interventions, information on matters of ECD including Active Learning Framework, rights of Children, the role of parents and community in providing a safe learning environment for our children especially the girl child, the disabled and children with special needs.

Finally, it is my great pleasure and privilege to witness the completion of this Learning Framework for Early Childhood Development. I wish the best for all users and beneficiaries of this Curriculum Framework. To the NCDC and all their partners, I want to say thank you very much for a job well done.

Best wishes to all the users and beneficiaries of this Learning Framework for ECD.

A handwritten signature in black ink, appearing to read 'Nyombi Tembo', with a long horizontal line extending to the right.

Hon. Nyombi Tembo
MINISTER OF STATE FOR PRIMARY EDUCATION

Section 1

Introduction



INTRODUCTION

What is Early Childhood Development?

Early Childhood Development (ECD), though a relatively new term for many countries including Uganda, has gained priority attention and is fast becoming a term in common usage.

The term ECD refers to a continual process of human development, physically, socially, emotionally and mentally from the time of conception to the initial stages of formal schooling (0- 8 years old). During the early years, the child is guided by natural laws and learns from the immediate environment, progressing from the known, to the unknown, from the simple to the complex and from the concrete to the abstract in developing his/her personality. In short, ECD refers to the growth and development in the formative and most crucial years in human development. The term formative in this document is used to refer to the foundation years (0-8) when children are forming habits that will influence their character in their adulthood.

While many children continue to be in the care of their parents and caregivers, there is growing need for children in the age group of three to six years, especially in the urban and semi –urban surroundings, to spend a part of their time in day-care and pre-school centres/facilities under the care of an adult. These facilities go by different names-Nursery School, Day Care, Kindergarten, Play School, Pre-School to name a few. A number of (semi-formal) community-based ECD centres have also been coming up in rural as well as urban settings. While the term, **Early Childhood** covers children of eight years and below, this Learning Framework is intended to cater for children aged 3 to 6 years. Preparations are underway to produce a Learning Framework for the range of 0 – 3 years.

There are also other terms that are used to refer to different aspects of development in the child. These include Early Childhood Care, Early Childhood Education, Early Childhood Education and Care and Early Childhood Care and Development. These terms are sometimes used interchangeably. When you look at these terms closely, they mean almost the same thing. The slight changes that exist depend on who is using what and what is being stressed. However, this document constantly uses the term Early Childhood Development as the term Development as comprehensive and depicts a caring and learning process for realising the full development potential of the child.

The term “**Development**” as used in this document implies the total growth in physical, cognitive, social, emotional, moral, and spiritual aspects. We also need to emphasise that development is a product of both heredity and environment. While heredity pre-determines the genetic potential, the environment provides the various inputs needed for the child to achieve the genetic potential. If the environment is restrictive, the full genetic potential for development cannot be reached. Similarly development can either be accelerated or retarded depending on the social and physical environment of the child (feeding, stimulation, care, love, interaction, social climate and other experiences the child goes through in his/her environment). Each stage of this development process influences the subsequent stages in later life of the child.

Box 1

How Children Learn

Young children are driven by an inherent urge to learn. But they learn differently from the way older children and adults learn. They need to observe the environment around them, manipulate and experiment with objects in the environment and develop clear concepts.

Children under six years are in a preoperational stage in cognitive development. From birth, they are exposed to innumerable stimuli in their environment. But they are not yet capable of abstract or logical thinking. They need to work on forming a mental order of things they observe, form basic concepts and move from the concrete to the abstract progressively. They use their different senses during this process of cognitive development.

To put it simply, children learn by doing. Hence, rote learning does not help them. Activity is the most important aspect of the process of learning in young children. The more children interact with their environment through activity-based learning, the greater will be the clarity of the concepts they develop.

What is a developmental activity?

Throughout this document, you will come across the term 'developmental activity' and not subjects that are taught in a classroom situation. The term developmental activity implies that these are activities to be 'done' by children and facilitated by parents/care givers at home or by adults in formal or semi-formal Pre-school settings. **We need to understand that a developmental activity is not 'any activity' done by children. A developmental activity has a purpose (though not as most adults see it); it offers a challenge to the child who spontaneously responds by doing the activity and feels immensely satisfied when the activity is completed.** These activities satisfy a developmental need or urge of the child. By doing the activity repeatedly over a period of time, the child conquers a physical or mental challenge, is able to store the various stimuli in his/her brain and form basic concepts which he/she recalls from memory later. In the initial stages, most of these activities are done individually by children in the family environment.

As they grow up, many developmental activities become possible in group situations. In fact, activities related to social development need interaction with other children of the same developmental age group as well as others in the environment.

We also need to understand that developmental activities do not demand high investment in terms of materials or equipment. All of the materials needed for facilitating children's development can be found in the home and in the immediate environment. This document suggests a list of activities that help children in specific areas of development. A large number of similar activities and variations are also possible.

Thus all of the developmental needs of every Ugandan child can be fulfilled if the parents and caregivers have the information of what to do and are willing to provide the time for facilitating the development of the child. We, as a nation, have to invest in providing the information that parents and caregivers need.

While each child is unique, they do have some distinctive common characteristics that parents and caregivers should be aware of.

Examples of these are shown in **Box 2**, below:

Box 2

The Curriculum is based on Developmental Needs of Children

Physical needs include:

- Need for proper feeding and healthy environment
- Need for exercise and play
- Need for sleep and rest
- Need for adequate clothing and shelter
- Need for care and attention

Emotional needs include:

- Need for love and security
- Need for success and self-worth
- Need for opportunities to express anger, fear, tenderness and happiness

Social and Moral needs include:

- Need to live with and relate with others
- Need to belong to a group
- Need to lead and follow
- Need to understand right and wrong
- Need to become independent

Spiritual needs include:

- Need to understand the Creator and creation
- Need to understand God as a loving Father who cares for them and others

Intellectual needs include:

- Need for stimulation
- Need for opportunities to explore, experiment and discover
- Need for opportunities to use language
- Need for purposeful play

Box 3***Some Common Characteristics of Children***

- è Children are very active and love working on their own. This is visible even before children start to walk. This inherent need for mobility and physical activity has to be respected.
- è Children resist any attempt to prevent them from being active.
- è Children are self-centred. They look at situations from their own point of view.
- è Children learn through doing things. They are eager to handle and manipulate objects in their environment. They have not yet developed the ability for abstract thinking.
- è Children are curious, imaginative and inquisitive about things and about what happens around them.
- è Children have short attention span. This means that they do not engage in a single activity for a long time. Depending on the activity, developmental interest and maturation of the child, the attention span is limited to about 15 minutes for a single activity.
- è Children are interested in play and respond spontaneously to opportunities for play. They also enjoy repetition of stories, songs and play activities. Rhyme, rhythm, action and movement attract their attention.
- è Children naturally develop likes and dislikes spontaneously and are demonstrative about expressing to others.
- è Children grow fast not only physically but also in all aspects of development and move from one stage to another within a matter of days. For them, every new opportunity poses a new challenge to be conquered.
- è Children have different abilities and learning needs.

The Aims and Objectives of Pre-Primary Education

According to the document on “Education for National Integration and Development”, (Government White Paper on The Education Policy Review Commission Report – 1992), the aims and Objectives of pre-primary education are underlisted:

- (i) To develop capabilities and healthy physical growth of the child through play/ activities;

- (ii) To help the child develop good social habits as an individual and as a member of society;
- (iii) To develop moral values in the child;
- (iv) To enrich the child's experience by developing imagination, self-reliance and thinking power;
- (v) To help the child towards appreciating his/her national cultural background and customs, and developing a feeling of love and care for other people and for Uganda and a sense of unity leading to a national stance;
- (vi) To develop language and communication skills in the mother tongue.

Outcomes

There are two main aspects to this Learning Framework: the ***Process*** and the ***Outcomes***.

The outcomes focus on what the child will be and what qualities he/she will have as a result of undergoing a learning process. The process refers to the child's development or gradual achievement of observable competences and outcomes effected through learning activities. The learning outcomes, when retained, will form the basis for or become transformed into critical outcomes for life.

The critical outcomes include the key skills, knowledge, attitudes and values for an individual to live meaningfully in the society for life.

The framework is thus transformative in that it plans the development of outcomes for the child and links these outcomes to the overall societal requirements that the children needs in order to thrive.

Critical outcomes as derived from the aims and objectives of pre-primary education, in the Government White Paper on Education (1992). They are geared toward producing a person who is: -

- Independent, self reliant and able to thrive and operate in the community, nation and beyond (sub-systems and systems);
- Physically, intellectually morally, spiritually developed as well as socially and emotionally well adjusted;
- Appreciative, respectful and uses his/her language and other people's languages;
- God fearing, morally and spiritually built; and
- Well grounded, appreciates and respects his/her own as well as other peoples' culture.

Child-Centred Learning Approach

This learning framework differs radically from the way parents and teachers traditionally look at syllabus. It does not show knowledge in subject form but rather in themes – Learning Areas. At this early age, the interest is on the child, what he/she is able to do and show that he/she has learned. In short, the learning outcome exhibited by the child. A ‘Syllabus’ typically provides information on what needs to be taught in a particular course or in a particular class. In the case of children, the emphasis is on children learning and working on their own development with the guidance of the adult. Hence we discourage the use of the term ‘Syllabus’ and prefer to use the term ‘Learning Framework’ while referring to the guidelines in this document. Within this learning framework, there are no **‘lessons to be taught by the adult’**, but there are **‘developmental activities to be done by children’**.

Role of Parent, Caregiver or Adult in ECD

While all children are driven by the natural laws to seek developmental activities, they will be able to achieve their full potential for development when they are helped by parents and other caregivers from a very young age. The pioneers in developmental psychology and early childhood experts have shown that during the early periods of rapid brain development, parents and adults in the environment can influence the brain development through purposefully engaging children in developmental activities.

Parents, family members, and the community influence this development of the child. In addition, the adults and caregivers who spend most of their time with children have a very important role to play in the child’s development. Most Ugandan children stay with their parents or other caregivers during the first three years. Very few children of this age group attend day-care facilities. The same thing applies to children of 3 to 6 years of age, i.e. before they enter primary school.

Given these facts of child development, we now know that the role of adults, whether they are parents, grandparents, and caregivers in home environments or adults in formal and semi-formal settings, is very important. Their role is about providing the right type of learning environment where children can handle and manipulate objects with their sensory perceptions, form basic concepts, develop creativity, self-esteem, self-confidence, and become socially and emotionally well-adjusted individuals.

Grouping of Developmental Activities

The final outcome of developmental activities is the development of various Life Skills in the child. This forms the basis of development of an emotionally and socially well adjusted personality, who has respect for nature and its sustainable use, for the rights and aspirations of fellow beings, respect for appropriate cultural norms and values, scholastic productive achievements and is able to function as a member of his/her community throughout later life. The various activities that lead to this final outcome up to the time the child is around six years of age have been grouped under five major areas.

- Activities that help the child to develop his/her senses and take care of him/herself.
- Activities that help the child to protect and take care of his/her environment.
- Activities that help the child in his/her understanding of people around and his/her relationship with them.
- Activities that improve the child's spoken language and readiness for reading, writing and comprehension.
- Activities that help the child with number concepts and basic mathematical skills.

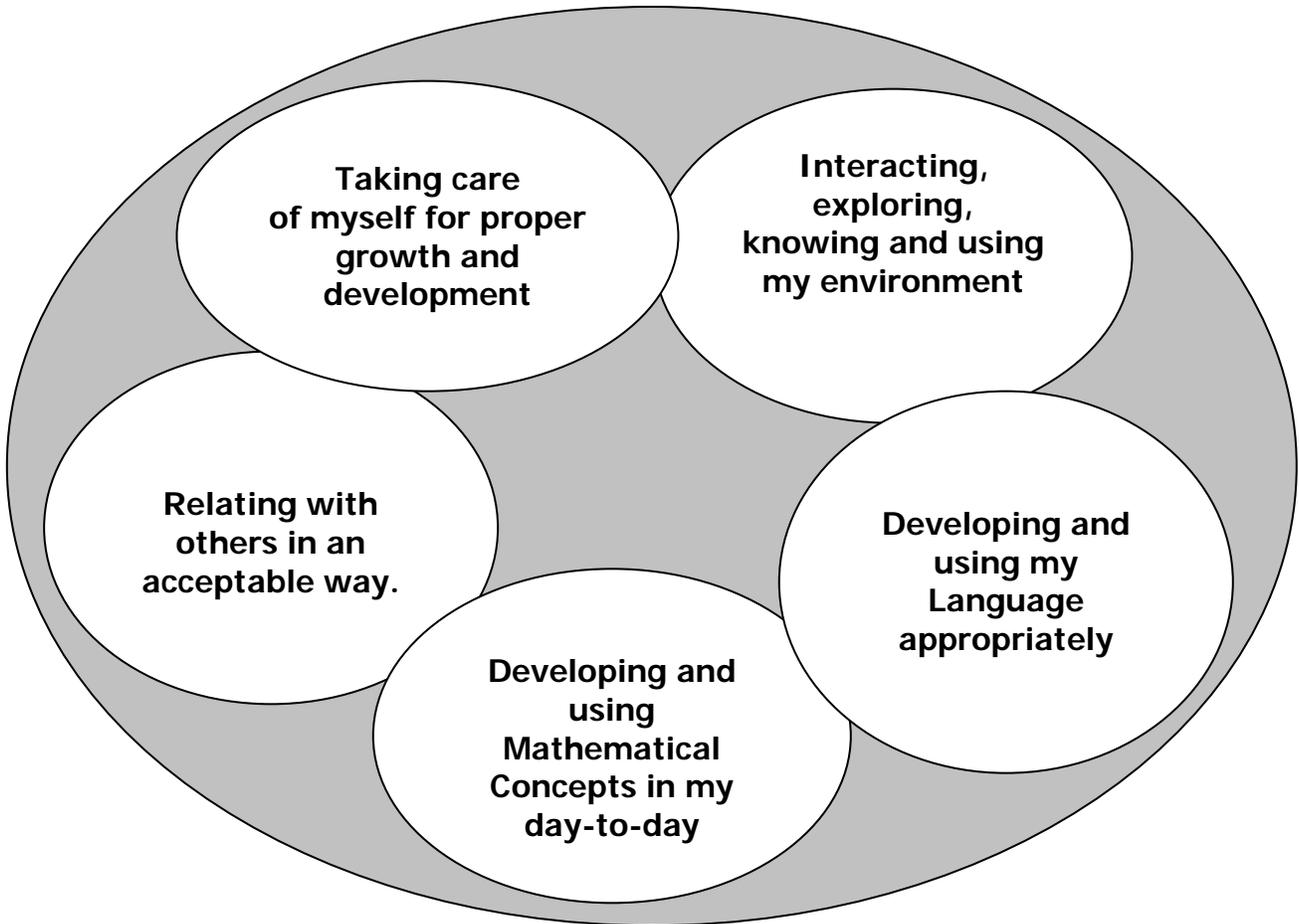


Figure 1. Development of Life Skills

Figure 1 shows the grouping of the Learning Areas. This grouping has been done to facilitate the understanding of various activities the child needs to do during this period and does not represent any strict compartmentalization of activities but rather how they facilitate each other. They are interrelated in nature. The activities in one group influence the outcome of activities in another group and sometimes form the basis for progression of skills in the other group.

Emphasis on the development of Life Skills as the final outcome and the presentation of development activities in this form represents a radical shift from the way the traditional 'Curriculum' is presented and understood. These groups of activities do not represent any subject to be taught in any type of childcare centre be it in the home, formal, non-formal or semi-formal settings. The mode of teaching of subjects as used in regular classroom situations is strongly discouraged for children under six years of age.

The activities are for the child's orientation. The role of the adult is only to facilitate and create a conducive learning environment for the child.

Integrated Approach and Partnership

Early Childhood Development is not just about learning or preparing for formal school. As stated earlier, the interventions must include appropriate physical health and nutrition care, mental health and provision of a stimulating environment for the development of the child. The interventions needed for the development of the child fall under different sectors of service delivery such as health, water, education, agriculture etc. Government, non-government as well as private sectors are all partners in facilitating the various development interventions for the child. It goes without saying that there has to be great synergy between these interventions so that all of the child's development needs are met.

Flexibility to meet diverse needs

Uganda presents diversity in geographical environment, in ethnic groups, language, cultural norms and child rearing practices. Within these different settings, formal and semi-formal models of childcare operate. Most children continue to be only in their home environments till they enter primary school. This calls for flexibility in ECD programmes to meet these varying circumstances. This framework for learning lends itself to be adapted to different models of ECD -the formal, semi-formal as well as the non-formal home-based settings.

Deriving from the above, this learning framework supports the following guiding principles of the ECD programme in Uganda.

- Ø Children's rights are fundamental;
- Ø The preferred approach should be comprehensive, addressing the broad range of children's needs;
- Ø The goal should be to bring about positive, enabling environments for children;
- Ø Programmes should be assets based, building on positive qualities in children and communities; hence the appreciative inquiry approach which uses the existing structures and best practices found in the community.
- Ø There is no one, universally applicable formula of handling young children;
- Ø Flexibility is essential, permitting adaptability to community needs;
- Ø All programmes of whatever type should strive for maximum quality;

- ∅ Programmes should be child-centred but address the family as a whole, involving them directly as far as possible;
- ∅ Programmes should cater for children with special needs and promote gender equality.

Box 4

Some guidelines for Caregivers

- Provide basic needs of nutrition, adequate clothing, a safe and friendly home environment to your child, regardless of sex or physical status of the child.
- Check regularly the growth and development of children for proper physical, psychosocial and emotional development.
- Help children to take care of their body and keep themselves clean.
- Know each and every child in your care i.e. his/her feelings, desires, likes and dislikes.
- Provide a stimulating, practical and safe learning environment where children are free to interact with one another, with the environment, and with the caregivers to facilitate active and progressive learning for the child.
- Provide love and affection, security and legal protection and ensure development of self-esteem and self-confidence.
- Give special attention to children with special needs.

Relationship among caregivers:

- Share observations on the development of the children under your care with other caregivers.
- Seek to know about the children from other caregivers to help them develop holistically and with confidence.
- Share activities and roles. These may include, making toys, playing with the children, feeding and bathing them etc so as to lighten the load of caring for them.

This document has been organized in two sections: Section One, comprises the Introduction and Section Two presents the content for the Learning Framework.

The introduction focuses on the concept of ECD, describing how children learn, their characteristics, their needs and how to meet these needs. Section Two which spells out the curriculum content, has the following major learning areas: ***Relating with others in an acceptable way; Interacting, exploring, knowing and using my environment; Taking care of myself for proper growth and development; Developing and using***

mathematical concepts in my day-to-day experiences and Developing and using my language appropriately.

The framework is arranged in table form showing possible learning activities against their corresponding competencies, which are intended to bring out learning outcomes.

Section 2

Learning Framework



1. RELATING WITH OTHERS IN ACCEPTABLE WAY

What you need to know about children’s relationship with others

We grow and gradually attain all round development in the relationships with others in our social environment. The learning activities you prepare should facilitate our all round development attitudes, values and competences. They should also reflect the attitudes, values and aspirations of the society around us.

We need to have relationships and feel a sense of belonging. We also need to understand feelings of others by relating them to our own. To enhance this, we need experiences in observing people, interacting with them and discovering relationships in the family, the immediate community and different services in the community.



Learning Outcomes

- i. Identifying, taking interest in and observing people around me.
- ii. Identifying people who protect and take care of me and how they do it.
- iii. Sharing with and taking care of other people.

Learning outcome i

Identifying, taking interest in and observing people around me

Age Range	Competences	Suggested Developmental Activities
3 – 4 Years	I can name the people I play and work with e.g. friend, parents, Caregivers.	<ul style="list-style-type: none"> • Naming and talking about people I play and work with • Telling stories about people I play with • Singing songs about people I play with • Drawing pictures of the people I play and work with • Playing games • Role-playing • Making models of the people I play and work with • Colouring pictures • Calling people by their names • Painting

		<ul style="list-style-type: none"> Identifying people by their names
	I can show acceptable behaviour to people I play with.	<ul style="list-style-type: none"> Telling news Using appropriate language Extending sympathy e.g. saying sorry to people Responding appropriately according to culture Negotiating for favours e.g. to be given something Accepting to belong to a group, and to be lead through games Taking turns Obeying instructions/commands Telling the truth to people and about people Role-playing acceptable behaviour using appropriate language, practising good toilet habits, obeying and following commands in group, asking for permission, apologising, inquiring about things
	I can describe the people I play and work with.	<ul style="list-style-type: none"> Practising good health habits Working in groups and helping one another Singing songs related to acceptable behaviour Making requests Talking about people I play and work with in relation to age levels e.g. young, elderly, etc. Talking about my friends Mentioning the names of my family members and the activities they perform Matching pictures of people I play and work with to appropriate pictures of clothes
4 – 5 years	I can observe and talk about people at the home and Learning Centre.	<ul style="list-style-type: none"> Imitating body movements of people e.g. walking like an old person Identifying body sizes of people e.g. big, small Telling news about people, events at home and at the Learning Centre
	I can tell the roles of the people at home and at the Learning Centre.	<ul style="list-style-type: none"> Telling news about my friends at home and at the Learning Centre. Talking about roles of people at home and Learning Centre Painting Role-playing different people and their activities at home and at the Learning Centre e.g. cooking, taking care of the infant, cleaning the environment

	I can show acceptable behaviour to people I play with.	<ul style="list-style-type: none"> Practising good health habits Working in groups and helping one another Taking turns Obeying and following rules of the group of the people I play with Interacting well with the people I play with Asking for permission to use other people's things Telling the truth to people and about people Making requests through games
		<ul style="list-style-type: none"> Role playing activities related to acceptable behaviour Role playing acceptable behaviour using appropriate language to respond appropriately according to culture, making requests, extending sympathy apologising to people, negotiating for favours, inquiring, accepting to belong to a group, taking turns, asking for permission.
5 – 6 Years	I can show acceptable behaviour to people in my immediate environment e.g. parents, guardians, and caregivers.	<ul style="list-style-type: none"> Role playing acceptable behaviour using appropriate language to make requests, extending sympathy, apologising, responding appropriately when called, inquiring about things, practising good health habits, taking turns, obeying and following rules, asking for permission, and telling the truth. Playing games that show good behaviour Playing imaginary situations with others
	I can tell good and bad behaviour	<ul style="list-style-type: none"> Story telling (stories depicting good and bad behaviour). Picture talk Singing Dramatising good behaviour

Learning Outcome ii

Identifying people who protect and take care of me and how they do it

Age Range	Competences	Suggested Developmental Activities
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3 – 4 years	I can talk about people who protect and care for me.	<ul style="list-style-type: none"> · Imitating actions of people who care and protect me. · Role playing, singing, reciting rhymes, telling stories, playing with people who care for me. · Drawing pictures of people who protect and care for me. · Saying names of the people who protect and take care of me. · Talking about pictures of people who protect and care for me, like teachers, parents, doctors, police · Role-playing asking for help freely from people who protect and care for me. · Telling others about people who protect and care for me. · Identifying people who protect and take care of me in the community.
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	I can tell the roles of the people at home and Learning Centre e.g. parents, caregivers, relatives.	<ul style="list-style-type: none"> · Listening to stories · Role-playing · Imitating roles of other people · Singing of being friendly to others · Talking about the roles · Drawing · Listening to and telling stories · Telling news
4 - 5 years	I can describe how people protect and take care for me.	<ul style="list-style-type: none"> · Drawing pictures of people who protect and care for me · Telling news, listening to stories and retelling stories · Singing songs related to people who protect and take care for me · Talking about people who protect and care for me e.g. parents, nurses, caregivers and what they do · Role-playing people help others · Imitating people protecting and taking care of me
	I can communicate to people who protect and take care for me.	<ul style="list-style-type: none"> · Role-playing calling for help e.g. making an alarm, yelling, making telephone calls · Singing songs that give messages to people who protect and take care of me. · Reciting rhymes · Drawing · Modeling · Painting · Listening to and retelling stories · Playing games about protecting and taking care of me · Conversation

5 - 6 years	I can explain how people protect and take care of me.	<ul style="list-style-type: none"> · Naming and talking about roles of different people who protect and care for me e.g. Caregivers, Police, Nurses, Local Defence Units (LDUs) · Drawing pictures of people who protect and take care of me · Mentioning things given / provided to me for protection · Talking about pictures I have drawn · Miming how people protect and care for me · Role-playing · Telling stories · Singing · Listening to and re-telling stories · Asking and answering questions about people who protect and take care of me.
	I can describe people of my family	<ul style="list-style-type: none"> · Mentioning their names and their relationship e.g. brother, sister, mother, father, uncle, cousin, grandmother, grandfather.

Learning Outcome iii

Sharing with and taking care of other people

Age Range	Competences	Suggested Developmental Activities
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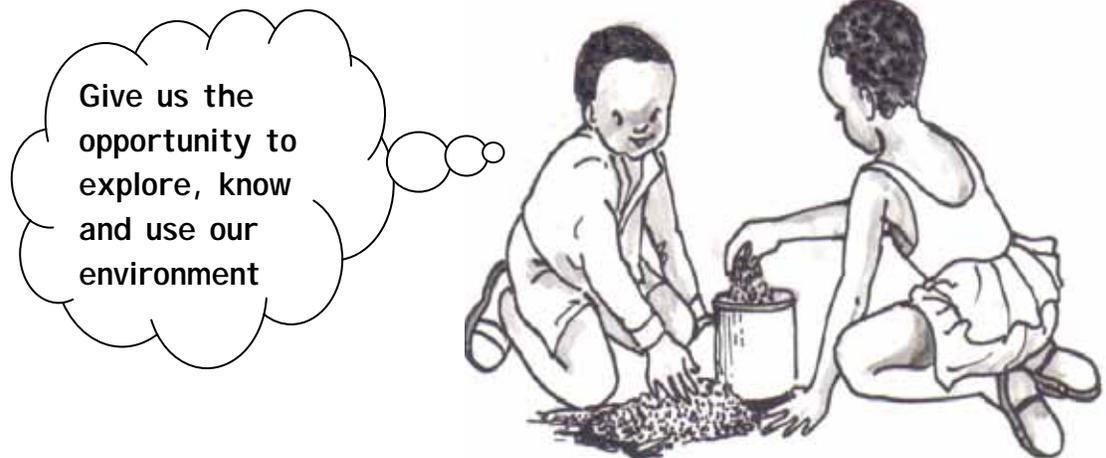
<p>3 – 4 years</p>	<p>I can participate in-group activities.</p>	<ul style="list-style-type: none"> · Making gifts · Singing for others · Playing different games in groups and practicing taking leadership roles · Role playing such as: <ul style="list-style-type: none"> - wedding, cooking, - birth day etc - giving and receiving using appropriate language · Telling news related to sharing e.g. experiences, gifts, and different occasions · Collecting and sharing materials in-group activities · Singing action songs · Telling and listening to stories about other people related to sharing.
<p>4 – 5 years</p>	<p>I can show sympathy and empathy for others.</p>	<ul style="list-style-type: none"> · Volunteering e.g. helping those in need (reporting the sick, comforting a baby etc) · Role-playing showing feeling of others, comforting others in need, bringing lost and found property, giving first aid, talking to a friend in need, donating, giving, lending, helping in house chores · Telling stories depicting sympathy and empathy. · Singing songs related to sympathy.
<p>5 – 6 years</p>	<p>I can actively participate in group activities</p>	<ul style="list-style-type: none"> · Role-playing e.g. joining others in different situations like sadness, happiness, etc. · Reading picture stories · Working on projects e.g. <ul style="list-style-type: none"> - rabbit keeping, - poultry, - watering plants · Singing together · Telling and listening to stories · Playing group games · Waiting for my turn

	I can participate in caring for people in my community	<ul style="list-style-type: none">· Assuming roles in game situations· Sharing with others willingly· Naming different age levels of people in our environment such as babies, children, adult, and elderly· Singing songs to entertain babies and grand parents· Accompanying the elderly to various places· Cleaning the place around me.· Fetching water for the old.· Playing with babies· Role-playing caring for people· Talking about ways of caring for people in the community· Visiting the elderly with the caregiver· Making toys and playing with toys and with the younger children.
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2. INTERACTING WITH, EXPLORING, KNOWING AND USING MY ENVIRONMENT

What you need to know about the way we interact with and know our environment?

Children are curious by nature. They are always eager to know more about their environment. Children are also creative. They learn to appreciate and use their environment and naturally adapt themselves to it through observing, exploring and experimenting.



Proper outcomes will be achieved through play and various activities using our bodies and mind as we interact with our immediate environment. As we learn to appreciate and value the beauty of the environment, we will be helped to develop competences for caring and preserving it. In the same way we will be helped to develop the ability to take precaution against dangerous situations in their environment.

Learning Outcomes

- i. Exploring and knowing my immediate environment
- ii. Knowing and appreciating important places in my environment.
- iii. Knowing how to keep and take care of my environment
- iv. Identifying dangers in my environment and taking precautions.
- v. Experimenting and understanding the concept of movement (FORCE)
- vi. Creating things, appreciating and expressing myself through art.

Exploring and knowing my immediate environment

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can identify and talk about my home	<ul style="list-style-type: none"> · Naming rooms in the house e.g. kitchen, bedroom, sitting room. · Naming and counting number of houses at home · Drawing, colouring, modeling and painting pictures of houses, and objects in each room · Associating rooms with their uses · Comparing our house with other houses e.g. size, colour, shape · Playing construction games with blocks, bottle tops, sticks and other available materials · Tracing and completing pictures of different types of houses.
	I can classify people, animals, insects and other objects I see at home.	<ul style="list-style-type: none"> · Naming people, animals, plants, insects and other objects seen at home · Grouping according to kind – four legged, two legged, many legged, crawling etc. · Talking about how they grow i.e. climbing, creeping, upright, big and small · Playing games showing sequences of growth of some of the above e.g. on funnel, boards, woods, strings, clay · Matching and identifying animals with their sounds, their babies and homes
4 – 5 years	I can identify people, animals, plants and other things at the Learning Centre.	<ul style="list-style-type: none"> · Naming people, animals and plants in the Learning Centre · Classifying animals according to types e.g. wild, and tame, birds, insects · Sorting between living and non-living things e.g. trees, flowers, grass, food crops, medicinal plants and fruits · Talking about their uses to us · Talking about each of the identified items needed for growth · Painting, making mosaic, drawing, cutting and pasting pictures of animals, plants, insects, birds and others · Describing and participating in caring for small animals, flowers, grass and trees · Going out for nature walks and discovering animal homes e.g. under stones, on trees and walls · Playing games like jig-saw, lotto, domino about animals and other objects at the Learning Centre

		<ul style="list-style-type: none"> • Tearing
5 – 6 years	I can care and value my environment.	<ul style="list-style-type: none"> • The children practice sweeping, mopping and cleaning home and the Centre • Practising cleanliness in the environment e.g. throwing waste in dust bins and sorting waste • Modelling • Talking about ways of how to avoid danger • Caring for the people, animals, bird, insects and other things • Imitating e.g. animal/birds feeding and caring for their young ones, animal movement e.g. a child moving on fours • Planting, watering plants, caring for seedlings and plants • Observing and respecting pictorial environmental messages/signs in the environment e.g. keep off grass • Telling news about the things in the environment e.g. what they see on their way to school • Drawing and naming objects found in their environment • Singing and reciting simple compositions about the environment
	I can experiment with things in the environment	<ul style="list-style-type: none"> • Naming things in my environment – soil, stones, air and water • Collecting and grouping soils and stones according to types • Outlining the uses of things in the environment e.g. Clay for modelling • Modelling and using soils for painting and making mosaic • Making and flying kites, propellers, and wind vane • Naming things that fly in the air, e.g birds, aeroplanes, butterflies, mosquitoes, kites, grasshoppers • Talking about uses of wind and water • Playing with water and other objects to see floating and sinking; pouring and making bubbles • Talking about things that live in water, e.g. fish, frogs, plants and warms • Describing how rain water can be collected • Talking about what happens on wet and dry days

Learning outcome ii

Knowing and appreciating important places in my environment

Age Range	Competences	Suggested Developmental Activities
3 - 4 years	I can talk about the important places found in my	<ul style="list-style-type: none"> • Talking about different places in my environment e.g. (church, mosque, market, hospital, school, police station) • Drawing, painting, pasting and colouring different

	environment.	important places. <ul style="list-style-type: none"> • Singing songs reciting rhymes about plants in the environment.
		<ul style="list-style-type: none"> • Talking about different important places and other things found in the environment • Role-playing • Matching pictures of places and their related people/actions e.g. building up self-collective jib-saws
4 – 5 years	I can report about important places in the environment.	<ul style="list-style-type: none"> • Visiting these places in the environment • Drawing, tracing, completing and colouring the pictures • Singing religious and cultural songs • Telling stories about the things and places in the environment. • Reciting rhymes about these places • Asking questions dealing with – what, why, how and when about places visited • Role-playing doctor, nurse, shopkeeper, priest, teacher, Local Leaders • Naming the people who are found in the important places • Matching places with the people who work there
5 – 6 years	I can make use of the important places and things responsibly.	<ul style="list-style-type: none"> • Talking about the importance of different places e.g. police station for security, hospital/clinic for health, school for learning, church for spiritual guidance • Naming people who are found in the important places mentioned and the work they do, e.g. teacher teaches children at school • Role-playing activities done at the different places mentioned above • Carrying out educational visits to the mentioned places • Telling stories and news

Learning outcome iii

Knowing how to keep and take care of my environment

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can identify ways of cleaning my home	<ul style="list-style-type: none"> • Talking about areas, which make the home clean e.g. dustbin, latrine/toilet • Naming the things used to keep our homes clean e.g. brooms, slashers, hoes, etc

	environment.	<ul style="list-style-type: none"> · Talking about how to keep the home clean e.g. arranging and storing items properly, by sweeping, dusting and mopping · Talking about putting wastes in the right place (sorting waste) · Practicing cleaning, sweeping the house, compound etc. · Singing songs, reciting rhymes and games aiming at promoting clean environment. · Talking about hygienic practices e.g. covering food from flies and dirt, washing of hands before and after meals and after the use of the toilet. · Drawing · Comparing the dirty and clean items.
4 – 5 years	I can keep my environment clean.	<ul style="list-style-type: none"> · Participating in cleaning home and the Learning Centre e.g. sweeping, picking waste, dusting and mopping · Telling news and stories related to clean environment · Interpreting pictures and signs · Drawing and colouring pictures · Planting and caring for plants and flowers · Singing songs and reciting rhymes and poems related to cleanliness · Putting things in order e.g. tidying shop area, nature area and home area.
5 – 6 years	I can communicate to people about a clean environment.	<ul style="list-style-type: none"> · Identifying different people I live with at home, at the Learning Centre and in the environment. · Singing songs and reciting rhymes, poems for people as regards a clean environment. · Making cleaning materials. · Drawing, colouring and modelling cleaning things. · Playing games like snakes and ladders, treasure hunt, blind man's buff etc. · Tidying up the environment after use

Learning outcome iv

Identifying dangers in my environment and taking precaution

Age range	Competences	Suggested Developmental Activities
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3 – 4 years	I can recognise dangerous things and situations in my environment.	<ul style="list-style-type: none"> · Naming dangerous things like fire, broken glasses, thorns and bones, etc · Talking about dangers of the above · Drawing, colouring and modelling dangerous things in the environment · Mentioning ways of keeping away from dangerous things · Role playing/not playing near fire, not to play in a bushy area · Singing
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	I can tell dangerous things and their effects in my environment.	<ul style="list-style-type: none"> · Discussing places where dangerous things are found · Mentioning the harm caused by dangerous things in the environment · Drawing pictures of dangerous things in the environment. · Role-playing the effects of dangerous things in the environment · Telling stories of dangerous things in the environment. · Taking care about dangerous insects like wasps, bees, scorpions, spiders and flies.
4 – 5 years	I can protect others against dangerous things in the environment.	<ul style="list-style-type: none"> · Protecting others (younger ones) from moving near dangerous things e.g. fire · Telling others about dangerous things · Role-playing situations related to dangerous things · Singing and reciting rhymes of how to protect oneself from dangerous things in the environment · Watching plays, films about protection · Telling news and stories.
5 – 6 years	I can keep my environment clean from dangerous things.	<ul style="list-style-type: none"> · Role-playing sweeping, mopping, smearing houses with cow-dung · Digging around the home · Digging in flower gardens · Proper disposal of waste · Keeping order in a home.
	I can guard against dangerous things in my environment.	<ul style="list-style-type: none"> · Role-playing how to protect myself against dangerous things in the environment. · Telling stories. · Reciting rhymes / riddles and singing. · Reporting about dangerous things. · Telling news.

	I can describe ways of guarding against dangerous things.	<ul style="list-style-type: none"> · Telling stories about ways of guarding against dangerous things · Singing songs and reciting rhymes and poems about dangerous things · Role playing, watching film shows, drawing pictures depicting guarding against dangerous things.
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Learning outcome v

Experimenting and understanding the concept of movement in the environment (FORCE)

Age range	Competences	Suggested Developmental Activities
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3 – 4 years	I can describe the movement of things in the environment.	<ul style="list-style-type: none"> · Talking about movement of living and non-living (man-made) things, inertia/kinetic energy · Experimenting with rolling things on tilted boards of different lengths and heights · Interpreting story sequences or movement · Talking about fast and slow movements · Imitating animal / object movements · Talking about why animals / objects move · Matching footmarks with their owners
4 – 5 years	I can relate the use of wheels to movement.	<ul style="list-style-type: none"> · Observing and naming types of wheels around · Comparing sizes, colour, number and kinds of wheels · Talking about their uses · Colouring, painting, making collage to make wheels · Making, cutting, sticking and printing wheels · Construction using wheels / round objects · Playing games involving movement · Reciting rhymes and singing songs
5 – 6 years	I can compare and contrast different kinds of transport in my environment	<ul style="list-style-type: none"> · Observing and talking about different ways of transport e.g. road transport using own experiences · Identifying common means in and around the environment · Drawing, colouring modeling everyday things
		<ul style="list-style-type: none"> · Singing songs and reciting rhymes related to transport/movement · Talking about crossing the road, zebra crossings and people who help us · Talking about different kinds of roads

Learning outcome vi

Creating, appreciating and expressing myself through art work.

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can manipulate, transform and combine materials to make things	<ul style="list-style-type: none"> · Making collage from things found in the environment e.g. grasses, leaves, seeds, small twigs etc. · Making collage to form shapes e.g. of insects, birds, animals. · Rubbing on different textures to form patterns.

		<ul style="list-style-type: none"> Decorating window hangings using flower petals, grasses or fresh leaves, waxed paper. Making mobiles Creating things from free activities using real objects (e.g. banana fibres, balls, blocks, card boards, strings, scissors, glue, stones, flowers, soil etc). Making a exploded shapes
4 – 5 years	I can tell what I have drawn	<ul style="list-style-type: none"> Drawing according to themes e.g. <ul style="list-style-type: none"> what flies in the air myself, mom, dad, sister/brother animals that I know painting with my fingers e.g. planting lines, dots and other shapes
	I can model things	<ul style="list-style-type: none"> Modelling with clay Modelling with paper mache Making collage Making patterns using rubbings from trees and other things (texture rubbing) Making window hangings Making mobiles Folding patterns and string pulling Taking a line for a walk – doodling Paper modelling using paper mache Modelling with clay Making jewels Making wall friezes
	I can make pictures	<ul style="list-style-type: none"> Painting with big brushes and nature colours Painting with fingers and nature colours Drawing guided by themes Drawing from observation Free drawing and painting
	I can make patterns and prints	<ul style="list-style-type: none"> Making exploded patterns Folding patterns and string pulls Taking a line for a walk – doodling Texture rubbings Making egg shell mosaics
5 – 6 years	I can make patterns	<ul style="list-style-type: none"> Painting with brushes Finger printing Printing with cardboards Making exploded shapes Folding paper to make shapes

		<ul style="list-style-type: none"> · Folding patterns and string pulls
		<ul style="list-style-type: none"> · Taking a line for a walk – doodling · Texture rubbing · Egg shell mosaics · Lettering – making letters · Making monograms
	I can construct things	<ul style="list-style-type: none"> · Making spiral mobiles · Weaving paper
	I can model things	<ul style="list-style-type: none"> · Modeling with clay (simple animals, pinched or thumb pots) · Modeling with peppier Mache – making puppet heads · Making jewels · Modeling with plaster of Paris
	I can draw pictures	<ul style="list-style-type: none"> · Drawing from observation · Drawing and painting freely according to themes <ul style="list-style-type: none"> - playing in the garden - our cat - my family - my home - at the bus stop/beach - the market · Making collage
	I can paste things	<ul style="list-style-type: none"> · Cutting and pasting paper · Cutting banana fibres to make ... · Making mobiles
	I can take photographs	<ul style="list-style-type: none"> · Taking pretended photos · Taking real photographs

3. TAKING CARE OF MYSELF FOR PROPER GROWTH AND DEVELOPMENT

What you need to know about me taking care of myself

I may indicate the desire to do things by myself. This is common to all children. We naturally strive to be independent and do our own things. The learning activities in this as in the other learning areas are developmental and progressive, increasing in complexity, as we also progress.

Learning Outcomes

- i. Caring for my eyes
- ii. Caring for my ears
- iii. Using the sense of touching and feeling to describe things and situations
- iv. Caring for the body
- v. Using the sense of smell and caring for the nose
- vi. Using the sense of taste and caring for the mouth
- vii. Identifying and naming different body parts and their uses
- viii. Having self-concept, confidence and self-esteem
- ix. Using gross and fine muscles (large and small muscles)
- x. Expressing creativity freely and independently
- xi. Keeping healthy and practising good health habits
- xii. Keeping safe and avoiding accidents
- xiii. Knowing and relating with God and His creation

Help me to take care of myself for proper growth and development



Learning outcome i

Caring for my eyes

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can care for and protect my eyes.	<ul style="list-style-type: none"> • Practising washing my face and eyes. • Talking about the dangers of not caring for the eyes. • Practising covering the eye for protection. • Thanking God for the gift eyes e.g. through songs, rhymes and prayers.
4 – 5 years	I can care for and protect my eyes.	<ul style="list-style-type: none"> • Looking at each other's eyes and describing what they see. • Looking at things with shades to protect the eyes from bright light. • Naming the different things that harm the eyes. For example, poisonous flowers, sharp things, dust etc

		<ul style="list-style-type: none"> Playing blind folding games. Thanking God for the gift of eyes e.g. through songs, rhymes and prayers.
5 – 6 years	I can care for and protect my eyes.	<ul style="list-style-type: none"> Listening to talks about how to care and protect eyes. Talking about the things that they can do with their eyes e.g. wink, blink, glance, flutter, close, stare, open etc. Practising – washing the eyes. Looking at things with magnifying glasses. Praising (singing and praying) to God for the gift of eyes.

Learning outcome ii

Caring for my ears

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can protect and care for my ears.	<ul style="list-style-type: none"> Practising washing my face and ears. Talking about the dangers of not caring for the ears. Tracing and shading the shape of an ear. Tearing around the shape of a photograph on paper. Thanking God for the gift of ears e.g. through prayers, songs, rhymes.
4 – 5 years	I can protect and care for my ears.	<ul style="list-style-type: none"> Naming the different things that harm the ears. Talking about how to keep ears clean. Thanking God for the gift of ears.
5 – 6 years	I can protect and care for my ears.	<ul style="list-style-type: none"> Talking about how deaf people communicate. Talking about ways of protecting the ears from harm. Playing listening games. Praising and thanking God for the gift of ears.

Learning outcome iii

Using the sense of touching and feeling to describe things and situations.

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can differentiate between temperatures and react verbally in an appropriate	<ul style="list-style-type: none"> Playing with and mixing water of different temperatures (tell cold, warm, hot). Playing games involving recognition of objects in a bag without looking at them. Feeling smoothness and roughness of different objects. Playing games that involve patting and massaging. Communicating to show where I feel pain.

	manner.	<ul style="list-style-type: none"> • Sand play. • Singing songs about the use of hands. • Thanking God for the gift of hands e.g. through prayers, songs and rhymes.
4 – 5 years	I can tell textures, temperatures and forms of objects.	<ul style="list-style-type: none"> • Feeling and talking about forms of objects e.g. circle, star, quadrangle etc. • Feeling and talking about different textures of objects and things e.g. stones, cones, sticks, cloth. • Classifying and naming objects according to texture. • Playing guessing games. • Modelling to represent textures. • Matching objects according to textures. • Thanking God for the gift of hands e.g. through songs, prayers and rhymes.
5 – 6 years	I can differentiate between textures, temperatures and forms of objects.	<ul style="list-style-type: none"> • Sorting objects into different forms e.g. rough and smooth, hard and soft. • Playing guessing games. • Water play. • Sand play. • Sorting according to temperature, texture, and form. • Playing with things of different textures, e.g. soil, flour etc. • Talking about many things that the hands can do. • Singing songs about the uses of hands. • Thanking God for the gift of hands by praying and singing.

Learning outcome iv

Caring for the body

Age Rangr	Competences	Suggested Developmental Activities
3 – 4 years	I can protect and care for my body.	<ul style="list-style-type: none"> • Naming different parts that make my body. • Talking about different things that can harm our bodies. • Picture talk about different dressing. • Talking about the importance of keeping our bodies clean. • Thanking God for making me e.g. through prayers, songs and rhymes. • Practising keeping the body clean.
4 – 5 years	I can protect and care for my body.	<ul style="list-style-type: none"> • Practising feeling different things using different parts of the body. • Talk about different ways of protecting different parts of the body.

		<ul style="list-style-type: none"> · Talking about how to clean my body. · Identifying things used to clean the body. · Thanking God for having made me e.g. through prayers, songs and rhymes. · Practising keeping the body clean.
5 – 6 years	I can protect and care for my body.	<ul style="list-style-type: none"> · Recite rhymes about the importance keeping the body clean. · Talk about dangers of not protecting our bodies. · Role-playing how to clean my body. · Talking about the importance of keeping myself clean. · Thanking God for having made me e.g. through prayers, songs. · Practising keeping the body clean.

Learning outcome v

Using the sense of smell and caring for the nose

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can identify scents of different things.	<ul style="list-style-type: none"> · Smelling different things · Talking about different smells · Talking about the importance of a nose · Playing guessing games · Talking about how to protect our noses from harm · Thanking God for the gift of a nose e.g. through prayers, songs and rhymes.
4 – 5 years	I can identify scents of different things.	<ul style="list-style-type: none"> · Sorting and grouping things according to good and bad smells · Sorting and matching things according to good and bad smells. · Talking about different smells · Singing songs describing smells · Reciting rhymes and poems about smells · Riddles · Talking about how to keep our noses clean. · Talking about how to keep our noses from harm. · Thanking God for the gift of a nose e.g. through prayers, songs and rhymes · Practising keeping the noses clean
5 – 6 years	I can describe bad, good,	<ul style="list-style-type: none"> · Listening to and telling stories about effects of good and bad smells

	and dangerous things according to their smells.	<ul style="list-style-type: none"> · Talking about the uses of a nose · Telling news · Playing guessing games · Singing songs describing smells · Reciting rhymes and poems about smells · Riddles · Talking about how to keep our noses clean · Talking about how to keep our noses from harm · Praising and thanking God for the gift of a nose e.g. through prayers, songs and rhymes.
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Learning outcome vi **Using the sense of taste and caring for the mouth**

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can tell different tastes of things.	<ul style="list-style-type: none"> · Talking about the use of the tongue · Showing where the tongue is found · Tasting different edible things · Talking about tastes of different things · Naming different tastes · Talking about how to keep the tongue from harm. · Reciting rhymes and poems · Colouring objects according to their tastes · Thanking God for the gift of a tongue e.g. through prayers, songs and rhymes.
	I can protect and care for my mouth.	<ul style="list-style-type: none"> · Talking about foodstuffs that can harm our teeth · Practicing brushing teeth
4 – 5 years	I can differentiate tastes of foodstuffs.	<ul style="list-style-type: none"> · Tasting different foodstuffs · Sorting according to tastes · Naming different tastes · Singing songs about the use of the mouth. · Drawing · Thanking God for the gift of the mouth e.g. through prayers, songs and rhymes

	I can protect and care for my mouth.	<ul style="list-style-type: none"> Reciting rhymes about the importance of brushing teeth. Drawing different foodstuffs that are bad for our teeth. Talking about the importance of keeping the mouth clean. Talking about the dangers of not cleaning the teeth. Thanking God for the gift of mouth e.g. through prayers, songs and rhymes. Practising care for the mouth
5 – 6 years	I can appreciate the different tastes of different foodstuffs.	<ul style="list-style-type: none"> Identify things that make a mouth e.g. lips, teeth, tongue Talking about the importance of a mouth. Sorting and matching according to tastes Comparing different tastes Listening to and telling stories about different tastes. Telling news Reciting rhymes Singing songs about the use of a mouth Drawing Modelling Thanking God for the gift of a mouth e.g. through prayers, songs and rhymes.
	I can protect and care for my mouth.	<ul style="list-style-type: none"> Making local toothbrushes and practicing brushing teeth. Talking about what happens when our teeth go bad Talking about the causes of bad smells of our mouth Telling stories about the losing of teeth

Learning Outcome vii

Identifying and naming different body parts and their uses

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can name my body parts.	<ul style="list-style-type: none"> Identifying and naming different body parts Shading body parts Singing
	I can name activities that my different body parts can perform.	<ul style="list-style-type: none"> Identifying things that can be performed by different body parts e.g. walking, lifting, drawing, etc. Thanking God for what our parts of the body can do e.g. by praying, singing etc.

4 – 5 years	I can confidently name activities that my different body parts can perform.	<ul style="list-style-type: none"> · Talking about things that can be performed by different parts of the body e.g. walking, sitting, writing, seeing, eating, carrying, etc. · Thanking God for what our parts of the body can do e.g. by singing, praying, praising.
	I can name my body parts.	<ul style="list-style-type: none"> · Playing games of touching two body parts e.g. hand to hand, foot to foot, drawing and colouring etc. · Sticking the different parts to make a complete figure. · Modelling human figures. · Singing
5 – 6 years	I can confidently describe activities performed by different body parts.	<ul style="list-style-type: none"> · Associating parts of the body and their different functions e.g. <ul style="list-style-type: none"> - Eyes – seeing, shedding tears - Nose – smelling, ... flu. · Thanking God for what parts of our body can do e.g. by singing, praying etc. · Matching
	I can name my body parts.	<ul style="list-style-type: none"> · Talking about how many different parts of the body they have e.g., two arms, two eyes, one nose, one neck etc. · Talking about the positions of the different parts of their body. · Drawing and filling in the missing parts · Singing · Modelling · Reciting rhymes and poems

Learning outcome viii

Having self-concept, confidence and self esteem

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can tell my name, age and sex.	<ul style="list-style-type: none"> · Telling names that are similar to mine · Singing song about myself · Thanking God for what parts of our body can do e.g. through prayers, songs and rhymes · Grouping according to sex · Telling age · Telling sex

	I can be friendly and make new friends.	<ul style="list-style-type: none"> · Holding hands with friends · Playing with others e.g. my peers. · Role-playing · Sharing with others · Singing · Reciting rhymes · Talking about my friends
4 – 5 years	I can tell my name and my age.	<ul style="list-style-type: none"> · Talking about the importance of a name. · Talking about birthdays. · Thanking God for what parts of our body can do e.g. through prayers, songs and rhymes.
	I can interact with others freely.	<ul style="list-style-type: none"> · Telling news · Playing with others · Sharing with others · Role-playing · Singing · Reciting rhymes · Conversations · Riddles
5 – 6 years	I can tell my name, my age, and my birth day.	<ul style="list-style-type: none"> · Telling the date of my birthday · Talking about differences and similarities in appearance between me and other children e.g. height, colour, etc · Making birthday cards for myself and my friends. · Thanking God for what I am (a boy/girl) e.g. through prayers, songs and rhymes.
	I can express myself.	<ul style="list-style-type: none"> · Reciting rhymes · Expressing feelings on paper through drawing · Naming objects · Telling stories · Talking about my surroundings e.g. home and school · Making simple requests · Talking about home/school friends · Participating in decision-making.
	I can deal with conflicts encountered in play.	<ul style="list-style-type: none"> · Playing group games · Sharing materials in group activities · Participating in-group routines · Singing and dancing together with the winning team.

Learning outcome ix

Using gross and fine motor (large and small) muscles

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can use my body parts to carry out various activities.	<ul style="list-style-type: none"> · Climbing on the frames · Scribbling with a thick pencil, chalk or crayons. · Modeling with clay, mud or plasticine. · Feeding using a spoon or fork. · Fitting simple jig-saws · Sorting objects (seed into colour, shape). · Walking backwards. · Playing snake – wriggle along the floor. · Threading through large holes. · Jumping to music · Running around the room. · Using the swing and seesaw. · Swinging on Merry-go-round.
4 – 5 years	I can use my body parts to perform activities confidently.	<ul style="list-style-type: none"> · Climbing the frames and stairs · Threading beads with big holes · Drawing with large pencils · Standing on one leg at a time · Playing birds flying · Tearing pieces of paper · Making balls · Walking along a rope on the ground · Walking backwards
5 – 6 years	I can perform and respond to various situations with my body.	<ul style="list-style-type: none"> · Threading beads with small holes. · Tearing pieces of paper. · Twisting materials to make ropes and balls. · Walking on a log/plunk. · Modelling with clay · Playing airplanes over the chair (stretch out arms and legs). · Jumping some stretches and heights (long and high). · Walking backwards · Running and skipping · Throwing and catching a ball · Kicking a ball · Drawing things · Dodging · Targeting

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can appreciate and take care of materials made by God, people and myself.	<ul style="list-style-type: none"> · Drawing · Modelling · Painting · Role-playing · Observing things around me · Imitating · Singing songs about what I see and do · Constructive play · Dancing and moving to rhythm · Participating in tidy-up activities
4 – 5 years	I can use my body to express original ideas.	<ul style="list-style-type: none"> · Telling stories · Dancing to the music and making different rhymes · Singing · Miming (using gestures / non-verbal communication) · Role-playing · Reciting rhymes · Praising God for the skills he gave me e.g. through prayers, songs and rhymes · Dramatisation
5 – 6 years	I can use available materials within the environment to make something original.	<ul style="list-style-type: none"> · Making masks · Drawing · Modeling with clay/mud and peppier – mashie · Playing construction games · Playing with materials within the environment · Shredding paper, banana-fibres etc into small strips · Painting · Involving in fantasy play · Telling news · Praising God through singing, praying and dramatising for the skills that God gave me · Weaving e.g. mats.

Learning outcome xi

Keeping healthy and practising good health habits

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can practise good eating habits.	<ul style="list-style-type: none"> · Practising using hands while eating · Practising washing hands and plates · Washing hands before and after a meal · Role-playing good health habits · Reciting rhymes related to good eating habits · Listening to and telling stories about good eating habits

		<ul style="list-style-type: none"> · Explaining the importance of drinking only safe water and eating fresh food · Singing songs about good eating habits
4 – 5 years	I can identify food that is good for my health.	<ul style="list-style-type: none"> · Eating good food · Identifying different foods · Colouring, shading and naming different foodstuff · Helping in preparing food · Identifying sources of food e.g. garden, markets, shops · Listening to and telling stories about good food · Reciting rhymes related to good food · Advising my parents on good feeding · Looking at and talking about food pictures and real food · Role-playing in preparing food. · Thanking God through songs, prayers for the different good food and knowledge of health habits
	I can appreciate good feeding.	<ul style="list-style-type: none"> · Visiting water and food sources. · Naming the food eaten by people in our homes · Singing songs encouraging good feeding. · Describing pictures showing people eating. · Talking about different foods for people and animals. · Dramatising the way people eat and drink. · Drawing, sorting and colouring different types of food · Thanking God through songs, prayers, dancing.
	I can practise personal hygiene.	<ul style="list-style-type: none"> · Listening to and telling stories about personal hygiene. · Describing steps taken to ensure personal hygiene. · Picture talks about good hygiene. · Demonstrating precaution against spread of communicable diseases e.g. cough · Reciting rhymes · Dramatising situations of good hygiene. · Practising personal hygiene.

5 – 6 years	I can keep myself clean.	<ul style="list-style-type: none"> · Washing different items e.g. under wear, dress/shirt and feet · Practising cleaning different parts of my body e.g. eyes, ears, mouth. · Combing my hair. · Brushing my teeth. · Practising good toilet habits · Thanking God about the knowledge of keeping our bodies clean e.g. through prayers, songs and poems.
	I can tell the importance of a balanced diet.	<ul style="list-style-type: none"> · Explaining what a balanced diet is · Naming different foods in the environment · Talking about the importance of eating different foods · Drawing different types of foods · Modelling different types of foods · Telling stories about good eating habits · Singing songs, reciting poems and rhymes related to good feeding · Praising God for the good food and the appetite we have through praying · Talking about foods that make up a balanced diet.
	I can say 'no' and guard against abuse.	<ul style="list-style-type: none"> · Explaining the right of girls and boys to say no to sexual abuse and describing ways in which to do · Talking about the different kinds of abuse · Singing songs · Dramatising how to protect myself against abuse · Thanking God for the gift of skills of protecting ourselves from abuse e.g. through prayers and songs.

Learning outcome xii

Keeping safe and avoiding Accidents

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can tell dangerous situations.	<ul style="list-style-type: none"> · Talking about different dangerous situations. · Drawings to express dangerous situations. · Listening to stories about dangerous situations. · Role-playing. · Talking about pictures showing dangerous situations.
4 – 5 years	I can describe dangerous situations.	<ul style="list-style-type: none"> · Story telling about dangerous situations. · Telling news about dangerous situations. · Role-playing about dangerous situations. · Singing about protection from dangers.

		<ul style="list-style-type: none"> • Drawing pictures about dangerous situations. • Practicing safety rules.
5 – 6 years	I can respond to safety rules.	<ul style="list-style-type: none"> • Dramatising and practising road safety rules • Story telling. • Telling news. • Singing. • Riddles. • Talking about safety rules.
	I am sensitive to dangerous things e.g. snake bites, poison, sharp objects & road accidents.	<ul style="list-style-type: none"> • Talking about first aid and what should be done to common accidents. • Singing songs about dangerous things. • Dramatising • Role-playing. • Drawing dangerous things.

Learning outcome xiii

Knowing and relating with God and His creation

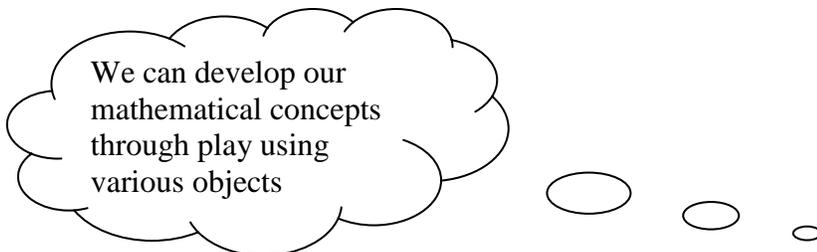
Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can identify and observe God's creation.	<ul style="list-style-type: none"> • Listening to stories about God and God's creation. • Talking about God and His creation. • Imitating acts of animals. • Shading pictures of God's creation. • Naming things made by God and thing made by people. • Singing songs about God's creation • Reciting rhymes about God's creation
4 – 5 years	I can appreciate God's love and care for his creation.	<ul style="list-style-type: none"> • Singing of God's love for me. • Reciting rhymes about God's love to all His creation. • Modeling figures of people and things around. • Thanking God for gifts e.g. body parts.

5 – 6 years	I can show love and care for God's creation.	<ul style="list-style-type: none"> · Playing with pets. · Playing with younger children. · Miming care for the sick. · Miming care for domestic animals. · Practising cleaning younger children. · Practising sharing with others.
	I can participate in religious practices.	<ul style="list-style-type: none"> · Listening and re-telling stories. · Listening to religious instruction and teaching. · Leading prayers. · Participating in praying and praising God. · Composing and saying a prayer. · Dramatising religious events. · Reciting religious texts · Naming places of worship.

4. DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY-TO-DAY EXPERIENCES

What you need to know how we develop Mathematical Concepts

Mathematics is one of the day-to-day real life experiences that enable us to solve our problems, our need and live in harmony. We young children need to repeatedly experience practical mathematical activities before we are able to understand abstract mathematical concepts. The suggested Developmental Activities are not exhaustive. The parents and caregivers can think of more activities to give to us to facilitate the development of Mathematical Concepts.





Learning Outcomes

- i. Surveying, knowing and distinguishing the attributes of objects.
- ii. Comparing things according to different attributes
- iii. Recognising, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence
- iv. Using appropriate measuring units, instruments and formulas in a variety of contexts
- v. Understanding and using the concept of time
- vi. Understanding the concept of space
- vii. Recognising, describing and using money
- viii. Recognising and creating number patterns
- ix. Representing and interpreting information in pictorial form

Learning outcome i

Surveying, knowing and distinguishing the attributes of objects

Age Range	Competences	Suggested Developmental Activities
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<p>3 – 4 years</p>	<p>I can classify and order things</p>	<ul style="list-style-type: none"> · Matching similar shapes · Fitting the jig-saws, cut out shapes · Sorting objects according to (size, shapes, texture and colour) · Naming shapes and objects · Comparing groups of objects · Drawing and modelling different shapes like; circle, square, triangle, rectangle · Playing games and singing songs about classification · Tracing different shapes e.g. square, circle, rectangle, and triangle · Arranging objects in ascending or descending order. · Pasting cut out shapes · Colouring things according to size · Cutting and folding shapes · Arranging things according to quantity · Building three-dimensional objects · Using concrete materials e.g. building blocks to make different shapes. · Describing, sorting and comparing three-dimensional objects according to: <ul style="list-style-type: none"> - Size; - Objects that roll; - Objects that slide. · Sorting objects according to size, shape and colour
<p>4 – 5 years</p>	<p>I can identify relationship, and differences between different objects and shapes.</p>	<ul style="list-style-type: none"> · Pairing of things · Naming objects of different shapes · Placing and replacing objects in different positions · Matching objects according to similarities and differences · Fitting jig-saws · Matching to find out similarities and differences · Drawing and modeling shapes and objects · Constructing things from different shapes · Sorting objects according to shapes, sizes and types · Cutting and pasting to form shapes · Playing number games · Playing with water, sand, and soil · Tracing and colouring shapes · Colouring the given pictures in relation to give objects. · Recognising symmetry of self and own environment with a focus on front and back of the object.

		<ul style="list-style-type: none"> · Recognising, identifying and naming three-dimensional objects in the classroom and in pictures, including boxes (prisms), balls (spheres) · Completing the missing parts of a picture · Finding the path to match similar pictures / shapes · Reciting rhymes about relationships between objects in the environment · Talking about shapes in the environment · Talking about differences and similarities in quantities e.g. one glass of water and one glass of soda · Modeling shapes · Constructing objects from different shapes · Constructing and colouring · Distinguishing between some and all · Describing more than one attributes of things at a time (e.g. the box is red and made out wood) · Describing what characteristics something does not belong to · Describing what characteristics something does not have · Using and describing objects in several different ways
5 – 6 years	I can classify things.	<ul style="list-style-type: none"> · Pairing and matching things · Sorting and matching sets · Distinguishing between sets, some and all · Naming objects according to shape and use · Separating sets of things · Forming sets of things · Comparing objects of different sets · Matching sets · Playing number games e.g. Dominoes <ul style="list-style-type: none"> - Jig-saws; - Lotto. · Following directions (alone and/or as a member of the group or team) to move or place self within classroom e.g. at the front or at the back. · Describing one three-dimensional object in relation to another e.g. in front or behind. · Drawing pictures and colouring · Singing number songs · Reciting rhymes · Constructing shapes · Filling in missing parts

Learning outcome ii

Comparing things according to different attributes

3 – 4 years	I can show relations among things in serial order	<ul style="list-style-type: none"> · Comparing things according to: <ul style="list-style-type: none"> - sizes (big – small) - qualities (heavy – light) - quantities (more – less) · Enumerating things (counting) objects · Counting by role 1 – 10
4 – 5 years	I can show relations among things in serial order	<ul style="list-style-type: none"> · Comparing which one is: <ul style="list-style-type: none"> - bigger / smaller - heavier / lighter - rougher / smoother - louder / softer - harder / softer - longer / shorter - taller / shorter - wider / narrower · Arranging several things in order along some dimension and describing relationships e.g. <ul style="list-style-type: none"> - the longest one - the shortest one
5 – 6 years	I can show relations among things in a serial order	<ul style="list-style-type: none"> · comparing and sorting objects into two groups based on a particular criterion: <ul style="list-style-type: none"> - big / little - tall / short - hard / soft · Arranging things in order along some dimensions and describing the relationship <ul style="list-style-type: none"> - the longest one - the shortest one · Arranging things into three groups along some dimension and describing the relations; <ul style="list-style-type: none"> - big, bigger, biggest - long, longer, longest, etc.

Learning outcome iii

Recognising, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence.

Age Range	Competences	Suggested Developmental Activities
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3 – 4 years	I can show one to one correspondence	<ul style="list-style-type: none">· Playing number games i.e. dominoes, lotto.· Colouring various objects.· Identifying objects.· Matching objects to objects.· Singing number songs about objects
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		<ul style="list-style-type: none"> Reciting rhymes about objects and numbers i.e. shake the mango tree Reciting number names up to 10 Comparing things using many, enough, not enough, too much, a little, a lot, more, large, small, greater than, less than, the same as, equal Touching, holding or pointing to different parts of my body and name, mention the number e.g. two fingers, two eyes, one head Matching objects in one to one correspondence e.g. one shoe to one foot, one hat to one head Drawing objects relating one to one correspondence.
	I can enumerate objects	<ul style="list-style-type: none"> Counting objects 1 – 5 Counting by rot 1 – 10
	I can increase and reduce quantities	<ul style="list-style-type: none"> Rhymes on adding and taking away (of numbers 1 – 5). Separating objects from a group (sorting) Assembling objects to increase their number and removing some to reduce the number Playing games using abacus Singing songs about increasing and reducing of four crows standing on the wall.
4 – 5 years	I can count things and numbers 1 - 20	<ul style="list-style-type: none"> Counting numbers 1 – 20. Showing how things are the same or different. Identifying relationships among objects e.g. ball with feet, cow with animals (one to one correspondence). Arranging objects according to the numbers. Playing number games. Matching pictures to number symbols. Reciting rhymes about numbers 1-5. Counting, reading and writing numbers 1-5. Matching sets of things I know e.g. <ul style="list-style-type: none"> a set of adult animals to a set of baby animals; a set of umbrellas to a set of children; a set of handbags to a set of women. Drawing. Tracing numbers Saying and using numbers Singing number songs Talking about differences ,similarities and quantities e.g. one glass of water and one glass of soda

4 – 5 years	I can tell similarities and differences among things and numbers	<ul style="list-style-type: none"> Comparing number and amounts: <ul style="list-style-type: none"> - more / less / some amount - more / fewer / same number Comparing the number of items in two sets by matching them up in one to one correspondence (e.g. there are as many sweets as there are children) Enumerating (counting) objects Counting by rote 1 – 10
	I can tell more, equal and less quantities.	<ul style="list-style-type: none"> Comparing number and amount e.g. (more / less, same amount, more / fewer, same number) <ul style="list-style-type: none"> - more / less, Making sets Adding groups of sets Taking away objects from a set. Singing addition subtraction songs Reciting rhymes Playing with water, sand, soil.
5 – 6 years	I can recognise numerals 1 – 20.	<ul style="list-style-type: none"> Rote counting up to 20 Counting objects 1 – 20 (one-to-one correspondence) Reading and writing numbers symbols 1 – 20. Reciting number rhymes. Playing number games. Matching number symbols to objects. Counting forwards and backwards (1 - 10) and (10 -1) Singing number songs. Ordering and comparing collections of objects using the words.
	I can add things up to 10	<ul style="list-style-type: none"> Combining things to form sets Adding things up to ten
	I can perform activities involving take away	<ul style="list-style-type: none"> Counting forward and backward Giving numbers coming before and after Finding missing numbers Singing or reciting rhymes involving take away e.g. <ul style="list-style-type: none"> - ten green bottles - ten crows sitting on the wall Finding the differences after take away.
	I can count and add take away things up to 20.	Counting Adding Taking away Hint. If the child is able to add or subtract up to 20 provide for, if not do not push

Learning outcome iv
Using appropriate measuring units, instruments and formulas in a variety of contexts

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can tell the difference between objects.	<ul style="list-style-type: none"> · Naming different objects · Arranging objects according to size · Comparing objects according to sizes · Sorting objects according to sizes
4 – 5 years	I can identify the differences in space and quantities.	<ul style="list-style-type: none"> · Fitting things in the available space e.g. containers in others, tins, jars etc. · Describing different sizes and lengths · Fitting shapes in a given space · Filling and emptying
5 – 6 years	I can describe positions, distances and directions.	<ul style="list-style-type: none"> · Responding to instructions · Describing positions using the vocabulary i.e. near, far, in, out. · Playing games showing positions. · Role playing to show positions · Reciting rhymes, poems, stories, singing, play-lates about near and far.
	I can compare and order things.	<ul style="list-style-type: none"> · Working using concrete materials to compare and order objects using appropriate vocabulary to describe: <ul style="list-style-type: none"> - Mass (e.g. light, heavy, heavier); - Capacity (e.g. empty, full, less than, more than); - Length (e.g. longer, shorter, wider, tall, short).

Learning outcome v
Understanding and using the concept of time

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can follow time intervals	<ul style="list-style-type: none"> · Telling time according to events and situations. · Following daily routine activities · Making movements (slow, quick, run, walk, crawl, etc). · Observing rates of movements · Telling time between activities i.e. when to go to school, bed time etc. · Role-playing the daily routine activities. · Singing songs and rhymes. · Rhythmic clapping and working. · Describing things I do before and after an action (e.g. before I go to bed I pray). · Planning and completing what has been planned · Describing the time of day in terms of day or night · Describing and presenting past events · Talking about future events verbally and making appropriate preparations.

4 – 5 years	I can describe sequence of events.	<ul style="list-style-type: none"> · Telling time according to events/situations e.g. according to shadows. · Talking about what may happen at a particular day / time. · Ordering of things to be done in a day. · Talking about things, which tell time. · Playing action games and reciting rhymes. · Knowing and following a routine. · Presenting the order of events. · Telling different rates of movements. · Reciting rhymes · Singing · Ordering recurring events in own daily life. · Sequencing events within one day (Conversations)
5 – 6 years	I can tell time / days, of the week, months, special days.	<ul style="list-style-type: none"> · Showing time on a clock face · Naming days of the week · Talking about special days · Reciting rhymes on time, days and months. · Role-playing different activities, events and special days · Playing situational games · Using conventional time units when talking about past and future events (morning, yesterday, hour, today) · Comparing time periods (short, long, new, old, young, a little while, along time) · Observing and talking about the clocks · Using Calendars to tell days of the week and months of the year · Talking about time and seasonal changes · Drawing clock faces · Reciting rhymes and poems, stories and play-lets about time.

Learning outcome vi

Understanding the concept of space

Age Range	Competences	Suggested Developmental Activities
3 – 4 Years	Describing spatial relationships using objects people	<ul style="list-style-type: none"> · Locating objects in relation to the self: on/off/in/out ... · Showing the direction of self and objects: up/down; forward/backward · Telling distance between objects: near/far · Observing objects and people from different perspectives. · Fitting things together and taking them apart · Rearranging a set of object in space (folding, twisting, stretching, ticking, tying) and observing spatial transformation.

4 – 5 Years	Describing spatial relationships using objects, people and the environment	<ul style="list-style-type: none"> Experiencing and describing relative distances among things and locations (close, near, far, next to, apart, together) Experiencing and representing one's own body: how it is structured and what various body parts can do. Locating things in the classroom, school and the neighbourhood. Interpreting representations of spatial relations in drawing pictures. Distinguishing and describing shapes Identifying parts of objects.
5 -6 Years	Representing objects in space and interpret interpretations spatial relationship	<ul style="list-style-type: none"> And identifying objects from one of its parts. Identifying and representing the order of objects in space Interpreting representations of spatial relationships in pictures and drawing Distinguishing and describing shapes

Learning outcome vii

Recognising, describing and using money

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can recognise money according to different denominations	<ul style="list-style-type: none"> Making and using imitation money Role playing using toy money e.g. buying and selling in the toyshop Sorting small denominations e.g. shs.50/=, shs.100/=, shs.200/=, 500/= and 1,000/= according to features and sizes Singing songs and recite rhymes about money Playing shopping games Talking about money and its uses.
4 – 5 years	I can identify types of money and their features.	<ul style="list-style-type: none"> Observing and telling types of money (coins and notes). Telling the difference between denominations Playing shopping games Grouping and sorting money according to similarities and differences Tracing and drawing money Texture rubbing coins Modelling money.
5 – 6 years	I can tell the value of money.	<ul style="list-style-type: none"> Using the right vocabulary e.g. give me change. Telling the value of money (knowing the amount of the notes or coins). Relating the amount to the commodities it can buy. Playing games related to buying and selling. Telling how to save money.

		<ul style="list-style-type: none"> Collecting objects for our toyshop. Reciting rhymes and singing songs about money. Listening to and telling stories about money and its importance Rubbing textures of coins Drawing money notes.
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Note: Learning Outcomes viii and ix do not apply to the 3 – 4 and 4 – 5 year olds.

Learning Outcome viii

Recognising, and creating number patterns

Age Range	Competences	Suggested Developmental Activities
5 – 6 years	I can make number patterns.	<ul style="list-style-type: none"> Making number patterns using objects and pictures e.g. 2, $2 + 2 = 4$, $2 + 2 + 2 = 6$, $2 + 2 + 2 + 2 = 8$, $2 + 2 + 2 + 2 + 2 = 10$.

Learning Outcome ix

Representing and interpreting information in pictorial form

Age range	Competences	Suggested Developmental Activities
5 – 6 years	I can collect objects according to stated features.	<ul style="list-style-type: none"> Collecting objects in the environment according to stated features e.g. collecting different shapes, leaves and objects Sorting physical objects according to different attributes (property) e.g. shapes, objects, colours.
	I can record my collected data.	<ul style="list-style-type: none"> Drawing pictures and pasting them. Drawing pictures as records of collected objects. Counting objects collected.
	I can tell the difference in things I see.	<ul style="list-style-type: none"> Answering oral questions based on own pictures Answering questions on own-sorted objects e.g. 'Which has the most?'

5. DEVELOPING AND USING MY LANGUAGE APPROPRIATELY

You know that Language is a means of communication and a method of co-operation and it begins at birth. Language may be verbal or non-verbal. By use of language we express our feelings and desires. We also interpret other people's feelings.



Help us to
develop and use
our language
appropriately

Remember that we are born with the ability to acquire language and our language develops further through interaction with the environment. Acquired language skills are used in our everyday experiences and activities to facilitate communication. Whatever the child's socio-economic background, the potential for language learning is there. What we require for language learning is a stimulating and language rich environment where we hear many short stories, songs, poems, rhymes, folk songs, riddles, puzzles and is constantly spoken to and encouraged to speak or listen attentively.

We, therefore, make rapid progress when we learn in our own language; this helps us learn a new language. If we do not learn in our language, we may begin to devalue the language of our community. This could affect our sense of identity since we gain our identity and self-image from the language of our community. It is extremely important, therefore, that you respect and acknowledge the children's mother tongue.

We are now requesting you to give us lots and lots of opportunity to practise the skills of listening, speaking, reading and writing.

Learning Outcomes

- i. **Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.**
- ii. **Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.**
- iii. **Reading to enjoy, acquire knowledge and be able to comprehend.**
- iv. **Writing different kinds of factual and imaginative tasks depicting good letter formation, creativity and handwriting skills.**

Learning outcome i

Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can respond to different sounds.	<ul style="list-style-type: none"> · Imitating sounds and actions on rhythm like clapping or walking. · Dancing and humming on rhythm. · Imitating the sounds of people, animals, insects and birds in the environment. · Listening to and telling stories · Running away from dangerous sounds · Answering simple questions
	I can differentiate between sounds.	<ul style="list-style-type: none"> · Imitating sounds made by animals, birds, insects and people and objects · Repeating sounds in their given order · Naming the source of sound · Singing <p>Reciting rhymes</p>

	I can locate direction of sound.	<ul style="list-style-type: none"> Following the direction of sound. Identifying sounds from different directions. Facing direction where sound is Pointing to, walking to, running to the direction of sound. Telling the direction of the sound Greeting using appropriate language Reciting simple rhymes Following a one-direction instruction like bring me a book and a pen Listening to and repeating words and sentences. Carrying messages and reporting back.
	I can re-tell a three-sentence story.	<ul style="list-style-type: none"> Listening to and re-telling stories Telling news Answering simple questions about the story Dramatising parts of the story Using story sequence pictures
4 – 5 years	I can respond to command and instructions.	<ul style="list-style-type: none"> Following two simple direction instruction commands e.g. go to the house and bring a plate. Following commands including pre-positions like 'Put the cup under the table' Carrying messages and reporting back. Reporting on what has been heard in sequence Listening to and re-telling a little longer stories Dramatising the story Answering questions Listening to news Telling news
	I can describe what I heard.	<ul style="list-style-type: none"> Describing sounds as high, low, or soft in songs, music and rhymes Listening to recorded music.
	I can locate direction of sound.	<ul style="list-style-type: none"> Facing in the direction where the sounds come from Pointing to, walking to, running to direction of sound Running away from dangerous sounds.

	I can identify the source of sound.	<ul style="list-style-type: none"> · Naming the sources of the sounds e.g. animals, birds, insects, people and objects that make sounds · Imitating the sound made by different objects · Imitating movements and making sounds of people, animals, birds, insects and objects · Naming uses of the animals, birds, insects and objects that make sounds e.g. cows, hens etc · Answering questions about sources
	I can re-tell stories.	<ul style="list-style-type: none"> · Listening to and re-telling a little longer stories · Answering questions about the story · Arranging story sequence pictures · Dramatising the story · Drawing, modelling to illustrate the story.
	I can report what I hear.	<ul style="list-style-type: none"> · Listening to news · Dramatising news · Telling news · Carrying messages · Reporting · Drawing news
	I can interpret stories.	<ul style="list-style-type: none"> · Listening to stories and answering questions · Drawing pictures · Matching words/sentences to pictures · Creating own stories · Dramatising parts from the story · Differentiating between high and low pitches · Writing short stories · Re-telling stories
5 – 6 years	I can identify sounds made in the environment.	<ul style="list-style-type: none"> · Naming sources of sounds · Imitating the sounds made in the environment · Showing the direction of sound. · Doing actions of the source of the sound e.g. moo and talking like a cow · Answering questions about sources of sounds <ul style="list-style-type: none"> - What sounds do the following make? i.e. cows, dogs, goats etc. · Matching animals to their sounds.

	I can respond to instructions and commands.	<ul style="list-style-type: none"> · Following three direction instructions e.g. go to the house, look under the table and bring the knife · Acknowledging commands e.g. here is the knife · Carrying messages appropriately · Drawing and writing · Reporting
	I can differentiate between sounds made.	<ul style="list-style-type: none"> · Identifying people by their voices · Identifying objects and animals by their sounds · Making words with similar sounds at the beginning or ending e.g. cup – cat, come, pen – hen, men · Making sounds of the letters of the alphabet · Giving meaningful words that rhyme with words sound e.g. SSS for snake. · Identifying odd man out in sounds e.g. top, up, cup · Matching sounds to pictures and words · Role-playing · Making sounds of animals.

	I can associate sounds with letters.	<ul style="list-style-type: none"> · Blending together individual sounds of letters · Match letters that are similar / alike. · Select letters odd man out from several identical letters given · Matching letters with sounds · Read simple common words · Reciting rhymes / poems · Making words using sounds · Using letters and sounds in the local language to write my name · Matching pictures with words.
	I can re-tell stories.	<ul style="list-style-type: none"> · Listening to stories and: <ul style="list-style-type: none"> - Answering questions about them - Role-playing given stories and situations · Telling and re-telling stories · Recalling and giving major high lights of simple short stories · Reciting, writing and drawing stories · Dramatising stories · Listening to others · Following directions given by others.

Learning outcome ii

Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.

Age range	Competences	Suggested Developmental Activities
3 – 4 years	I can follow simple instructions and commands.	<ul style="list-style-type: none"> · Singing songs and moving according to rhythm · Describing the use of colour labels · Matching colour names with things, which they see · Miming · Making gestures.
4 – 5 years	I can express myself well.	<ul style="list-style-type: none"> · Speaking in complete sentences about ideas, experiences or objects, “we go to play” etc. · Singing simple songs about people and things within their environment · Naming parts of the body like fingers, toes, hair etc. · Naming: <ul style="list-style-type: none"> - People and things at home like grandmother, grandfather, uncle, aunt, tree, dog, etc. - People and things at the Day Care Centres like Caregivers, friends, helpers etc. · Asking and answering simple questions like “what is your name?” · Playing games · Saying simple proverbs · Repeating simple riddles · Talking with others about personally meaningful experiences. · Describing relation among objects, people events and ideas · Talking with others about needs, interests, ideas and feelings. · Dictating my spoken language to be written by an adult who reads back. · Having fun with language
5 – 6 years	I can use my language confidently.	<ul style="list-style-type: none"> · Telling and retelling stories about: <ul style="list-style-type: none"> - people at home e.g. mothers, sisters, brothers etc. - food e.g. bananas, milk, bread etc. - birds e.g. hens, ducks, turkeys, guinea fowls etc. - animals e.g. goats, donkeys, cows, cats etc. - my likes and dislikes. - plants e.g. mangoes, paw paws.

		<ul style="list-style-type: none"> - insects e.g. grasshoppers, white insects etc. · Dramatising home/school/community situations e.g. cooking, school learning and wedding. · Saying tongue twisters. · Miming situations. · Role-playing situations. · Using speech in many different ways. · Describing recent events, the past and the future. · Talking about career development. · Following and telling jokes. · Seeking for answers to questions ‘Why? How? What?’ · Seeking for meaning of new words. · Responding to questions. · Carrying out conversations about objects or events, which are not immediately in front of them (imagination) · Telling differences in colour, size and speed using <i>bigger, faster, etc.</i> · Using acquired vocabulary at play (free activity) · Participating in fantasy and imaginative play for enjoyment · Communicating through spoken language · Describing objects, events and relationships · Expressing feelings in words · Expressing ideas in spoken language then writing down by an adult and read back. · Having fun with language: rhyming, making up stories, saying simple tongue twisters and listening to poems and stories. · Imitating and describing sounds from the environment. · Responding to others by asking questions.
	I can have fun with spoken language	<ul style="list-style-type: none"> · Reciting and acting rhymes · Making up stories · Telling poems · Responding to others by asking questions · Telling stories from picture books · Solving problems or conflicts

Learning outcome iii

Reading to enjoy, acquire knowledge and understanding (Comprehension)

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can recognise similarities	<ul style="list-style-type: none"> · Matching · Sorting

	and differences in objects, pictures and letter shapes.	<ul style="list-style-type: none"> · Grouping · Arranging · Finding odd man out · Fitting jig-saws · Following paths · Arranging pictures in sequence · Drawing pictures · Participating in picture talks
4 – 5 years	I can recognise and interpret pictures and letter shapes.	<ul style="list-style-type: none"> · Identifying and matching pictures · Carrying out Picture talks · Carrying out Picture reading · Using pictures to form stories. · Finding missing parts on pictures · Using Domino games · Sorting and matching letter shapes · Grouping letters and pictures · Completing pictures · Matching short words to pictures. · Arranging stories in sequence · Matching letters and words that are alike · Identifying own name · Identifying letters in own names and familiar words · Finding missing letters in own names
5 – 6 years	I can read simple words and sentences.	<ul style="list-style-type: none"> · Reading words around my environment · Matching words to pictures · Matching word to word · Matching sentences to pictures · Reading simple words · Reading simple rhymes and poems · Reading simple sentences · Reading simple stories · Playing word games · Playing games · Carrying out Word and sentence building activity · Recognizing familiar words such as names of common objects, places and actions · Reading one's own dictated or written story

Learning outcome iv

Writing different kinds of factual and imaginative tasks, depicting appropriate letter-formation, creativity and writing skills.

Age Range	Competences	Suggested Developmental Activities
3 – 4 years	I can coordinate my eyes and hands effectively.	<ul style="list-style-type: none"> · Making scribbles · Constructing using blocks sticks, sand, mud, etc. · Modelling using clay, blocks etc. · Sorting objects and pictures according to size, colour, shapes, etc. · Buttoning, tying shoe-laces · Threading · Drawing, colouring and painting · Weaving · Cutting, tearing and pasting.
4 – 5 years	I can use my hands and eyes to perform different activities as instructed.	<ul style="list-style-type: none"> · Scribbling (Guided scribbling) · Sorting objects, pictures, shapes, according to colour and size · Drawing different objects · Tearing and twisting paper · Colouring what they draw · Zipping and un-zipping · Tracing over objects and parts of the body i.e. hand, foot etc. · Painting. · Forming letters and numbers with my body. · Writing patterns and letters · Cutting around different shapes.
5 – 6 years	I can write letters and words.	<ul style="list-style-type: none"> · Scribbling (guided) · Drawing and colouring · Copying different shapes, patterns, letters and words · Threading beads · Writing rhythmic letter patterns · Dictating · Tracing shapes · Writing stories about personally meaningful experiences · Expressing my ideas and feelings by dictating or writing original stories, poems, songs and riddles · Using phonics to spell words · Writing simple information such as name, address etc. · Joining dots using lines · Drawing lines: vertically, horizontally and diagonally · Practising writing their names and the name of people close to them · Writing letters and simple words · Expressing ideas and feeling by dictating or writing

		<p>original stories, poems, songs and riddles</p> <ul style="list-style-type: none">· Including descriptive detail in dictation or writing by describing attributes of objects and relations among objects, people and events· Using phonic for spelling words· Writing simple information such as name, address and other relevant information· Dictating, tracing, copying or writing stories about personal experiences.
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