

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



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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.

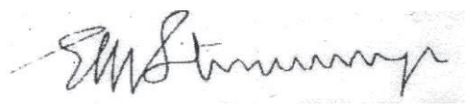
On the basis of the above major concerns, the review made the following recommendations:

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.

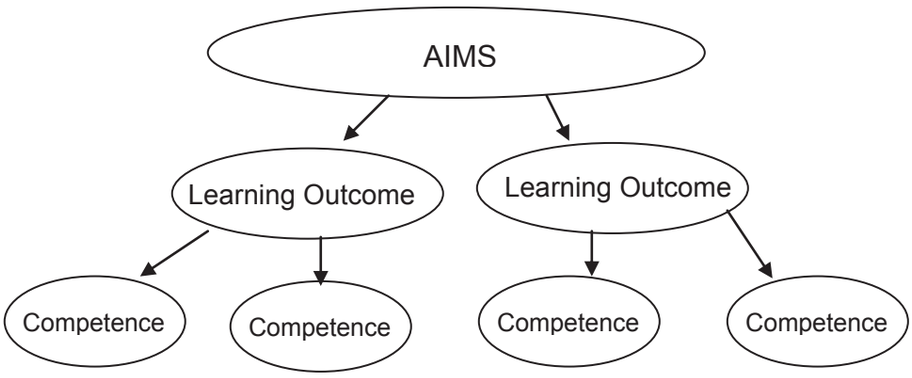
Learning outcomes define the overall direction of the teaching and learning process. They do not contain specific learning objectives[1] that can be assessed. However, they are achieved through competences. Competences describe the genuine abilities of the learner to demonstrate that

[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 - Art and Crafts	 3 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) : • **Titles, e.g.:** - Sir - Madam - teacher - nurse - Mrs - Miss - Mr. • **Names, e.g.:** - Masika - Silvia - Wambi - Daudi	• Sorting • Comparing • Matching • Counting 1-5 using objects, e.g. stones, pictures	**LISTENING AND SPEAKING** • 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 **PRE-READING** • Reciting rhymes • Comparing pictures • Drawing • Recognising name tags • Matching **PRE-WRITING** • Drawing • Scribbling • Tracing • Matching • Completing missing parts • Making patterns	**VOCABULARY** • 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 **USING STRUCTURES** • 'What's your name?' • 'My name is …' • 'I am a …(girl/boy)' • 'What is his/her name?' • 'His/her name is …' • 'He / She is …'	• Singing / signing songs related to the people in the school • Singing and dancing • Modelling • Drawing	• 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.: - buildings - classroom objects - play objects - sign-post	• Sorting, e.g. objects by shape, size and colour. • Counting 1-5	**LISTENING AND SPEAKING** • Naming, e.g. objects and pictures • Identifying • Describing, e.g. objects and pictures • Role-playing	**VOCABULARY** • Naming things in the school e.g.: chair, duster, table, desk, bench, chalkboard, window, door, book, pencil	• Singing simple songs about things in our school • Reciting simple rhymes	• 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]
- gate - flag		**PRE-READING** • Matching picture to picture • Matching picture to objects correctly **PRE-WRITING** • Drawing • Scribbling • Colouring • Pasting • Modelling • Making patterns	**USING STRUCTURES** • 'What's this?' • 'This is a …' • 'What's that?' • 'It's a … ' • 'Show me a …'	• Singing simple traditional songs • Modelling objects • Drawing • Making play items from locally available materials	• Responsibility • Care
1.3 ACTIVITIES IN OUR SCHOOL, e.g.: - sweeping - gardening - reading - writing - playing - praying - cleaning - caring - teaching - learning	• Sorting into sets • Counting 1– 5 • Matching • Sequencing • Adding 1 more e.g. - Ø + Ø - ØØ + Ø • Playing number games	**LISTENING AND SPEAKING** • 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 **PRE-READING** • Reciting rhymes • Comparing • Matching **PRE-WRITING** • Tracing • Making patterns • Drawing • Tearing and pasting • Colouring / shading	**VOCABULARY** • Naming activities in our school e.g. sweep, garden, read, write, play, pray, clean, learn. **STRUCTURES** • 'What are you doing?' • 'I am …' • 'We are …' • 'What is she/he doing?' • 'She/he is …'	• Singing National Anthem • Telling / signing stories • Role-playing • Acting short plays • Singing lullabies • Drawing • Tracing • Colouring • Folding and tearing papers	• 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	• 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. Ø + Ø, ØØ + Ø
Literacy	• 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	• 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	• 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	• 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	**LISTENING AND SPEAKING** • Listening to stories about people at home • Naming • Grouping • Talking about • Telling / re-telling / signing stories • Reciting rhymes and prayers **PRE-READING AND READING** • Recognising, e.g. shapes, objects • Matching • Sequencing pictures according to size • Joining puzzles **PRE-WRITING AND WRITING / BRAILLING** • Writing patterns • Scribbling • Joining dots using lines • Tracing different shapes • Shading • Drawing and copying	**VOCABULARY** • Naming people in our home e.g. - mother - father - baby - sister - brother - girl - boy - woman - man - child **USING STRUCTURES** • 'This is my …' • 'Show me a …' • 'This is a …' • 'Point to the …' • 'I am pointing to the …'	• Singing / signing • Listening • Acting • Making simple percussion instruments, e.g. shakers, clappers • Modelling • Making colours using locally available materials • Drawing / brailing • Tearing and pasting • Colouring • Shading • Threading	• 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.** - cooking - cleaning - milking - washing - pounding - grinding - digging - peeling - slashing - sweeping - mopping - breast-feeding	• 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** • 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** • Describing • Recognising pictures • Matching • Fitting jigsaws • Drawing straight lines **PRE-WRITING AND WRITING** • Scribbling • Shading • Writing patterns • Colouring / painting • Drawing and copying	**VOCABULARY** • Naming roles and responsibilities of different family members e.g. - cook - clean - wash - dig - teach - milk - sweep **USING STRUCTURES** • 'What are you doing?' • 'I am …ing' • 'What is she/he doing?' • 'She/He is …ing'	• Singing / signing • Listening • Decorating • Modelling using local available materials • Drawing • Colouring • Painting • Tearing and pasting	• 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. - objects found in our home - rooms in the house - animals - birds - plants	• 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** • 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** • 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** • 'Show me a …'	• Singing / signing • Role-playing • Movement • Listening • Making play things using local available materials • Drawing • Painting • Cutting and pasting	• 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
	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)	**PRE-READING AND READING** • 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. **PRE-WRITING AND WRITING** • Tracing • Scribbling • Drawing • Shading • Copying • Writing patterns	• 'This is a …' • 'What is this/that?' • 'This/that is a …'		• Responsibility • Care • Honesty • Friendship • Patience • Cooperation • Unity

Assessment Guidelines for Theme 2

Learning Area	Competences that can be Assessed
Mathematics	• 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	• 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	• Draw and colour • Model one item • Sing a song correctly
English	• 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	• 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** • 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** • 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** • 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** • '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	• Imitating • Reciting • Role-playing • Singing / signing • Movement • Drawing • Colouring • Shading • Modelling • Sorting	• 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
Activities in our community, e.g.: - fishing - keeping cattle - farming - trading - building - washing - mining - Cultural activities like (circumcision, marriage)	• 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	**LISTENING AND SPEAKING** • 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. **PRE-READING AND READING** • Matching • Telling days of the week • Reading and reacting to appropriate imperatives (4 more commands e.g. go out, sit down) **PRE-WRITING AND WRITING** • Scribbling • Tracing • Copying • Writing patterns and letters • Identifying more vowel letters within context of known words	**VOCABULARY (VERBS)** • Naming activities in our community e.g. fish, plant, harvest, sell, dry, weed **STRUCTURES** • 'What are you doing?' • 'I am ….' • 'We are …' • 'What is he/she doing?' • 'He/she is …'	• Singing / signing • Reciting • Role-playing. • Telling / re-telling / signing stories. • Making movements • Drawing and colouring • Shading • Cutting and pasting	• 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
3.3 IMPORTANT PLACES IN OUR COMMUNITY, e.g.: - school - hospital - post office - radio station - market - places of worship - bank - police station - Recreation Centre	• 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	**LISTENING AND SPEAKING** • 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	**VOCABULARY** Naming important places in our community e.g. post office, hospital, church, mosque, bank, police station, market, shop, home, clinic, well **STRUCTURES** • 'Show me a …(hospital)' • 'This/that is a …' • 'What is this/that? • 'This/that is …' • 'What can you see?'	• Singing / signing • Miming • Dancing creatively • Reciting rhymes • Modelling • Drawing • Colouring • Shading	• 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
		• Reciting rhymes • Saying tongue-twisters **PRE-READING AND READING** • Reading pictures • Fitting jigsaws • Matching pictures to words • Reading days of the week • Recognising 4 more words • Recognising simple verbs in present tense **PRE-WRITING AND WRITING** • Drawing • Colouring • Writing patterns and letters • Copying simple words • Tracing	• '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 …'		• Responsibility • Identity • Respect • Cooperation

Assessment Guidelines for Theme 3

Learning Area	Competences that can be Assessed
Mathematics	• 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	• 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	• Draw and colour • Sing songs correctly • Trace accurately • Move according to rhythm
English	• 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
4.1 External parts of the body and their uses • **Parts, e.g.:** - eyes - ears - nose - lips - hands - legs • **Uses, e.g.:** - see - walk - touch - hear - taste - smell	• Counting (1-40) • Measuring length, using non-standard measures, e.g. the foot, hand spun. • 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	**LISTENING AND SPEAKING** • 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 **PRE-READING AND READING** • Reading pictures / signing • Fitting jig-saws • Matching • Reading 4 words • Identifying first two consonants in given words. **PRE-WRITING AND WRITING** • Drawing and labelling parts of body • Writing letters • Writing patterns • Identifying missing parts of pictures • Copying simple words	**VOCABULARY** • Naming parts of the body e.g. head, hand, shoulders, knees, toes, foot, body, back, chest, hair, mouth, teeth. **USING STRUCTURES** • 'Show me your …' • 'This is my …' • 'These are my …' • 'How many … have you?' • 'I have…' • 'How many … does he/she?' • 'He/She has …'	• Singing / signing songs related to parts of the body • Role-playing • Dancing • Modelling • Finger printing	• 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
4.2 PERSONAL HYGIENE • **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	• 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	**LISTENING AND SPEAKING** • 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 **PRE-READING AND READING / TACTILE** • 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) **PRE-WRITING AND WRITING / BRAILLING** • Writing letters and words • Writing patterns • Drawing pictures	**VOCABULARY** • Naming things used for cleaning our body e.g. soap, water, towel, fingers, comb, brush, basin. **USING STRUCTURES** • '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 …'	• Singing / signing • Reciting rhymes • Saying jingles • Modelling • Weaving • Cutting and pasting • Finger printing	• 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
4.3 Diseases • **Common diseases e.g. :** - cough - diarrhoea - influenza - measles - trachoma - tuberculosis - malaria - mumps - skin diseases, e.g.: scabies, ring worm - HIV and AIDS • **Causes and spread of diseases e.g.** - mosquitoes - house flies - worms - cockroaches - dirty food and water - dust - sharing sharp objects • **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	• 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	**LISTENING AND SPEAKING** • 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 **PRE-READING AND READING** • Matching • Reading words • Reading and distinguishing singular and plural words **PRE-WRITING AND WRITING** • Drawing and labelling • Copying words • Writing patterns and letters	**VOCABULARY** • Naming common diseases, causes and preventive measures - Diseases e.g. headache, malaria, cough. - Causes e.g., mosquitoes, house flies, pin **USING STRUCTURES** • '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	• 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	• 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) • Privacy • Honesty • Care • Responsibility • Co-operation • Unity • Respect • Friendliness

Assessment Guidelines for Theme 4

Learning Area	Competences that can be Assessed
Mathematics	• 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	• 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	• Draw and colour a picture • Dance to the rhythm • Sing songs correctly
English	• 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 • **Elements of weather** Sun - Rain - Clouds - Wind • **Types** - Rainy - Cloudy - Sunny - Windy	• 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 / brailing number names 1-5.	**LISTENING AND SPEAKING** • 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** • Reading pictures • Matching • Reading at least 4 words • Identifying more consonants from given words • Forming short sentences **PRE-WRITING AND WRITING / BRAILLING** • Drawing and labelling • Writing pattern • Writing known letters • Writing words	**VOCABULARY** • 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** • '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 …'	• Listening • Singing • Dancing • Playing simple percussion instruments, e.g. shakers, rattles, clappers • Drawing • Tearing and pasting • Shading/ Colouring	• Effective communication • Decision-making • Problem-solving • Self-awareness • Mobility and orientation (SNE) • Endurance • Appreciation • Responsibility
5.2 Activities for different seasons • **Activities:** - preparing land - planting - watering plants - weeding - harvesting - drying seeds and crops	• Sorting • Sequencing • Drawing shapes: triangles, rectangles. • Counting up to 50 • Writing number symbols (1- 30) • Writing / brailing number names 1-5 • Recognising place	**LISTENING AND SPEAKING** • Naming activities and tools • Reciting rhymes • Telling / re-telling / signing stories • Asking questions • Answering questions **PRE-READING AND READING / TACTILE** • Matching	**VOCABULARY** Using vocabulary e.g. axe, basket, knife, hoe, spade, rake, can, wheelbarrow **USING STRUCTURES** • 'What's this/that?' • 'It's a …' • 'This / That is …' • 'What do we use …	• Listening to lullabies • Singing / signing work songs • Dancing • Reciting rhymes • Role-playing • Dramatising • Drawing	• Problem-solving • Interpersonal relationships • Decision-making • Negotiation • Self-awareness • Assertiveness • Creative thinking • Critical thinking • Mobility and orientation

- marketing • **Tools e.g.** axe, hoe, slasher, panga, watering can, spade, knife, rake, basket, wheel barrow	value: tens and ones	• Reading words • Reading sentences differences between singulars and plurals. **PRE-WRITING AND WRITING / BRAILLING** • Writing patterns • Writing letters • Copying words • Filling in missing letters in known words • Writing syllables	for?' • 'We use … for …' • 'When do you plant …?' • 'I plant in …' • 'Is he/she…?' • 'No, he/she is not … • 'Yes, he/she is …'	• Colouring • Shading	(SNE) • Love • Responsibility • Co-operation • Endurance • Sharing • Care • Patience
5.3 Effects and management of weather • **Effects, e.g:** - sweat - getting wet - slides - floods - storms - soil erosion - drought • **Management, e.g:** - clothing for different types of weather - mulching - watering - planting trees - wind breakers - water harvesting	• 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.	**LISTENING AND SPEAKING** • 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 **PRE-READING AND READING / TACTILE** • Reading pictures • Fitting jigsaw puzzles • Reading words • Reading 2-syllable words with double vowels **PRE-WRITING AND WRITING / BRAILING** • Writing patterns • Writing 2 short sentences • Drawing • Copying words • Writing words with double vowels	**VOCABULARY** Using vocabulary e.g. jacket, shirt, dress, blanket, sweater, shorts, socks, boots, umbrella, hat, raincoat, plant, grass, tree, water, hoe, rake, panga, slasher **USING STRUCTURES** • '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)'	• Singing / signing • Role-playing • Dancing • Reciting rhymes • Making crafts • Modelling • Colouring • Drawing • Shading	• Effective communication • 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	• 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	• 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	• Name 4 types of weather • Describe the day's weather • Talk about what people are wearing
Creative Performing Arts	• 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.:** - burns - falling - cutting - poisoning - snake / dog bite - drowning - electric shock • **Safety precautions e.g.** - Avoid playing near fire and water. - Keep medicine away from children. • **Effects of accidents e.g.:** - blindness - deafness - lameness - sickness - death	• 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	**LISTENING AND SPEAKING** • 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. **PRE-READING AND READING / TACTILE** • 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') **PRE-WRITING AND WRITING / BRAILLING** • Writing letters • Copying words • Copying simple sentences	**VOCABULARY** • Naming accidents and safety at home e.g. pin, knife, thorn, fire, razor blade, broken glass, needle, sharp, hurt, fall, burn, cut. **USING STRUCTURES** • 'Don't play with …' • 'Show me a …' • 'This is a … • 'That is a …' • 'Are you …(hurt, burnt)?' • 'Yes, I am...' • 'No, I am not ....'	• Singing / signing • Reciting e.g. rhymes • Role-playing • Telling / signing stories • Saying riddles • Drawing • Colouring • Cutting and pasting	• 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.** - snake/dog/ insect bites - motor accident	• Sorting • Matching • Counting (51-60) • Writing number symbols up to 40 • Adding with sum less than 40 vertically without	**LISTENING AND SPEAKING** • 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	**VOCABULARY** Naming accidents and safety on the way e.g. burn, bite, play, drown, knock. **USING STRUCTURES** • 'Don't …(play)' • 'Be careful with …(dogs)'	• Singing / signing • Role-playing • Telling and re-telling / signing stories • Saying riddles • Reciting, e.g. rhymes • Making simple	• 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
- 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	carrying • Measuring (using non-standard units): capacity, distance.	- 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	• 'Never …' • 'Are they …' • 'Yes, they are …' • 'No, they are not …'	percussion instruments, e.g. rattles, clappers, shakers • Dancing • Making play materials • Modelling • Drawing • Colouring	• Assertiveness • Care • Co-operation • Perseverance • Responsibility • Patience • Friendliness
6.3 ACCIDENTS AND SAFETY AT SCHOOL AND IN CLASS • **Accidents, e.g.:** - cuts and injuries - drowning - fractures - falling in pit latrine, septic tank - Poisoning • **Safety precautions**	• 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 '-'	**LISTENING AND SPEAKING** • 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	**VOCABULARY** • 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. **USING STRUCTURES** • 'Be careful with ….' • 'It can … you.' • 'Are you … (hurt, cut, alright)?' • 'No, I am not.'	• Singing / signing • Role-playing • Telling / re-telling / signing stories • Saying riddles • Reciting rhymes • Drawing • Modelling using local materials • Making educative posters • Making collage	• 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
e.g. - storage of medicine - Playing in safe places • **Effects, e.g.:** - lameness - death - blindness - sickness		• Matching • Completing words • Reading words with singular and plurals related to safety. **PRE-WRITING AND WRITING / BRAILLING** • Completing pictures • Drawing pictures • Matching • Copying simple words • Forming plurals of given words	• 'Yes, I am.' • 'Are they … (hurt, cut, alright)?'' • 'Yes, they are.' • 'No, they are not.' • Reciting rhymes and poems.		• Co-operation • Perseverance • Responsibility • Patience • Friendliness

Assessment Guidelines for Theme 6

Learning Area	Competences that can be Assessed
Mathematics	• 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	• 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	• Draw and colour pictures • Sing a song about safety • Model some objects from the First Aid Box • Play a simple percussion instrument
English	• 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
7.1 THE FAMILY • **Nuclear Family** - father - mother - children • **Extended Family** - grandmother - grandfather - uncles - aunts - other relatives	• 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	**LISTENING AND SPEAKING** • 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 **READING / TACTILE** • 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 **WRITING / BRAILLING** • 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)	**VOCABULARY** Naming family members e.g. grandmother, grandfather, uncle, aunt, nephew, niece, father, mother, sister, brother, baby. **USING STRUCTURES** • 'This is my …/our …' • 'This is her/his …' • 'What is … doing?' • e.g. 'Father is … • Role-playing different family roles	• Role-playing • Singing / signing • Listening • Dancing • Drawing • Colouring / shading • Modelling using local materials	• Negotiation • Interpersonal relationships • Empathy • Self-esteem • Effective communication • Mobility and orientation (SNE) • Responsibility • Share • Care • Togetherness • Hard work • Co-operation • Endurance • Sympathy • Unity

7.2 WAYS OF LIVING TOGETHER IN THE SCHOOL • **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	• 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	**LISTENING AND SPEAKING** • 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 **READING / TACTILE** • Reading known words related to the school, e.g. sharing, helping • Reading polite notices • Matching • Reading simple sentences **WRITING / BRAILLING** • Writing patterns • Writing words • Writing simple sentences	**VOCABULARY** • Naming ways of living together e.g. share, care, talk, play, learn, work, sweep **USING STRUCTURES** • 'What are you doing?' • 'I/We …' • 'What do you do every day?' • 'I/We … (pray) every day.'	• 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	• Self-esteem • Effective communication • Decision-making • Interpersonal relationships • Mobility and orientation (SNE) • Responsibility • Sharing • Care • Togetherness • Hard work • Co-operation • Endurance • Acceptance

7.3 WAYS OF LIVING TOGETHER IN THE COMMUNITY • **Working Together, e.g.** - clearing roads - cleaning wells - sharing - caring • **Participating in different ceremonies, e.g.** - wedding - naming - baptism	• 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	**LISTENING AND SPEAKING** • Reciting simple rhymes related to the activities • Telling / retelling / signing stories related to living together **READING / TACTILE** • Reading words, e.g. village, tree, animal, planting • Matching • Reading polite notices • Reading and recognising pronouns and possessive e.g. he/she, our/yours. **WRITING / BRAILLING** • 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	**VOCABULARY** • Naming ways of living together related to the community, e.g.: village, care, share, clean, help cook **USING STRUCTURES** • What is/he/she/they … doing? • He/she/they is/are …ing	• 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	• Self-awareness • Empathy • Decision-making • Effective communication • Mobility and orientation (SNE) • Interpersonal relationships • Creative thinking • Critical thinking • Responsibility • Sharing • Care • Togetherness • Co-operation • Endurance

Assessment Guidelines for Theme 7

Learning Area	Competences that can be assessed
Mathematics	• 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	• 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	• 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	• 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 • **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	• 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	**LISTENING AND SPEAKING** • Naming and talking about foods and their sources • Telling / re-telling / signing stories • Reciting rhymes • Talking about simple food taboos **READING / BRAILLING** • Fitting jigsaws • Matching • Reading names of foods • Forming words out of cut-out letters • Making sentences in every tense • Reading simple sentences about food. **WRITING / TACTILE** • Writing patterns • Writing the days of the week • Writing simple sentences	**VOCABULARY (singular and plural)** Giving names and sources of food e.g.: potatoes, water, bananas, millet, fish, peas, groundnuts, beans, eggs, simsim, shop, market, garden **USING STRUCTURES** • '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 …'	• Singing / signing • Dancing • Story-telling • Playing simple percussion instruments • Drawing • Doodling • Making mosaic, e.g. from sweet potatoes • Colouring/ shading	• Self-awareness • Problem-solving • Decision-making • Creative thinking • Effective communication • Mobility and orientation (SNE) • Self-esteem • Critical thinking • Responsibility • Appreciation • Care • Respect • Share

8.2 USES OF FOOD TO OUR BODIES e.g. - health - strength - growth	• 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	**LISTENING AND SPEAKING** • 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. **READING / BRAILLING** • Matching • Reading simple words • Reading simple sentences about future events **WRITING / TACTILE** • Writing simple words • Writing patterns • Copying simple sentences about future events	**VOCABULARY** Giving foods and their uses to our bodies e.g. fish, banana, strong, weak, sick, health. **USING STRUCTURES** • '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 …"*.	• Singing / signing • Listening • Playing simple percussion instrument, e.g.: clappers, shakers • Tearing and pasting • Assembling, e.g. toys • Drawing	• Self-esteem • Effective communication • Assertiveness • Interpersonal relationships • Decision-making • Critical thinking • Orientation and mobility (SNE) • Appreciation • Identity • Acceptance • Perseverance

8.3 KEEPING FOOD SAFE • **Ways of keeping food safe, e.g.:** - covering - washing - smoking - salting - cooking - refrigerating - sun drying - storing • **Importance of keeping food safe, e.g.: avoid** - contamination - rotting - bad smell - diseases	• Grouping • Counting (71-80) • Recognising shapes of food containers • Multiplication by 3 using repeated addition. • Identifying quarters to make a half and a whole.	**LISTENING AND SPEAKING** • Talking about how to keep food safe • Telling news • Reciting rhymes • Identifying edible and non-edible items • Talking about importance of keeping food safe **READING / BRAILLING** • Matching • Reading words • Fitting jigsaws • Reading short sentences in present tense. **WRITING / TACTILE** • Writing patterns • Writing simple words • Writing short sentences in present tense	**VOCABULARY:** Naming ways and importance of keeping food safe e.g.: clean, cover, cook, salt, sun dry, wash, store **USING STRUCTURES** • 'What are they …ing?' • 'They are …ing' • 'What are we …ing?' • 'We are …ing' • 'What is he/she doing…?' • 'He/she is …'	• 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	• Effective communication • Self-awareness • Critical thinking • Decision-making • Interpersonal relationships • Creative thinking • Orientation and mobility (SNE) • Self-esteem • Caring • Responsibility • Honesty • Respect

Assessment Guidelines for Theme 8

Learning Area	Competences that can be Assessed
Mathematics	• 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	• 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	• 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	• 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
9.1 TYPES AND MEANS OF TRANSPORT • **Types** - rail - water - air - road • **Means** car, bus, bicycle motorcycle, donkey, camel, horse, ship, boat, aeroplane, train, helicopter	• 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	**LISTENING AND SPEAKING** • 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 **READING /TACTILE** • 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 **WRITING / BRAILLING** • Drawing and labelling	**VOCABULARY** • Naming types and means of transport e.g. road, water, air, railway car, bus, bicycle, motorcycle, donkey, camel, horse, boat, ship, lorry **USING STRUCTURES** • '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 …' **READING** • Reading five simple common words from the vocabulary	• Role-playing • Singing / signing songs and lullabies • Dancing • Making models • Drawing • Colouring • Painting • Constructing	• 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
		pictures • Writing patterns • Writing learnt words and simple sentences			
9.2 IMPORTANCE OF TRANSPORT • **Carrying, e.g.** - people - foods - building materials - animals - water	• Counting 1- 90 • Matching number names to number symbols (1-40) • Writing number names 31-40 • Adding numbers less than 70 no carrying	**LISTENING AND SPEAKING** • 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 **READING / TACTILE** • Sequencing pictures to form story • Reading simple words and sentences **WRITING / BRAILLING** • Writing patterns • Writing simple words and sentences	**VOCABULARY:** Giving the plurals of means of transport e.g. bus – buses, lorry – lorries **USING STRUCTURES** • 'What is this/that?' • 'It is a …' • 'That is a …' • 'What are these/those?' • 'They are …' • 'How many … are there?' • 'There are …' **READING** • Reading five simple common words from the vocabulary	• Singing / signing • Making models of different means of transport • Drawing • Colouring/shading	• Self-esteem • Critical thinking • Decision-making • Assertiveness • Mobility and orientation (SNE) • Co-operation • Unity • Respect • Sharing • Appreciation
9.3 Measures related to transport - time (non unitary) - money - distance - speed - size	• 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	**LISTENING AND SPEAKING** • Listening to stories • Reciting rhymes • Talking about measures in terms of distance e.g. far – near • Comparing means of transport in relation to	**VOCABULARY** • Comparing measures related to transport e.g.: tall-short, far-near, shorter / longer (than), bigger / smaller (than), heavy – light, bus, lorry, bicycle **USING STRUCTURES**	• Singing / signing • Reciting rhymes • Dancing • Drawing • Colouring • Painting • Modelling • Making, e.g. mock money	• 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	speed and time **READING / TACTILE** • Matching • Reading pictures • Reading word and sentences related to transport **WRITING / BRAILING** • Tracing coins • Writing patterns • Writing words and sentences related to measures	• '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) **READING** • Reading five simple common words from the vocabulary	• Making a simple percussion instruction	(SNE) • Problem solving • Appreciation • Patience • Responsibility • Perseverance • Care

Assessment Guidelines for Theme 9

Learning Area	Competences that can be Assessed
Mathematics	• 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	• 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	• Recite rhymes • Sing a song related to transport • Move according to the rhythm • Display and talk about pictures of transport
English	• 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.: - mats - baskets - pots - dolls - toys - balls - ropes - hats - winnowers	• 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	**LISTENING AND SPEAKING** • Describing objects and their uses • Talking about things we make • Matching • Reciting rhymes / tongue twisters **READING / TACTILE** • Fitting jigsaws • Completing pictures • Reading words and sentences with future tense **WRITING / BRAILLING** • Writing patterns • Drawing and labelling • Writing words and sentences	**VOCABULARY:** **Prepositions** • Naming things we make e.g.: mat, pot, basket, toy, ball, rope, in, on, under, hand bag, shaker, necklace, skirt **USING STRUCTURES** • '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) …' **READING** • Reading five simple common words from the vocabulary	• 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	• 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 • **Materials, e.g.:** - banana fibres - sisal - seeds - clay • **Sources, e.g.:** - swamp - forests - plants	• 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.	**LISTENING AND SPEAKING** • Describing materials we use to make things • Talking about sources of materials • Reciting rhymes / tongue twisters **READING / TACTILE** • Reading pictures of things we make • Reading words and sentences • Identifying missing words in simple sentences	**VOCABULARY** • Naming materials we use and their sources e.g. paper, palm leaf, sisal, seeds, soil, clay, banana fibre, stick, raffia **USING STRUCTURES** • '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 …'	• Listening to music • Singing / signing • Reciting rhymes • Modelling • Drawing • Painting • Colouring • Weaving	• 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
		• Forming simple sentences **WRITING / BRAILLING** • Writing patterns, letter, words and simple sentences	• 'What are they/we doing?' • 'They/We are …' • 'What colour is …?' • 'It is …' **READING** • Reading five simple common words from the vocabulary		• Responsibility • Co-operation
10.3 IMPORTANCE OF THINGS WE MAKE e.g. - income generation - domestic use - play - decoration - teaching and learning etc.	• 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)	**LISTENING AND SPEAKING** • 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 **READING / TACTILE** • Matching • Reading words • Reading sentences **WRITING / BRAILING** • Writing patterns • Writing letters • Writing words and sentences	**VOCABULARY** Giving the plurals of things we make e.g. - ball - balls - bag - bags - pot - pots - basket - baskets - toy - toys - doll - dolls **USING STRUCTURES** • '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 …' **READING** • Reading five simple common words from the vocabulary	• Singing / signing • Dramatising • Dancing • Imitating • Miming • Modelling • Drawing • Shading	• 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	• 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	• 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	• 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	• 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 • **Components, e.g.:** - people - rivers - lakes - mountains - plants - land - hills - animals • **Importance e.g.:** - shelter - transport - food - medicine - building materials - pet - protection	• 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** • 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** • Matching (following paths) e.g. - animals and their homes - animals and their young • Reading simple words and sentences • Fitting jigsaw puzzles **WRITING / BRAILLING** • Writing patterns • Writing simple words and sentences	**VOCABULARY** • Naming components of things in our environment e.g. tree, bird, dog, rabbit, hen, sheep, plant, zebra, monkey, lion, elephant, snake, flower. **USING STRUCTURES** • '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** • Reading given simple common words	• Singing / signing • Dancing to rhythm • Reciting rhymes • Playing simple percussion instruments • Modelling • Drawing • Cutting and pasting • Folding and cutting	• 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. • cutting down trees • burning grass	• Counting 1-99 • Adding numbers whose sum is up to 99 without borrowing	**LISTENING AND SPEAKING** • Identifying factors that damage our	**VOCABULARY:** • Using the vocabulary e.g. tree, cut, rain, axe, grass, fire, graze, land,	• Singing / signing • Dancing • Listening	• Decision-making • Empathy • Self-awareness

SUB-THEME / CONTENT	MATHEMATICS COMPETENCES	LITERACY COMPETENCES	ENGLISH (NON-MEDIUM) COMPETENCES	CREATIVE PERFORMING ARTS	LIFE SKILLS AND VALUES
• 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	• Filling in missing numbers, e.g. 2 + □ = 8, □ + 6 = 9. • Recognising that the order of numbers in addition does not change the sum, e.g. 2 + 3 = 3 + 2	environment • Talking about factors that damage our environment • Telling / re-telling / signing stories • Saying tongue twisters, riddles • Recording and reporting **READING / TACTILE** • Matching • Reading pictures • Reading simple words and sentences **WRITING / BRAILLING** • Drawing / labelling • Writing pattern • Writing simple words and sentences	sand, ground, cow, goat, wind, leaf. **USING STRUCTURES** • '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 …' **READING** • Reading five simple common words from the vocabulary	• Making simple percussion instruments • Drawing • Colouring/shading • Painting	• Assertiveness • Mobility and orientation (SNE) • Self-criticism • Responsibility • Appreciation • Togetherness • Co-operation • Care
11.3 CONSERVATION OF OUR ENVIRONMENT • **Ways of conserving the environment, e.g.** - mulching - watering - planting trees - proper waste disposal - water harvesting - proper use of available resources.	• 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)	**LISTENING AND SPEAKING** • Reciting rhymes / proverbs • Naming and talking about ways of conserving the environment. • Telling / re-telling / signing stories **READING / TACTILE** • Matching • Reading simple words and sentences using past tense form • Reading pictures	**VOCABULARY** • Using vocabulary e.g. soil, tree, watering can, plant, watering, rake, hoe, slasher **USING STRUCTURES** • 'What are they doing?' • 'They are …' • 'What is she/he doing?' • 'She/He is …' • 'When do we/they …(water, plant)?' • 'We/They …' **READING** • Reading five simple common words from the	• Singing / signing song related to conservation • Dancing • Listening • Making simple percussion instruments • Reciting rhymes • Drawing • Colouring • Modelling	• 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 • Writing simple words • Writing simple sentences in different tenses	vocabulary		

Assessment Guidelines for Theme 11

Learning Area	Competences that can be Assessed
Mathematics	• 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	• 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	• 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	• 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
12.1 PEACE AND SECURITY IN OUR HOMES • **Factors that promote peace and security in our home** - good relationship in a home - good health - love, protection, obedience, respect • **Causes of insecurityin our home, e.g.** - poor relationships in the home - poverty - diseases - lack of food - violence - defilement - isolation - child neglect	• 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	**LISTENING AND SPEAKING** • 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 **READING / TACTILE** • Reading words e.g. - fire, gun, food, knife, spear, water • Sequencing pictures • Reading short sentences with a variety of verbs and tenses **WRITING / BRAILING** • Writing patterns • Writing words related to peace and security • Writing sentences	**VOCABULARY:** • Using vocabulary e.g. fire, fight, spear, gun, knife, needle, stick, stone, share, help, pray, play **USING STRUCTURES** • 'Who has … (gun)?' • 'Tom/She/He has a … (gun)' • 'Who is your friend?' • '… (name) is my friend.' • 'He/She is my friend.' **READING** • Reading five simple common words from the vocabulary	• Singing / signing • stories • Listening • Dancing • Making simple percussion Instruments, e.g. shakers • Drawing • Colouring • Painting	• 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
12.2. Peace and security in our school • **Factors promoting peace at school e.g.** - school rules - observation of children's rights and responsibilities	• Counting up to 99 • Reciting the multiplication table of 3 • Comparing weight, length • Interpreting information on pictographs	**LISTENING AND SPEAKING** • 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	**VOCABULARY** Identify things that promote peace and security e.g. share, help, pray, friends, play **USING STRUCTURES** • 'What do you like?' • 'I like …' • 'I don't like …'	• Singing / signing songs • Reciting rhymes • Dramatising • Playing simple percussion instruments, e.g.: shakers, clappers • Listening to music • Drawing	• 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
- interacting positively - caring for one another • **Causes of insecurity in our school, e.g:** - Taking other people's things - Beating others - Not following school rules and regulations - Failure to show respect - Teasing		language, indiscipline, defilement • Talking about ways of resolving conflict **READING / TACTILE** • Reading words • Reading sentences related to peace and security • Writing words to match pictures **WRITING / BRAILLING** • Writing patterns • Writing words • Writing sentences	• 'What are they doing…?' • 'They are…' • 'What is he/she doing?' • 'He/She is …' • 'They are …' **READING** • Reading five simple common words from the vocabulary	• Modelling • Painting • Colouring	• Coping with stress • Non-violent conflict resolution • Friendliness • Co-operation • Honesty • Loyalty • Nationalism • Obedience
12.3 PEACE AND SECURITY IN OUR COMMUNITY • **People who keep peace andsecurity in our community e.g.** - Elders, men and women Youths, LCs - Security personnel; LDU, police, army - parents - teachers - religious leaders • **Importance of Peace and Security e.g.** - harmony - love - safety - care	• Counting up to 99 • Revising quarters and halves • Subtracting numbers up to 99 without borrowing • Multiplying by 10 • Reciting the multiplication table to 10	**LISTENING AND SPEAKING** • Naming people who provide security • Talking about ways of keeping peace • Reciting rhymes • Telling / signing stories • Talking about ways of resolving conflict **READING / TACTILE** • Matching pictures to words • Reading words related to keeping peace • Reading sentences **WRITING / BRAILLING** • Copying and labelling • Writing patterns • Writing words • Writing sentences	**VOCABULARY:** • Identifying people who keep peace and security in our community e.g.: policeman / policewoman, elder, religious leader, child(ren), man / woman, boy / girl **USING STRUCTURES** • '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' **READING** • Reading five simple common words from the vocabulary	• Singing / signing • Listening • Dancing • Playing simple percussion Instruments, e.g. clappers, shakers • Drawing • Shading • Colouring	• 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	• 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	• Read 5 simple sentences correctly • Describe 5 situations that cause insecurity • Talk about ways of keeping peace
Creative Performing Arts	• 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	• 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 • I am part of God's creation	• Who am I? • Names and their meaning • God knows each individual intimately - *Psalm 139: 13-15, Isaiah 43: 1* • Our bodies: *Genesis 1: 26 - 20* • Use of our bodies: *1 Corinthians 6: 12-20* • Our senses • Use of our senses • Importance of Personal Hygiene - *Psalm* 8: 1-7	• 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	• Self awareness • Self esteem • Interpersonal relationships • Coping with emotions • Assertiveness • Coping with stress	• 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	• People found at school and visitors • The different people found at school and in the community e.g. teachers, friends, workers, neighbours - *Ruth 1: 1 – 12, Psalms 43: 1* • How each of the people above helps children to be safe, happy and know God: *Hebrews 13: 17* • How a learner relates to people in the community and helps them willingly: *Mark 1: 29 – 34*	• 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	• Interpersonal relationships • Friendship formation • Problem solving • Self awareness	• 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	• People found at home and those who visit us • The different people found at home, i.e. friends, parents, children, neighbours - *Ruth 1: 1 – 12, Psalms 123: 1-6, John 17: 20-26* - *Exodus 20: 12*	• Naming people found at home • Identifying ways of how these people help him/her • Identifying people who visit him/her	• Assertiveness • Interpersonal relationship • Friendship formation • Problem solving	• 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	• Aspect of physical creation in the environment - *Genesis 1: 1-13* • 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 - *Psalms 104: 1-5, Genesis 2: 19-20, 1 Kings 6: 1-14* - *Nehemiah 3: 1-16*	• Naming different things in the environment • Mentioning how God's creation can make our lives happy and healthy • Listing the things we make	• Assertiveness • Self esteem • Creative thinking • Decision making	• Social awareness • Appreciation • Joy • Caring • Responsibility

Assessment Guidelines
• 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
Discovering more of God's gift to me • The world God has made for us	• How people use fire and light *Genesis 1: 1-31,* 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. - *1 Kings 18: 38, Genesis 2: 15, Genesis 1: 26, 28*	• Identifying things God created • Thanking God for creating the environment • Caring for God's creation • Using God's creation well	• Creative thinking • Critical thinking • Self awareness • Problem solving • Coping with stress	• 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
Discovering more of God's gift to me • God's family and Jesus our brother, the Son of God	• Jesus' home and childhood *Luke 2: 39-40, 51-52* • Ways that children can express respect and obedience to elders • Accepting Jesus' call and following him • Events of Jesus' ministry, miracles and praying - *Luke 4: 38 – 40* • How we can follow Jesus' example of prayer, doing good to others e.g. - *helping the sick* - *feeding the needy*	• 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	• Interpersonal relationship • Decision making • Assertiveness • Friendship formation • Coping with emotions • Empathy	• 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 • God's family and Jesus our brother, the Son of God	• Jesus' teaching and serving others - *John 13: 34-35, Luke 10: 1-2, 29-37, John 13: 1-20* - *Mathew 6: 2-4* • How we can serve others as Jesus - *Luke 19: 12-24, Ephesians 6: 5-8, 1 Corinthians 12: 14-26* • Talking about the taught importance of doing good work • Unity and cooperation through work • What we understand by prayer - *Mathew 7: 7-11, Luke 11: 5-13, Acts 12: 1-19* - Situations when we need different types of prayer	• 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	• Interpersonal relationship • Critical thinking • Decision making • Communication • Creative thinking	• 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
Discovering more of God's gift to me: • God's family e.g. church	• Explanation of God's family i.e. Christians in the church - The different members in God's family - *John 17: 20-22, Mark 10: 13-16* - *1 Corinthians 12: 12-20* • Aspects like care, hospitality and respect - *Luke 5: 17-25* • Baptism as a symbol of membership of God's family - The cross as a symbol of God's love - *Mathew 28: 19-20, Psalms 119: 105* - God's word from the Bible - The day of worship - *Genesis 2:1-3*	• 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)	• Critical thinking • Interpersonal relationship • Assertiveness • Friendship formation • Self awareness	• 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: • God's family with Jesus our friend	• How Jesus expressed friendship among people e.g. the lonely, sick, young and old (*Luke 10: 38-40, Mark 5: 21-24),* - *Luke 19: 1-10, Mathew 19: 13-15, John 2: 1-12* • Doing what is right at all times e.g. speaking the truth, assisting others • What Jesus' resurrection means to his friends - The cross as a symbol of God's love - Singing songs of praise - *Luke 24: 36-43, John 20: 19-24, John 21: 1-27*	• 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	• Effective communication • Assertiveness • Friendship formation • Empathy • Coping with stress	• 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 • God's family and our concern for sharing.	• How people in the Bible had their needs met - *Exodus 16: 1-36, 17: 1-9, Galatians 6: 2-3, Acts 2: 42-47, 18: 1-3, Mark 6: 30-44* - The needs of people around us, *Mathew 25: 31-46* • How Jesus showed concern for the different groups of people • How he/she can show concern to others	• 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	• Problem solving • Friendship formation • Empathy • Peaceful conflict resolution	• 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: • Interpersonal relationship in the home	• What each member of the family contributes to the home - *Hebrew 13: 1-2, 1 Corinthians 12: 6-7, Exodus 20: 16* • The importance of having mutual trust in a family - *Mathew 7: 12, Luke 15: 11-24* • Ways to make our thoughts, feelings and ideas known honestly to others - 1 Thessalonians 5: 12-28 • Occasions when we need to ask for forgiveness - *Luke 15: 11-32* - *How forgiveness leads to acceptance and trust* - *1 Peter 5: 5-7*	• 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	• Effective communication • Problem solving • Empathy • Coping with emotions • Friendship formation • Decision making	• 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: • God's family and his love	• Revision of God's gifts i.e. our bodies, people and other creation - *Mathew 9: 27-30* • Love and care for babies in a family - *The story of Jesus' birth in Bethlehem* - *Luke 1 and 2* - Things to do to prepare for Christmas	• 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	• Decision making • Critical thinking • Creative thinking • Empathy • Problem solving • Effective communication	• Appreciation • Love • Caring • Responsibility • Interdependence • Unity • Cooperation • Sympathy

		• Role-play the birth of Jesus		

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)	• Saying salaam • Explaining the meaning of salaam • Telling the importance of salaam	• Effective communication • Interpersonal relationship • Friendship formation	• Respect • Loyalty • Responsibility
Surat Al-Fatiha	• Reciting Surat 'Al-Fatiha' • Telling its meaning and importance	• Decision making • Problem solving • Creative thinking • Critical thinking	• Responsibility • Obedience • Appreciation • Care • Loyalty

Assessment Guidelines for Theme 1
• 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 • Who am I? • Where did I come from? • Why was I created? • What is worshipping? • Places of worship i.e. mosques and homes	• Telling his/her relationship with the creator • Appreciating his/her role with God • Telling the meaning of worship • Naming the places of worship	• Self awareness • Problem solving • Creative thinking • Critical thinking • Assertiveness	• Responsibility • Sense of belonging • Respect • Appreciation • Confidence • Unity

Assessment Guidelines for Theme 2
• 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 • Ablution • How ablution is performed • Benefits of ablution • Things that spoil ablution	• Telling the meaning of ablution • Demonstrating how ablution is performed • Telling the importance of ablution • Telling the things that spoil ablution	• Problem-solving • Creative thinking • Critical thinking • Assertiveness • Self awareness • Decision-making	• Appreciation • Loyalty • Responsibility • Confidentiality • Obedience • Sense of belonging • Privacy

Assessment Guidelines for Theme 3
• 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 • Before bed • On waking up • Before and after meals • For parents	• Reciting the Duas • Telling the meaning and importance of the Duas • Telling the occasions for those Duas	• Coping with emotion • Decision-making • Problem-solving • Creative thinking • Critical thinking • Coping with stress	• Obedience • Loyalty • Appreciation • Confidentiality • Responsibility
Respect for: • Parents • Teachers • Leaders • Elders • The young ones	• Naming the different people that should be respected • Telling the importance of respecting such people • Talking about the consequences of disrespect	• Friendship formation • Interpersonal relationships • Problem solving	• Respect • Patience • Loyalty • Care • Obedience
• **The history of Islam** • **Prophet Muhammad's life**	• 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	• Effective communication • Interpersonal relationship • Critical thinking • Decision making	• Respect • Loyalty • Obedience • Appreciation

Assessment Guidelines for Theme 4
• 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-Ikhlas and understand the message contained in the Surah.

Content	Competences	Life Skills	Values
Surat Al-Ikhlas	• 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	• Effective communication • Critical thinking • Self-awareness • Creative thinking • Empathy	• Appreciation • Respect • Care • Loyalty • Sympathy

Assessment Guidelines for Theme 5
• Recite Surat Al-Ikhlas • 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	• Mentioning some of the attributes of God (Allah) • Telling their meaning	• Creative thinking • Decision-making • Critical thinking	• Respect • Appreciation • Care • Responsibility
Pillars of Faith (Imaan)	• Defining Imaan • Telling the meaning of the pillars of Imaan • Giving the numbers and names of Imaan	• Coping with emotions • Empathy • Critical thinking • Interpersonal relationships	• 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
• **Ways of showing respect in different societies** • **People who should be respected in different societies**	• Identifying how people in our society show respect; kneeling, bowing, helping • Telling the categories of people respected in each society e.g. mothers, fathers	• Interpersonal relationships • Friendship formation • Empathy	• 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 • His clan • His tribe • His characters • His works	• 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	• Coping with emotion • Creative thinking • Friendship formation • Interpersonal relationship • Coping with stress	• 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	• 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 Ginns • Narrating the incidents that led to the revelation of the Surat	• Effective communication • Creative thinking • Critical thinking • Problem solving • Empathy	• Appreciation • Loyalty • Acceptance • Responsibility • Sympathy

Assessment Guidelines for Theme 9
• Recite the Surat • Tell the meaning of Surat • Tell the importance of the Surat

Theme 10: Tawhiid (Faith)

Weeks 4-6

Learning Outcome: Thelearner is able to understand the principle of Tawhiid.

Content	Competences	Life skills	Values
Allah and His Creation • Belief in the existence of Allah and his creation • The oneness of Allah • Kalimat shahad (Assertion of the Unity of Allah)	• 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	• Self-awareness • Interpersonal relationship • Critical thinking • Creative thinking	• Responsibility • Care • Appreciation

Assessment Guidelines for Theme 10
• 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 • Types of water • Tayammum (Dry ablution)	• Telling the types of water used for ablution • Demonstrating how Tayammum is done	• Creative thinking • Critical thinking • Self-awareness • Decision-making • Problem solving	• Acceptance • Responsibility • Appreciation • Loyalty

Assessment Guidelines for Theme 11
• 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 • The body • Clothes • Places • Ways of upholding cleanliness	• Telling the importance of cleanliness of the body, places, clothes, etc. • Demonstrating how cleanliness should be done • Talking about the dangers of being unclean	• Responsibility • Self awareness • Problem-solving	• Acceptance • Caring • Obedience
History of Islam • Muhammad's trip to Syria • Muhammad meeting a Christian monk • Importance of the trip to Syria	• 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	• Effective communication • Interpersonal relationships • Problem-solving • Decision-making	• Appreciation • Acceptance • Respect • Endurance

Assessment Guidelines for Theme 5
• 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	• 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	• Being observant • Leadership and group organisation skills • Friendship formation • Effective communication • Critical thinking • Decision making • Interpersonal relationship • Empathy • Creative thinking	• 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 • Basic body movement • Locomotary experiences • Non-lomotory experiences • Manipulative activities • Experiences with space • Climbing frames	• 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	• Decision making • Being observant • Endurance • Coping with stress • Creative thinking • Friendship formation • Empathy	• 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 • Traditional games in doing various imitational activities; work, animals, and natural happenings	• demonstrate specified animal, work and natural happenings movements	• Endurance • Leadership and group organisational activities • Creative thinking • Critical thinking • Self esteem • Coping with stress / emotions • Empathy • Effective communication	• 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 • Reaction games e.g. relay • Imitative games • Running / chasing games • Cooperative games e.g. playing with balls	• Perform various skills in a given game • Identify the winner and the loser • Follow the rules of the games • Move enthusiastically	• Self esteem • Endurance • Leadership • Empathy • Interpersonal relationship • Friendship formation • Creative thinking • Effective communication	• 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 • Traditional games involving various imitational activities and movements like work, animals and natural happenings	• 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	• Leadership and group organisational skills • Creative thinking • Critical thinking • Assertiveness • Self esteem • Effective communication • Interpersonal relationship	• 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 • Basic movement experience and space awareness involving: jumping, running, hopping, skipping, throwing / catching	• Jump off, on and over objects • Run in various patterns • Skip the rope • Hope freely	• Endurance • Creative thinking • Critical thinking • Friendship formation • Interpersonal relationship • Self esteem	• 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 • Games for lower primary involving imitation, running chasing, reacting, cooperation games	• 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	• Creative thinking • Critical thinking • Friendship formation • Interpersonal relationship • Decision making • Coping with emotions	• 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 • Traditional games involving animal like movements e.g. snake, cow, cat, chameleon, giraffe, caterpillar etc.	• Walk and run • Run in a given pattern • Roll side ways • Imitate animal movement • Crawl forward • Listen to and follow rules of the game	• Self esteem • Self awareness • Interpersonal relationship • Critical thinking • Creative thinking	• 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 • Basic body movement and space awareness involving:running, pushing, bending, sliding, carrying, twisting and turning	• Pull and push objects • Bend and stretch different body parts • Slide sideways, forward and backwards • Listening and following instructions	• Creative thinking • Decision making • Critical thinking • Self esteem • Interpersonal relationships • Problem solving • Empathy	• 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 • Imitation games • Reaction games • Running and chasing • Co-operative games	• Bounce balls • Running with varied speed and distances • Balancing on different body parts • Through light and large objects • Throwing and aiming at targets	• Coordination • Problem solving • Interpersonal relationship • Creative thinking • Critical thinking	• 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 • Traditional games involving various imitational activities	Making movement involving: • Pushing and pulling • Throwing and catching • Jumping off and on objects • Lifting objects appropriate to	• Coordination • Decision making • Critical thinking • Creative thinking • Interpersonal	• Coordination • Endurance • Leadership and group organisation • Cooperation

and movement like work, animals and natural happenings	the age • Timing movements	relationship • Self esteem	• 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 • Reaction games • Imitation games • Running and chasing games • Cooperative games	• Perform various skills in given games • Identify the winner and a looses • Follow the rules of the game. • Move enthusiastically	• Coordination • Interpersonal relationship • Creative thinking • Friendship formation • Critical thinking • Conflict resolution	• Appreciation • Determination • Cooperation • Sharing • Endurance • Time management

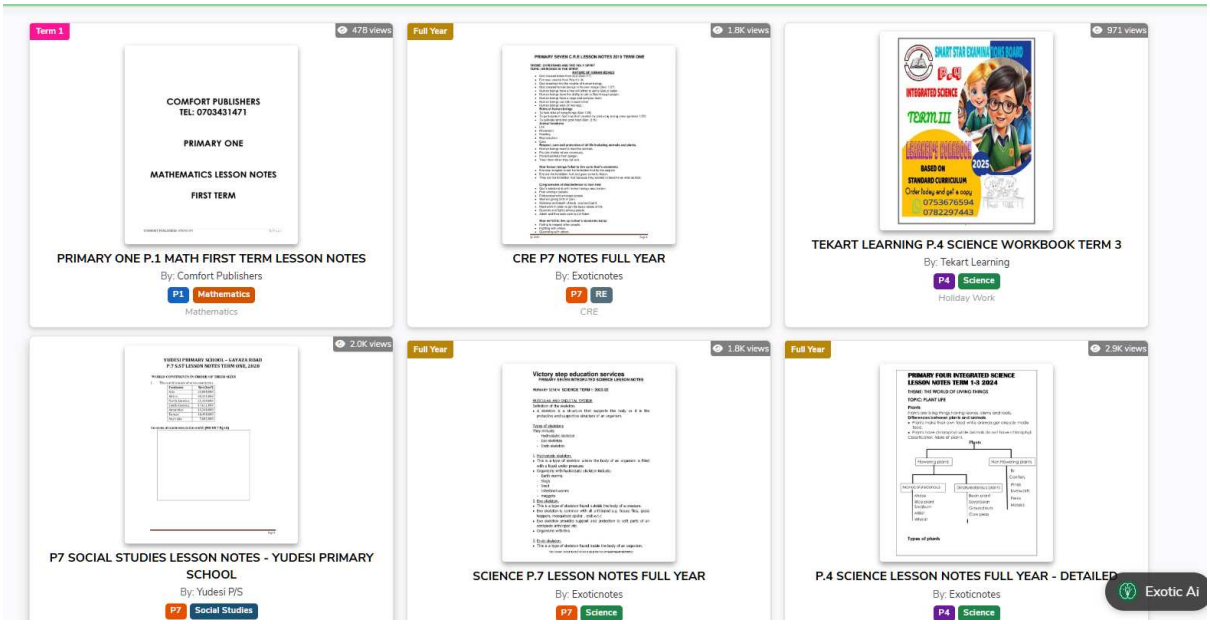
Assessment Guidelines
• Perform various skills in given games • Identify the winner and the loser • Follow the rules of the game • Move enthusiastically



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