THE REPUBLIC OF UGANDA

Ministry of Education and Sports

Primary School Curriculum

Primary 2

National Curriculum Development Centre

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Acknowledgement

The National Curriculum Development Centre (NCDC) gratefully acknowledges the efforts, commitment and contributions of the Thematic Curriculum Review Panel (TCRP) who worked very tirelessly on the preparations and production of the Primary Two Thematic Curriculum.

The NCDC would also like to recognise the invaluable advice offered by the Consultants during the process of the development of the Curriculum.

The preparation of this Curriculum benefited greatly from the support and valuable contributions of the Curriculum Task Force (CTF). NCDC would therefore like to express sincere appreciation to those members of the CTF who provided extremely useful comments, suggestions and inputs during the drafting and finalisation of the Curriculum.

Special thanks go to the Permanent Secretary, Ministry of Education and Sports for ensuring the timely release of the funds to support the development of this document.

There is no doubt that the successful completion of this Curriculum could not have been realised without the cooperation and willingness of all the different institutions:

- The Management of the Teacher's Colleges and Primary Schools for having permitted their members of staff for longer periods of absence from duty during the writing sessions.

- The Management of the Primary Schools that allowed NCDC to use their schools for piloting the drafts of the Thematic Curriculum for the purposes of coming up with a quality final Curriculum.

- The District Education Officers in the trial districts for the support, supervision and encouragement to the teachers during the pilot phase of this Curriculum.

Last but not least, thanks to all those behind the scenes – groups of people, organisations and individuals who formed part of the team that worked so hard on the preparation and production of this document.



Connie Kateeba
Director, National Curriculum Development Centre - NCDC



Hon. Geradine Namirembe Bitamazire (MP)

FOREWORD

The Curriculum for Primary One – Primary Three (P1-P3)

The failure by a high proportion of the children to attain acceptable levels of proficiency in reading and writing at Primary Three (3) level is considered to be a barrier to the children's full enjoyment of their right to education as enshrined in Section 30 of the Constitution of the Republic of Uganda (1995 Edition). Sector-wide reflection on this phenomenon has led to identification of challenges which need urgent attention to make schooling more beneficial to the children. The Ministry commissioned a study which carried out a situational analysis which showed that one of the factors causing poor learner performance in literacy, numeracy and life skills were the structure of the Primary School Curriculum.

The Curriculum emphasis on the acquisition of facts in various subjects at Primary Schools influenced teaching to focus mainly on recall and other low order cognitive skills. This orientation was further reinforced by leaner assessment techniques that aimed at grading learners rather than discovering variety in talents to be nurtured and weaknesses to be remedied.

The study also found out that the involvement of the Ministry of Education and Sports and the Sector Development Partners in the provision of materials and books to strengthen the teaching and learning activities had a positive effect on learning effectiveness. These findings were adopted by the sector as key interventions. The study report concerning the improved structure of the Curriculum made the following basic proposals:

The need to focus on rapid development of literacy, numeracy and life skills at lower primary;

(i) The treatment of concepts holistically, under themes of immediate meaning and relevance to the learner, and

(ii) The presentation of learning experiences through the media, especially languages in which the learners were already proficient.

These are the basic that have been presented in the Thematic Curriculum for Lower Primary. Primary One (P1) Thematic Curriculum is now ready for full system-wide launching after a successful pilot trial. The Primary Two (P2) Thematic Curriculum is to take its turn in the pilot to ensure that the learners in Primary One in 2007 will be exposed to a fully piloted and evaluated Primary Two Curriculum. The same procedure is to be undertaken for the P3 Curriculum.

The procedure of piloting the Curriculum for each class before its launch will be upheld so as to provide a well-phased and interactive process of involving the teachers and learners in the refinement of the Curriculum being formulated and implemented with a view to upgrade learner performance.

I urge all Ugandans to give schools the support they need to make this Thematic Curriculum a success by ensuring:

(i) Early break through to literacy;

(ii) Mastery of numeracy skills;

(iii) Empowerment in the use of life skills;

(iv) Providing a head start to the acquisition of *higher order thinking skills* and

(v) The development of basic language skills for lifelong learning

I therefore recommend this Thematic Curriculum for its implementation as a core activity in the on-going reforms of Education in Uganda. The effective interpretation of this Curriculum by the implementers will be the first step towards making Uganda's future generations permanently literate in at least one Ugandan local language. Let all efforts lead towards the use of the Thematic Curriculum for effective acquisition of literacy, numeracy and other skills needed for life-long learning.

Hon. Geraldine Namirembe Bitamazire (MP)
MINISTER OF EDUCATION AND SPORTS
October 2006

SECTION A: 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). These aims are:

a) to promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to international relations and beneficial interdependence;

b) to inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship;

c) to inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;

d) to promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development;

e) to eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and

f) to equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

2. The Aims and Objectives of Primary Education

a) To enable individuals to acquire functional, permanent and development literacy, numeracy and communication skills in English, Kiswahili and, at least, one Uganda Language;

b) To develop and maintain sound mental and physical health among learners;

c) To instil the values of living and working cooperatively with other people and caring for others in the community;

d) To develop and cherish the cultural, moral and spiritual values of life and appreciate the richness that lies in our varied and diverse cultures and values;

e) To promote understanding and appreciation for the protection and utilization 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; and

n) To develop discipline and good manners.

3. The Organisation of the Primary Curriculum

The P2 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 arranging the competences and knowledge content in P1-3. 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 educational 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. When the mix of languages in a school is such that there is no predominant local or area language, the curriculum will be delivered and assessed in English.

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

- basic literacy, mathematics 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 a basis for developing English as the medium of instruction in the upper primary cycle;

- an appreciation of their culture and the roles they can play in the society.

3.2 Cycle 2 (P4): The Transition Year

This will be a single year in which children will change from a theme-based to a subject-based curriculum and gradually from their local language to English as the medium 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. Children and teachers will start the year using the local language during the learning and teaching process and there will be a steady increase 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 children 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, in which the concepts, knowledge and skills are arranged in subjects. Primary School subject syllabuses will align with and lay a good foundation for Secondary School subject syllabuses.

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

- secondary education;
- the world of work;
- scientific and technical application of knowledge;
- life skills.

4. The Overall Approach in P1-P3

4.1 Learning Outcomes and Competences

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

Learning outcomes define the overall direction of the teaching and learning process. They do not contain specific learning objectives[1] that can be assessed. However, they are achieved through competences. Competences describe the genuine abilities of the child to demonstrate that they have understood the concepts and have acquired clearly measurable skills[2]. Competences emphasise the transfer of learning.

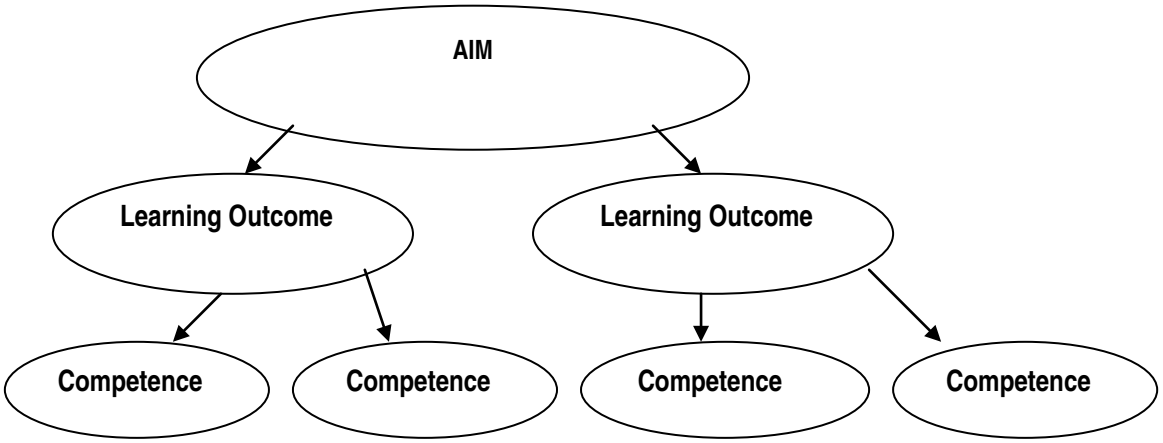
Teachers need not be too concerned with the difference between a competence and a skill. In this curriculum, the idea of competence includes the idea of skill but extends it to wider levels of operations. When a child is competent in a particular area of learning, he/she has not only mastered the ability to

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

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

carry out an action but also knows why he/she is doing that action and when to employ it. Acquiring a competence is not only about learning a particular behaviour; it is also about understanding it. It is therefore more in keeping with the overall purpose of a child-centred approach.

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



4.2 A child-centred Approach

The child 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 child. The themes have been selected on the basis that they are close to the child's interests and experience and reflect more closely the way in which the child views the world. The content, concepts and skills of subjects such as Science and Social Studies have been rearranged within themes that are familiar to young children's experiences.

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

The child-centred approach is also supported by the use, in P1-3, of the child's first or familiar language as the medium of instruction.

4.3 The First or Familiar Language

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

4.4 Multiple Resources

This curriculum provides the child with a rich and varied literacy environment. The approach emphasises the need for and use of a range of varied learning resources including flash cards, word/sentence cards, wall charts, work cards, simple readers (both factual and story-based) and the children's own written work.

The cards should have Braille inscriptions for children with visual impairment. In addition, they need talking books and enlarged print.

5. The Organisation of the Thematic Curriculum in P1-P3

5.1 The Thematic Approach

The thematic approach reflects the way young children understand the world around them and the type of knowledge and skills they need to acquire. Young children cannot be expected to understand the boundaries between different subjects, nor are the skills they need on entering school necessarily reflected by traditional subject labels. By adopting themes related to the child's own experiences, the Thematic Curriculum enables the child to understand and develop the skills necessary to study topics related to their interest.

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

The selection of themes was based on a variety of criteria, including:
a) intrinsic interest and value to the child;
b) appropriateness to the child's age and environment, including the conceptual difficulties;
c) exploitability across subject areas - use of relevant content, skills and competences of different subjects across the curriculum.

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

The 12 themes selected for P2 have been subdivided into 36 sub-themes. Each sub-theme provides a basis for organising one's week's teaching and learning.

Comments by stakeholders (especially parents) in the Curriculum Review recommended prioritising literacy and mathematics skills. These basic skills have therefore been brought out within the thematic approach in the lower primary curriculum, to prioritise 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 presented as vertical strands. The matrix shows how the competences that relate to the different learning outcomes are developed, as the child moves from one theme to another.

The life skills are also presented as a vertical strand so that teachers can relate specific life skills to each theme and sub-theme. However, it is not intended for teachers to focus on life skills as specific learning areas in the same way as the other strands.

Physical Education (PE) and Religious Education (RE) are not included in the thematic organisation. Instead, both PE and RE have retained their frameworks from Volume II of the 1999 Primary School Curriculum. This is in response to the views of parents and communities who felt that the existing RE curriculum was still valuable and balanced. Religious Education is essentially an attitude- and value-based subject rather than involving 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 Oral Literature. In the News lessons, children have the opportunity to bring fresh experiences into the classroom, share them with others, and explore connections with the themes. In the Oral Literature lessons children have a chance to explore their own local culture and to develop a feel for the structure and potential of their own language.

The child-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 P2 Thematic Curriculum is as follows:

Strand	No. of periods
News	3
Oral Literature	2
Mathematics	5
Literacy I	5
Literacy II	5
English	5
Creative Performing Arts (CPA) - Music - Art and Crafts	 3 2
PE	5
RE	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 combined under Creative Performing Arts (CPA), with 3 periods for Music and 2 for Art and Crafts.
- the News lesson may generally be the first period of the day, since it is designed to draw on children's immediate out-of-school experiences. Schools should provide 3 News periods and 2 Oral Literature 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. Since the Thematic Curriculum is based on competences, it is essential that all competences, whether oral, written or practical, are assessed. This assessment is primarily for the teacher and other stakeholders to know whether children are genuinely learning and what action needs to be taken to support the child. The approach to assessment is 'continuous' – children should have as much opportunity as possible to show that they have achieved the competences.

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, assessment can be conducted through the following:

- by observing and listening to children in class; and
- by looking at their exercise books, marking their handwriting and looking at the class work they produce.

Assessment should be done during normal lessons, while children are carrying out their tasks. The teacher should not set separate "assessment" tests/examinations, although the teacher may set tasks in which he/she specifically intends to assess some or all of the children's performance.

Teachers should keep records for each child, showing the competences that the child has achieved.

Assessment is cumulative. For example, if a child has not achieved a particular competence in one theme, he/she may achieve it at a later stage and this should be recorded at that time.

The recording of 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.

Children's performance should be put on the progress chart and displayed where it can easily be seen. In addition, display the children's work with appropriate positive comments, and provide regular reports to children and parents.

The primary purpose of assessment at this stage must be **diagnostic** and **remedial** (identifying children's individual problems for help). If a child is failing to achieve a particular competence the teacher should provide remedial work so that the child can catch up. If another child is achieving at a high level all the time then the teacher should find more challenging work for that child. 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.

Further description of the assessment methodology is given in the Teacher's Guide.

SECTION B: CURRICULUM SCOPE AND SEQUENCE

TERM I

Theme 1: Our School and Neighbourhood

Expected Learning Outcome: The child understands and appreciates the relationship between the school and the neighbourhood.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
1.1 Location, symbols and benefits of our school **a) Location of the school** • Things that show where our school is, e.g. trees, sign post, village, zone, road and water sources **b) Symbols of the school** • uniform, badge **c) Benefits to the school from neighbourhood, e.g.:** • labour • security • food • medicine • land • water • friends • children • money • materials (building materials, instructional materials)	• Counting 1-99 • Reading number symbols 1-99 • Writing number symbols 1-99 • Sorting • Ordering • Classifying • Forming sets • Drawing sets • Comparing sets	**LISTENING AND SPEAKING / SIGNING** • Naming • Talking about • Describing • Telling/re-telling stories • Reciting rhymes • Asking and answering relevant questions **READING / TACTILE** • Reading short sentences • Matching **WRITING / BRAILLING** • Drawing • Writing patterns • Writing letters • Writing words • Writing short sentences • Labelling	**VOCABULARY** food, water, child, broom, medicine, money, in, on, under, near, flag, tree, red, yellow, black, uniform, badge, sign post **STRUCTURES** • 'What is this/that?' - 'That/this is …' • 'Is this / that a …?' - 'Yes, it is.' - 'No, it is not.' • 'What colour is this/that?' - 'It's …' • 'Are these / those …?' - 'Yes, they are.' - 'No, they are not.' • 'Where is the …?' - 'The … is (on/in/under/near) the (tree /table).' **LISTENING AND SPEAKING** • Reciting rhymes • Acting dialogues **READING / TACTILE** • Reading words and short sentences • Matching **WRITING / BRAILLING** • Writing words	• Singing / signing • Reciting a rhyme • Role-playing / acting • Dancing • Playing percussion instruments ❖ • Shading • Colouring • Painting • Drawing	• Effective communication • Interpersonal relationship • Problem-solving • Critical thinking • Creative thinking • Friendship formation • Mobility and orientation • Tactile ❖ • Cooperation • Sharing • Togetherness • Appreciation • Creativity • Care and concern
1.2 Benefits to the neighbourhood from school, e.g.: • providing education • meeting place • recreation centre • role model, e.g. behaviour, cleanliness • facilities, e.g. furniture	• Counting 1-99 • Forming sets • Comparing sets • Reading number names 1-99 • Writing number names 1–99	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Telling/re-telling stories • Reciting rhymes and poems • Asking and answering relevant questions • Acting short dialogues	**VOCABULARY** ball, hall, library, blackboard, chalkboard, desk, table, chair, near, in, on, cupboard, books, compound **STRUCTURES** • 'What is this/that?' • 'Show me …' - 'This/that is …' - 'It is …' • 'Where is the …?'	• Singing / signing • Dancing • Playing percussion instruments ❖ • Drawing • Colouring • Painting	• Effective communication • Problem-solving • Critical thinking • Creative thinking • Interpersonal relationships • Tactile ❖

• carrying out community activities • employment		**READING / TACTILE** • Reading short sentences • Matching **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing short sentences	- 'The … is (on/in) the …' - 'It is … the …' **LISTENING AND SPEAKING** • Playing situational games **READING / TACTILE** • Reading pictures, words and short sentences **WRITING / BRAILLING** • Writing words		• Sharing • Co-operation • Appreciation • Respect • Care • Protection
1.3 Causes of problems between school and neighbourhood **a) Causes, e.g.:** • theft • quarrels • fights • breakages and damages • use of bad language • trespassing **b) Ways of preventing, problems, e.g.:** • need for respect • observing rules and regulations • need to cooperate	• Counting 1-99 • Sorting objects • Forming sets • Comparing sets • Identifying empty sets	**LISTENING AND SPEAKING / SIGNING** • Naming • Talking about • Describing • Reciting rhymes • Telling/re-telling stories • Asking and answering relevant questions **READING / TACTILE** • Reading words and short sentences • Matching **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing short sentences	**VOCABULARY** gun, uniform, army, police, policeman / policewoman, thief, land, fight, steal, blue, white, green **STRUCTURES** • 'Show me a/the …' - 'This/that is …' • 'What do you like?' - 'I like …' • What don't you like? - 'I don't like …' • 'What are they doing?' - 'They are …' • 'What colour is this/that?' - 'It is …' • 'What is she/he (wearing)?' - 'She/he is (wearing) a….' **LISTENING AND SPEAKING** • Playing situational games • Acting dialogue **READING / TACTILE** • Reading words and short sentences **WRITING / BRAILLING** • Writing words	• Singing / signing • Role-playing • Dancing • Reciting rhymes • Making percussion instruments • Drawing • Colouring • Painting	• Creative thinking • Critical thinking • Self-esteem • Friendship formation • Interpersonal relationships • Decision-making • Effective communication • Assertiveness • Empathy • Self-awareness • Mobility and orientation • Tactile • Co-operation • Sharing • Respect and tolerance • Leadership • Care and concern

Suggested checklist of competences for Theme 1:

Learning area	Competences to be Assessed
Mathematics	• Sort objects by size and colour. • Count from 1-99. • Match number names to number symbols. • Form sets.
Literacy	• Recite rhymes correctly. • Describe benefits to the school from the neighbourhood. • Tell / sign a story logically. • Read words and sentences. • Ask and answer relevant questions.
English	• Use the learnt words and structures correctly. • Read words with correct pronunciation. • Write / Braille words.
Creative Performing Arts	• Sing / sign a song correctly. • Play at least 1 percussion instrument. • Dance according to rhythm. • Make a percussion instrument. • Draw and colour/shade a picture and shapes.

Theme 2: Our Home and Community

Expected Learning Outcome: The child understands and appreciates the cultural practices, values and norms in the community.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
2.1 Relationships among family members • Nuclear family: - father - mother - son - daughter - brother - sister • Extended family: - grandmother / grandfather / grand daughter / grand son - paternal aunt / uncle, maternal aunt / uncle	• Counting 100-200 • Adding two-digit numbers, no carrying • Recognising according to place values: hundreds, tens and ones; 0 (zero) as a place holder • Reading number symbols 100-200 • Writing number symbols 100-200	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing pictures related to family members • Telling / re-telling stories • Reciting rhymes • Constructing simple sentences • Talking about pictures • Asking and answering relevant and reflective questions **READING / TACTILE** • Reading words and sentences • Matching • Fitting jig-saws • Identifying missing letters **WRITING / BRAILLING** • Drawing • Labelling • Writing patterns • Writing letters • Writing words • Writing sentences	**VOCABULARY** grandmother, grandfather, father, mother, daughter, son, uncle, aunt, sister, brother, number names 1-5 **STRUCTURES** • 'Show me your …' - 'This is my …' - 'She/he is my …' - 'These/those are my …' - 'They are my/our/their …' • 'How many … have you got?' - 'I have …' **LISTENING AND SPEAKING** • Reciting rhymes • Singing songs • Acting dialogues **READING / TACTILE** • Matching • Reading words, short simple sentences **WRITING / BRAILLING** • Writing words	• Listening • Singing / signing • Dancing • Role playing / acting • Playing percussion instruments ❖ • Drawing • Shading • Colouring • Cutting and pasting	• Interpersonal relationship • Self-awareness • Effective communication • Problem-solving • Critical thinking • Creative thinking • Mobility and orientation • Tactile ❖ • Cooperation • Togetherness • Respect • Care • Empathy • Sharing • Responsibility • Appreciation
2.2 Roles of different people in the community, e.g.: • Doctor treats patients • Policeman keeps law and order • Carpenter makes furniture • Teacher teaches	• Counting 200-300 • Adding numbers vertically up to two digits without carrying • Reading number symbols 200-300 • Writing number symbols 200-300	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Telling / re-telling stories • Asking and answering relevant and reflective questions • Reciting a rhyme **READING / TACTILE** • Reading words • Matching • Fitting jig saws **WRITING / BRAILLING** • Drawing	**VOCABULARY** doctor, nurse, teacher, policeman / policewoman, carpenter, patient, shoe maker, shop keeper, driver, near, in, on, under, between, inside, outside, bed **STRUCTURES** • 'Show me a/the …' - 'This/that is a (nurse, teacher).' • 'Where is the …?' - 'The (doctor/driver) is (in/under) the (hospital/house/car).' - 'The (doctor/nurse) is between the (teacher/driver) and the (carpenter/patient).' - 'He/she is … the (class/shop).'	• Singing • Story telling / re-telling / signing • Role playing / acting • Dancing ❖ • Weaving • Drawing • Shading • Colouring	• Interpersonal relationship • Effective communication • Friendship formation • Self-esteem • Assertiveness • Empathy • Mobility and orientation • Tactile (SNE) ❖ • Appreciation • Respect • Care • responsibility

		• Writing patterns • Writing letters • Writing words and sentences • Copying	• 'What does a … do?' - 'A … (treats/builds) …' • 'Where are the …?' - 'They are (outside/inside) the …' **LISTENING AND SPEAKING** • Singing songs • Playing situational games • Reciting rhymes **READING / TACTILE** • Matching • Reading words and short sentences **WRITING / BRAILLING** • Writing words • Writing short simple sentences		
2.3 Cultural practices and values in the community • Acceptable behaviour according to different cultures - greeting - praying - cooking, serving and eating - singing and dancing - celebrating - cultivating - dressing - addressing different people	• Counting 100-300 • Reading number symbols 100-300 • Writing number symbols 100-300 • Adding two-digit numbers vertically, no carrying • Recognising place value	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Telling/re-telling stories • Talking about cultural practices and values in the community • Playing a situational game • Reciting rhymes • Saying tongue twisters **READING / TACTILE** • Matching • Reading sentences • Reading pictures and symbols **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences	**VOCABULARY** walk, read, wrote, sweep, play, clean, eat, sing, comb, wash, brush, dance, cook, pray, run, present. **STRUCTURES** • 'What do you do every day?' - 'I / we … every day.' • 'What does he/she do every day?' - 'She/he … every day.' **LISTENING AND SPEAKING** • Singing songs • Acting dialogues **READING / TACTILE** • Matching • Reading words and short simple sentences **WRITING / BRAILLING** • Writing words • Writing short sentences	• Listening • Singing / signing • Playing percussion instruments • Dancing • Role-playing / Acting ❖ • Drawing • Painting • Colouring • Shading • Cutting and pasting	• Interpersonal relationship • Decision-making • Friendship formation • Effective communication • Creative thinking • Critical thinking • Self-awareness • Mobility and orientation • Tactile ❖ • Endurance • Respect • Tolerance • Empathy • Love • Unity • Identity • Self-reliance

Suggested checklist of competences for Theme 2

Learning Area	Competences to be Assessed
Mathematics	• Write place values: hundreds, tens and ones. • Count up to 300. • Write/Braille number symbols up to 300. • Match at least 10 number symbols to number names. • Add two- and three-digit numbers, without carrying vertically. • Read number symbols 100–300.
Literacy	• Describe pictures of family members. • Tell and retell/sign a story. • Describe cultural practices in the community. • Recite a rhyme and a tongue-twister. • Read words, pictures and sentences related to the theme. • Spell words related to the theme correctly. • Match words and sentences to pictures and objects related to the theme. • Write /Braille letters, words and sentences. • Play a situational game with understanding and expression.
English	• Use the learnt words and structures correctly. • Read short simple sentences with correct pronunciation. • Match words and short sentences to pictures. • Write / Braille words, letters and sentences. • Recite (a) rhyme(s) • Act a dialogue. • Sing songs.
Creative Performing Arts	• Sing/sign a song correctly. • Role-play (assess confidence, fluency and accuracy) • Play percussion instruments. • Move according to rhythm. • Draw and shade or colour. • Cut and paste pictures.

Theme 3: The Human Body and Health

Expected Learning Outcome: The child understands and appreciates the value of taking care of his/her body and the surroundings.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
3.1 Parts of the body and their functions **a) Parts e.g.:** • head, tongue, lips, mouth, eyes, knee, stomach, breasts, neck **b) The way different parts of the body work together to carry out different activities, e.g.:** • working • playing • caring for others • writing • reading • moving e.g. when we eat, we use our eyes,, nose, mouth, hands, etc.	• Counting 300-400 • Measuring heights, widths and breadths using non-standard measurements • Comparing heights • Writing number names 100-110 • Reading number names 100-110 • Recognising shapes	**LISTENING AND SPEAKING SIGNING** • Naming • Describing • Reciting rhymes • Telling / re-telling stories • Saying riddles • Talking about pictures • Asking and answering relevant questions **READING / TACTILE** • Matching • Reading short sentences **WRITING / BRAILLING** • Drawing parts of the body • Labelling parts of the body • Writing patterns • Writing letters • Writing words • Writing sentences	**VOCABULARY (singular and plurals)** head, eye, nose, leg, stomach, lips, mouth, knee, finger, toe, hand, ears, see, hear, touch, smell, kneel **STRUCTURES** • 'Show me your …' - 'This/these is/are my …' • 'How many … have/has you/he/she got?' - 'I/he/she have/has …' • What do you use your … for? - 'I use my (hand) to (touch).' • 'Has she/he got two (eyes, ears, toes, hands)?' - 'Yes, she/he has ... ' - 'No, she/he doesn't.' • 'What are you doing?' - 'I am (kneeling).' • 'What is she/he doing?' - 'She/He is …' **LISTENING AND SPEAKING** • Singing songs • Reciting rhymes • Playing situational games **READING / TACTILE** • Matching • Reading words and simple sentences **WRITING / BRAILLING** • Writing words • Drawing and labelling parts of the body	• Singing / signing • Playing percussion instruments • Listening • Dancing • Role playing / acting ❖ • Modelling	• Assertiveness • Self-awareness • Self-esteem • Interpersonal relationship • Effective communication • Critical thinking • Creative thinking • Mobility and orientation • Tactile ❖ • Appreciation • Care and concern • Love • Acceptance • Identity • Responsibility • Respect
3.2 Sanitation a) **Areas that need to be kept clean, e.g. bathroom, house, pit latrine/toilet, compound, kitchen** b) **How to clean those areas:**	• Counting 300-400 • Reading number names 110-120 • Subtracting two- and three-digit numbers vertically without borrowing • Writing number names 110-120	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Reciting rhymes • Telling/re-telling stories • Responding to commands • Talking about pictures **READING / TACTILE**	**VOCABULARY (present and past tense)** throw, boil, brush, wash, clean, sweep, burn, collect, cover, cut, slash, dig, cook, water **STRUCTURES** • 'What are you doing?' - 'I am / we are …' • 'What is he/she doing?' - 'He/she is …' • 'What are they doing?'	• Singing / signing • Reciting rhymes / poems • Role-playing / acting ❖ • Drawing • Shading • Colouring	• Effective communication • Self-awareness • Self-esteem • Critical thinking • Creative thinking • Problem-solving • Decision-making

- slashing - digging around the compound - sweeping - scrubbing - mopping c) **Tools/materials used, e.g.:** - water - panga - brush - slasher - broom - soap - hoe		• Reading pictures • Reading sentences • Matching • Identifying missing letters **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences	- 'They are …' • 'Did you … (clean your room)?' - 'Yes, I did / No, I did not.' • 'What did you/she/he do … (yesterday/last Monday/this morning)?' - 'I/she/he … the …' • 'What did we/they do …?' - 'We/they …(covered the food)' **LISTENING AND SPEAKING** • Playing situational games • Reciting rhymes **READING / TACTILE** • Reading words and short sentences • Matching **WRITING / BRAILLING** • Writing words • Writing short sentences		❖ • Responsibility • Care • Love • Appreciation • Respect • Tolerance
3.3 Personal hygiene • **Skills for keeping clean, e.g.:** - brushing - bathing - washing regularly - cutting finger nails - drinking boiled water • **Preventing and controlling common diseases, e.g.:** - avoiding smoking - avoiding spitting - guarding against harmful insects - cutting bush around homes - sleeping under mosquito nets - spraying	• Counting 300-400 • Reading number names 110-120 • Writing number names 110-120 • Subtracting two and three digit numbers, no borrowing	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Reciting rhymes • Telling / re-telling stories • Listening to poems • Talking about pictures **READING / TACTILE** • Matching • Identifying missing letters • Reading sentences **WRITING / BRAILLING** • Drawing pictures of materials used to keep themselves clean • Labelling • Writing patterns • Writing letters • Writing words • Writing sentences	**VOCABULARY** brush, boil, drink, eat, smoke(v), clean, sweep, cover, wash, water, toothbrush, soap, toothpaste **STRUCTURES** • 'What do you do every day?' • 'I … every day.' • 'What do you use to (brush/sweep)?' • 'I use … to …' • 'When do you (sweep/wash)?' • 'I … on (days of the week).' **LISTENING AND SPEAKING** • Playing situational games • Singing song • Reciting rhymes **READING / TACTILE** • Matching • Reading pictures • Reading words and short sentences **WRITING / BRAILLING** • Writing words	• Singing / signing • Playing percussion instruments • Reciting rhymes • Dancing • Role-playing / acting ❖ • Drawing pictures of children with symptoms of immunisable diseases • Shading • Colouring	• Problem-solving • Critical thinking • Self-awareness • Self-esteem • Interpersonal relationship • Empathy • Decision-making • Mobility and orientation • Tactile ❖ • Responsibility • Care • Cooperation • Appreciation • Togetherness • Concern • Respect • Tolerance

Suggested checklist of competences for Theme 3

Learning Area	Competences to be Assessed
Mathematics	• Measure and compare heights, widths, breadth and body weight using non standard measures. • Count up to 400. • Write / Braille number names 110-120. • Subtract 2- and 3-digit numbers, no borrowing. • Recognise shapes.
Literacy	• Name external parts of the body. • Describe functions of the parts of the body. • Talk about / describe ways of controlling common diseases. • Interpret riddles. • Read words related to the Theme. • Read short sentences related to hygiene. • Write / Braille sentences about keeping yourself clean. • Recite a rhyme on body care correctly. • Form letters correctly. • Mention uses of water. • Label parts of the body.
English	• Use given words in sentences correctly. • Read words correctly. • Write / Braille words related to the body or body care.
Creative Performing Arts	• Sing / sign a song. • Dance according to rhythm. • Play at least 1 percussion instrument. • Model or draw a human body.

Theme 4: Food and Nutrition

Expected Learning Outcome: The child identifies sources, appreciates different types and knows the importance and ways of keeping food safe.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
4.1 Classification of foods e.g. • Energy-giving foods, e.g.: cassava, potatoes, rice, yams • Body-building foods e.g. milk, eggs, fish, beans, groundnuts • Protective foods, e.g. - fruits (mango, guava, orange) - vegetables (carrot, dodo, cabbage)	• Counting 400-500 • Collecting data on people's food preference • Recording the data collected • Reporting data recorded • Measuring weights using non-standard units • Multiplying by 2 and 3 • Reading number symbols 400-500 • Writing number symbols 400-500	**LISTENING AND SPEAKING / SIGNING** • Naming foods • Describing • Telling / re-telling stories • Reciting rhymes • Singing songs related to foods • Asking questions and answering relevant questions • Talking about pictures **READING / TACTILE** • Reading short sentences • Reading simple stories • Building words • Matching **WRITING / BRAILLING** • Drawing pictures of different foods • Writing patterns • Writing letters • Writing words • Writing sentences • Labelling	**VOCABULARY (singular and plural, colours, countable and uncountable)** food, cassava, rice, pea, egg, fish, potato, yam, milk, pawpaw, bean, groundnut, mango, orange, meat, cabbage, brown, orange (colour) **STRUCTURES** • 'What are these/those?' - 'Those/these are (mangoes).' - 'They are …' • 'Do you like …?' - 'Yes, I do ' - 'No, I don't' • 'What colour is/are the …?' - 'It is/They are …' • 'What is this?' - 'This is a/an …' -'It is a/an …' **LISTENING AND SPEAKING** • Playing situational games • Acting dialogue **READING / TACTILE** • Reading words and short simple sentences and stories **WRITING / BRAILLING** • Writing words and sentences and short simple stories • Drawing and labelling different foods	➢ Singing / signing • Reciting • Playing percussion instruments • Dancing • Role playing / acting ❖ • Modelling • Drawing • Shading • Colouring	• Creative thinking • Critical thinking • Tactile • Assertiveness • Self-esteem • Problem-solving • Decision-making • Mobility and orientation • Effective communication ❖ • Patience • Sharing • Responsibility • Appreciation • Cooperation • Care • Respect • Tolerance
4.2 Good feeding **a) Balanced diet:** - meaning of a balanced diet - food combinations for different meal times **b) Importance of a balanced diet:** - good health - strength	• Counting 400-500 • Reading number symbols 500-600 • Writing number symbols up to 600 • Multiplying by 5	**LISTENING AND SPEAKING / SIGNING** • Telling / re-telling stories • Describing • Talking about good feeding • Asking and answering questions • Singing • Reciting rhymes • Telling time using natural indicators in relation to meal	**VOCABULARY** eat, drink, bananas, potatoes, meat, fish, beans, fruits, vegetables, eggs, millet **STRUCTURES** • 'What are you eating?' - 'I am eating …' • 'What is he / she eating?' - 'He/she is eating …' **LISTENING AND SPEAKING** • Playing situational games • Reciting rhymes	• Singing / signing • Reciting rhymes • Playing percussion instruments • Dancing • Role-playing/acting ❖ • Shading • Colouring • Cutting and pasting	• Effective communication • Critical thinking • Creative thinking • Decision-making • Problem-solving • Tactile ❖ • Care • Patience • Sharing

- growth		times • Talking about pictures **READING / TACTILE** • Reading sentences • Reading short stories **WRITING / BRAILLING** • Drawing different foods • Labelling • Writing letters • Writing patterns • Writing words • Writing short sentences • Writing short simple stories	• Play lets • Singing song **READING / TACTILE** • Matching • Reading words, short sentences and simple stories **WRITING / BRAILLING** • Writing words and short simple sentences • Drawing • Labelling		• Appreciation • Health living
4.3 • **Effects of poor feeding e.g.:** - malnutrition - death - blindness - poor body shape • **Signs of malnutrition** - loss of weight - swollen body - Change of hair colour and texture - loss of appetite - body weakness - dullness	• Counting 500-600 • Reading number symbols 400-600 • Writing number symbols 400-600 • Counting in 4s • Multiplying by 4	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Comparing • Telling / re-telling stories • Reciting rhymes • Talking about effects of poor feeding • Talking about pictures • Asking and answering relevant questions **READING / TACTILE** • Reading short simple sentences • Matching • Reading short simple stories **WRITING / BRAILLING** • Writing letters • Writing patterns • Writing words • Writing sentences • Copying sentences • Writing short stories	**VOCABULARY** fat, thin, well, happy, sad, small, sick, pain, weak, strong, dull **STRUCTURES** • Acting a dialogue • Playing a situational game **LISTENING AND SPEAKING** • Playing situational games • Singing songs • Acting dialogues **READING / TACTILE** • Matching • Reading words and short simple sentences **WRITING / BRAILLING** • Writing short simple words and sentences	➢ Singing/signing • Reciting rhymes • Playing percussion instruments • Dancing • Role-playing/acting • Listening ❖ • Modelling • Drawing • Colouring • Shading	• Critical thinking • Creative thinking • Effective communication • Self-awareness • Problem-solving • Self-esteem • Empathy • Decision-making ❖ • Care • Sharing • Responsibility • Appreciation

Suggested checklist of competences for Theme 4

Learning Area	Competences to be Assessed
Mathematics	• Count up to 600. • Write / Braille number symbols up to 600. • Multiply by 2, 3, 4 and 5. • Collect, report and record data. • Read number symbols up to 600.
Literacy	• Name types of foods. • Ask and answer relevant and reflective questions related to nutrition. • Read words related to theme. • Read short simple sentences. • Read a simple short story about nutrition. • Write / Braille sentences about importance of nutrition. • Write the given pattern correctly.
English	• Use structures correctly. • Read words. • Read sentences. • Copy words and sentences. •
Creative Performing Arts	• Sing / sign a song correctly. • Model types of foods. • Draw different foods. • Trace pictures of types of foods. • Shade / colour pictures.

TERM II

Theme 5: Our Environment

Expected Learning Outcome: The child understands and appreciates the importance of common animals and plants in the environment.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
5.1 Common animals • Domestic and wild animals • Animals and their young ones • Uses of animals and birds	• Counting from 600 to 700 • Subtracting two and three numbers vertically, no borrowing • Reading number names 120-130 • Writing number names up to 130	**LISTENING AND SPEAKING / SIGNING** • Naming common animals and their young ones • Describing animals' and birds' movements • Explaining how animals protect themselves • Telling / re-telling stories • Asking and answering questions • Identifying uses of animals • Talking about pictures of animals **READING / TACTILE** • Reading words • Matching words to pictures • Reading simple sentences and simple stories **WRITING / BRAILLING** • Writing patterns • Writing simple sentences • Matching • Writing simple stories	**VOCABULARY** Cow, (calf), goat, (kid), duck, (duckling), sheep, (lamb), pig, (piglet), cat (kitten), rabbit, dog, (puppy), chicken/hen, (chick), lion, (cub), elephant, (calf), hyena, zebra, monkey, weaver bird, hawk, parrot, eagle, dove + number names eleven to fifteen **STRUCTURES** • 'What is this/that?' - 'That / this a/an …' • 'What are these/those?' - 'These/those are …' • 'Are these/those …?' - 'Yes, they are./No, they are not.' • 'The … is bigger than …' • 'How many … can you see?' • 'What is the young of a …' - 'The young one of a … is a …' **LISTENING AND SPEAKING** • Singing songs • Playing situational games • Reciting rhymes **READING / TACTILE** • Matching • Reading words and short sentences • Reading short simple stories **WRITING / BRAILLING** • Writing words and sentences • Drawing and labelling • Matching	• Singing / signing • Reciting rhymes • Dancing • Making simple percussion instruments • Role-playing / acting ❖ • Modelling • Drawing • Painting • Colouring • Shading	• Creative thinking • Critical thinking • Tactile • Effective communication • Decision-making • Problem-solving ❖ • Appreciation • Care • Responsibility • Love • Respect
5.2 Common insects • Characteristics of an insect • Names of common insects	• Counting from 700 to 800 • Subtracting two and three digit numbers	**LISTENING AND SPEAKING / SIGNING** • Naming common insects • Naming useful and harmful insects	**VOCABULARY** bee, grasshopper, wasp, mosquito, insect, fly, cockroach, spider, butterfly, ant	• Singing/signing • Reciting rhymes • Dancing • Playing simple	• Creative thinking • Critical thinking • Tactile • Effective

• Useful insects e.g. grasshoppers, white ants, bees • Harmful insects e.g. mosquitoes, bed bugs, cockroaches, lice	vertically, no borrowing • Reading number names 130-140 • Writing number names 130-140 • Measuring liquids using non-standard units	• Describing insects and their characteristics • Talking about life cycle of housefly • Naming main parts of an insect • Talking about how insects protect themselves • Classifying harmful insects • Asking and answering questions • Imitating animal sounds • Talking about pictures of animals • Acting short dialogues **READING / TACTILE** • Reading words • Reading simple sentences and stories **WRITING / BRAILLING** • Writing patterns, letters, words and sentences • Drawing and labelling parts of an insect	**STRUCTURES** • 'What is this/that?' - 'This/that is a/an …' • 'What are these/those?' - Those/These are …' • 'Are these/those …?' -'Yes, they are./No, they are not.' **LISTENING AND SPEAKING** • Reciting rhymes • Singing songs **READING / TACTILE** • Matching • Reading words and short sentences • Reading short simple stories **WRITING / BRAILLING** • Writing words • Writing very sentences • Drawing and labelling	percussion instruments • Listening • Role-playing/acting ❖ • Modelling • Drawing • Painting • Colouring • Shading	communication • Decision-making • Problem-solving ❖ • Appreciation • Care • Responsibility • Love • Respect
5.3 Common plants • Parts of a plant • Uses of a plant • Harmful plants • Seeds (e.g. beans, ground nuts, millet) • Conditions for plant growth: soil, air, water, warmth, sunlight	• Counting from 600 to 800 • Reading number names 120-140 • Writing number names 120-140 • Dividing two-digit numbers by 2 without a remainder • Measuring liquids (non-standard units)	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing parts of a plant • Talking about uses of plants • Describing stages of plant growth • Asking questions • Answering questions • Talking about dangers of plants • Reciting poems **READING / TACTILE** • Reading pictures • Reading sentences and simple stories **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words, sentences and short simple stories • Copying letters, words and sentences • Drawing and labelling parts of a plant	**VOCABULARY** beans, maize, millet, leaves, flowers, seeds, weed, red, blue, yellow, **STRUCTURES** • 'What is this/that?' - 'This/that is a …' • 'What are these/those?' - 'Those/These are …' • 'Are these/those …?' - 'Yes, they are.' - 'No, they are not.' • 'What colour is/are …?' - 'It is/they are…' **LISTENING AND SPEAKING** • Reciting rhymes • Singing songs • Playing situational games **READING / TACTILE** • Matching, e.g. word to picture • Reading words and short sentences **WRITING / BRAILLING** • Writing words and short sentences • Drawing and labelling parts of a	• Singing / signing • Dancing • Reciting rhymes • Role-playing • Playing percussion instruments ❖ • Drawing • Shading • Colouring • Painting • Printing	• Creative thinking • Critical thinking • Decision-making • Problem-solving • Tactile ❖ • Care • Appreciation • Responsibility • Co-operation • Concern

			plant • Matching		

Suggested checklist of competences for Theme 5

Learning Area	Competences that can be Assessed
Mathematics	• Count from 600 to 800. • Write number names 120-140. • Group fruits, seeds, roots, edible/not edible. • Group domestic and wild animals. • Divide two-digit numbers by 2 without remainder. • Subtract three-digit numbers up to 800 without borrowing. • Measure liquids using non-standard measures.
Literacy	• Name domestic and wild animals. • Describe parts of a plant. • Explain the difference between domestic and wild animals. • Read words related to theme. • Read sentences about animals and plants. • Write words and sentences with the correct spacing and spelling. • Name useful and dangerous insects.
English	• Read words and sentences correctly. • Answer simple questions in full sentences. • Write sentences correctly. • Write words with correct spelling.
Creative Performing Arts	• Sing songs correctly. • Imitate at least 3 animal movements correctly. • Make and play a percussion instrument. • Draw/paint at least 3 animals, 3 insects, 3 plants. • Model an insect or animal. • Print various designs using local materials.

Theme 6: Things We Make

Expected Learning Outcome: The child understands and appreciates the importance of nature and uses it creatively in a variety of artistic forms.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competencies	Creative Performing Arts	Life Skills and Values
6.1 Things we make in the community **a) Play materials e.g.:** • ropes, dolls, balls, sticks, strings, metre sticks, mats **b) Things we use in the home e.g.:** • Kitchen (stove, plate, mortar/pestle, basket, ladle, pot, spoon, mingling stick, saucepan) • Bedroom (bed) • Sitting room (mat, cushion, chair) • Wearing (ornaments, footwear, clothes)	• Counting 800-999 • Grouping and sorting items • Reading number symbols 600-700 • Writing number symbols 600-700 • Dividing 2-digit numbers by 3, no remainder	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Explaining • Reciting rhymes • Telling/re-telling/signing stories • Role-playing • Saying riddles, tongue twisters, • Asking questions • Answering questions • Responding to instructions correctly **READING / TACTILE** • Reading sentences, simple stories • Reading simple instructions • Matching **WRITING / BRAILLING** • Copying letters, words and sentences • Writing patterns • Writing letters • Writing words • Writing sentences • Writing simple short stories	**VOCABULARY** doll, ball, mat, stove (sigiri), rope, sauce pan, cushion, pot, mortar, pestle, bed, basket, ladle, chair, stool **STRUCTURES** • 'Where is the …?' - 'The … is on/in the …' • 'Where are the …?' - 'The … are on/in the …' • 'How many … are there?' - 'There are …' **LISTENING AND SPEAKING** • Acting dialogues • Reciting rhymes **READING / TACTILE** • Reading words, sentences • Matching • Reading simple short stories **WRITING / BRAILLING** • Writing words and short sentences • Writing simple short stories	• Singing / signing • Reciting rhymes • Dancing • Making and playing simple percussion instrument • Weaving • Drawing • Colouring • Painting • Constructing	• Creative thinking • Critical thinking • Decision-making • Effective communication • Interpersonal relationship • Friendship formation • Assertiveness • Self-esteem • Empathy • Mobility and orientation • Tactile • Co-operation • Care • Patience • Appreciation • Endurance • Sharing • Responsibility • Respect and tolerance
6.2 Materials used and their sources **a) Materials, e.g.:** - sisal, banana fibre, palm leaves, papyrus reeds, raffia, clay/soil, grass, straws, sticks, thread, needles, nails, reeds, bricks, blocks, mud, sand, iron sheets,	• Counting up to 999 • Reading number symbols 700-800 • Writing number symbols 700-800 • Naming fractions ½, ¼, ⅛ • Drawing fractions ½, ¼, ⅛ • Shading fractions ½, ¼, ⅛	• **LISTENING AND SPEAKING / SIGNING** • Identifying • Telling/re-telling/signing stories • Describing • Naming • Reciting rhymes • Role-playing • Saying riddles, proverbs • Asking and answering questions	**VOCABULARY** sisal, banana fibre, raffia, clay, grass, thread, needle, sticks, straws, papyrus, forest, swamp, palm leaf, garden, shop **STRUCTURES** • 'What do you use to make a …' - 'I / We use … to make …' • 'What is … doing?' - '… is making …' - 'Tom is making a … from …' **LISTENING AND SPEAKING**	• Singing / signing • Dancing • Role-playing / acting • Reciting rhymes • Reciting poems • Making simple music instruments • Playing music instruments ❖ • Constructing	• Effective communication • Critical thinking • Creative thinking • Decision making • Assertiveness • Self-esteem • Empathy • Self awareness • Mobility and orientation • Tactile ❖

timber, poles, tiles **b) Sources, e.g.:** - forest, sisal plant, tree, garden, swamp, factory, shop	• Reading fractions ½, ¼, ⅛ • Writing fractions ½, ¼, ⅛	• Talking about pictures **READING / TACTILE** • Reading sentences • Matching • Writing short simple stories **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences	• Acting dialogues • Reciting rhymes **READING / TACTILE** • Reading words • Reading sentences • Reading short simple stories **WRITING / BRAILLING** • Writing words • Writing sentences • Writing stories	• Drawing • Colouring • Painting • Shading • Modelling • Weaving	• Co-operation • Care • Self-reliance • Patience • Interdependence • Self-criticism • Appreciation • Endurance • Sharing
6.3 Importance of things we make e.g. • For domestic use • Play • Income generating (earning a living) • Decoration/beauty • Promotion of cultural heritage and skills • Identification of cultural setting • Learning purposes	• Counting up to 999. • Reading number symbols 600-800. • Writing number symbols 600-800. • Adding 3 digit numbers without carrying vertically • Naming fractions • Reading fractions • Drawing fractions • Writing fractions $^1/_3$, $^1/_6$, $^1/_5$, $^1/_{10}$	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Explaining • Talking about the importance of things we make • Responding to reflective questions • Reciting • Telling / re-telling stories • Saying tongue twisters • Role playing • Constructing sentences. **READING / TACTILE** • Reading stories • Reading sentences • Matching **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences • Writing short stories	**VOCABULARY (Plurals)** Plural with '-es' e.g. box – boxes, bus – buses, bench – benches, dress – dresses, house – houses, dish-dishes **STRUCTURES** • 'What is this/that?' - 'That/this is a …' • 'What are these/those?' - 'These/those are …' • 'Show me …' - 'This/that / these/those is/are …' • 'How many … are there?' - 'There are …' - 'There is …' **LISTENING AND SPEAKING** • Acting dialogues • Reciting rhymes **READING / TACTILE** • Reading words • Reading sentences • Reading short simple stories **WRITING / BRAILLING** • Writing words • Writing simple sentences • Writing short simple stories	• Singing / signing • Role-playing / acting • Making percussion instruments • Reciting • Dancing ❖ • Drawing • Shading • Colouring • Painting • Modelling • Printing	• Creative thinking • Critical thinking • Self-esteem • Problem-solving • Interpersonal relationship • Orientation and mobility • Tactile • Decision-making • Negotiation • Appreciation • Care • Respect • Interdependence • Self-reliance • Responsibility

Suggested checklist of competences for Theme 6

Learning Area	Competences that can be Assessed
Mathematics	• Count up to 999. • Divide 2 digit numbers by 3, no remainder. • Write number symbols 600-800. • Read and write fractions ½, ¼, ⅛, 1/6.
Literacy	• Say at least one of each of the following: riddle, proverb, tongue twister. • Read words related to theme. • Read sentences. • Read a simple story about the importance of quality things. • Write a simple, short story about useful things. • Write patterns, words and sentences. • Read simple instructions correctly.
English	• Pronounce words correctly. • Use structures correctly. • Read short simple sentences. • Write short simple sentences. • Match words to pictures, words to words correctly.
Creative Performing Arts	• Play simple percussion instruments. • Sing and dance to rhythm. • Draw and colour pictures. • Model at least 3 items.

Theme 7: Transport in Our Community

Expected Learning Outcome: The child understands and appreciates the importance of transport in terms of time, fares, distance and ways of using the road.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
7.1 Means and uses of transport in our community **a) Means e.g.** - train - aeroplane/helicopter - bus - bicycle - boat - ferry - donkey - horse - camel - car - lorry - motorcycle - ship - canoe **b) Uses e.g. carrying:** - people - food - water - animals - cement - charcoal	• Counting up to 999 • Multiplying by 6 • Reading number names 140-150 • Writing number names 140-150 • Identifying missing numbers in a mathematical statement in addition e.g. ☐ + 2 = 5 3 + ☐ = 10	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Telling/re-telling/signing stories • Asking questions • Answering questions • Role-playing • Imitating sounds • Acting dialogues **READING / TACTILE** • Sequencing words into sentences • Reading words and sentences • Reading simple stories • Matching **WRITING / BRAILLING** • Writing short simple stories • Tracing pictures of means of transport • Drawing and labelling • Writing patterns • Writing letters • Writing words • Writing sentences	**VOCABULARY** black, grey, green, road, blue, boat, driver, cyclist, drive, fly, pilot, yellow, transport, air, lake, water, bus, motorcycle, bicycle, train, aeroplane, food, cement, people, animals **STRUCTURES** • 'Where is the …?' - 'The bus is on the road' • 'Where are the/an …' - 'The bananas are on the lorry'. • 'Who is (flying, driving) …?' - 'Musa is …' • 'What colour is the …?' - 'The … is …' - 'It is ….' **LISTENING AND SPEAKING** • Playing situational games • Reciting rhymes **READING / TACTILE** • Matching • Reading words and short sentences • Reading short simple stories **WRITING / BRAILLING** • Drawing and labelling means of transport • Writing words and short sentences • Matching	• Singing/signing • Acting • Telling/re-telling/signing stories • Reciting rhymes • Playing percussion instrument • Dancing • Listening ❖ • Constructing, e.g. bus, car • Modelling	• Effective communication • Interpersonal relationships • Critical thinking • Decision-making • Assertiveness • Creative thinking • Problem solving • Self-esteem • Mobility and orientation • Tactile ❖ • Care • Appreciation • Endurance • Patience • Co-operation • Responsibility
7.2 Road safety **a) Safe ways of using the road** • Observing traffic rules e.g. - road signs / traffic signs - stop, look right, left and right again and cross - walk in single line - do not play on the road - find a safe place to cross,	• Counting up to 999 • Reading number names 150-160 • Writing number names 150-160 • Multiplying by 8 • Interpreting information from bar graph	•	**VOCABULARY** road, left, bicycle, walk, car, motorcycle, right, ride, drive, driver, look, carry, stop, run, sign post, path, cross **STRUCTURES** • 'Stop' • 'Cross the road' • 'Look right' • 'Look left.' • 'Look right.'	• Singing / signing • Role playing • Dancing • Playing music instruments ❖ • Drawing • Colouring • Shading • Painting	• Decision-making • Effective communication • Assertiveness • Creative thinking • Self esteem • Problem-solving • Friendship formation • Critical thinking

e.g. zebra crossing, clear road (i.e. no on-coming traffic) - use foot path **b) Unsafe ways of using the road e.g.** • playing on the road • crossing where roads meet/near a bend/ at a junction/near the top of a hill/between parked cars grazing along the road • throwing objects at moving vehicles			• 'Don't run' • 'Don't play.' **LISTENING AND SPEAKING** • Acting dialogues • Playing situational games • Reciting rhymes **READING / TACTILE** • Matching • Reading words and short sentences **WRITING / BRAILLING** • Writing short simple sentences about road safety • Drawing and labelling		• Empathy • Mobility and orientation • Tactile ❖ • Co-operation • Appreciation • Care • Endurance • Patience • Tolerance • Obedience • Respect for self and others • Responsibility for self and others
7.3 **a) Dangerous things on the road** • land slides / falling rocks • pot holes • water passages • broken bottles • broken electric wires and poles • landmines • waste disposal • nails • water **b) People who help in traffic e.g.** • policeman / policewoman • parents • teachers • older children • wardens • lollipop men/women	• Counting up to 999 • Reading number names 140-160 • Writing number names 140-160 • Multiplying by 10 • Multiplying using commutative concept e.g. 10 x 5 = 5 x 10 • Drawing bar graphs	**LISTENING AND SPEAKING / SIGNING** • Identifying • Naming • Describing • Telling/re-telling stories • Role-playing • Asking questions • Answering questions • Reciting rhymes • Sharing experiences and ideas on dangerous things along the road • Saying riddles, tongue twisters **READING / TACTILE** • Sequencing words into sentences • Reading sentences and a simple story • Matching **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing short sentences	**VOCABULARY** danger, rock, pothole, broken bottles, electric wires, nails, landmines, rubbish, policeman/woman, wardens, lollipop (person), stone, throw **STRUCTURES** • 'What is wrong?' - 'There is / there are … on the road' • Are you hurt? - 'Yes, I am./No, I am not'. • 'Be careful of …' • 'Avoid …' • 'Don't …' • 'Who helps you to cross the road?' - 'The … helps me to cross the road.' **LISTENING AND SPEAKING** • Reciting rhymes • Playing situational games **READING / TACTILE** • Matching • Reading words and short simple sentences **WRITING / BRAILLING** • Writing words • Writing short simple sentences	• Singing / signing • Dancing • Reciting rhymes • Playing percussion instruments ❖ • Modelling • Drawing • Colouring • Painting • Shading	• Effective communication • Friendship formation • Assertiveness • Decision-making • Problem-solving • Self-esteem • Interpersonal relationship • Critical thinking • Creative thinking • Empathy • Mobility and orientation • Tactile • Patience • Tolerance • Care • Endurance • Responsibility

Suggested checklist of competences for Theme 7

Learning Area	Competences that can be Assessment
Mathematics	• Counting up to 999. • Writing number names 140-160. • Interpret information on bar graphs. • Solve algebraic problems in addition. • Multiply by 6, 8, and 10. • Multiply using commutative property.
Literacy	• Name uses and types of transport in our community. • Describe means of transport. • Answer questions about a story. • Explain safe ways of using the road. • Read sentences correctly. • Complete a simple story about road safety. • Write words and sentences related to theme.
English	• Read words. • Form sentences using the given structures. • Read sentences about transport and road safety. • Draw and label means of transport. • Copy simple sentences with correct punctuation.
Creative Performing Arts	• Tell the meaning of at least 2 songs. • Imitate movement of 4 means of transport. • Play at least 3 percussion instruments. • Move to given rhythm and given formations. • Model at least one transport related item. • Draw and paint 2 means of transport.

Theme 8: Accidents and Safety

Expected Learning Outcome: The child shows awareness of things that cause common accidents and ways of managing them.

Sub-theme and Content	Mathematics competences	Literacy competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
8.1 Causes of common accidents in our community, e.g.: poor housing, fire, poison, medicine, water, animals, electricity, vehicles, sharp objects, violence, irresponsible behaviour	• Counting to 999 • Reading number symbols 800-900 • Writing number symbols 800-900 • Subtracting 2- and 3- digit numbers, no borrowing • Recording and reporting	**LISTENING AND SPEAKING / SIGNING** • Naming • Telling/re-telling stories • Reciting rhymes • Describing • Talking about causes of accidents • Sharing experiences • Asking and answering questions • Explaining causes of accidents **READING / TACTILE** • Reading sentences • Sequencing sentences into a story • Matching **WRITING / BRAILLING** • Writing letters • Writing patterns • Writing words • Writing sentences • Writing short stories	**VOCABULARY** fire, poison, medicine, water, insect, electricity, vehicle, animal, blood, needle, pin, razor blade, knife, spear, axe, hoe, panga, bleed, cut, hurt **STRUCTURES** • 'What is wrong?' • 'I am / she / he is hurt' • 'Don't play with …' • 'It can burn / kill …' **LISTENING AND SPEAKING** • Reciting rhymes • Acting dialogues • Playing situational games **READING / TACTILE** • Matching, e.g. word to picture • Reading pictures • Reading words and short sentences **WRITING / BRAILLING** • Writing words • Writing short simple sentences	• Singing • Role-playing/acting • Reciting rhymes • Making simple percussion instruments • Naming musical instruments • Dancing ❖ • Modelling • Drawing • Shading • Painting • Colouring	• Effective communication • Assertiveness • Critical thinking • Creative thinking • Problem-solving • Mobility and orientation • Decision-making • Tactile • Empathy ❖ • Care for self and others • Responsibility • Endurance • Patience • Concern for self and others • Cautiousness
8.2 Management of accidents e.g.: • reporting • rushing to hospital • good feeding • using bandage • taking of medicine • daily cleaning • making an alarm	• Counting up to 999 • Reading number symbols 900-999 • Writing number symbols 900-999 • Solving algebraic problems in subtraction, e.g.: ☐ - 5 = 7 8 - ☐ = 4	**LISTENING AND SPEAKING / SIGNING** • Describing • Asking questions • Answering questions • Telling/re-telling stories • Talking about managing accidents • Talking about preventing accidents • Talking about pictures • Explaining **READING / TACTILE** • Reading sentences and short stories • Matching	**VOCABULARY** hospital, clinic, dispensary, bandage, medicine, clean, report, alarm, accidents, ambulance, doctor, nurse, telephone, tablets, call, injection, care, shout, cry, treat, carry **STRUCTURES** • 'What is he / she doing?' - 'He / she is …' • 'Where do you go when you are hurt?' - 'I go to the … (hospital / clinic / dispensary).' **LISTENING AND SPEAKING** • Acting dialogues • Acting play lets	• Singing / signing • Role-playing/acting • Reciting rhymes • Dancing • Playing percussion instruments ❖ • Modelling • Drawing • Shading • Colouring • Painting	• Effective communication • Empathy • Critical thinking • Self-esteem • Decision-making • Interpersonal relationship • Mobility and orientation • Copying with stress • Problem-solving • Coping with emotions ❖ • Co-operation • Care • Love

		WRITING / BRAILLING • Writing letters • Writing patterns • Writing words • Writing sentences	**READING / TACTILE** • Matching • Reading pictures • Reading words and short simple sentences **WRITING / BRAILLING** • Writing words • Writing short simple sentences		• Patience • Concern • Appreciation • Responsibility for self and others
8.3 First Aid **a) First Aid concept** • Definition • **Examples of first aid:** - applying cold pad, cold water for burns • **Electric shock:** disconnect circuit • **Nose bleed:** cold pad on forehead, pinch the nose and breathe through mouth **b) First Aid kit/box** • Content e.g. soap, cotton wool, bandage • Usage	• Counting up to 999 • Reading number symbols 800-999 • Writing number symbols 800-999 • Solving algebraic problems in subtraction, e.g.: ☐ - 7 = 3 6 - ☐ = 2 • Measuring in metres	**LISTENING AND SPEAKING / SIGNG** • Naming • Describing • Explaining • Telling/re-telling stories • Role-playing/acting • Practising dialogue • Talking about items in First Aid box **READING / TACTILE** • Reading words • Reading sentences • Matching • Reading stories **WRITING / BRAILLING** • Drawing pictures • Writing patterns • Writing letters • Writing words • Writing sentences • Writing short stories	**VOCABULARY** cold pad, bandage, basin, needle, cotton wool, safety pin, pair of scissors, help **STRUCTURES** • 'What is this / that?' - 'This is / that is / it is …' • 'What do we use … for?' - 'We use … for …' • 'May I have a …' - 'Yes, you may' - 'No, you may not.' **LISTENING AND SPEAKING** • Playing situational games • Acting dialogues **READING / TACTILE** • Matching words to pictures • Reading words and short sentences • Reading short simple stories **WRITING / BRAILLING** • Writing short simple sentences	• Singing/signing • Role-playing/acting • Reciting rhymes • Playing percussion instruments • Dancing ❖ • Drawing • Modelling • Shading • Colouring • Painting	• Critical thinking • Problem solving • Creative thinking • Decision-making • Coping with stress • Coping with emotions • Empathy • Effective communication • Interpersonal relationship • Mobility and orientation ❖ • Care • Co-operation • Responsibility • Patience • Endurance • Concern

Suggested checklist of competences for Theme 8

Learning Area	Competence that can be Assessed
Mathematics	• Count up to 999. • Read number symbols from 800 to 999. • Measure length in metres. • Solve algebraic problems in subtractions.
Literacy	• Name causes of common accidents. • Talk about ways of preventing accidents. • Describe ways of managing accidents. • Read words related to the theme. • Read sentences related to the theme. • Read a short simple story and answer questions. • Write letters with correct letter shapes. • Write letters and words on straight lines. • Write a short simple story. • Complete a story.
English	• Pronounce words related to the theme correctly. • Form sentences using the given structures. • Match words to pictures. • Read simple sentences related to accidents and safety. • Write words correctly. • Write short simple sentences correctly.
Creative Performing Arts	• Sing a song following the given tune. • Name at least 3 musical instruments. • Move following the given rhythm. • Draw and paint at least 3 pictures. • Role-play first aid help in an accident.

TERM III

Theme 9: Peace and Security

Expected Learning Outcome: The child understands and participates harmoniously in promoting purposeful development in society.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
9.1 Roles of people who keep peace and security, e.g.: • Teachers: provide and reinforce rules and regulations, enforce discipline, provide guidance and counselling, and teaching • **Children:** obey rules and regulations, peer guidance and protection, listen and respond to issues and report to the most relevant helper • **Parents**: guidance and counselling, enforce discipline, provide family basic needs • **Police:** keep law and order, guidance and counselling, enforce discipline, protect people and property • **Religious leaders:** Guidance and counselling, enforce societal norms, and preach the word of God / Allah	• Counting up to 999 • Reading number names 160-170 • Writing number names 160-170 • Telling time in hours	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Telling / re-telling stories about how to keep peace • Asking questions • Answering questions • Role playing • Reciting rhymes • Talking about pictures **READING / TACTILE** • Reading sentences • Matching • Reading short stories **WRITING / BRAILLING** • Writing words, sentences and stories • Writing patterns • Writing letters • Writing words • Drawing pictures • Completing a story	**VOCABULARY** teacher, child, school, prefect, army man/woman, policeman/woman parent, prison, teach, keep (v.), priest, church, mosque, imam, nun, matron, preach **STRUCTURES** • 'Show me a/an/the …' - 'This/that is a/an …' • 'Who … (teaches / preaches) - 'A teacher / Immam …' **LISTENING AND SPEAKING** • Acting dialogues • Playing situational games **READING / TACTILE** • Reading words and short sentences • Matching • Reading short stories **WRITING / BRAILLING** • Writing short simple words • Writing sentences	• Singing / signing • Reciting rhymes • Dancing • Role-playing / acting • Playing percussion instrument ❖ • Modelling • Drawing • Shading • Colouring • Painting • Cutting and pasting	• Problem-solving • Assertiveness • Critical thinking • Creative thinking • Decision-making • Friendship formation • Self-esteem • Effective communication • Self-awareness • Interpersonal relationship • Mobility and orientation ❖ • Appreciation • Care • Respect • Tolerance • Responsibility • Sharing • Co-operation
9.2 Ways of promoting peace and security, e.g.: • Practicing religious societal norms • Praying • Following rules and regulations • Rules - obeying - thanking	• Counting up to 999 • Reading number names 170-180 • Writing number names 170-180 • Dividing up to two-digit numbers by 3, no remainder	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Telling / re-telling stories • Reciting rhymes • Talking about ways of promoting peace and security. • Role-playing • Talking about pictures	**VOCABULARY** thank, obey, give, friend, happy, share, help, love, greet, joy, pray, gift, play, forgive **STRUCTURES** • 'What do you like?' - 'I like …' • 'Do you like (praying/playing/ sharing)?' - 'Yes, I do.'	• Singing / signing • Reciting rhymes • Playing percussion instruments • Dancing • Listening ❖ • Modelling • Drawing	• Effective communication • Interpersonal relationship • Self-esteem • Critical thinking • Creative thinking • Decision-making • Empathy • Assertiveness

- Sharing - Helping - Forgiving • Guiding others		**READING / TACTILE** • Reading sentences • Reading short stories • Matching **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing short stories with assistance • Copying words and sentences	• 'What are you/they doing?' - 'I/We/They am/are … (haring / praying)' • 'What is he/she doing?' - 'He/She is … sharing / praying)' **LISTENING AND SPEAKING** • Singing songs • Acting dialogues **READING / TACTILE** • Matching • Reading words • Reading short sentences • Reading short simple stories **WRITING / BRAILLING** • Writing words • Writing short simple sentences • Sequencing sentences to form a story	• Shading • Colouring	• Problem-solving • Mobility and orientation ❖ • Care • Appreciation • Patience • Co-operation • Responsibility • Endurance • Love • Respect
9.3 Importance of promoting peace and security **a) Positive effects, e.g.:** • safety, respect, freedom of speech, unity, love, co-operation • free movement, settlement, going to school, proper physical growth and development • free movement of goods, services, people **b) Effects of insecurity, e.g.:** • death, hunger, fear, famine, trauma, divorce, fights, domestic violence, child abuse, poverty, disability, dropping out of school, loss of jobs/property, homelessness, displacement	• Counting up to 999 • Writing number names 160-180 • Reading number names 160-180 • Dividing up to 2-digit numbers by 4, no remainder • Using money to buy and sell (USh. 500 and 1000)	**LISTENING AND SPEAKING / SIGNING** • Telling/re-telling stories • Reciting rhymes • Talking about importance of peace and security • Naming • Asking and answering questions • Talking about pictures • Sharing views and ideas on promoting peace **READING / TACTILE** • Reading sentences • Completing stories • Matching **WRITING / BRAILLING** • Drawing and labelling • Writing patterns. • Writing words • Writing sentences • Writing short simple stories with assistance	**VOCABULARY** work, share, people, beat, bite, slap, push, help, forgive, steal, play, pray, take, good, bad, love, abuse, pinch **STRUCTURES** • 'It is good to … one another.' - 'It is good to share. • 'It is bad to ….' - 'It is bad to abuse others.' • 'Do not …' - `Always love one another'. **LISTENING AND SPEAKING** • Acting dialogues • Reciting rhymes **READING / TACTILE** • Matching • Reading words and short sentences • Reading short simple stories **WRITING / BRAILLING** • Writing short simple sentences	• Singing / signing • Reciting rhymes • Role-playing / acting • Dancing • Playing percussion instruments ❖ • Drawing • Shading • Colouring • Painting	• Empathy • Effective communication • Assertiveness • Decisions making • Non-violent conflict resolution • Problem-solving • Negotiation • Coping with stress • Coping with emotions • Mobility and orientation • Honesty • Co-operation • Appreciation • Love • Respect • Unity • Care • Responsibility • Endurance • Patience

Suggested checklist of competences for Theme 9

Learning Area	Competence that can be Assessed
Mathematics	• Write number names 160-180. • Divide 2-digit numbers by 3, no remainder. • Tell time in hours. • Count up to 999. • Read number names 160-180.
Literacy	• Name and describe at least 3 people who keep peace and security in the community. • Answer questions about roles of people who keep peace and security correctly. • Recite rhymes correctly. • Sequence sentences to form a simple story. • Read words related to theme. • Read sentences. • Read a simple story and answer questions. • Write sentences. • Write a short simple story, with assistance.
English	• Read words correctly. • Form sentences using given structures. • Read a short story and answer questions. • Write words correctly. • Write simple sentences correctly (full stop, question mark, capital letter).
Creative Performing Arts	• Sing a song according to the tune. • Move following the given rhythm. • Play at least 2 percussion instruments. • Draw and colour 3 pictures.

Theme 10: Child Protection

Expected Learning Outcome: The child appreciates work and understands ways and effects of child abuse.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
10.1 Child work and child abuse • **Child work** - Helping with house work. • **Child labour** - responsibilities and activities done at home by children • **Basic needs** - types of basic needs, denial of basic needs • **Bad acts done to children and their effects** - defilement, bad touches, bad language • **Punishment** - child neglect, child abduction, child sacrifice • **Activities done at school and community and their effects:** - fishing, charcoal burning, stone quarrying, carrying heavy load, looking after animals	• Counting up to 999 • Adding 3-digit numbers vertically, no carrying • Reading number names 190-200 • Writing number names 190-200	**LISTENING AND SPEAKING / SIGNING** • Identify examples of child work • Identifying types of child labour • Telling/re-telling stories • Naming basic needs • Telling children's responsibilities at home • Asking and answering clarifying and reflective questions • Describing bad acts done to children and their negative effects • Talking about ways of child abuse • Talking about activities done at school and community and their positive and negative effects • Role-playing **READING / TACTILE** • Reading sentences, stories • Matching • Completing pictures / sentences **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences • Writing short stories with assistance	**VOCABULARY** touch, fight, hunger, beat, stranger, heavy, work, walk, abuse, bad, night, late, burn, report, dark, rest, clean, wash, fetch, sweep, mop **STRUCTURES** • 'It is good/bad to …' • 'I don't like …' • 'It is bad to … others.' • 'It is good to …' **LISTENING AND SPEAKING** • Reciting rhymes • Acting dialogues **READING / TACTILE** • Reading words • Reading sentences • Reading simple stories **WRITING / BRAILLING** • Writing words • Writing sentences	• Singing/signing • Role-playing/acting • Reciting rhymes/poems • Playing percussion instruments ❖ • Drawing • Shading • Painting • Colouring • Tactile	• Effective communication • Self-awareness • Empathy • Friendship formation • Coping with stress • Coping with emotions • Interpersonal relationship • Critical thinking • Creative thinking • Decision-making • Self-esteem • Mobility and orientation ❖ • Care • Responsibility • Cooperation • Honesty • Unity • Respect • Interdependence • Sharing • Appreciation
10.2 Effects of child abuse, e.g.: • Anger • Sadness	• Counting 1-999 • Multiplying the table of 2, 3, 4, 5, 6, 8 and 10	**LISTENING AND SPEAKING / SIGNING** • Telling / re-telling stories • Identifying • Describing	**VOCABULARY** fear, worry, pain, lame, blind, deaf, run, angry, cry	• Singing / signing • Listening • Role-playing • Reciting rhymes	• Coping with stress • Coping with emotions • Critical thinking • Creative thinking

• Loneliness • Pain • Hatred • Lame • Worry • Blind • Deaf • Fear • Shame • Death • isolation	• Reading number names 180–200 • Writing number names 180–200	• Talking about effects of child abuse • Explaining • Reciting • Matching • Saying similes • Saying riddles • Role-playing • Asking and answering questions • Reciting poems **READING / TACTILE** • Reading posters / sentences / stories • Reading short dialogues • Completing stories **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences • Copying words / letters / sentences • Labelling pictures • Completing sentences/words/ stories	**STRUCTURES** • 'Situational game' • 'Play lets ' **LISTENING AND SPEAKING** • Playing situational games • Singing songs • Acting play lets **READING / TACTILE** • Reading words • Reading sentences • Reading simple stories **WRITING / BRAILLING** • Writing words • Writing sentences	• Acting • Drawing • Shading • Colouring • Painting • Tactile • Cutting and pasting	• Decision-making • Interpersonal relationship • Empathy • Mobility and orientation • Tactile • Care • Negotiation • Endurance • Patience • Responsibility • Appreciation • Respect and tolerance
10.3 Ways of child protection e.g.: • Child to child mentoring • Reporting incidents • Using educational messages, e.g.: - Straight / Young talk / Teacher talk - PIASCY messages - Parental guidance	• Counting up to 999 • Reading number names 180-190 • Writing number names 180-190 • Dividing 2-digit numbers by 2, 3 without a remainder • Adding simple fractions (halves and quarters) e.g.: - ½ + ½ = 1 - ¼ + ¼ = ½ - ¼ + ¼ + ¼ + ¼ = 1	**LISTENING AND SPEAKING / SIGNING** • Telling / re-telling stories • Reciting a rhyme • Role-playing • Sharing experiences and ideas of child protection • Matching • Responding to reflective questions • Describing • Explaining • Using arguments • Saying poems **READING / TACTILE** • Reading sentences • Reading stories • Matching **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences	**VOCABULARY** parent, advise, guide, help, friend, gift, get, listen **STRUCTURES** • 'It is good to …' • 'You/We should always (help/ advise/guide) others.' **LISTENING AND SPEAKING** • Listening to PIASCY messages • Reciting the PIASCY messages • Playing situational games • Reciting rhymes • Singing songs **READING / TACTILE** • Reading words • Reading sentences • Reading PIASCY messages **WRITING / BRAILLING** • Writing words • Writing sentences • Writing PIASCY messages	• Singing / signing • Reciting • Acting situational games • Role-playing ❖ • Drawing • Colouring • Shading • Painting • Tactile	• Effective communication • Decision-making • Coping with stress • Coping with emotions • Friendship formation • Self-awareness • Empathy • Problem-solving • Mobility and orientation • Tactile • Assertiveness ❖ • Respect • Responsibility • Honesty • Care • Co-operation • Concern • Respect and tolerance • Demanding your rights

		• Labelling pictures • Writing short stories with assistance			

Suggested checklist of competences for Theme 10

Learning Area	Competences that can be Assessed
Mathematics	• Add three-digit numbers with carrying. • Multiply up to the table 10. • Divide 2-digit numbers by 2 and 3, no remainder.
Literacy	• Respond to reflective questions appropriately. • Describe what child abuse is. • Read words related to the theme. • Read sentences. • Write patterns. • Complete words and sentences related to child protection. • Explain at least three ways of child protection. • Explain who should help you in case of child abuse.
English	• Pronounce words correctly. • Form sentences correctly. • Reading sentences correctly. • Write words. • Write sentences.
Creative Performing Arts	• Play a situational game related to child protection. • Paint 1 item of choice related to the theme. • Sing a song in tune. • Move according to rhythm.

Theme 11: Measures

Expected Learning Outcomes: The child understands and appreciates the importance of different measures in day-to-day life.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
11.1 Time • **Times of the day** - time in hours and 'half past' • **Calendar** - days of the week - days in the month - months of the year • **Seasons** - wet/dry season • **Activities** - planting - weeding - harvesting	• Counting 1-999 • Making a calendar • Interpreting the calendar • Telling days of the week • Telling time in hours and half hours	**LISTENING AND SPEAKING / SIGNING** • Naming times of day • Naming days of the month • Describing times of day • Reciting rhymes related to time • Talking about birthdays • Role-playing activities in relation to time • Telling/re-telling stories • Asking and answering questions • Constructing sentences • Using dialogue **READING / TACTILE** • Reading words, sentences, simple stories • Sequencing sentences into a paragraph **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences • Writing short stories with assistance • Writing a small diary with assistance	**VOCABULARY** time, day, week, hours, 1st, 2nd, 3rd, 4th, …, calendar, year, quarter, past, month, flower, diary, daily, + number names 1-31, days of the week **STRUCTURES** • 'What time is it?' - 'It is (seven/two/one) o'clock.' - 'It is … past/to …' • 'What day is it?' - 'It is …' • 'What is the … day of the week?' - '… is … day of the week' • 'There are … months in a year.' • 'What is the … month of the year?' - 'The … month of the year is …' - '… is the … month of the year.' **LISTENING AND SPEAKING** • Acting dialogues • Reciting rhymes **READING / TACTILE** • Reading words • Reading sentences • Reading short stories **WRITING / BRAILLING** • Writing words • Writing sentences	• Singing / signing • Miming • Dancing • Playing simple percussion instruments • Role-playing / acting • Listening ❖ • Making a diary • Drawing • Shading • Painting • Colouring • Modelling	• Effective communication • Self-esteem • Self-awareness • Problem-solving • Critical thinking • Creative thinking • Interpersonal relationship • Mobility and orientation • Tactile ❖ • Responsibility • Care • Endurance • Self reliance • Respect • Honesty • Unity • Co-operation
11.2 Units of measure **a) Standard units** • litres, half litres • metres • half kilograms **b) Money** • Uganda shillings (different denominations 50/=, 1000/=)	• Counting up to 999 • Measuring length and height in metres • Measuring capacity in litres and half litres • Recording measures in	**LISTENING AND SPEAKING / SIGNING** • Reciting rhymes related to units of measures • Playing games (shopping, change, balance) • Asking and responding to questions • Telling/re-telling/signing stories	**VOCABULARY** money, coin, shilling, note, half litre, litre, metre, kilogram, measure, long, high, wide, cost , packet **STRUCTURES** • 'May I have … (kilogrammes, litres) … please?' - 'Yes, you may.' • 'How much is a (kilo/litre/packet) of	• Singing / signing • Reciting rhymes • Role-playing / acting • Dancing • Playing simple percussion instruments • Imitating ❖	• Creative thinking • Critical thinking • Effective communication • Problem-solving • Interpersonal relationship • Friendship formation • Negotiation

• Money calculations in simple business	metres, litres and half litres	• Acting dialogues **READING / TACTILE** • Matching • Reading stories • Reading sentences **WRITING / BRAILLING** • Writing shopping list • Writing patterns • Writing letters • Writing words • Writing sentences • Tracing money (coins) • Drawing and labelling • Writing short stories, with assistance	…?' - 'It is …' - 'It costs …' • 'How many (litres) of … are there?' - 'There is/are …' • 'Show me a (long/short/tall) (rope /stick/boy)'. • 'Is this stick/rope (long/short)?' - 'Yes, it is./No, it is not.' **LISTENING AND SPEAKING** • Acting dialogue • Playing situational games **READING / TACTILE** • Reading words • Reading sentences • Reading simple stories **WRITING / BRAILLING** • Writing words • Writing sentences	• Making mock money • Modelling • Drawing • Making a one-metre ruler • Tracing	• Assertiveness • Self-esteem • Mobility and orientation • Tactile • Decision-making ❖ • Patience • Cooperation • Honesty • Respect • Responsibility • Endurance • Loyalty • Interdependence • Trustworthiness
11.3 Shapes and solids **a) Shapes e.g.:** - square - circle - triangle - rectangle • Measuring - length, width, height, centre, sides and corners - weighing scale - weights **b) Solids e.g.:** - boxes - balls - stones - pins, bottles and tins - cups and plates - bags - models - shapes	• Counting up to 999 • Identifying shapes and solids • Naming shapes and solids • Measuring mass in kilograms and half kilograms • Shading and cutting shapes • Drawing shapes	**LISTENING AND SPEAKING / SIGNING** • Reciting rhymes • Role-playing • Asking questions • Answering questions • Talking about shapes and solids • Talking about pictures **READING / TACTILE** • Reading words and short sentences • Completing stories • Matching • Fitting jigsaws **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences • Labelling shapes and solids • Writing simple stories, with assistance	**VOCABULARY** circle, square, rectangle, triangle, ball, box, centre, corner, shape, longer, shorter, heavy, wide, side, yellow, white, green + number names 1-31 **STRUCTURES** • 'What shape is this?' - 'It is a …' • 'How many sides/corners has a …?' • 'How many sides/corners does a … have?' - 'It has … sides/corners.' • 'Is this a (triangle/circle/square)?' - 'Yes, it is./No, it is not.' • 'Which side is longer/shorter?' - 'This/That side is longer/shorter than …' - 'This/That side is the same as …' • 'What colour is this/that?' - 'It is …' • Which is (heavier/wider) than…? - This/That is … than…. • Acting a dialogue	• Singing / signing • Role-playing / acting • Reciting rhymes • Dancing • Playing simple percussion instruments ❖ • Modelling shapes and solids • Constructing shapes and solids	• Effective communication • Creative thinking • Critical thinking • Problem-solving • Friendship formation • Self-esteem • Assertiveness • Mobility and orientation • Tactile • Interpersonal relationship ❖ • Appreciation • Cooperation • Sharing • Respect • Responsibility • Interdependence • Care • Self-reliance • Self-criticism

			LISTENING AND SPEAKING • Acting dialogues • Reciting rhymes **READING / TACTILE** • Reading words • Reading sentences • Reading short stories **WRITING / BRAILLING** • Writing words • Drawing pictures • Writing short sentences		

Suggested checklist to competences for Theme 11

Learning Area	Competences that can be Assessed
Mathematics	• Record information on a calendar. • Interpret recorded data. • Name shapes. • Add money of different denominations: 500-1000 shillings. • Subtract money of different denominations: 500-1000 shillings. • Measure in metres. • Measure in kilograms (kg). • Measure in time. • Measure in litres. • Draw and label shapes. • Shade and cut out shapes.
Literacy	• Name times of the day. • Describe shapes and solids. • Describe how you use measure in time, metres and weight on a day-to-day basis. • Recite rhymes related to times of the day. • Act conversations and dialogue. • Read words related to the theme. • Read sentences. • Fill in missing words to make a complete sentence. • Write a short simple story, with assistance.
English	• Read the calendar. • Read words. • Read sentences. • Construct sentences using the given vocabulary. • Tell time in hours and halves.
Creative Performing Arts	• Make a calendar. • Make a one-metre ruler. • Model shapes and solids. • Sing a song correctly. • Move according to the rhythm. • Play percussion instruments.

Theme 12: Recreation, Festivals and Holidays

Expected Learning Outcome: The child understands, appreciates and participates in recreation, festivals and holidays.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
12.1 (a) Recreation activities at home and school e.g.: • picnics • resting • listening to music • telling and listening to stories • visiting • reading for pleasure • playing and watching games • swimming **(b) Importance of recreation, e.g.:** • learning • amusement • enjoyment • fun • exercises • rest • sport • entertainment	• Counting 1-999 • Subtracting 3-digit numbers without borrowing • Reading number names 200-300 • Writing number names 200-300 • Matching number names to number symbols	**LISTENING AND SPEAKING / SIGNING** • Naming • Describing • Telling / re-telling stories • Reciting rhymes • Asking questions • Answering questions • Role-playing • Saying riddles / proverbs • Sharing experiences and ideas • Talking about pictures • Responding to commands (which and why?). **READING / TACTILE** • Reading sentences / stories • Matching **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences • Drawing and labelling • Writing short stories • Copying	**VOCABULARY** clean, care, cook(v), rest, play, shop(v), visit, watch(v), read, picnic, pray, ride **STRUCTURES** • 'What did you do… last (holiday/Sunday/Saturday)?' - 'I/We … last … ' • 'What did he/she do?' - 'She/He …' **LISTENING AND SPEAKING** • Acting dialogues • Reciting rhymes **READING / TACTILE** • Reading words • Reading sentences • Reading simple stories **WRITING / BRAILLING** • Writing words • Writing sentences	• Singing / signing • Role -playing • Reciting rhymes • Playing percussion instruments • Dancing • Acting • Tactile ❖ • Drawing • Colouring • Shading • Painting • Modelling • Tactile	• Effective communication • Self-esteem • Assertiveness • Critical thinking • Creative thinking • Problem-solving • Empathy • Friendship formation • Mobility and orientation ❖ • Cooperation • Sharing • Care • Appreciation • Endurance • Patience • Respect • Tolerance • Responsibility • Participation
12.2 Cultural festivals **a) Naming e.g.:** • name according to different circumstances e.g. twins and cultures. **b) Initiation e.g.:** - circumcision - de-toothing - tattooing - naming **c) Importance of initiation e.g.:**	• Counting 1-999 • Reading number names 300-400 • Writing number names 300-400 • Dividing two-digit numbers by 2 and 3, no remainder • Matching number names to number symbols	**LISTENING AND SPEAKING / SIGNING** • Talking about / explaining • Telling / re-telling stories • Role-playing • Reciting rhymes • Responding to questions • Asking questions • Comparing • Describing • Talking about pictures	**VOCABULARY** name (v), twin, give, sing, dance, eat, father, uncle, brother, mother, grandmother. **STRUCTURES** • 'What did uncle / father do …?' - 'Uncle / father …' • 'Who named …?' - '… named …' **LISTENING AND SPEAKING** • Singing songs • Playing situational games	• Singing / signing • Dancing • Playing percussion instruments • Reciting rhymes • Acting ❖ • Drawing • Colouring • Shading • Painting • Modelling	• Critical thinking • Creative thinking • Friendship formation • Interpersonal relationship • Self-esteem • Decision-making • Problem-solving • Self-awareness • Empathy • Mobility and orientation

- identity - recognition		**READING / TACTILE** • Reading sentences • Reading short dialogues • Sequencing sentences into a paragraph • Matching **WRITING / BRAILLING** • Writing patterns • Writing letters • Writing words • Writing sentences • Drawing • Labelling • Copying words / sentences	• Acting dialogues **READING / TACTILE** • Reading words, sentences, stories **WRITING / BRAILLING** • Writing words, sentences		• Assertiveness ❖ • Appreciation • Identity • Endurance • Cooperation • Care • Patience • Unity • Respect • Tolerance
12.3 Holidays **a) Types of holidays e.g.:** • school holidays • national and public holidays • religious holidays **b) Importance of holidays e.g.:** • rest when not at school • help parents at home • celebrate • visiting friends and relatives • praying • merry making	• Counting 1-999 • Multiplying the table of 2, 3, 4, 5, 6, 8 and 10 • Dividing two-digit numbers by 2, 3 and 4, no remainder • Reading number names 200-400 • Writing number names 200-400 • Matching number names to number symbols	**LISTENING AND SPEAKING / SIGNING** • Telling / re-telling stories • Asking questions • Answering questions • Reciting rhymes • Role-playing • Saying riddles/tongue twisters/ proverbs • Describing • Explaining **READING / TACTILE** • Matching • Reading short sentences, stories, poems • Sequencing sentences into stories • Spelling words **WRITING / BRAILLING** • Writing words, short/simple stories • Writing patterns • Writing letters • Writing words • Writing sentences • Completing words, sentences	**VOCABULARY** sing, act, dance, pray, match, eat, drink, play, visit **STRUCTURES** • 'What did Musa / Mary do?' - 'Musa / Mary …' • 'What did you do during the last holidays?' - 'I / we …' • 'What did you (eat/drink) during holidays?' - 'I/We … (ate/drank) … during holidays.' **LISTENING AND SPEAKING** • Acting dialogues • Singing songs • Playing situational games • Reciting rhymes **READING / TACTILE** • Reading words • Reading sentences • Reading short stories **WRITING / BRAILLING** • Writing words • Writing sentences	• Singing / signing • Dancing • Miming • Dramatising • Role playing • Reciting rhymes • Imitating • Making and playing percussion instruments • Tactile ❖ • Drawing • Colouring • Shading • Modelling • Painting • Cutting and pasting • Tactile	• Self awareness • Critical thinking • Creative thinking • Decision making • Problem solving • Effective communication • Self esteem • Assertiveness • Mobility and orientation ❖ • Appreciation • Cooperation • Care • Patience • Respect • Unity • Identity • Self reliance • Acceptance

Suggested checklist of competences for Theme 12

Learning Area	Competences that can be Assessed
Mathematics	• Count up to 999. • Multiply up to the table of 10. • Subtract three digit numbers without borrowing. • Divide two-digit numbers by 2, 3 and 4, no remainder. • Read number names up to 400.
Literacy	• Copy the written text of a paragraph with correct punctuation. • Draw and label pictures related to the theme. • Say at least 2 of the following: riddle, tongue twister, and proverb. • Mention the different days for celebrating holidays. • Read words related to the theme. • Read sentences. • Write a small story about one of the holidays. • Explain orally the need for resting periods. • Describe orally 2 celebration holidays.
English	• Pronounce words correctly. • Construct sentences using the given structures and words correctly. • Read a short story fluently and with expression. • Write a short paragraph with correct punctuation and spacing.
Creative Performing Arts	• Design and colour a seasonal card. • Sing a song related to the celebrations of any public holiday. • Draw and colour a picture of a festival.

a) CHRISTIAN RELIGIOUS EDUCATION (PRIMARY 2)

TERM I

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 1–3

Learning Outcome 1: The child understands and appreciates the importance of living together in the home and community.

Sub-theme	Content	Competences	Life skills	Values
My Home and Community	• Roles and interdependency among family members	• Identifying roles of different family members • Describing how each member is important to others in the family • Role-playing different family roles • Drawing • Telling stories • Singing	• Interpersonal relationship • Friendship formation • Self-awareness • Coping with emotions • Empathy	• Respect • Care • Love • Appreciation • Socialisation • Sharing • Responsibility • Sense of belonging • Humility
	• Respect and care for neighbours *(Gal 5: 13-14)* - Good Samaritan - Love your neighbours as you love yourself	• Mentioning ways we can respect and care for neighbours • Telling stories about respect and result of disrespect • Singing songs about respect • Role-playing ways of respecting and caring for neighbours • Drawing		
	• God's love through the church family • The church as God's family - Christians pray together - Work together - Stay together - Help one another • Share gifts (Jesus feeding 5000) *Matt 14: 15-21*	• Talking about ways in which we see God's love • Role-playing ways of God's love among his family • Narrating their experience in ways of God's love • Explaining how the church is part of God's family • Drawing • Singing		

Assessment Guidelines for Weeks 1-3
• Tell roles of different family members.
• Explain the importance of family members to one another.
• Talk about different ways through which one can respect and care for neighbours.
• Narrate some parts of the story of the Good Samaritan.
• Tell the activities we do as a Christian who belongs to God's family.
• Narrate some parts of the story of Jesus feeding five thousand people.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 4–6

Learning Outcome 2: The child knows and understands the nature and value of being a member of God's family.

Sub-theme	Content	Competences	Life skills	Values
Community of Believers in Christ	• How we become members of God's family - Baptism - Jesus' baptism (Mathew 3:13-17)	• Talking about the meaning of God's family • Explaining how we become members of God's family • Telling stories • Singing • Drawing members of God's family • Role playing e.g. Baptism	• Interpersonal relationship • Friendship formation • Empathy • Self-awareness • Problem-solving • Assertiveness	• Care • Respect • Loyalty • Trustworthiness • Love • Cooperation • Unity • Responsibility
	• The importance of prayer in God's family (believers in Christ)	• Mentioning different types of prayers and when we pray • Talking about different things they pray for • Talking about the importance of prayer • Saying prayers in different situations • Drawing		
	• The importance of God's word in the life of Christians (Bible)	• Talking about God's word in the life of Christians • Describing God's word (the Bible) • Listening to God's word • Answering questions about the text • Narrating experiences of God's word in our lives • Singing hymns of praise • Saying prayers in different situations • Role-playing success stories of God's word in the life of Christians		

Assessment Guidelines for Weeks 4-6:
• Talk about how one becomes a member of god's family.
• Talk about the importance of prayer.
• Identify different things we pray for.
• Explain the importance of the Bible in the life of a Christian.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 7–9

Learning Outcome 3: The child understands and appreciates God's creation and the position of human beings in it.

Sub-theme	Content	Competences	Life skills	Values
Creation	• Stages of creation - *(Gen 1: 1-31)* • Ways in which human beings are different from the rest of the creation - *Gen 1: 24-26)*	• Naming different creations • Talking about importance of God's creations • Talking about the different things God created • Drawing God's creations • Comparing human beings with other creations • Drawing pictures to form stages of creation	• Effective communication • Self-esteem • Assertiveness • Interpersonal relationship • Creative thinking • Critical thinking • Problem-solving • Friendship formation • Self-awareness	• Tolerance • Love • Appreciation • Care • Kindness • Patience • Cooperation • Respect • Togetherness • Endurance • Responsibility
	• Different ways in which we can care for living things and conserve the environment.	• Naming living and non-living things • Describing living and non-living things • Talking about the living things in their environment • Talking about how to care for God's creation • Talking about how to conserve the environment • Talking about the importance of conserving the environment • Singing • Talking about good ways of utilising the environment • Practising environmental conservation activities within the school and community		
	• How the environment can be utilised wisely.	• Telling stories on how to care for creation, conservation and utilisation of the environment • Singing • Talking about the importance of the environment to us • Reciting rhymes • Drawing		

Assessment Guidelines for Weeks 7-9
• Identify different things that God created. • Talk about the importance of the things that God created. • Tell the difference between living and non-living things. • Talk about different ways we care for the different things God created. • Talk about the importance of the environment to us.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 10-12

Learning Outcome 4: The child knows Jesus as a friend and appreciates sharing in joy and sorrows.

Sub-theme	Content	Competences	Life skills	Values
KNOWING JESUS OUR FRIEND	• Jesus meets different people's needs *(Luke 5:1-11)* *(Luke 5: 17-26)*	• Identifying ways Jesus met different people's needs in the Bible • Listening to a text read from the Bible • Answering questions from the text read • Singing songs about Jesus • Drawing	• Self-awareness • Friendship formation • Interpersonal relationship • Empathy • Critical thinking • Problem-solving	• Obedience • Appreciation • Trust • Togetherness • Love • Kindness • Care • Sharing
	• Ways in which we can meet Jesus in our daily life: - praying - helping others - giving and receiving gifts - answering our prayers	• Mentioning ways we can meet Jesus in our daily life • Singing • Talking about our experiences in meeting Jesus in our daily life • Role-playing		
	• The need to give out love and kindness *(Luke 10: 21-24)* • Following Jesus' example	• Talking about the need to give out love and kindness • Ways we have shown Jesus' example in real life • Singing • Drawing • Practising community service to show Jesus' example		

Assessment Guidelines for Weeks 10-12
• Narrate parts of the story of Jesus healing Jairus' daughter.
• Narrate parts of the story of Jesus calming the storm.
• Identify different experiences in which we meet Jesus in our daily life.
• Tell how we show kindness and love to others.

TERM II

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 1-3

Learning Outcome 5: The child understands the death and resurrection of Jesus and appreciates his love and joy of resurrection.

Sub-theme	Content	Competences	Life skills	Values
KNOWING JESUS' LOVE FOR US	• Preparations and events of Jesus' meal with his disciples (last supper / meal) - *Luke 22: 7-20*	• Narrating events of the last meal (supper) • Naming the disciples of Jesus • Role-playing • Singing • Drawing • Telling stories • Praying • Making a picture prayer book	• Empathy • Effective communication • Interpersonal relationship • Coping with stress • Coping with emotions • Critical thinking	• Appreciation • Loyalty • Love • Forgiveness • Respect • Care
	• Events before and during Jesus' death	• Talking about events of Jesus' death • Listening to stories about events of Jesus' death • Singing • Drawing Jesus on the cross		
	• Jesus' death shows love for everybody *(John 15: 12-14)*	• Talking about the importance of Jesus' death • Singing songs about Jesus' death • Praying • Role-playing		

Assessment Guidelines for Weeks 1-3
• Narrate the events of the last supper that Jesus had with his disciples.
• Talk about the events of Jesus' death.
• Tell the importance of Jesus' death.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 4-6

Learning Outcome 6: The child knows the Christian ways of worshipping and appreciates God at home, school and church.

Sub-theme	Content	Competences	Life skills	Values
Worshipping God	• Meaning of worship • Reasons for worship *(Exodus 20:3)*	• Explaining meaning and reasons for worship • Explaining why Christians worship God • Singing songs of praises to God • Telling meaning of different songs • Writing prayers thanking God • Saying prayers to thank God	• Effective communication • Interpersonal relationships • Self-esteem • Critical thinking • Decision-making • Creative thinking • Coping with emotions	• Appreciation • Belief • Respect • Loyalty • Honesty
	• Christians worship - occasions when and where we worship God	• Talking about worship • Talking about places of worship • Talking about where and when we worship God • Telling / re-telling / signing stories • Singing • Drawing places of worship		
	• The events and meaning of Pentecost *(Acts 2: 1-11)* • The help of the Holy Spirit in the worship	• Talking about the events of the Holy Spirit • Telling / re-telling / signing stories about the help of Holy Spirit • Singing songs of praises • Explaining the meaning of the Holy Spirit • Talking about experiences of the Holy Spirit		

Assessment Guidelines for Weeks 4-5
• Talk about the importance of worshipping God.
• Talk about different ways of worshiping God.
• Narrate the experiences of the Pentecost.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 7-9

Learning Outcome 7: The child understands the importance of serving others, is ready to persevere and looks for ways of serving.

Sub-theme	Content	Competencies	Life skills	Values
Service	• Discovering the needs of other people - *(Mark 1: 29-31)*	• Identifying people's needs • Naming different types of needs • Telling / re-telling / signing stories • Answering questions on our needs • Singing songs about peoples needs and Jesus thoughtfulness • Role-playing helping needy people • Praying • Explaining how we meet and care for our needs	• Effective communication • Interpersonal relationship • Empathy • Friendship formation • Critical thinking • Creative thinking • Coping with emotions • Coping with stress	• Love • Care • Appreciation • Responsibility • Respect • Endurance • Patience • Unity • Sharing
	• How Jesus showed His thoughtfulness - Jesus' visit to Lazarus - Jesus' visit to Mary and Martha *(Luke 11:38-41)* - Jesus raises Lazarus from the dead *(John 11: 17-44)*			
	• Caring for people with Special Needs	• Naming different types of disabilities • Talking about how God created us differently • Identifying how our needs can be met (cared for) • Telling / re-telling / signing stories		

Assessment Guidelines for Weeks 7-9:
• Naming different types of his/her needs.
• Talk about how his / her needs are met.
• Narrate some parts of the story of Jesus' visit to Mary and Martha.
• Name different types of disabilities.
• Talk about how we relate to one another.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 10-12

Learning Outcome 8: The child is able to understand the importance of serving others, is ready to persevere and looks for ways of serving.

Sub-theme	Content	Competences	Life skills	Values
Service	• Difficulties Jesus met in healing the sick - *(Matt 12: 9-14)*	• Talking about Jesus' difficulties in healing the sick • Mentioning the different cases of people Jesus healed • Singing • Role playing • Answering questions • Praying	• Effective communication • Interpersonal relationship • Empathy • Friendship formation • Critical thinking • Creative thinking • Coping with emotions • Coping with stress	• Love • Care • Appreciation • Responsibility • Respect • Endurance • Patience • Unity
	• Ways in which we get discouraged as we help others	• Identifying ways in which we get discouraged as we help others • Mentioning ways in which we have ever helped others • Telling the difficulties we have ever met when helping others • Telling / re-telling / signing stories • Role playing • Answering questions • Singing • Talking about importance of helping others even when we get discouraged • Talking about what to do when we get discouraged • Telling stories about our experiences with those who have discouraged us		
	• Enduring when we get discouraged			

Assessment Guidelines for Weeks 10-12:
• Talk about the importance of helping others.
• Talk about some of the difficulties Jesus met in healing the sick.
• Talk about ways in which we get discouraged in helping others.
• Talk about different ways of managing discouraging situations.

TERM III

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 1-3

Learning Outcome 9: The child understands and appreciates the concepts and values of "honesty" and "fairness".

Sub-theme	Content	Competences	Life skills	Values
Honesty and Fairness	• How dishonesty brings conflict e.g. Jacob and Rebecca, Cain and Abel, Esau and Jacob. - *(Gen 27: 1-44)*	• Talking about the meaning of honesty and fairness • Narrating our experiences in relation to honesty and fairness • Identifying ways of being fair and honest • Explaining results of honesty and dishonesty • Talking about occasions when we can be fair in different situations • Writing words and sentences on honesty and fairness • Telling stories • Singing songs • Debating	• Effective communication • Assertiveness • Self esteem • Problem-solving • Critical thinking • Coping with stress • Coping with emotions	• Loyalty • Honesty • Cooperation • Togetherness • Trust • Appreciation • Endurance • Patience
	• The need for honesty and its benefits - *(Psalms 5: 2-5)*			
	• Occasions when we can be fair in different situations			

Assessment Guidelines for Weeks 1-3
• Narrate some parts of the story of Esau and Jacob.
• Identify different ways of being dishonest and its consequences.
• Talk about the importance of honesty.
• Talk about situations in which we need to be fair.
• Talk about benefits of being fair to others.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 4-6

Learning Outcome 10: The child shows concern for others and appreciates the importance of kindness and generosity to those in need.

Sub-theme	Content	Competences	Life skills	Values
Concern for others	• Showing concern for others e.g. David and Jonathan, *(1 Sam 20-23)* • The widow and Elisha *(2 Kings 4: 1-7)* • Ways of showing concern (Ruth and Naomi) • *Ruth 1: 16-18* • Ways we can show concern for others in our daily life.	• Talking about ways of showing concern • Explaining ways of showing concern for others • Telling / re-telling / signing stories • Identifying ways of expressing concern for others • Role-playing • Drawing • Singing • Practising concern for others in the community	• Empathy • Effective communication • Friendship formation • Coping with emotions • Problem-solving • Coping with stress	• Appreciation • Loyalty • Kindness • Patience • Care • Love

Assessment Guidelines for Weeks 4-6:
• Talk about situations in which we can show concern for others.
• Narrate some parts of the story of Ruth and Naomi.
• Talk about the importance of showing concern for others.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 7-9

Learning Outcome 11: The child knows Jesus as God's greatest gift to us and appreciates celebrating Christmas.

Sub-theme	Content	Competencies	Life skills	Values
God's Gift of His Son	• God's promise of His Son to be born for us *(Matt 1: 21)* - *Isaiah 9: 6-7* • How and why God gave his beloved Son, Jesus as a gift to us • The importance of giving gifts to others - *Mathew 2: 11-12*	• Drawing pictures of Christmas events • Telling why God gave his Son to us • Telling the importance of giving out to others • Narrating incidences when we have given and received gifts • Explaining how we feel when we give or receive gifts • Making Christmas cards and gifts • Giving and receiving cards and gifts • Decorating for Christmas • Modelling	• Creative thinking • Critical thinking • Interpersonal relationship • Coping with emotions • Coping with stress	• Appreciation • Endurance • Loyalty • Honesty • Respect • Love • Care • Togetherness • Patience • Kindness

Assessment Guidelines for Weeks 1-3
• Talk about the importance of giving to others.
• Narrate some parts of the story of Jesus' birth.
• Make Christmas cards.
• Model Christmas gifts.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 10-12

Learning Outcome 12: The child knows Jesus as God's greatest gift to us and appreciates celebrating Christmas.

Sub-theme	Content	Competences	Life skills	Values
God's Gift of His Son	• The birth of Jesus Christ. - *Mathew 1: 18*	• Naming the mother of Jesus • Naming our parents' / guardians' names • Mentioning the place of birth of Jesus • Explaining the importance of the birth of Jesus to us • Talking about when and where we were born • Talking about our importance / value as children in our families and communities • Narrating events of Jesus' birth • Relating Jesus' birth to our birth as human beings • Praying in gratitude to God for Jesus' birth • Talking about our feelings during Christmas in real life • Talking about what we do to prepare for Christmas • Singing • Dramatising the birth of Jesus, John the Baptist, the wise men, King Herod, the shepherds, Elizabeth • Drawing • Modelling	• Interpersonal relationship • Friendship formation • Assertiveness • Self-awareness • Self-esteem • Creative thinking • Effective communication • Critical thinking • Coping with stress • Coping with emotions	• Love • Forgiveness • Loyalty • Joy • Humility • Appreciation • Happiness • Peacefulness • Togetherness • Sharing • Cooperation • Belonging • Hope • Trust

Assessment Guidelines for Weeks 10-12
• Name the earthly parents of Jesus.
• Mention the place where Jesus was born.
• Sing one meaningful Christmas song.
• Draw a Christmas scene.

b) ISLAMIC RELIGIOUS EDUCATION (PRIMARY 2)

TERM I

THEME 1: (Weeks 1-3) READING FROM THE QURAN

Sub-theme: **Surat Al-Falaq *(113)***

Learning Outcome: The learner understands the importance of the message in Surat Al-Falaq and applies it in daily life.

Content	Competences	Life skills	Values
• Reading the Surah • Surat Al-Falaq *(113: 1-5)* • Meaning of Surat Al-Falaq • Importance of Surat Al-Falaq	• Reciting of Surat Al-Falaq • Telling the meaning of Surat Al-Falaq • Telling the importance of Surat Al-Falaq • Reading the Surat	• Effective communication • Assertiveness • Coping with emotions • Critical thinking	• Appreciation • Acceptance • Responsibility

Assessment Guidelines
• Recite Surat Al-Falaq. • Tell the meaning of Surat Al-Falaq. • Tell the importance of Surat Al-Falaq.

THEME 2: (Weeks 4-5) TAWHIID (FAITH)

Sub-theme: **Angels of Allah**

Learning Outcome: The learner describes the most important angels and their usefulness in his/her daily life.

Content	Competences	Life skills	Values
• **Nature of Angels of Allah** (or characteristics of Angels) *(2: 285), 38: 71, 50: 18, 35: 1, 74: 31* • Names of the most important Angels *(16: 102, 21: 11, 50: 16-18, 6: 61, 69: 17, 96: 17-18)*	• Telling the qualities of the Angels • Mentioning the names of the ten most important Angels	• Self-awareness • Critical thinking • Creative thinking	• Appreciation • Caring • Acceptance • Loyalty

Assessment Guidelines
• Tell the nature/characteristics of the Angels. • Name the ten most important Angels.

THEME 3: (Weeks 6-8) FIQH (PRACTICES)

Sub-theme: **Prayer (Salat)**

Learning Outcome: The learner performs Salat and identifies the different times of which it is performed.

Content	Competences	Life skills	Values
• The meaning of 'prayer' • The names and times of the daily obligatory prayers (*4: 103, 23: 1-2)*	• Telling the meaning of Salat (prayer) • Mentioning the name of each daily obligatory prayer • Telling the time of each prayer • Saying the importance of prayer	• Effective communication • Interpersonal relationship • Coping with emotions • Self-esteem	• Respect • Equality • Responsibility • Loyalty • Togetherness • Brother hood • Sense of belonging

Assessment Guidelines
• Tell the meaning of Salat (prayer). • Mention the name of each daily obligatory prayer. • Tell the time of each prayer. • Mention the importance of prayer.

THEME 4 (Weeks 9-10) MORAL AND SPIRITUAL TEACHING

Sub-theme: **Moral practices in Islam**

Learning Outcome: The learner performs and understands the good qualities of Islam and their relevance to general morality.

Content	Competences	Life skills	Values
• Morals / virtues in Islam e.g. - sharing *(2: 215, 4: 36)'* - politeness *(2: 83)* - truthfulness *(9: 119)* - kindness, etc *(17: 23)* • The importance of these virtues *(4: 9)*	• Telling and practising some important virtues in Islam • Telling the importance of these virtues in his/her daily life	• Coping with emotions • Interpersonal relationship • Decision-making • Effective communication	• Respect • Responsibility • Appreciation • Equality • Togetherness

Assessment Guidelines
• Tell some important virtues in Islam. • Tell the importance of the above virtues. • Demonstrate or dramatise the virtues in Islam (how the above virtues are practised).

THEME 5: (Weeks 11-12) HISTORY OF ISLAM

Sub-theme: **Prophet Muhammad as a model**

Learning Outcome: The learner appreciates and emulates the behaviour of Prophet Muhammad to her/his life.

Content	Competences	Life skills	Values
• The incident of the black stone - What 'Kaaba' is - Importance of 'Kaaba' - Position of the black stone on the 'Kaaba' • The role of the Prophet in the placing of the black stone	• Telling what the Kaaba is • Mentioning where it is found • Telling the importance of the Kaaba • Mentioning the place of the 'black stone' on the Kaaba • Telling the role of the Prophet in the placing of the black stone	• Interpersonal relationship • Decision-making • Creative thinking • Critical thinking	• Responsibility • Respect • Appreciation • Sense of belonging • Loyalty • Tolerance

Assessment Guidelines
• Tell what the Kaaba is. • Mention where the Kaaba is found. • Tell the importance of the Kaaba. • Mention the place of the "black stone" on the Kaaba

TERM II

THEME 1: (Weeks 1-3) READING FROM THE QURAN

Sub-theme: **Surat Al-Nasr *(110)***

Learning Outcome: The learner understands the importance of the message in Surat Al-Nasr and applies the message in Surat Al-Nasr in his/her daily life.

Content	Competences	Life skills	Values
• Surat Al-Nasr *(110: 1-5)* - The meaning of Surat Al-Nasr - Importance of Surat Al-Nasr	• Reciting Surat Al-Nasr • Telling the meaning of Surat Al Nasr • Telling the importance of Surat Al Nasr	• Effective communication • Assertiveness • Coping with emotions	• Responsibility • Respect • Appreciation • Sense of belonging • Loyalty • Tolerance

Assessment Guidelines
• Recite Surat Al-Nasr. • Tell the meaning of Surat Al-Nasr. • Tell the importance of Surat Al-Nasr.

THEME 2: (Weeks 4-5) TAWHIID (FAITH)

Sub-theme: **Functions and Importance of the Angels**

Learning Outcome: The learner describes the most important Angels and their usefulness in his/her daily life.

Content	Competences	Life skills	Values
• Angels of Allah (*2: 285)* - Functions of Angels *(16: 102)* - Importance of Angels *(21: 11, 6: 61, 69: 17, 96: 17)*	• Telling the importance of the Angels to people • Telling the functions of Angels	• Creative thinking • Self-awareness • Assertiveness	• Responsibility • Appreciation • Caring • Loyalty

Assessment Guidelines
• Tell the importance of the Angels to people. • Tell the functions of Angels.

THEME 3: (Weeks 6-8) FIQH (PRACTICES)

Sub-theme: **Prayer (Swalat) Adhan (call for prayer)**

Learning Outcome: **The learner understands and recognises the regulations of the places of worship and concepts of prayer.**

Content	Competences	Life skills	Values
• Calling for prayer - (Adhan) - (Iqaamah) - meaning of Adhan and Iqaamah - importance of Adhan and Iqaamah - difference between Adhan and Iqaamah	• Reciting the Adhaan • Reciting the Iqaamah • Telling the meaning of the - Adhan - Iqaamah • Telling the importance of - The Adhan - The Iqaamah • Telling the difference between Adhan and Iqaamah	• Creative thinking • Effective communication • Decision-making • Critical thinking • Self-awareness	• Responsibility • Appreciation • Obedience • Loyalty • Determination

Assessment Guidelines
• Recite Adhan. • Recite Iqaamah. • Tell the meaning of Adhan and Iqaamah. • Tell the importance of Adhan and Iqaamah. • Tell the difference between Adhan and Iqaamah.

THEME 4: (Weeks 9-10) MORAL AND SPIRITUAL TEACHINGS

Sub-theme: Good manners

Learning Outcome: The learner recognises and appreciates good manners at home, school and community.

Content	Competences	Life skills	Values
• Good behaviours: - serving others *(2: 153)* - co-operation *(4: 36)* - patience *(2: 153, 3: 186)* - peacefulness *(59: 23)* - co-existence *(4: 36)*	• Identifying ways of how he/she can serve others • Telling the usefulness of patience, peacefulness, unity, co-existence in their daily life • Demonstrating good behaviours e.g. at school, home, road, etc.	• Friendship formation • Interpersonal relationship • Decision making • Self-esteem	• Responsibility • Unity • Self-reliance • Caring • Love • Perseverance

Assessment Guidelines
• Identify ways of serving others. • Tell the usefulness of patience, peace, unity and co-existence in daily life. • Demonstrate good behaviour.

THEME 5: (Weeks 11-12) HISTORY OF ISLAM

Sub-theme: The Prophet's Family

Learning Outcome: The learner understands the family of the Prophet and his character.

Content	Competences	Life skills	Values
• The Prophet's Family: - The first wife - His children - His conduct with his family	• Telling the name of the first wife of Prophet Muhammad and how he got her • Naming the children of Prophet Muhammad (PBUH) • Telling the name of the child who lived up to the Prophet's death • Describing the conduct of the Prophet as a father	• Coping with emotions • Effective communication • Creative thinking • Self-awareness • Empathy	• Appreciation • Endurance • Patience • Respect • Sharing • Togetherness

Assessment Guidelines
• Name the first wife of Prophet Mohammed (PBUH). • Name the children of Prophet Muhammad (PBUH). • Tell the name of the child who lived up the Prophet's death. • Describe the conduct of the Prophet as a father.

TERM III

THEME 1: (Weeks 1-3) READING FROM THE QURAN

Sub-theme: **Surat Al-Lahab *(111)***

Learning Outcome: The learner understands the importance of the message in Surat Al-Lahab.

Content	Competences	Life skills	Values
• **Surat Al-Lahab: *(111: 1-5)*** - Meaning of the Surat - Importance of the Surat	• Reciting of Surat Al-Lahab • Telling the meaning of Surat Al-Lahab • Telling the importance of Surat Al-Lahab	• Effective communication • Coping with emotions • Critical thinking	• Appreciation • Responsibility • Obedience • Loyalty

Assessment Guidelines
• Recite Surat Al-Lahab. • Tell the meaning of Surat Al-Lahab. • Tell the importance of Surat Al-Lahab.

THEME 2: (Weeks 4-5) TAWHIID

Sub-theme: **Angels of Allah**

Learning Outcome: The learner understands the importance of the Arch-Angel.

Content	Competences	Life skills	Values
• The Arch-Angel (Gabriel):- *(2: 97)* - Functions of the Arch-Angel *(2: 97, 26: 192-193, 81: 19)* - Relationship between the Angel and Prophets *(19: 24, 3: 45, 3: 42)*	• Telling what the Archangel is • Mentioning the functions of the Archangel • Describing the relationship between Muhammad (PBUH) and the Archangel • Describing the relationship between the Archangel and Mariam (mother of Jesus)	• Critical thinking • Interpersonal relationship • Creative thinking • Coping with emotions • Effective communication	• Loyalty • Responsibility • Obedience • Sense of belonging • Appreciation

Assessment Guidelines
• Tell what the Archangel is. • Mention the functions of the Archangel. • Describe the relationship between Mohammed (PBUH) and the Archangel. • Describe the relationship between the Archangel and Mariam (mother of Jesus).

THEME 3: (Weeks 6-8) FIQH (PRACTICES)

Sub-theme: Prayer (Salat)

Learning Outcome: The learner understands how prayer (Swalat) is performed.

Content	Competences	Life skills	Values
• Prayer (Swalat): - units (Rakats) for each obligatory prayer - demonstration of prayer *(2: 45, 20: 130, 50: 39)*	• Identifying the units (Rakats) for each prayer • Demonstrating how prayer is performed	• Creative thinking • Critical thinking • Coping with stress • Coping with emotions • Interpersonal relationship	• Appreciation • Responsibility • Unity • Endurance • Loyalty • Obedience

Assessment Guidelines
• Identify the units (Rakats) for each prayer. • Demonstrate how prayer is performed.

THEME 4: (Weeks 9-10) MORAL AND SPIRITUAL TEACHING

Sub-theme: DUA

Learning Outcome: The learner knows, appreciates and practices prayers for different occasions and shows concern for different situations.

Content	Competences	Life skills	Values
• Dua for acquisition of knowledge - importance of dua • Dua for the dead - importance of dua for the dead.	• Reciting the dua for acquisition of knowledge • Telling the importance of the dua for the acquisition of knowledge • Reciting the dua for the dead • Telling the importance of the dua for the dead	• Effective communication • Interpersonal relationship • Critical thinking • Coping with emotions • Coping with stress • Empathy	• Responsibility • Obedience • Patience • Sympathy

Assessment Guidelines
• Recite the dua for acquisition of knowledge. • Tell the importance of the dua for the acquisition of knowledge. • Recite the dua for the dead. • Tell the importance of the dua for the dead.

THEME 5: (Weeks 11-12) HISTORY OF ISLAM

Sub-theme: **Messenger-ship of Prophet Muhammad (PBUH)**

Learning Outcome: The learner understands the concept of revelation and messengership.

Content	Competences	Life skills	Values
• Muhammad in the cave: - why Muhammad (PBUH) retired in the cave. - Muhammad (PBUH) and Archangel in the cave.	• Mentioning the place and name of the cave • Identifying reasons why Muhammad (PBUH) went to the cave • Narrating Prophet Muhammad's (PBUH) first experience with the Archangel	• Coping with emotions • Critical thinking • Creative thinking	• Loyalty • Confidentiality • Perseverance

Assessment Guidelines
• Mention the place and name of the cave. • Identify reasons why Muhammad (PBUH) went to the cave. • Narrate Mohammad's (PBUH) first experience with the Archangel.

PRIMARY TWO – PHYSICAL EDUCATION

1.0 INTRODUCTION

Physical Education (PE) is the field of learning which aims at the development of the following:

- knowledge;
- understanding positive social behaviour;
- attitudes concerning human movement;
- body skills and capabilities;
- practical activities in sports and games as well as their application to physical fitness;
- healthy life-style and social interaction within safe and structured play;
- the mastery of the movement patterns and the development of body stamina to maintain health through movement, agility, games and sports.

Physical Education in the Thematic Curriculum is to be taught as an independent learning area (subject) without organising it under themes and sub-themes. The class lessons should be taken in the morning part of the school day on a daily basis. Skills acquired in PE lessons should further be practised in the day through free play as well as in structured and social-organised co-curricular play games and sports. PE should never be mistaken for the organised co-curricular play games and sports programmes that involve only some of the learners in each class.

2.0 RATIONALE

The 1989 Report of the Educational Policy Review Commission and the Government White Paper on Education for National Integration and Development of 1992 stress PE as an important component of the total education that should be provided to each learner in Uganda's education system.

In the guidelines for the required reform consequent on this policy orientation, the Curriculum Review Task Force of the Ministry of Education and Sports (MoES) noted in its Report (Oct 1993) that "PE plays a crucial role of keeping the body healthy and fit as well as contributing to a balanced emotional development" and proceeded to recommend that "every learner should be given an opportunity to benefit from learning experiences of the subjects", of Physical Education. " … teaching should focus on developing a positive spirit of excellence and competition" through linking PE teaching with Games and Sports Programmes.

These Curriculum review guidelines have been reflected in the general government policies concerning reform in Education and Sports. In the policy of the Government of Uganda on Physical Education as stated in the minimum standards indicators for schools (MoES, January 1999), PE was made a compulsory subject for all learners in Basic Education. It is government policy that PE should be offered to all primary school children including those children with special needs, and that adequate facilities and provisions should be made by all schools and all primary school head teachers to ensure that PE is taught to all learners on a daily basis.

As an integral part of the total educational programmes, PE offers a unique contribution in the development of knowledge, understanding and positive attitude concerning human movement as well as physical fitness and healthy life-style. The degree of success the Primary School learner experiences in work, play and general life is influenced by his/her ability to execute movement patterns effectively and efficiently. For the primary school learner, movement is one of the most utilised means of non-verbal communication, expression and learning. Through movement, impressions about self and environment are formed in the young individual. The learners need many opportunities in well-conceived, well-taught learning experiences in Physical Education.

LOWER PRIMARY

Physical Education at the Lower Primary levels has the general purposes of promoting the development of the learner's physical body condition and growth, fostering health-related habits and values, developing;

(i) motor readiness;
(ii) movement education;
(iii) application of skill and movement representation in play and competition as well as socialisation of the learner into Ugandan society and its cultural values.

The teaching of Physical Education Subject at this level should therefore focus on enabling the learner to explore his/her own potential for movement (psychomotor), intellectual and understanding of movement (cognitive), the development of social interactive qualities (socio-affective) as well as development of organic fitness and appropriate health habits (fitness and health for the age level of 6-9 years).

The programme selected for Lower Primary includes areas around which a teacher can structure the learning experiences of the learner in order to meet the learning goals appropriate to this level.

2.1 Organisation

Talk to the children about:

- dressing, play materials
- where materials are kept
- things we are going to make
- new leaders in the class during PE lessons
- play ground
- introduction by the teacher and children
- routine of moving to and from the classroom
- play space
- use of signals to *(change activities)*
- hygiene routine

- inspection and cleaning the bodies *(This is continuous throughout the programme)*

The guidelines for Primary Schools on PE together with the National Goals for Physical Education are very well outlined in the Teachers' Guide for reference and implementation.

Learning Outcomes

By the end of primary schooling, the learner should be able to:

- demonstrate a wide variety of indigenous Uganda traditional games and develop interest in play activities that perpetuate cultural heritage;
- demonstrate improved physical qualities in various games, apply rules, show positive attitude, organise and enjoy games;
- perform basic motor skills of movement involving the whole body and manipulative skills;
- show ability to organise, lead and enjoy a variety of games played according to well observed rules.

TERM I

Weeks 1-3 Traditional Games

Content (Abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Partner Work	• Arm tug of war • Wheelbarrow push • Back to back push • Elbow tug of war • Head to head push • Arm to arm push • Arm to shoulder push • Duck fight • Cock fight	• Perform partner work: - pushing - pulling - hopping - balancing - supporting	• Decision-making • Critical thinking • Effective communication • Interpersonal relationship • Creative thinking • Friendship formation	• Appreciation • Cooperation • Determination • Perseverance • Respect • Patience • Endurance

Assessment Guidelines (Weeks 1-3)
• Pull and push accordingly • Hop freely • Balance with support

Weeks 4-6 Basic Body Movement Experiences and Space Awareness

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Simple Movement Experiences with Simple Apparatus	• Jump from different heights • Jump over poles • Walk over poles • Climb and swing on objects of not more than 2 metres high	• Jumping • Walking • Climbing • Swinging • Running • Crawling • Balancing	• Self-esteem • Self-awareness • Critical thinking • Coping with emotions • Effective communication	• Perseverance • Bravery • Endurance • Self confidence • Patience • Tolerance • Willingness • Sharing

Assessment Guidelines (Weeks 4-6)
• Jump off, on and over objects • Share apparatus • Run in given formations • Bend and stretch different body parts • Balance with support • Swing with ease

Weeks 7-9 Traditional Games

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Partner Work	• Jump to rhythm • Back to back lifting • Back to back push • Lifting the log • Wheel barrow push	• Jumping • Pushing • Lifting • Pulling • Balancing	• Interpersonal relationships • Critical thinking • Creative thinking • Decision-making • Effective communication • Coping with emotions	• Co-operation • Respect • Commitment • Appreciation • Orderliness • Perseverance • Determination

Assessment Guidelines (Weeks 7-9)
• Pull and push with partner • Lift and carry as instructed • Balance with support • Jump off, on and over • Share play materials

Weeks 10-12 Games for Lower Primary

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Simple Games • Running and chasing games • Contest games	• Poison in the ring • Relay • Step on the shadow • Skittle • Catch the tail • Throw the ball into space • Roll the ball to aim at target • Bounce the ball for partner to catch	• Throwing • Catching • Rolling • Running • Stepping • Dodging • Targeting • Balancing • Aiming	• Creative thinking • Critical thinking • Decision-making • Self-esteem	• Perseverance • Determination • Tolerance • Sharing • Dedication • Accepting defeat • Perfection • Stamina

Assessment Guidelines (Weeks 10-12)
• Throw and catch accordingly • Run as instructed • Aim at target/ hit the target • Bounce the ball • Share play materials

TERM II

Weeks 1-3 Traditional Games

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Traditional / Cooperative Games (without apparatus)	• Crusts and crumbs • Fire on the mountain • Cat and rat chase • Tap game • Hide and seek (Traditional games that stress partner work and good social values)	• Running • Catching • Identifying • Coordinating • Dodging	• Creative thinking • Critical thinking • Decision making • Effective communication • Interpersonal relationship • Coping with emotions	• Cooperation • Acceptance • Appreciation • Togetherness • Respect • Tolerance • Patience

Assessment Guidelines (Weeks 1-3)
• Run as instructed • Time appropriately • Identify partners willingly • Respond to signals accordingly

Weeks 4-6 Basic Body Movement Experiences and Space Awareness

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Movement Experiences with Apparatus	• Pass over, under and on the objects • Walk on poles and balance • Jump from different heights less than two metres high • Balance objects with different parts of the body	• Running • Jumping • Walking • Holding • Balancing • Catching • Handling	• Self-awareness • Problem solving • Critical thinking • Creative thinking • Decision-making • Effective communication • Interpersonal relationship	• Cooperation • Sharing • Determination • Courage • Dedication • Self confidence • Patience • Sharing

Assessment Guidelines (Weeks 4-6)
• Balance with/ on objects • Share apparatus • Catch, hold, and handle objects skilfully

Weeks 7-9 Games for Lower Primary

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Simple Games • Ball games • Reaction games	• Catch and crouch ball game • Throw the ball into space • Tunnel ball • Roll the ball to aim at target • Bounce the ball into a hoop for partner to catch	• Catching • Throwing • Rolling • Bouncing • Targeting • Aiming	• Creative thinking • Self-awareness • Problem solving • Coping with stress • Self-esteem • Interpersonal relationships • Decision-making • Effective communication	• Determination • Appreciation • Orderliness • Commitment • Responsibility • Tolerance • Respect • Cooperation

Assessment Guidelines (Weeks 7-9)
• Share apparatus • Hold, catch, throw, roll, target, aim and handle balls appropriately

Weeks 10-12 Traditional Games

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Traditional / Cooperative Games **NB:** Use a variety of your area traditional games for group activities	• Fire on the mountain • Cat and rat chase • Suula akatambala (Lug) • Otiyo oh (Ngakaramojong) • Kana ayibe adul and dolo ye(Luo) • Mon dongo dhiro (Adhola) • Warucuncu ni shaaha zingahe?(R.R) • Ekkibbobbo …(Lug) • Lilio koarai (Ateso)	• Running • Singing • Clapping • Jumping • Dancing	• Self-awareness • Critical thinking • Interpersonal relationship • Assertiveness	• Appreciation • Orderliness • Cooperation • Respect • Sharing • Togetherness

Assessment Guidelines (Weeks 10-12)
• Running (coordination, timing, speed) • Singing (fluency, accuracy, tone, stress, pitch) • Clapping (rhythm, coordination, timing) • Jumping (rhythm, coordination, timing) • Dancing (to rhythm, movement, coordination)

TERM III

Weeks 1-3 Basic Body Movement Experiences and Space Awareness

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Basic Body Movement Experiences and Space Awareness - with apparatus	• Bending and stretching different parts of the body • Measuring/estimating distances • Sliding forward • Matching and clapping on spot • Zig-zag race	• Bending and stretching • Sliding • Balancing • Measuring • Matching • Running	• Decision-making • Creative thinking • Critical thinking • Coping with emotions • Effective communication • Friendship formation	• Determination • Appreciation • Acceptance • Sharing • Courage • Care • Patience • Cooperation • Creativity

Assessment Guidelines (Weeks 1-3)
• Bend and stretch different body parts • Slide forward and backwards with confidence and accuracy • Balance • Measure by strides and count • Match, clap and run on spot with proper coordination and timing

Weeks 4-6 Games for Lower Primary

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Ball Games and Contest Games	• Throw the ball into space • Roll the ball to aim at target • Throw the ball under arm to target • Bounce the ball into a hoop for partner to catch • Chase and catch • Sack race • Fill bottles (water, sand, etc)	• Throwing • Rolling • Bouncing • Chasing and catching • Filling • Running • Targeting • Aiming	• Critical thinking • Problem-solving • Self-esteem • Interpersonal relationship • Self-awareness • Effective communication	• Cooperation • Appreciation • Acceptance • Determination • Responsibility • Tolerance • Team spirit • Endurance

Assessment Guidelines (Weeks 4-6)
• Throw and catch • Roll the ball with hands • Target the given spot/object • Fill containers with water, sand, etc (speed, accuracy, timing, confidence) • Follow the rules of the games.

Weeks 7-9 Traditional Games

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Traditional Games Partner work and cooperative games	• Rounders • Hide and seek • Chase, catch and squat • Chase the shadow • Skip the ropes • Seven stones • Frog jump • Aim and target • Nyonyi telima muwemba (Luganda) • Nyanyanya (Adhola) • Apoliapoli camo poto (Luo) • Kolabwoti kola ssebo (Luganda)	• Running • Batting • Chasing, catching and squatting • Skipping • Jumping • Arranging • Dodging • Counting • Singing • Dancing	• Interpersonal relationship • Self-awareness • Assertiveness • Critical thinking • Effective communication	• Tolerance • Patience • Perseverance • Appreciation • Team work • Co-operation • Confidence • Leadership • Acceptance

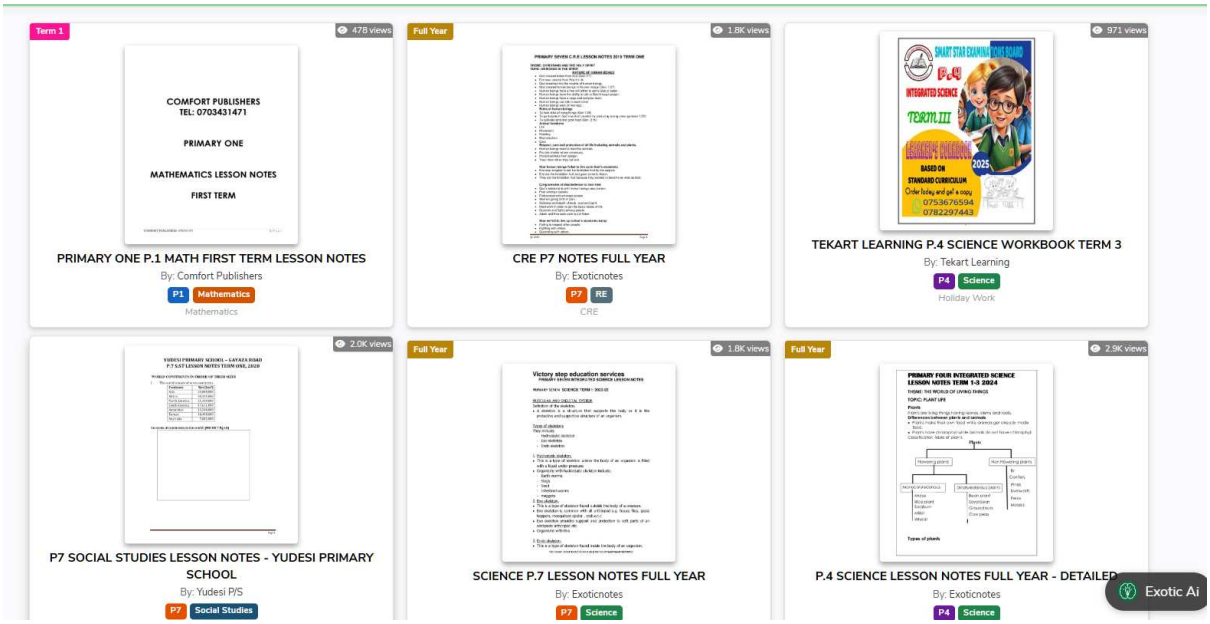
Assessment Guidelines (Weeks 7-9)
• Batting balls (accuracy, target, speed, timing) • Squatting (balance persistence) • Arranging (orderliness, speed, timing) • Dodging (co-ordination, speed, timing)

Term III, Weeks 10-12 Games for Lower Primary

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Games for Lower Primary Reaction games	• Dress up • Keep the basket full • Drum relay • Three-legged race • Blind fold • Sack race • He / she game • Status	• Dressing • Drumming • Running • Identifying • Balancing	• Self-esteem • Interpersonal relationship • Coping with emotion • Critical thinking	• Cooperation • Acceptance • Appreciation • Endurance • Confidence • Responsibility • Respect

Assessment Guidelines (Weeks 10-12)
• Alertness and steadiness • Obey commands • Respond to instructions correctly • Balance in three-legged race • Coordination

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