

THE REPUBLIC OF UGANDA

Ministry of Education and Sports

PRIMARY SCHOOL
ABRIDGED CURRICULUM
FOR UGANDA

LITERACY
ENGLISH
MATHEMATICS
CHRISTIAN RELIGIOUS EDUCATION
ISLAMIC RELIGIOUS EDUCATION

PRIMARY 3



NCDC

NATIONAL CURRICULUM DEVELOPMENT CENTRE

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NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

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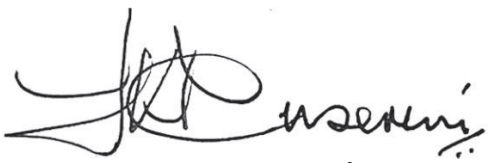
Foreword

The COVID-19 pandemic caused a disruption in our education system and made learners miss schooling for almost 18 months of the 2020-2021 schooling period. This has created a need to re-think what and how learners will learn when schools re-open.

The Ministry of Education and Sports through National Curriculum Development Centre (NCDC), has developed this abridged curriculum for Primary and Secondary schools in the country. This curriculum presents a selection of priority learning competences and concepts, along with psychosocial support, which should be the focus of instruction in the 2022 school year in order to achieve learning recovery.

This curriculum is not a departure from the existing curricula for the different classes but rather, a modification of the same with a purpose of recovering the lost learning time with minimum learning loss. It has been packaged for all Primary and Secondary classes with exception of Primary One, Senior One and Senior Five that will use the standard curriculum.

I therefore, recommend this abridged curriculum and ask all stakeholders to support its implementation as a strategic intervention towards the mitigation of the effects of COVID-19 pandemic on our education system. The effective implementation of this curriculum by the implementers will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.



HON. Janet K. Museveni
First Lady and Minister for Education and Sports

Acknowledgement

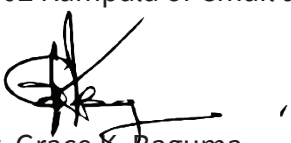
National Curriculum Development Centre (NCDC) would like to express its most sincere appreciation to all those who worked tirelessly towards the development of the abridged curriculum for Primary and Secondary levels of education.

The Centre is indebted to the NCDC Governing Council and the Academic Steering Board whose guidance and input helped to develop quality curriculum materials.

Great thanks go to the Specialists, panel members, the Quality Assurance and Editorial Committees that invested heavily in the conceptualisation, development and quality assurance processes that collectively delivered the materials that we have here. Their efforts, extra energy and professionalism has been unmatched.

This abridged curriculum was developed with support from The Government of the Republic of Uganda, Save the Children, UNESCO, Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Universities, National Teachers Colleges (NTCs) and Primary Teachers Colleges (PTCs).

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for addressing the gaps. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or www.ncdc.go.ug.



Dr. Grace K. Baguma
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Introduction:

The Abridged Primary Three Curriculum follows the competences and content of both the Primary Two and Primary Three Thematic Curriculum. The curriculum is aligned to the aims and objective of the Thematic Curriculum *of enhancing the development of literacy, numeracy and life skills*. It teases out the most critical competences that learners need to acquire in order to progress to Primary Four within one academic year. The curriculum presents content both the matrix and specific guidance to teaching, Mathematics, English, Literacy and Religious Education (CRE and IRE). Other learning areas are to be used as pedagogical supports to achieve grade-level competences through integration. Suggested integrative activities are appended to this curriculum.

Table 1.1 shows how the content of the abridged curriculum has been derived from the different curricula.

Table 1.1 Abridged curriculum content

Theme	What has been merged	What has been left out	JUSTIFICATION
Term 1			
Theme 1: Our Home and community	P2 Our Home and community and P1 Our Community	Responsibilities of different family member	The theme is meant for orientation of learners to the basic units of the society – the home, village/cell and parish/ward before introducing the sub-county/division

Theme 2: Name and location of my sub-county/ division	P3 Our sub-county P2 Our community	Different people in the community	Learners are introduced to the sub-county/division as a larger unit of their society.
Theme 3: Livelihood in our sub-county	P2 Our community and P3 Livelihood	Challenges in social services	Learners are supported to appreciate how different people support development of the entire community.
Theme 4: Environment	P2 Our Environment P3 Environment	Plants, insects, animals and birds	Learners need to appreciate the non-living components of their immediate environment and how they can be conserved.
Theme 5: Weather	P2 Weather P3 Our environment	Content merged	Learners need to be aware of the different components of weather and how they support life.
Term 2			
Theme 6: Living things	P2 Our environment and	Content merged	Learners need to focus on the different, insects,

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	P3 Living things		birds and animals and how they can be cared for.
Theme 7 Common plants:	It combines part of P2 and P3 theme Our environment	Non-living components	Learners need to be supported to appreciate plants as a critical part of the environment. They need to acquire best practices in care and conservation of plant life.
Theme 8: Managing resources	It merges aspects of caring for our environment in P2 and Management of resources P3	Content merged	Learners need to be aware of basic resources in their immediate environment, how they can be spent and conserved.
Theme 9: Keeping Peace	It merges content of living together and Peace and Security for P2 and P3 Keeping Peace	Cultural festivals left out	Learners are oriented to structures that promote harmonious living in their community.
Term 3			
Theme 10: Culture and gender	It combines content of Recreation and Festivals for P2	Child abuse shifted to theme 9	Learners need to be aware of the different cultural practices, norms

	and P3 Living together in our sub		and values in their society. They also need awareness on dangerous practices.
Theme 11: Health	It combines content of P2 Human body and Health and P3 Health	Parts of the body and their uses Life cycle of disease vectors	Learners need awareness in respect to common diseases and how to control their spread.
Theme 12: Basic Technology	It combines content of P2 Things we make and P3 Basic Technology	Content merged	Learners need be aware of the various ways different components of the environment can be used to earn a living.
Theme 13: Energy	It merges content of the theme Safety P2 and P3 Energy in our sub-county	Accidents and safety at school	Learners need to be orientated to the different forms of energy, their sources and how energy can be conserved.

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Methodology

The most effective methods at this level must be drawing to learner-centered approaches across strands. Learner-centered approaches require a wide range of practical learning activities which range from simple to complex. The activities require the use of as many learning aids as possible to make learning enjoyable, real and engaging to learners. There are numerous methods that are beneficial in the lower grades, P1- P3 which can include:

Integration: As mentioned in the introduction, every Literacy, Numeracy, English or RE lesson should have an element of the other learning areas. Teachers are encouraged to spice all the lesson with at least a song, story, riddle, rhyme, poem, play, skit or game. This will break the boredom and support learner creativity. Remember children at these level learn a lot through the play way.

Multi-sensory instruction: This requires involving learners in as many activities that require use of as many of their senses as possible during lessons. All learning activities should give opportunities to children to see, smell, touch, feel, listen to and where possible taste various items. Multi-sensory learning enables learners make sense of the various stimuli in class. It aids memory and active participation. Remember that each learner is unique and learns differently. Some learn better by visual images, others by audio messages and others through tactile. This method therefore requires a lot of learning aids.

***Collaborative learning*:** This is one of the quickest and most effective means of accelerating learning. Here learners work as a group. In this way learners can support each other to learn better. They can use 'their' language which is simpler than the teacher's. They can collectively find a solution to challenging situations. Ideally learners take charge of their progress. Teachers are encouraged to provide activities that require learners to engage as pairs or small groups. If learners are grouped according to ability, the teacher finds it

easy to give the necessary support to each category of learners in the class. However, these groups should be regularly changed to avoid monotony.

Problem solving: Learners are great thinkers. Ensure that all tasks across learning areas have a degree of challenge which learners must solve. This method promotes creative and logical thinking.

***Scaffolding*:** In this method, the teacher demonstrates how tasks are performed. This is called modelling. Learners are given all the support they need before they perform the task independently. The teacher should therefore take time demonstrating, practice with the learners and then allow learners perform learning tasks on their own either as individuals, pairs or small groups.

***Project work*:** It is recommended that after every theme learners are assigned a specific practical activity in form of a project to be done individually, as pairs or in small groups. These projects act as follow-up of learning and facilitate further learning outside the classroom. Projects also enable parents and the community in general to support children and also take stock of what they are doing at school. Projects can range from simple drawings, coloring, curving, weaving, modelling to composing picture stories, poems or songs about a theme learnt.

Individualized instruction: It is very important that the teacher accords the necessary support to all learners especially those that are struggling. This method can also be useful in instances where more able learners support their peers that are struggling (child-to-child). This approach motivates learners and helps them acquire basic skills in numeracy and literacy faster

Time allocation

Each period of the Abridged Primary Three curriculum takes 30 minutes. Three more periods have been added to each learning area: English, Mathematics and Literacy to support learners acquire basic skills *literacy, numeracy and life skills* using the abridged curriculum. It is suggested that

there should be one period every day where learners are engaged in practical and play-related activities (music, drama, games, project, art and crafts) related to the content of the day under the supervision of the teacher. This is termed CAPE time as summarized in Table 1.2.

Table 1.2 Time Allocation

Strand	Curriculum number of periods a week	Suggested no. of periods a week
English	5	8
Mathematics	5	8
Literacy 1	5	8
Literacy 2	5	8
RE	3	3
CPA	5	-
News	5	-
PE	5	-
Free Activity	2	-
CAPE time	-	5
Total no. periods	**40**	**40**

TERM 1

Theme 1: Our home and community

Learning outcome: The learner should be able to communicate and relate harmoniously with people in the home and community, appreciate and participate in home and community activities.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	Our home People in our home Nuclear family • father • mother • brother • sister • Extended family • father • mother • brother • sister • aunt • uncle • grandfather • grandmother Things in our home objects found in our house	The learner: counts up to 100 adds two 2 digit numbers without carrying Recognizes place values up to 3 places (hundreds, tens and ones) and zero as a place holder.	The learner: Names/signs people found at home. describes roles of different people in a home Describes nuclear and extended families. Differentiates between a nuclear and extended family. Identifies things found in a home.	Vocabulary related to the people at home: grandfather, grandmother, father, mother, daughter, son, uncle, aunt, sister, brother Structures Show me you're…… This is my……. She/he is my ….. They/those are my …….. They are my/our/ their…. How many….. Do

	rooms in the house animals, birds, plants Activities in the home • cooking • cleaning • milking • washing • pounding • grinding • digging • peeling • slashing • sweeping • mopping • breast feeding		discusses activities done in a home Listens to folk-tales, recites rhymes, and role plays activities of people in a home. Reads/signs and writes/braille's words, sentences and short texts about our home. Asks and answers comprehension questions related to the home.	you have? I have …… Vocabulary: related to things found in a home: Cup, saucepan, plate, broom, knife, basin, etc. Rooms in a house: bathroom, bedroom, etc. Animals : dog, cat, cow, goat, rabbit, sheep, donkey, etc.
2	**Our community(Village/cell)** **-People in our community** Doctor, policeman, carpenter, teacher,	**The learner:** Reads number symbols and names up to 300. Writes and names number	**The learner:** - describes the location of his/her village/cell - Names/signs different people in the	Vocabulary related to people in the sub-county/ward Doctor, teacher, nurse, shopkeeper, carpenter, policeman, policewoman,

	farmer, barber, reverend, priest, elders, chiefs, pastor, LC1 chairperson, imam, etc. **Places** Church, school, market, hospital, mosque, bank, shop, etc. **Activities** Farming, fishing, preaching, craft making, teaching, buying and selling, praying, building, etc.	symbols up to 300. Matches number names with number symbols.	community. - Discusses different activities carried out in his/her community. - Listens to folk-tales, recites rhymes and tells stories about community. - Asks and answers comprehension questions related to the community. - Reads/signs and writes/braille words, sentences, and short texts about community.	shoe maker, driver, in, on, under, between, inside, etc. Structure Show me a/the…. This/that is…. (nurse/teacher) Where is the ….? The … doctor/nurse) is …between the(carpenter/patient) He/she is …inside/outside the…(class/shop)
3	**Our parish** Name and location of our parish **Things in our parish** Trees, grass, animals, birds, insects, etc.	**The learner:** Adds two 3 digit numbers with no carrying. Writes number symbols up to	The learner: - Names and describes and location of his/her parish/ward . - identifies	**Vocabulary** Stones, clay, water, trees, grass, animals, birds, insects, buildings, vehicles, plants. **Structures**

	Activities Building houses, making pots, making crafts, thatching houses, decoration, selling and buying, transport, etc. **Plants in the parish** **Dangers of things in our parish** collapsing buildings, collapsing stone quarries, drowning in water bodies, attacks from wild animals, diseases from vectors, pests destroy crops, poisoning and injuries from harmful plants, accidents, etc.	400.	special things in his/her parish - identifies dangers of things found in the parish/ward - reads/signs words, sentence and short texts related to their parish/ward - Writes/braille' s words, sentences and texts about his/her parish ward.	What is this/that? What are these/those? Those are …? How many …? I/we can see….?

Theme 2: Our sub-county / Division

Learning outcome: The learner should be able to understand the different ways of locating places and appreciate the different social groups in the sub-county/division.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	**Name and location of sub-county/division** - Name of our sub-county/division - Difference between map and picture - Compass direction: - -cardinal points (East, North, West, and South) - Location: - - position of our sub-county/division in relation to parishes and neighbors	The learner: - counts in 10s from 0-500 - forms sets - names/signs sets - draws sets - recognizes sets - identifies the empty set by symbols ø, { } - estimates distance	The learner: - names/signs his/her sub-county/ division - Locates his/her sub-county/division using a map. - names/signs neighbouring sub-counties - Reads/signs words, sentences and texts related to the sub/county/division. - writes/braille's words, sentences and texts related to the sub-county/division	- The learner uses vocabulary and structures related to: - Prepositions: in, on, behind, in front of, near, above, opposite - Vocabulary related to direction - East, West, North, South, sunrise, sunset, right, left - Structures - Where is the …? It is … - The … is …. near /on/in/ opposite the… - Is the … near / in/ on the …? - Yes, it is. No it is not. - Where does the sun (set/ rise)? - The sun … sets/rises in the … (East/West) - What direction is the …?

				The … is in the (East/West) - Turn … (left/right). - I am turning to the …,
2	**Physical features of our sub-county/division** -Physical features, land forms e.g. hills, valleys, lakes, rivers, swamps, ponds, mountains -Position of physical features using the direction of the compass and body (sunrise, sunset, behind and front) -Importance of physical features e.g. fishing, grazing - -field trip	The learner: • compares sets • counts in 10s from 0-990 • counts in 2s and 5s from 0-100 • identifies place values of ones and tens -	The learner: - describes key physical features in his/her sub-county/ division - locates physical features on a map - discusses the importance of physical features - reads/signs words, sentences and texts related to physical features in the sub/county/division • writes/braille's words, sentences and texts related to physical features sub-county/division	- Vocabulary related to the physical features: - hills, valleys, lakes, rivers, swamps, ponds, mountains, wells, fish(v) graze, spring - Prepositions - along, up the, across the, down the, from - Structures: - Where is the … hill/ valley? - The … (hill/valley) is in the … East/ West. - Is the … near/ along/ across the .., (spring/ mountain/ river)? - The … is along/ near/cross the …

				- It is along/ across the … - Where do we get … fish/water from? - We get … fish/ water from the …
3	**People in our sub-county/division** - Tribes and clans in our sub-country - - Administrative set up and types of leaders e.g. political (LC), cultural (chiefs) - -roles of leaders e.g. settling disputes, guiding and counselling, organizing meetings, planning for development	The learner: - reads/signs number symbols 0-999 - writes/ brailles number symbols - 0-999 - identifies place values of ones, tens, hundreds - adds 2 digit numbers vertically, no carrying	The learner: - identifies tribes and clans in his/her sub-county/ division - reads/signs words, sentences and texts related to tribes/ clans in the sub/county/division - writes/brailles words, sentences and texts related to tribes and clans in the sub-county/division	Vocabulary chairperson, secretary, office, parish, leader, children, parents, teacher, police, army, teach, preach, friend, member, clan, tribe, **Structures** What does a … (policeman / teacher) do? A teacher/ policeman/ … keeps law and order/ teaches. He/she … teaches/ keeps law and order. Where is the … chairperson/ policeman? The

				chairperson/ policeman is in the house/ office. He/ She is …

Theme 3: Livelihood in our sub-county

Learning outcome: The learner should be able to appreciate the benefits of participating in different activities in their community.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1.	**Roles of different people in the community** doctor –treats patients policeman – keeps law and order carpenter makes furniture teacher- teaches cobbler- mends shoes etc.	The learner: • groups in 10s • counts in 10s and 100s from 100-1000 • identifies place values for 10s, 100s and 1000s adds horizontally in units, tens and hundreds e.g. 3 + 5 = 8 30 + 50	The learner: identifies different people in the community matches people to their roles Reads/signs words and sentences related to roles of different people in the community. Writes/brailles words, sentences, and texts related to different people and their roles in the community.	**Vocabulary related to people:** doctor, nurse, police officer, driver, carpenter, shopkeeper, cobbler, patient, driver **Prepositions**: near, in, on, under, inside, outside **Structures:** Show me the… This/that is the… Where is the ….? The … is near/in/ on… What does a… do?

		=80 300 + 500 =800 • Measures quantities using standard units.		A…. makes…
2	**Occupations of people in our sub-county/division** -Money generating activities, e.g. Casual laboring, trading, farming/animal rearing, tailoring, entertainment, pottery/brick making, carpentry, weaving/knitting - Subsistence farming -Importance of different activities We get money. We get jobs; We	The learner : • counts up to 1000 • reads/signs number symbols in 10s and 100s from 1000-2000 • writes/ brailles number symbols in 10s and 100s from 1000-2000 • adds two 3 digit numbers vertically, no carrying, sum less than 1000	The learner: names/signs important occupations in the sub-county reads/signs words, sentences and texts related to occupations of the people in the sub-county /division writes/brailles words, sentences and texts related to physical features sub-county/division	**Vocabulary** bricks, fish(v), dance, drum, weave, cook, carpenter, saw, play, sell, teacher, secretary, butcher **Structures** Who can … (weave)? I/You can (weave) but I /we cannot …. (sew a dress) Who makes … (chairs)? A /The …(carpenter) … makes the … Who sells …? A … sells …

	get new things.			
3	**Social services and their importance:** **-social services** Education, health, communication, transport, water supply, security, electricity supply **-importance** Literate citizens, good health, living peacefully, information flow, protection, easy movement **Challenges of social services** Education- school demands Health- lack of enough health centers, expense on medicine Transport – condition of	The learner: • counts up to 1000 • adds two 2 digit numbers with carrying • solves word problems in addition • solves algebraic problems in addition	The learner: • Identifies different social services in the community. • identifies importance of social services • reads/signs words, sentences and texts related to social services in the sub-county /division • writes/brailles words, sentences and texts related to social services and their importance	**Vocabulary** aero plane, train, water, lorry, taxi, telephone, television, hospital, clinic, police, treat, the internet, computer **Structures** -using relative clauses with **who** e.g. A person who drives a car is a driver. One who makes chairs is a carpenter. - What does you're… (Father/ mother/sister) do every day? - My … (father/ mother/ sister) goes to work at the health Centre every day. - Why do… (I/ you/ we/ they) go to the... (Clinic/ hospital)? - (I, we, you, and

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	roads Communication- radios, television, newspapers, computers, and mobile phones are expensive Water- quality, availability Security- effectiveness Possible solutions as per identified problem and challenges			they)… go to the… (clinic/hospital) because…

Theme 4: Environment in our sub—county/division

Learning outcome: The learner should be able to appreciate environmental changes and apply the acquired knowledge and skills to manage environment.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	Soil Composition of soil: water, air, dead plants, animals, particles	The learner: Counts 1000-2000. Recognizes place values.	The learner: Names/signs types of soil. Names/signs components of	Vocabulary soil, stones, sand, clay, charcoal, stove, color, build(v), crop, houses, loam, white, black, brown, grey,

	of rocks Types of soil and texture -sand-rough, large particles -loam-balance of sand, clay, plus dead plants and animals -clay-smooth, slippery and powdery Uses of soil Growing of crops, making bricks, construction, pottery, etc.	Of 4 digit numbers. Adds two 3 digit. Numbers vertically. Without carrying. Measures different types of soils using non-standard units.	soil. Discusses the importance of soil to the people of the sub-county. Reads/signs and writes/brailles words, sentences and texts related to the environment. Writes/brailles words, sentences and texts related to soil and its importance.	texture Structures - What do you use … (clay/ sand) for? (I/ we/they) use…to (make pots/build houses/grow crops) -There are many (stones/ crops/ buildings) in our Sub-county. -What color is … (clay/ sand/ loam) soil? It is… (Black/ grey/ brown/ white) soil.
2	Natural causes of changes in the environment floods, drought, earthquake, hail stones, landslides, storms, lightening, thunder Effects of changes hunger, destruction of homes and	The learner: Counts 2000-3000. makes and records a class weather chart and keeping it for three weeks Adds of two 3 digit numbers vertically with	The learner: Discusses changes in the environment caused by nature. Discusses the effects in the environment caused by nature. Reads/signs	Vocabulary wind, rain, hungry, flood Opposites hot- cold, sunny-rainy, dry-wet, inside-outside Structures What did…? (She/ he/ you/ they) do?

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	property, plants and animals, soil erosion, diseases/epidemics , migrations	carrying. solves algebraic problems in addition e.g. 3 + … = 8 … + 30 = 80	and writes/brailles words, sentences and texts related to natural causes of changes in the environment. -writes/brailles words, sentences and texts related to natural causes of changes in the environment.	(He/ she/ you/ they) … (Played/ walked) in the (rain/sand). When did… (she/he /they/we/you) … (Plant/harvest)? He/she/they/we/you … (Planted/ harvested) in (wet/dry) season. Why did (he/she) cry? (He/ she) cried because…. (he/she/ I) was hungry.
3	**Changes in the environment through human activities** Human activities -constructing buildings/roads -grazing -disposing waste, cutting trees, burning bushes, farming, burning charcoal, making bricks, burning	The learner: • Counts from 3000-4000. • Recognizes place values of 4-digit numbers. • Reads/signs number names/signs from 150-200. Writes/ brailles number	The learner: • Discusses changes in the environment caused by human activities. • Discusses possible ways of managing changes. • Reads/signs and writes/brailles words, sentences	**Vocabulary** graze, build, burn, bush, cut, farm, cover, plant, plastic, rubbish, rubbish pit, brick, make, change, conserve, waste **Structures** - What will you do when you go home? I/we shall … (graze/plant/ collect /cover) the … (goats/ rubbish/ grass/ rubbish pit) when I go home.

	bricks **Possible ways of managing changes** planting more trees (afforestation), preserving swamps, proper farming practices, e.g. crop rotation, terracing, mulching, irrigation, covering gullies with stones, educating people about dangers of cutting trees, proper disposal of wastes -simple project on tree planting	names/signs from 150-200. Measures and records shadows at different times of the day.	and texts related to changes in the environment caused by human activities. Writes/braille s words, sentences and texts related to changes in the environment caused by human activities.	- Will you … (graze the goats) when you go home? Yes, I /we shall … No, I shall not (graze the goats) when I/we go home. - What will she/he /they do on … (Sunday)? She /He will … (throw/burn/cut) the … (plastic/bush) on (Sunday) - Don't … throw/cut/burn… (Rubbish/ trees/bush) in the … (swamp/river).

TERM 2

Theme 5: Environment and Weather in our sub-county

Learning outcome: The learner should be able to appreciate and conserve the environment**.**

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	Air Concept and properties of air weight, moves things, occupies space, can be felt Importance of air for burning, for breathing Experiments e.g. -show properties of air -how air occupies space	The learner: Counts 3000-4000. Recognizes place values of 4 digit numbers. Reads/signs number names/signs for 100s and 1000s. Writes/ brailles number names/signs for 100s and 1000s. Measures and records shadows at different times of the day.	The learner: Names/signs types and elements of weather. Discusses the importance of air. Discusses the dangers of wind. Reads/signs and writes/brailles words, sentences and texts related to air/ wind. Writes/brailles words, sentences and texts related to air/ wind.	Vocabulary air, sun, wind, move, dry, wash, heat, warm, blow, break, fall, rain(n), rise, set, roof, house, clean Structures What does…? (Joshua/Gloria/ Ali) do every day? (Joshua/ Gloria/ Ali) … (washes/cleans) the… (House/ compound/ clothes) every day. He/ she … (washes/cleans) the… (Compound/house) every day. - The … (sun/wind/rain) … (rises/blows/washes)… (Leaves/dust) every day.

	-air needed for burning Wind as moving air Importance of wind Dangers of wind			- (he/she) breathes in air every day. - (we/you/they) breathe in air every day.
2	**The sun** **Importance of the sun** dries things, gives light, warmth, helps living things to grow, **dangers of the sun** dries up water bodies, destroys crops **experiment e.g.** why plants need light	The learner: • measures capacity • compares capacity • adds in liters • subtracts in liters • solves word problems about capacity -	The learner: • Discusses the importance of the sun. • Discusses the dangers of the sun. • Reads/signs and writes/brailles words, sentences and texts related to the importance and dangers of the sun. Writes/brailles words, sentences and texts related to importance and dangers of the sun.	Vocabulary cloud, hot, warm, wash, soil, grow, water(n), dark, grass, plant, sweater, heat, drought Structures … (babies/animals/plants) need… (Food/grass/water) to grow. Why is … (Angela/Moses) wearing a … (sweater/hat)? He/she is wearing a ... (sweater/hat) because it is …(cold/raining) Why is … (Monica/Ali) … (outside/under) the… (House/tree)?

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				She/he is …(inside/under/outside) the …(home/tree/house) because it is …(hot/cold/raining)
3	**Managing water** -importance of water -sources of water -water harvesting -maintenance of water sources **Rain** -measuring rainfall How rain affects the environment -importance	The learner: • Subtracts vertically two 3 digit numbers without borrowing. • Subtracts in liters. • Solves word problems about capacity (using subtraction). • Makes picture graphs from the weather chart.	The learner: • Names/signs sources of water. • Identifies the importance of water. • Suggests ways of maintaining water sources. • Names/signs the types of clouds. • Identifies the importance of rain to plants and animals. • Identifies the dangers of rain to plants and animals. • Reads/signs words, sentences and texts related to	**Vocabulary** tap, well, spring, river, lake, tank, jerrycan, pot, drum, slasher, brush, cycle, source, cloud, temperature **Structures** - When did … (Mary/Musa) clean the… (Pot/well/tank)? (Mary/Musa) cleaned the … (pot/well/tank) on …Saturday. - Did… (Mary/Musa) clean the (pot/tank/well)? Yes, he/she did. No, he/she did not. - Who washed the …

	of rain to soil and animals -dangers of rain to plants, soil and animals **Types of clouds** nimbus, cumulus, stratus, cirrus, -how clouds bring changes in temperature -monitoring weather changes -process of water cycle		the importance and dangers of rain. • writes/brailles words, sentences and texts related to importance and dangers of rain	(jerry can/ pot/ tank)? … Washed the… (Pot/tank).

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Theme 6 Living things in our sub-county/division

Learning outcome: The learner should be able to acquire, appreciate and apply basic scientific knowledge about living things in day-to-day life.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	Common animals -domestic and wild animals -animals and their young ones -animal homes -uses of animals	The learner: - Counts 4000-5000. - Recognizes place values in a 4-digit number. - Subtracts vertically two 3 digit numbers without borrowing. - Multiplies a 3 – digit number by 2, 3 and 10 (revision).	The learner: • Names/signs common domestic animals and wild. • Matches animals to their young ones. • Discusses the importance of animals. • Names/signs homes of different animals. • Reads/signs and writes/braill es words and sentences related to animals.	Vocabulary nest, forest, zoo, bird, monkey, elephant, zebra, lion, giraffe, hyena, kennel, goat, cow, cat, dog **Vocabulary related to animal young ones** puppy, kitten, kid, calf, cub, nestling **Past tense**: fly-flew, eat-ate, run-ran **Structures** - Where was the … (bird/ monkey/ dog)? The …(bird/dog/monkey) was in the…(forest/nest/kennel) It was in the… (nest/ kennel/ forest) - Was the… (Dog/

				monkey/ bird) in the … (kennel/ forest/ nest)? No, it was not. Yes, it was. - Did the… (Bird/ nestling/ dog/ puppy) … (Run away/fly away)? Yes, it did. No, it did not.
2	Common birds and insects **birds** -domestic and wild -birds and their young ones - uses of birds **Insects** -common insects - characteristics of an insect -useful insects	The learner: • Reads/signs number symbols 4000-5000. • Writes/ brailles number symbols 4000-5000. • Multiplies a 3digit number by 2, 3, and 10. • Uses the cumulative property of multiplicatio n. • Records number of different animals each	The learner: • Names/signs common birds and their young ones. • Identifies importance of birds. • Names/signs common insects. • identifies characteristi cs of an insect • Identifies useful insects. • Identifies harmful insects. • Reads/signs and	**Vocabulary** -hen, turkey, duck, kite, crow, eagle, crested crane, bat, white ant, bee, wasp, hive, nest, trees, holes, hutch **Structures** - What are these/those? These/those are… (Hens/ turkeys/ ducks/ bees). - Are these/those … (bees/ grasshoppers/wasps)? Yes, they are. No, they are not. - Whose … (pigeon/hen/turkey) is

	e.g. grasshoppers, white ants, bees -harmful insects e.g. mosquitoes, bed bugs, cockroaches, lice	child has at home.	writes/braill es words and sentences related to birds and insects.	(this/that)? It is … (Juma's /Gloria's) … (pigeon/hen/turkey). - Is this … (Fatima's/ Mary's) … (duck/hen/turkey)? Yes, it is. No, it is not. It is Peter's. - Whose … (hens/ ducks/ turkeys) are (these/those)? They are Namusisi's/Juliet's
3	- care for insects, birds and animals - care for bees - care for domestic birds and animals - care for wild birds and animals	The learner: • Symbols 4000-5000. • Writing number symbols 4000-5000. • Solves word problems in multiplicatio n by 2, 3 and 10. • Makes a bar chart of how many animals each child has at home.	The learner: • Describes various ways for caring for animals, insects and birds. • Read words, sentences and texts related to care for animals. • Writes/brailles words, sentences and texts related to care for animals.	**Vocabulary related to care for animals:** sheep, rabbit, feed, skin, hive, kraal, clean, treat, deworm, cage, sty, hutch, pen **Structures:** - What does a … eat? A … eats… - Who cleans/washes the … every day? ….. washes/cleans the … - Where does a … live?

			• Demonstrates good management practices.	A… lives in a …

Theme 7: Common plants

Learning outcome: The learner should be able to appreciate the use of different plants and participate in crop production for self-reliance.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1.	Common plants - maize, millet, beans, cassava, groundnuts, yam, potato - Parts of a flowering plant - leaves, flowers, roots, stem, bark, seed, leaves **Uses of different parts**	The learner: reads/signs number symbols 4000-5000 Writes/ brailles number symbols 4000-5000. Solves word problems in multiplication by 2, 3 and 10. Makes a bar chart showing the number plants are in the environment.	The learner: Names/signs different plants. Identifies uses of plants. Identifies harmful plants. Identifies conditions for plant growth. Reads/signs and writes/brailles words and sentences related to plants.	Vocabulary related to common plants: maize, yam, sisal, banana, cassava, millet, mango, pineapple, avocado, orange, tomato, potato Parts of a plant: flower, seeds, root, stem, leaves Structures … (Sarah/ Tom) has … (flowers/seeds/leaves). Who has … (flowers /seeds / leaves)? She /you) (has/have) … (flowers /seeds /

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	- food, medicine, fuel, decoration ,			leaves). Who's … (flowers /seeds are these/those? They are … (Sarah's /Musa's) Are they… (Sarah's)? Yes, they are. No, they are not. They are…(Musa's)
2	**Conditions for plant growth** - sunlight - water -Air Harmful plants Common harmful plants e.g. mushrooms, leaves, flowers	The learner: • Counts 6000-6500 • Writes number names - 6000-6500 • Subtracts horizontally no borrowing • Solves word problems that involve multiplication of 4 and 5 • Interprets bar graphs related to plant growth -	The learner: • experiments different conditions for plant growth • Names/signs and identifies common harmful plants in the environment • Reads/signs different word, sentences and texts related to plant growth • Writes/brailles words and sentences related to plant growth	**Vocabulary** Sunlight, air, water, mushrooms, leaves, maize, seeds, weed, red, blue, yellow, green, **Structures** • What is this/that? What color? • These/those is/are? • Are these, those? • Yes, they are. • No, they are.

3.	Plant habitats Where different plants grow e.g. swamp, wetland, rocky places, Crop growing practices Different activities e.g. clearing, planting, weeding, ploughing, spraying, Adds manure harvesting Garden tools	The learner: • Counts 6500 - 6999 • Writes number names • 6500 – 6999 • Subtracts vertically without borrowing • Solves word problems that involve multiplication of 6 and 7 • Interprets bar graphs related to plant growth •	The learner: • Identifies different places where different plants grow • Names/signs common crop growing practices in the community • Names/signs and identifies common tools and their uses • Reads/signs and writes/brailles sentences related to crop growing practices	**Vocabulary** garden, water, wetlands, dry, rocky, place, soil, swamp, weeding, pruning, thinning, wheelbarrow, ploughing **Structures** What did she/he/they do? She/he/they ploughed…… Where did she/he they plant? She/he/they planted in the swamp.

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Theme 8: Managing resources

Learning outcome: The learner should be able to understand and demonstrate proper management of resources.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	Saving resources concept of resources basic resources e.g. water, time, money, food fuel e.g. firewood, charcoal meaning of saving ways of saving e.g. in a bank, in a safe wooden/ metallic box -proper use of materials -repairing, recycling,	The learner: counts 5000-6000 multiplies by 4 and 5 multiplies 3-digit numbers up to 500 by 2, 3, 4, 5 and 10	The learner: names/signs common resources in the community talks/signs about ways of saving discusses importance of saving Discusses how to use time well. Discusses how to make and use records. Tells stories related to saving. Reads/signs and writes/brailles words and sentences	Vocabulary Time, firewood, money, bag, waste, box, plant, need, bundle, save, fuel, charcoal, switching, basic, resource. Structures Do you have enough firewood/money/time? Yes, I/we do/have No, I/we don't How many/much (boxes, time, money, do you have? I have…. Where do/does he/she they keep…? He/she/ we/ they …. Keep your….? He/she/we they keep

	planting -preparing enough food, switching off power, budgeting Why we save -meeting needs, improving standards, avoiding wastages, for future use Keeping records on things used at home/school daily		related to managing resources.	…..
2	Spending resources -meaning of spending -things we use and spend on -ways of spending wisely e.g. budgeting,	The learner: • Reads/signs number symbols 5000-7000 • Writes/ braille number symbols 5000-7000 • Measures weight using non-standard	The learner: • discusses best ways of spending resources • names/ signs things we spend on • reads/signs and writes/braille stories	Vocabulary sugar, books, buy, sell, sweets, pancakes, pencils, soap, salt, pens, cost, much, many, money, shillings, **Structures** What are you (selling/buying)

	negotiating, prioritizing, comparing quality, comparing prices -keeping records	units • Measures using standard units in kilograms and grams • Compares weight • Adds weight in kilogram • Solves word problems in weight	about simple business • tells stories/role plays and acts dialogues related to dangers of overexploitation of resources	I am/we are…. How much/money do you want? I/we/they/he/ she want/ wants….
3	**Conservation of resources** -watering, planting trees, proper waste disposal, water harvesting, mulching, terracing, manuring	The learner: • divides up to 300 by 2, 3 and with no remainder (revision) • identifies and uses the relationship between multiplication and division e.g. 3 × 4 = 12 • 12 ÷ 4 = 3 • 12 ÷ 3 = 4 • Completes patterns of numbers using multiplication tables e.g. 3, 6, 9, 12, …, 18 50, 40, 30, …, 10	The learner: • discusses best ways of conserving resources in the environment • reads/signs and writes/brailles words and sentences related to managing resources	Vocabulary watering, terracing, manuring, trees, planting, water harvesting, mulching, disposal, proper, wastes, **Structures** What are you/they doing? I they are….? Are you/they….? Yes, I am /they are…. No, I am not/ they are not.

Theme 9: Keeping peace in our sub-county /division

Learning outcome: The learner should be able to understand and participate in different ways of living harmoniously with others.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	Living in peace with others -Concept of living in peace -Ways of living in peace -observing rules and regulations, respecting each other, recognizing and respecting differences among people: blindness, deafness, speech problem, playing with one another, participating in work	The learner: counts numbers 7000-9999 Recognizes place value up to 4-digit numbers. identifies money (Ugandan currency) up to 1000 uses money to buy and sell (ush 500-1000)	The learner: -discusses ways that promote peace at, home, school and in the community -identifies the importance of living in peace -reads/signs and writes/brailles words and sentences related to keeping peace	Vocabulary rules, play, work, share, give, sorry, excuse, fight, steal, fight, sing, dance, visit, greet, abuse, beat structures May I … (work/play/share) with you, please? Yes, you may. No, I am sorry. You should never… (beat/abuse/ push) your…(friend) What do you like? I like/ don't like… (playing/ working/ fighting/ beating/stealing) … (Musa/Mary… (Likes/doesn't like)

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	-importance of living in peace			… (singing/sharing/ stealing) … (He /she/I) … (like/ don't like/ doesn't like) playing/ working/ fighting/ beating/stealing).
2	Child rights and responsibilities -concept of child rights -rights and needs Education, identity, food, freedom of speech, health services, shelter, play, clothing, language -importance of child rights and needs Child responsibilities -respect	The learner: reads/signs number symbols 7000-9999 writes/ brailles number symbols 5000-7000 makes a calendar interpreting the calendar tells/signs days of the week tells/signs time in hours and half hours	The learner: discusses children's rights and responsibilities identifies child responsibilities identifies the importance of child responsibility reads/signs and writes/brailles words and sentences related to child rights and responsibilities	Vocabulary home, clothes, school, clean(v), play, food, water, drink, eat, hospital, pen, books, name medicine, father, pencil, mother Structures What do you/we do every day? … (I /we)… (Eat/ drink/ read) every day. (David/Sarah/Juma) (reads/signs/ sings/eats) every day. What does … (father/ mother/

	parents, teachers, elders and other children -keep law and order -promote good behavior -promote interests of the country -develop talent for personal benefits and others -work for the goodness of unity of his family and society -support parents' efforts in promoting children's welfare -avoid misusing one's rights and also respect the rights of others			teacher) do every day? …. (Father/ mother/ teacher) … (Cooks/ cleans/ teaches) every day. What is … (your/ fathers/ mothers) name?

	Importance of child responsibility -time management -healthy growth and development -peaceful learning			
3	Child abuse Forms of child abuse -defilement, bad touches, bad language, child neglect, child abduction, child sacrifice, child labor Effects of child abuse anger, sadness, loneliness, pain, hatred, lameness, worry,	The learner: adds money (Ugandan currency) subtracts money (Ugandan currency) solves word problems using (Ugandan currency)	The learner: names/signs forms of child abuse -identifies effects of child abuse -suggests ways of child protection -reads/signs and writes/brailles words and sentences related to child abuse	Vocabulary wash, mop, peel, sweep, work, slash, wear, share, cook, bathe, read, milk(v), eat, obey, school, stay, home, “a”, “an”, “the” Structures Does … (Mary/ Juma) … (clean/ peel/ sweep)? Yes, (he/ she/ they) do. No, (he/ she/ they) does not/ do not. What does … (he/

	blindness, deafness, fear, shame, death, isolation Ways of enforcing child protection -child to child mentoring, reporting incidents, using educational messages, parental guidance			she/ they) do? … (He/ she/ they) … (Share/ eat) a… (Orange/ egg/ apple/onion). Does/do… (He/ she/ they/ you/ we) … (share/eat) (an/a) … (Maize/ orange/ apple)? Yes, he, she, they, do/does. No, she, he, they do not/ does not. Never … (fight/ steal/ abuse others/ mistreat others/ take drugs). I /we/ they always … (clean the house, brush my teeth, and wash my clothes).

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Term 3

Theme 10: Culture and gender

Learning outcome: The learner should be able to understand and appreciate different cultures and demonstrates awareness of gender issues that promote harmonious living.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	Cultural practices greeting, marriage, naming, dressing, burial, circumcision, food, language beliefs customs norms	The learner: • multiplies a 3 digit number using table of 7 • Solves word problems involving multiplication of numbers by 7. • Naming days of the week and months of the year. • Records number of ceremonies on a simple graph.	The learner • describes cultural practices • names/signs examples of cultural practices • describes importance of tradition and customs • role plays and acts dialogue about cultural practices • reads/signs and writes/brailles words, sentences and texts about cultural practices	**Vocabulary** Sing, wear, greet, food, cry, pray, kneel, dance, happy, sad, pain, sick, regular, irregular, tenses, sang, wore, cried, knelt, danced. **Structures** What did he/she they do? He/ she/ they …… Did she/he/they …? Yes, she/he they did No, she/he/they

				did not.
2	**Gender** The concept of: What makes me a boy or a girl - What I am - What I do - What I wear - How I behave Gender equality and inequality	The learner: • Divides a 4-digit number by 4 and 5 with a remainder. • Divides a 4- digit number by 6 and 7 without remainder. • Solves word problem involving division.	The learner: • Identifies activities girls and boys do. • Talks about activities boys and girls do. • Reads/signs writes/brailles words, sentences and texts about what girls and boys do.	**Vocabulary** female, male, girl, boy, share, help, work, same, different, beat, hungry, kick, slap, eat, cake, milking, wash, cook, mop, slash **Structures** Why did he/she they run away from ….? He/she/they ran away from …because…
3	**Ways of promoting and preserving culture** **Different activities:** dancing, singing, games, drama, sharing roles, dressing Different cultural festivals and rituals:	The learner: • draws picture graphs • Interprets information from a picture graph. • recording on a picture graph • drawing a bar graph • Interpreting a bar graph. -	The learner: • Identifies ways of promoting and preserving culture. • Describes the importance of promoting and preserving culture. • Discusses dangers of some cultural practices.	**Vocabulary** dance, sing, play, blow, flute, drum, sick, medicine, needle, razorblade, syringe, safety pins, scissors, tablets, children **Structures** I/We/she/he/they can play a ……

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	marriage, funerals, initiating, naming, tattooing, de-toothing **Dangers in some cultural practices** HIV/AIDS transmission Early marriages		• Discusses the importance of respecting children with special needs. • Reads/signs and brailles words, sentences and texts related to promoting and preserving culture.	When did you she/he/they (play/dance/ sing)? I/she/he/the played danced)…during?

Theme 11: Health in our sub-county

Learning outcome: The learner should be able to demonstrate knowledge and skills of preventing common diseases and controlling them for healthy living.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	Disease vectors -Common vectors Mosquitoes, rat, louse, cockroach, housefly, tsetse fly, bed-	The learner: multiplies a 3 digit number using table of 8 tells time in hours and half hours draws simple clocks showing hours and half	The learner: -names/signs and identifies common disease vectors reads/signs and writes/brailles words and sentences	Vocabulary mosquito, rat, louse/lice, housefly, flea, bed-bug, fly(n), jiggers Structures What can you see? I/we can see a…

	bug, flea Life cycle of vectors -mosquito, housefly, cockroach	hours records number of legs, number of wings of different vectors	related to health -describes the life cycle of – mosquito, housefly, cockroach -reads/signs and writes/brailles words and sentences related to disease vectors	(Mosquito/ rat/ fly). Show me a… (Mosquito/ rat/ fly). That/this is a (mosquito/ rat/ fly). What are these/those? Those/these are … (houseflies/ mosquitoes/ lice/ bed-bugs). Are these/those… ((Houseflies/ mosquitoes/ lice/ bed-bugs)? Yes, they are. No, they are not.
2	Diseases spread by vectors -malaria, cholera, typhoid, yellow fever, plague, dysentery, trachoma, sleeping sickness Ways in which	The learner: • tells time using a quarter hours, minutes • reads different types of clocks • makes a personal timetable	The learner: • names/signs diseases caused by vectors • -describes the 4Fs • -suggests way of controlling and preventing disease vectors	Vocabulary Cut, slash, sweep, food, clean, flies, fingers, cover, malaria, shut, mosquito net, latrine, toilet **Structures** Wash hands after visiting the

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	vectors spread diseases -the 4Fs (faeces, flies, fingers, food), biting, **Preventing and controlling vectors** Sweeping, slashing, spraying, digging around the house, smearing houses, draining stagnant water		• -reads/signs and writes/brailles words and sentences related to control and prevention of disease vectors	latrine/toilet. Boil water and cover it. Sleep under a mosquito net. Smoke the latrine. Cut compound bushes. Shut windows early. What do you do every day? I/we/they… (Clean/ sweep/ cover/ close) the… (Teeth/ house/toilet/ window) every day. Who … (cleans/ sweeps/ covers/ cuts/ closes) the… ((teeth/ house/toilet/bushes/ window) every day? He/she… (Cleans/ sweeps/ covers/ cuts/ closes) the… ((teeth/ house/toilet/bushes/ window) every day.

3	COVID 19 and HIV/AIDS HIV/AIDS -Concept of HIV/AIDS -causes and spread of HIV/AIDS -effects of HIV/AIDS -ways of caring for HIV/AIDS patients e.g. not sharing sharp objects, using gloves when helping HIV/AIDS patients **Control measures** -blood test, taking medicine, feeding well (balanced diet) **COVID 19** Facts about	The learner: • divides a 4-digit number by 6 and 7 without a remainder • solves word problems using division • interprets information from graphs about hiv/aids AND	The learner: • discusses cause, spread and control measures of HIV/AIDS • discusses cause, spread and control measures of COVID 19 • -demonstrates control of COVID 19 • -reads/signs and writes/brailles words and sentences related to ϵ cause, spread and control measures of COVID 19, HIV/AIDS	Vocabulary sharp, share, eat, help, care, medicine, patient, gloves, take, shave, needle, towel, comb, razor blade, syringe, sanitizer, social distance, mask, flu, cough, headache, fever **Structures** Always go for blood test. Never share sharp objects. Help AIDS patients to… (Eat/ comb/ shave/ cut/ take) … (Food/ hair/ medicine/ nails). Always… (Keep social distance/ wear a mask/ wash hands/ sanitize). **…but…** **Care for AIDS patients but always wear gloves.**

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	COVID 19 -viral disease, kills - Spread through contact with infected person, touching infected surfaces -symptoms: headache, fever, sneezing, coughing **Ways of preventing COVID 19** -wearing masks, washing hands regularly, sanitizing, disinfecting frequently touched areas, keeping social distance			

Theme 12: Basic technology in our sub-county/division

Learning outcome: The learner should be able to apply basic scientific knowledge and skills in processing and making materials for self-reliance.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	**Concept of technology - Things we make in our sub-county** Natural and artificial materials Natural materials - banana fibers - palm leaves - papyrus - reeds - sisal **Artificial materials** - wire - plastic - straws - polythene - gauze - strings Characteristics of materials in terms of: texture, size,	The learner: • multiplies a 3 digit number using table 9 • names sides, base, ,diagonal of simple shapes • Measures perimeter and area of shapes. • Solves word problems about perimeter and area.	The learner: • Names/signs artificial and natural materials. • touches and describes characteristics of artificial and natural materials according to size, texture , color and weight • reads/ signs and writes/brailles words, sentences about natural and artificial materials	**Vocabulary** doll, ball, store, rope, saucepan, cushion, pot, mortar, pestle, bed, basket, ladle, chair, stool, rough, smooth, short, tall, big, good, bad, **Structures** Where is the…….. ? The… is on/in the … How many … are there?

	color, weight,			
2	**Things we make from natural materials and their uses** E.g. baskets are used for carrying food from the garden; We use hats to protect our heads from too much sunshine. A mortar is used in pounding ground nuts. We use pots to keep our water for drinking safe and cool. We sit on mats. **Different sources of materials we use** Wetland, swamp, forest, quarry, trees	The learner: • divides by 8 and 9 with remainders • solves word problems using division -	The learner: • identifies sources of natural materials • Compares different natural materials. • Describes how to make different things from natural materials • Discusses uses of things made from natural materials. • Reads/ signs and writes/brailles words sentences and texts about natural materials	**Vocabulary** banana, leaf, fiber, palm leaves, swamp, basket, modelling, weaving **Structures** What will you use to make…? I/we shall use … Will you use… to make Yes I we shall/ No we shall not.

3	**Things we make from artificial materials and their uses** e.g. baskets, hats, bags, mats , dolls, Different sources of materials we use Shops, market	The learner: • identifies solids, cubes, cylinder, sphere • models solids • Makes nets of cubes and cuboids. • makes different solid buildings, toy sets using cubes measures mass of different things in kilograms and grams	**The learner:** • identifies sources of artificial materials • Describes how artificial materials are used. • Classifies things made from natural and artificial materials. • Reads/signs and writes/brailles words sentences and texts about artificial materials.	**Vocabulary** toy, bicycle, car, candle, decoration, wear, hat, sell, but, plastic, metals, **Structures** Why will he/she make a …. She/he will make a … Will you make … Yes, I/ we shall No, I/we shall not

Theme 13: Energy in our sub-county

Learning outcome: The learner should be able to appreciate the existence of energy and demonstrate knowledge and skills in using and preserving it.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	**Sources of energy** **Natural sources** - sun,	The learner: - Adds two 4digit numbers without and with carrying with a sum up to	The learner: - Explains meaning of energy. - Identifies different types of energy - Describes different	**Vocabulary** Bulb, stove, charcoal, fridge, firewood, petrol, diesel, cook, sell, paraffin, wind,

	water, wind, fuel, biogas Artificial sources **electricity**	9,999. - Subtracts two 4digit numbers without and with borrowing with sum up to 9,999. -	sources of energy. - Reads/signs and writes/brailles words, sentences and texts about energy.	water, biogas, electricity, hydro, Structures What are you ….(buying) I/We …..Am/a… May I/we have some…?
2	**Ways of saving energy** Cooking using energy saving stoves Putting out fire Switching off appliances	The learner: • Multiplies a 4 digit number by 1- 10, with product not exceeding 9999 • Divides a 4 digit number by 1-10 without and with a remainder • Measures the length, distance for tree planting • Records measurements	The learner: - Identifies uses of energy - Describes ways of saving energy - Describes the importance of saving energy. - Discusses the importance of planting trees - Reads/signs and writes/brailles words, sentences and texts about ways of saving energy	**Vocabulary** switch on/off, blow off, cover, light, box, match, stick, candle, water, high, torch, **Structures** Who bought the…? Sarah/Juma bought …..

3	**Dangers of energy** electric shock, fire, wind, drought, accidents **Ways of avoiding dangers** Planting trees Avoiding playing with fire Avoid playing with electric appliances	The learner: • Measures length, capacity, mass • Measures time and money	**The learner:** - Identifies dangers of energy - Describes ways of avoiding dangers - Discusses what to do in case of fire outbreak - Reads/signs and writes/brailles words, sentences and texts about dangers of energy and ways of avoiding them	Vocabulary warm, burn, fire, socket, plant, kill, hurt, warn, danger, alarm, report, small, big, tall, short Structures What will you/he/she do when in danger? I/we shall make an alarm/report for help How can you/he/she stop (fire)? I/she/he can stop fire by using a fire extinguisher.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

LITERACY

P3 Abridged Curriculum Guidance to Literacy Instruction

Introduction: This abridged literacy guide is based on intensive analysis of P2 and P3 curriculum competences and content. The work follows designated themes. Each theme has three sub-themes. Each sub-theme covers a week. The methodological considerations have been designed in such a way that will enable you support learner's needs in development of literacy skills. In the first themes, you will still need to support them read and write words, sentences and short texts. You, therefore, need a variety of learning material to support learning.

Under normal circumstance, a P3 learner is expected to read at ~~a~~ text level.

You should, therefore, conduct pre-instructional assessment before you teach the first theme to establish the competence levels of your learners in terms of:

- Letter name and sound knowledge

-Vocabulary – reading words

- Paragraph reading (at least 3-5 sentences)

- Story reading (at least 5-8 sentences)

-comprehension (at least 2 -3 questions from the story read)

It will be useful after establishing competence levels that you group the class according to their learning needs such that you accord them the necessary support during literacy lessons. A pre-instructional assessment sample is provided in Appendix 1.

Term **1**

Theme 1: Our home and community

Overview: This sub-theme introduces the learner to the home as the basic unit of the society. It is meant to help him/her recognize the members of the immediate family and their roles and responsibilities and the community. It is meant to lay a foundation for the sub-county which is the focus for the year.

Competences	Content	Suggested teaching/learning activities
The learner: - Names/signs people found at home and in the community. - Describes roles of different people in the home and in the community. - Describes nuclear and extended family. - Discusses activities done in a home and in the community. - Names and describes and location of his/her village/cell parish/ward. - Identifies important places in the	1.Our home People in our home -Nuclear family -Extended family Things in a home Activities in a home 2. **Our community(Village/cell)** -name of our village/ cell - location of our village/ cell - people in the village/cell -important places	• Using writing/braillling guiding lines, help learner write/braille letters, and words related to the subtheme and their own name. Using oral pieces such as poems, rhymes, riddles, songs, tongue twisters, let learner name people at home. • With support of pictures, help learners to get the difference between nuclear and extended family • Support the learner interpret pictures related to people at home. • Using letter and syllable cards, support the learner build and read words related to people at home. • Support learner match words to pictures • Using role play, support the learner tell responsibilities of

community. - Identifies things found in his /community, their uses and dangers. - Listens to folk tales, recites rhymes, and tells stories, and role plays activities in the home and community. - Asks and answers comprehension questions related to the home and community. - Reads/signs and writes/brailles words, sentences and short texts about our home and community.	-important activities 3. **Our parish** Name and location of our parish/ward Important places in our parish/ward Uses of places in our parish/ward Important people in our parish/ward	different people in the home1. • Using picture cards, let learners discuss roles and responsibilities of different people in the community. • Read/tell/sign a story related to roles of different people and ask comprehension questions. • Guide learners to work in groups and interpret picture stories related to different activities in the community. • Using real objects, pictures and models let learners name the different objects in the community. • Let learners state uses of different objects found in the community • Using the environment, pictures and illustrations, support learners discover important places found in their parish. • Support learners to discuss roles of people found in their parish • Through role play, let learners demonstrate roles of different people in their parish. • Let learners demonstrate ways of avoiding dangers of different things in their parish • Using letter and syllable cards, support learners build words related to things at home and their uses. • Using writing/brailling guiding lines, help learner write letters, and words related to the subtheme and their own name.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Theme 2: Our sub-county / Division

Overview: This theme builds on the learner's prior knowledge of locating school using different features. This being the theme, it is important that you assess literacy competences of your class as guided in the introduction. You will need a copy of an up-to-date map of your sub-county /division.

Competences	Content	Suggested teaching/learning activities
The learner: - names and locates his/her sub-county/Division - describes key physical features - identifies tribes and clans in his/her sub-county/ division - reads and writes words and sentences related to the theme	1. Name and location of sub-county/division including parishes Compass directions - North - South -East -West 2. Physical features -hills -valleys -forests 3. People in our sub-county by	- Using maps and compass card, help learners to locate their sub-county using neighbors. For example, Our sub-county is located East of sub-county X. - Guide learners name and locate parishes in their sub-county. - Use ground maps to name physical features of the sub-county. - Using a map of the sub-county guide learners to locate major physical features. -support learners to draw a map of their sub-county indicating the major physical features and parishes. - Encourage learners to identify themselves by tribes and clans. - Let learners collect information related to tribes and clans in the class and represent it in form of simple pictographs. -Encourage learners to recite oral texts: poems, riddles, rhymes, chants related to their sub-county

	- tribes - clans	- Support learners to read texts related to the sub-county and answer comprehension questions. - Using flash cards, support learners read words, sentences related to the location of the sub-county. Support learners to draw maps showing their sub-county/division indicating parishes and physical features. -Guide learners to read and write texts related to the location, physical features and tribes of their sub-county.

Guidance on assessment

(i) In assessing location, emphasize the knowledge of:
(ii) compass direction
(iii) Names of neighboring sub-counties
(iv) Names of the parishes that make up the sub-county
(v) Assess reading of words, sentences and short texts and comprehension
(vi) Assess accuracy of spellings, capitalization and punctuation

Theme 3: Livelihood in our sub-county / division

Overview: This theme introduces the major economic activities ~~being~~ carried out in the sub-county /division. It is built on the P2 theme"Important people and places in our community". Make use of the P2 Literacy materials, wall charts, word cards picture cards and reading texts to facilitate literacy development. In one of the lessons, engage the class in a common practical activity say, cookery or modelling or weaving to make learners feel part of their community.

Competences	Content	Suggested teaching/learning activities
The learner: -identifies different people in the community - names important occupations in the sub-county/division - identifies social services - discusses the challenges faced in service delivery	**1. People** - doctor -nurse -police officer -carpenter -driver -shop keeper -cobbler **2. Occupation** -farming -carpentry - brick laying -pottery **3. Social services** education health transport water supply communication	-Use pictures and wall charts to discuss key concepts related to different occupations -Let learners role play to demonstrate how different activities are carried out in their sub-county/division. - Through songs, guide learners to discuss the benefits of the occupations. - Using pictures, guide learners to discover major services in their sub-county/division. -Tell stories related to challenges in service delivery and guide learners to discuss possible solutions. -Use word cards, picture cards and story texts to teach reading. -Guide learners to draw and match important services and the people who deliver them. -Guide learners to read different texts related to livelihood and to answer questions. -Encourage learners to pick an occupation of interest in their sub-county. Let them draw picture stories to illustrate procedure in form of a series of activities involved. Support them to label their pictures with words or sentences. Allow them to share with the rest of the class.

	security **Challenges to social services and their solutions** -bad roads - thieves - bad weather conditions	

Guidance on assessment

(i) Assess spelling, punctuation and word spacing in all writing tasks.
(ii) Assess audibility and fluency in reading words, sentences and texts.
(iii) Assess free expression and creativity in all oral tasks.
- Assess accuracy of information in all oral and written exercises

Theme 4: Environment in Our Sub-county/Division

Overview: The theme rotates on the learner's physical environment and how it can be effectively utilized to support livelihood. It builds on P2 theme "Our environment" but this time, introducing soil as a key component. You should use real objects, pictures and models to teach the key literacy concepts.

Competences	Content	Suggested teaching/learning activities
The learner: - names types of soil and its importance	Soil – composition -textures and	- Use soil samples and experiments to teach soil composition and types of soil. - Using pictures, let learners discuss the use of the different soil types.

- discusses changes in the environment caused by nature - discusses changes in the environment caused by human activities and how they can be managed - reads and writes words, sentences and texts related to the environment	types -uses 2. Changes in the environment Caused by: -nature -human activities 3.Simple ways of managing change -planting trees - digging trenches -	Let learners match the type of soil to their uses. -Using video clips or pictures, guide learners to discuss the changes to the environment caused by man and nature. - Use the local environment to discuss harmful human activities carried out tin the environment say, *bush burning, overgrazing, charcoal burning* -Guide learners to discuss the dangers associated with changes in the environment. -Use flash cards, sentence strips and story texts to teach learners to read information related to the environment. -Encourage learners to make simple environment awareness posters by Draws and labelling pictures on large sheets of paper and displaying them in the compound.

Guidance on assessment

(i) Assess reading by focusing on accuracy and speed.
(ii) In writing, pay attention to proper spelling and punctuation.
(iii) In oral work assess accuracy and audibility.

Theme 5: Environment and weather in our Sub-county/ division

Overview: The theme is built on learner's prior knowledge of "weather". Important information such as elements and types of weather have been integrated to lay foundation for presenting management of different aspects of weather. Therefore, you may find information in P1, 2and 3 texts very relevant. Since water is one of the key content focus, support learners to get involved in a practical activity.

Competences	Content	Suggested teaching/learning activities
The learner: names types and elements of weather discusses the importance of wind, air, sun, rain discusses the dangers of wind, rain, sun, reads/signs and writes braille words, sentences and texts	**Elements of weather** **Types of weather** **Air** - Concepts and properties of air. - importance of air **Wind** Wind as moving air importance/dangers **The sun** Importance of the sun. dangers of the sun experiment why plants need light **Managing water**	Use the environment, pictures, weather chart to help learners name and identify the elements of weather. Through observation, guide learners to discover the importance of each of the elements of weather. Through experiments, guide learners to discover properties of air and why plants need light, water. Encourage learners to recite oral pieces, rhymes, poems, riddles, chants, songs related to environment and weather. Guide learners to discuss different activities in their Sub County/ division carried out in different

related to the importance and dangers of the sun, wind	**Rain** How rain affects the environment Importance of rain to soil, plants and animals. Dangers of rain to soil, plants and animals. **Clouds** Types of clouds How clouds bring changes in temperature Process of water cycle Activities in different seasons	seasons. Let learners prepare a simple farmers calendar of their sub-county/division showing different activities carried out in different months of the year.

Guidance on assessment

(i) Assess spelling, punctuation and word spacing in all writing tasks.
(ii) Assess audibility and fluency in reading words, sentences and texts.
(iii) Assess free expression and creativity in all oral tasks.
(iv) Assess accuracy of information in oral and written exercises.

Term 2

Theme 6: Living things

Overview: The theme builds on prior knowledge about different animals, birds and insects seen in other classes under the theme "Living things"**.** The major intention is to support learner appreciate the natural environment and work towards its conservation. Therefore, make use of the surroundings to teach basic literacy skills. Engage learners in practical activities like, draw or model or write simple stories or compose songs their favorite animals.

Competences	Content	Suggested teaching/learning activities
The learner: -names common animals -identifies common birds and insects -names different plants and their uses - discusses the importance of various living things - reads and writes words and sentences related to living things	**1.Common animals** domestic and wild animals **2 .Common birds and insects** - Domestic and wild birds - Useful insects Harmful insects **3.Common plants**	-Using pictures or models ask learners to identify common animals, birds, insects and plants. -Using pictures and models, let learners name common domestic and wild animals -In groups, let learners discuss uses of different insects and birds and how to care for them. - Support learners to sing songs related to different living things - Assign group tasks where learners discover dangerous, animals, insects, birds and plants in their environment -Let learners match the different living thigs with the dangers they cause. - Support learners to read words, sentences and short texts related to the environment.

		-Support learners to answer several comprehension questions related to the texts they read. Guide learner to write short descriptive texts related to common animals, insects and birds. - Let learners draw and label pictures of common plants, birds, insects and animals.

Guidance on assessment

(i) Assess accuracy and reading speed.
(ii) Assess proper formation of letters and word spacing during writing tasks.
(iii) Assess correctness of information in all oral presentations.
(iv) Assess creativity in all original work both oral and written

Theme 7: Common plants

Overview: This theme builds on prior knowledge about the different kinds of plants in the environment. The major intention is to support learners appreciate the natural environment and work towards its conservation. Therefore, make use of the surroundings to teach basic literacy skills.

Competences	Content	Suggested teaching/learning activities
- The learner: - Identifies names and uses of different plants. - Identifies harmful plants and how dangerous they are.	Common plants Parts of a flowering plant Uses of different plant parts	Using the environment, guide learners to identify common plants. Using pictures, models and real objects let learners name common plants~~,~~ parts In groups, let learners discuss uses and dangers of different plants In groups, let learners discuss uses, dangers

- Identifies conditions of plant growth. - Identifies different places where different plants grow. - Names/signs common growth practices in the community. - Names/ signs and identifies common tools and their uses. - Reads/signs and writes brailles different words, sentences and texts related to plant growth and crop growing practices.	Conditions for plant growth. Uses of plants Dangers of plants Harmful plants Plant habitants Crop growing practices	and care for different plants. Through experiment, guide learners to discover conditions necessary for plant growth. In groups/pairs, let learners discuss different crop growth practices Support learners to sing songs related to common plants. Support learners to read/sign words, sentences and short texts related to common plants. Support learners to answer several comprehension questions related to common plants. Guide learners to write/braille short descriptive texts related to common plants. Let learners draw and label pictures of common plants.

Guidance on assessment

(i) Assess accuracy of information related to common plants.
(ii) Assess learner's ability to draw, label, or match pictures to words
(iii) Assess reading speed, accuracy and expression in all reading tasks.
(iv) Assess correctness of spelling, letter formation and word spacing in all writing tasks.

Theme 8: Managing resources

Overview: This theme introduces the learner to basic concepts related to resources in the immediate environment. You should, therefore, make use of the environment to support the leaner practice basic literacy skills.

Competences	Content	Suggested teaching/learning activities
The learner: -names common resources in the community -discusses best ways of spending resources - discusses best ways of conserving resources in the environment - reads and writes words and sentences related to managing resources.	**1.Saving resources** -money, -water, -food -time **2.Spending resources** **3. Conservation of resources**	-Using pictures and wall charts, let learners name the basic resources in the environment and how they can be saved. -Using discussions, support learners to discuss basic ways of using resources such as fuel, food, water, time and money. - Using role play, support learners to discuss dangers of over exploiting resources. -Encourage learners to recite or create short oral texts related to conservation of resources. -Let learners draw pictures related to saving resources. -Support learners to label their pictures with words or short sentences. - Guide learners to write a short text related to spending or saving resources and accompany it with pictures. -Support learners to read words, sentences and texts related to resource management. - Tell learners stories related to conservation of resources and let them answer comprehension questions related to them.

Guidance on assessment

(i) In assessing oral activities, pay attention to logical presentation of ideas.
(ii) In writing tasks check spelling, punctuation and spacing of words.
(iii) In reading check accuracy and speed of reading of each individual learner.
(iv) Check accuracy of information in all learning tasks.

Theme 9: Keeping peace in our sub-county /Division

Overview: This theme is derived from key concepts related to keeping peace and security in P1 and P~~1~~2. You are encouraged to use the learner's immediate environment to bring out abstract concepts.

Competences	Content	Suggested teaching/learning activities
The learner: -discusses ways that promote peace at home, school and in the community - discusses children's rights and responsibilities - names forms of child abuse -reads and writes words and sentences	1. Living in peace with others Child rights and responsibilities 3 Child abuse Common forms of child abuse	- Let learner's role play different ways of living in peace with others in the home, school and the community. - With the help of poems, songs, rhymes, riddles, tongue twisters, let learners explore different ways of living in peace. - Use pictures to discuss different people who keep peace at home, school and in the community. - Through role play, let learners demonstrate different the responsibilities they have at home, school and in the community. - Using pictures and illustrations to support the learner name common forms of child abuse. - Let learners dramatize common forms of child

related to keeping peace		abuse. - Guide learners to compose poems, songs or riddles related to child rights and responsibilities. - Support learner to read words, sentences and texts related to keeping peace. - Encourage learners to draw and label picture stories related to keeping peace and label them. -Support learners to read stories related to peace and answer comprehension questions

Guidance on assessment

(i) Assess audibility and accuracy of facts in all oral presentations.
(ii) Focus on correctness of punctuation and grammar in written texts.
(iii) Mark reading speed and accuracy at word, sentence and text level.
(iv) Assess correctness of spelling and punctuation in writing tasks.

Term 3

Theme 10: Culture and gender

Overview: This theme introduces common cultural practices in the learner's society. It is built on the P2 theme "Living together" which dealt largely with practices at home, school and community. You will, therefore, need to refer to materials of the lower grades. You may also find it useful to help learners explore harmful cultural and gender practices so that learners can guard against them,

Competences	Content	Suggested teaching/learning activities
The Learner: - discusses common customs and traditions in the community -discusses gender roles in the community - discusses bad cultural practices and their impact - reads and writes words and sentences related to culture and gender	1**. Customs in our sub-county** Greeting Dressing Food Music taboos Marriage Initiations **2. Gender** roles responsibilities equity fair treatment	- Tell oral traditional stories related to common customs and let learners answer related comprehension questions. - Let learners dramatize different cultural practices in their sub-county/division. -Let learners discuss in small groups common gender roles. - Guide learners to discover bad cultural practices and how they can avoid them. - Through poetry, support learners to discover common gender practices in the society. - Use letter cards and syllable matrices to support learners build words and sentences related to culture and gender. - Guide learners to read stories related to gender and answer comprehension

		questions. - Let learners draw and model common cultural practices. -Let learners write short texts related to some aspects of culture and gender in their community.

Guidance on assessment

(i) Assess reading fluency in all reading tasks.
(ii) Assess proper spelling of words, word spacing and punctuation in all writing exercises.
(iii) Assess correctness of information in all oral presentations.
(iv) Assess creativity in all original work both oral and written forms.

Theme 11 Health in our Sub-county/Division

Overview:

The theme builds on the learner's prior knowledge on keeping healthy handled in ꝑ P1 and P2. Use all the available resources to teach basic literacy concepts.

Expected Learning Outcome:

Competences	Content	Suggested teaching/learning activities
The learner: - names and identifies common disease vectors - names diseases	1.Disease vectors house fly, mosquito, tsetse fly, cockroach	-Using pictures, models or specimens, support learners to name common disease vectors. -Support learners to match diseases to vectors. -Using pictures, support learners

caused by vectors - discusses cause, spread and control measures of COVID 19, HIV/AIDS - reads and writes words and sentences related to health	2.**Diseases spread by vectors** **COVID 19 and HIV/AIDS** - signs and symptoms -helping people living with HIV/AIDS and COVID -ways of prevention	demonstrate ways of controlling diseases spread by vectors. -Using posters or video clips, support learners to discuss the cause and spread of COVID 19, HIV and AIDS. - Using pictures and illustrations, support learners demonstrate control measures of COVID 19, HIV and AIDS. -Let learners recite poems and rhymes related to health. - Using word cards, sentence strips and texts, guide learners to build and read words and sentences related to health. -Guide learners to read texts related to health and answer comprehension questions -Let learners draw pictures of common vectors and label them with words or sentences. -Support learners to design simple posters related to keeping healthy

Guidance on assessment

(i) Assess reading ~~by~~ fluency by focusing on accuracy and reading speed.
(ii) In writing, pay attention to proper spelling, correctness and punctuation.
(iii) In oral work assess accuracy and audibility.
(iv) Assess accuracy of information in all learning exercises.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Theme 12 Basic Technology in our sub-county/Division

Overview: This theme introduces the learner to basic practical skills that involve use of natural and artificial materials in the sub county/Division for self-reliance.

Make best use of the environment to promote creativity among learners. In one of the lessons engage the class in a common practical activity say; weaving, modelling, knitting and making different pieces of craft work to make learners appreciate and apply skills acquired to promote and conserve the environment. You should use samples, pictures and models to teach key literacy concepts.

Competences	Content	Suggested teaching/learning activities
The learner: - Names/Signs artificial and natural materials and their sources - Describes and compares characteristics of natural and artificial materials. - describes how to make things using natural and artificial materials. - classifies things	The concept of technology Natural and artificial materials Characteristics of materials Things we make from natural materials and their uses Things we make from artificial materials and their uses.	- Using the local environment, guide learners to identify natural and artificial materials. - Using pictures and real objects, discuss the products got from natural and artificial materials. - Guide learners to discuss the sources of different natural and artificial materials. - Support learners to practice making things out of natural and artificial materials from their local environment. - Guide learners to read instructions on how to make things from materials. - Guide learners to draw, model, build and read words, sentences and texts related to natural and artificial materials. - Guide learners to write short texts related to natural and artificial materials. - Support them to practice oral pieces i.e. poems, rhymes, songs, related to things we make

made from natural and artificial materials. - reads/signs and writes/brailles words, sentences and texts about natural and artificial materials.	Different sources of artificial and natural materials we use.	

Guidance on assessment

(i) Assess reading fluency by focusing on accuracy and reading speed.
(ii) In writing, pay attention to proper spelling, correctness and punctuation.
(iii) In oral work assess accuracy and audibility
(iv) Assess accuracy of information on all learning exercises.

Theme 13 Energy in our Sub-county/Division

Overview: The theme introduces basic concepts related to energy sources and best conservation practices. It builds on what the learner learnt previously in a series of themes including resources and environment. You will find it relevant to use the available resources

Expected Learning Outcome: The learner should be able to appreciate the existence of energy and demonstrate knowledge of using and preserving it.

Competences	Content	Suggested teaching/learning activities
The learner:	**1. Sources**	-Using the environment, pictures and

- names common sources of energy in the community -discusses basic ways of saving energy -outlines dangers associated with different sources of energy - reads and writes words and sentences related to energy.	**of energy** 2. wind, water, sun, wood, electricity, fuels - 3. **Ways of saving energy** Using energy saving stoves, bulbs, solar **3. Dangers of energy and how to avoid them**	illustrations, support learners to discover sources of energy. - Support learners to discuss best practices in saving forms of energy they use. - Tell or read stories related to energy and ask comprehension questions related to them. -Through role play, let learners demonstrate the dangers associated with different forms of energy. -Let learners demonstrate ways of avoiding the dangers caused by different forms of energy. - Using role play let learners demonstrate the different ways of preserving energy. - Support learners to read texts related to conservation of resources and answer related questions. -Let learners draw pictures related to energy and label them. -Guide learners to design simple posters related to energy conservation of energy. – Support learners to write simple texts related to energy. -Task learners in some practical activities in regards to conserving energy for example, building energy saving stoves or making charcoal pieces from cow dung, peelings, silt

		or ash. - Support learners to compose simple poems, rhymes, riddles or songs related to energy conservation.

Guidance on assessment

(i) Assess reading by focusing on correct pronunciation of words, stress and intonation.
(ii) In writing, pay attention to correct spelling, word spacing and punctuation
(iii) In oral work assess logical presentation of ideas.
(iv) Assess creativity in all original compositions.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

ENGLISH

Term 1

GUIDANCE TO ENGLISH LANGUAGE INSTRUCTION

Theme 1: Our home and community

The theme is intended to raise learners' awareness about the community where they live. Learners need to build a strong threshold of vocabulary and grammar using the local environment. This theme bridges knowledge of the immediate family and larger social units such as a parish/ward. This foundation will be very useful for introducing other large units.

Competences	Content	Suggested teaching/learning activities
The learner: The learner: -reads and pronounces words related to people at home correctly. -spells the learnt words correctly. -constructs sentences using vocabulary and structures already learnt -reads short sentences and stories related to	**Vocabulary** Grandmother, grandfather, father, mother, daughter, son, uncle, aunt, sister, brother. **Structures** Show me you're…. This is my …… She/he my …… These/those are my They are my/our/their …… How many …. Have you got? I have …… **Vocabulary**	Use flash cards to help learners the read words related to people in a home. Guide learners to match pictures to words or words to pictures. Guide learners to draw simple pictures and label them with words or short sentences. Using structures to help learners use vocabulary correctly. Using role play to help learners act different roles of people in our

the theme.	doctor, nurse, teacher, policeman, policewoman, carpenter, patient, shoe keeper, shoemaker, near, between, inside, outside, bed **Structure** Show me a/the….. This/that is a (teacher, nurse) Where is the … The doctor/driver is inside/outside the hospital/house/car **Vocabulary** Stones, day, sand, water, trees, grass, animals, birds, insects, buildings, vehicles, plants. **Structures** What is this/that? This/that is…. What are these/ What is that …? These/those are…. How many … Can you see? I/we can see……	community. Using rhymes or songs related to the people in our community. Encourage learners to model things like animals, buildings, vehicles, found in our parish. Guide learners to recite poems, rhymes or riddles about the people in their community.

Guidance on assessment

(i) Check correct pronunciation of words
(ii) Check proper spellings of words
(iii) Assess the ability to associate words with pictures or models

Theme 2: Our sub-county/Division

Overview: This theme is about our sub-county/Division. After learners getting to know about their immediate environments of school and home in Primary 1 and 2, they should now go to a relatively wider area known as a sub-county. They should be helped to appreciate their sub-county by using landmarks.

Competences	Content	Suggested teaching/learning activities
The learner: -constructs sentences using the vocabulary related to location of her/his sub-county. - Reads/signs stories related to location and the compass direction. - reads and writes sentences related to the sub-county.	**Vocabulary** North, South, East, West, opposite, right, above, sunrise, sunset **Structures** - Where does the sun … (rise/set)? - It … (rises/sets) in the … (East/West). - What direction is the … (church/mosque)? - The … (church/mosque) is in the … (North/South). - It is in the … (East/West). **Vocabulary** river, hill, valley, pond, mountain, fish (verb), graze (verb), well, spring, along,	-Guide learners to pronounce/sign words related to direction. - support learners in constructing sentences using the given structure and vocabulary. - Guide learners in using vocabulary and structures in meaningful expressions. - Provide short stories or passages to practice reading - reciting rhymes/poems and singing songs. - acting dialogues

-completes sentences related location of their sub-county or division. -acts dialogues related to the location of the sub-county/ division by tribe. - uses structures to construct sentences.	up the, down the, across from **Structure** - Where is the … (hill, valley)? - The … (hill, valley) is in the … (east, west). - Is the …(hill/valley/river) … (along /across/up/down) the … (spring/mountain/well)? - The … is (along/across/up/down) the …. **Vocabulary** Chairperson, secretary, parish, leader, children, parent(s), teacher, police, army, teach, preach, friend, member **Structures** -What does a … (policeman/teacher) do? - A … (policeman/teacher) … (teaches/keeps law and order. - He/she keeps law and order. - What do you do every day? - I … (teach/preach) every day.	- answering questions - spelling words - completing sentences. - playing situational games. - Drawing and labelling pictures related to people and places.

Guidance on assessment

(i) Check pronunciation of words by following the articulation of words, intonation and stress patterns.
(ii) give learners opportunities to read aloud words, sentences and texts to check fluency
(iii) Check correctness of spelling in all learner's written work.

Theme 3: Livelihood in our sub-county

Overview: The theme brings to you the names of the important occupations in the sub-county and the social services. You should guide learners to identify them so the learners get acquainted with them for easy access when they need them. Use pictures or models to bring out the concept. If possible you can visit some of the people who offer services.

Competences	Content	Suggested teaching/learning activities
The learner: - completes stories related to important occupations in the sub-county - spells words of vocabulary connected to social services in the sub-county. - reads and writes words and sentences related to the	**Vocabulary** Bricks, fish, dance, drum, weave, sew, cook, crop, beer, trade, pot, grow, brew, hotel, wood, carpenter, sorghum, millet. STRUCTURES • What do you … (grow) in your garden? • I / we / they … (grow) e.g. beans / maize / peas in my / our / their garden. • What … (crops) do you have in your garden? • I / we / they have … (e.g. beans, peas,	Guide learners in: • pronouncing/signing learnt vocabulary • Singing songs • Reading sentences • Reading words • Writing short stories • Writing short sentences. Reciting rhymes

occupations and services in the sub-county. -writes sentences using vocabulary related to social services and their importance -recites poems on challenges in social services and their possible solutions.	groundnuts) in my / our / their garden. • I can … (weave) a mat but I cannot … (sew) a dress. • My / his / her / our / their father goes to the lake to fish every day. • My / his / her / our / their brother is a … (trader), he is buying and selling shirts and dresses. (use a situational game / playlet) A carpenter makes …. (e.g. chairs, tables, desks). • I / we / they brew … (beer) from bananas / millet / sorghum) Vocabulary Aero plane, train, water, lorry, taxi, telephone, television, hospital, clinic, police, treat, salt, sugar, paraffin, soap, market, shop. Structures -using relative clauses with “who” e.g. - A person who drives a car is a driver. - One who makes chairs is a carpenter. - What do you / we / they do every day? - I / we / they … (plant, dig, weed, harvest) every day. - What does she / he do every day?	

	- She / he … (plants, digs, weeds, harvests) every day. - Where do you / we / they go every day) - I / we / they go to … (school, hospital, market) every day. - Where do you / we / they Buy … (food, salt, sugar, paraffin, soap) from? -I / we / they buy … (food, salt, paraffin, soap) from the … (market, shop). - Who buys … (salt, soap, sugar, paraffin) every day? - I / we / they / buy … (paraffin, salt, food, sugar, soap) every day. **Vocabulary** storm, mud, slash, bridge (n), police post, accidents, boil (verb), spray, mosquito net Use of "because" use past tense. Structures How did she/he fall in the mud? -He/She/They jumped off the (bridge/bicycle) on the road. Where does he / she go every day?	

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	• She / He goes to … (school, hospital, market) every day. • What do you / we / they buy every day? • I / we / they slash the compound. • I would like to be a … (teacher, doctor, secretary, chief, policeman/woman, nurse) when I grow up.	

Guidance on assessment

(i) As learners sing songs, recite rhymes and poems, check proper articulation of words.
(ii) As learners use words in sentences, ensure how context is taken care.
(iii) In handling structures, ensure correct use vocabulary.
(iv) In all written aspects, check accuracy of spellings.

Theme 4: Our Environment in Our Sub-county/Division

Overview: This theme covers soil as an important resource and common resource. Learners need to develop a volume of vocabulary and structures in order to communicate functionally. Use real objects, environment, pictures and models to support learners to engage in meaningful discourse**.**

Competences	**Content**	**Suggested teaching/learning activities**
The learner: -reads/signs stories about the different types of soil -pronounces the new words	**VOCABULARY** Soil, stones, sand, clay, charcoal stove, color, build(v), crop, houses, loam, white, black, brown, grey.	-constructing sentences using the structures and learnt vocabulary. - reading short stories. - Tells / signing stories - acting a conversation.

correctly -writes words and sentences related -acts conversations on the natural causes of changes in the environment in our sub-county/ division. - reads/ writes/signs words and sentences related to the sub-county/ Division	Teach, treat, pray, dig. **STRUCTURES** • What is clay/sand used for? • (I / we / they) use sand/clay/loam soil to (make pots/ grow crops/build houses. • There are many (stones/crops/buildings) in our sub-county/division. • What color is … (clay/ sand/ loam soil)? • It is … (black/grey/brown/white) soil. **Vocabulary** wind, rain, hunger, flood **Opposites** hot/cold, sunny/rainy, dry/wet **Structures** -What did she/he/you/they do? - She/he/we/they … (played/walked in the (sand/rain). - Why did (she/he) ….cry? (She/he) cried because … (she/he) was … (wet/cold).	**-** answering comprehension question. **-** Writing simple stories - describing pictures. - constructing sentences using words and their opposites - Writing guided compositions. .

Guidance on assessment

i) Encourage learners to construct full sentences using the structure and learnt vocabulary.
ii) In reading short stories, pay attention to accuracy

iii) In answering comprehension question check use of full sentences,
iv) Writing simple exercises, focus on correctness of spellings.

Theme 4: Environment and Weather in Our Sub-county/Division

Overview: The theme is about the environment and weather in our sub-county. The learners learnt about weather in P 1 and 2 in their immediate environment but now it is important to focus on the sun, water and clouds to broaden knowledge basic vocabulary and structures. Use the local environment, charts and cards to teach the content.

Competences	Content	Suggested teaching/learning activities
The learner: -constructs sentences using vocabulary related to the elements of Weather -reads/signs stories on the sources of water and how to manage it. - reads and writes letters and words related to the school	Vocabulary -air, sun, move, wind, dry, wash, heat, warm, blow, break, fall, rain (n), rise, set, roof, house, clean. **Structures** What does … (Joshua/Gloria/Ali) do every day? - (Joshua/Gloria/Ali)… (Washes /cleans) the … (clothes/compound) every day.	-constructing sentences using the structure and learnt vocabulary - reading short stories - Tells / signing stories - acting a conversation - answering comprehension questions - Writing simple stories - describing pictures -reading text on opposites - writing guided composition

	- She/he …. (Washes /cleans his/her … every day). - We/they … (wash/clean) the (clothes/compound) every day. (She/he) cried because … (she/he) was … (wet/cold). **Vocabulary** Tap, well, spring, river, lake, tank, pot, drum, cream, slasher, brush Tenses – past tense. Structures -When did … (Mary/Musa) clean the …. (Well, pot, tank)? - (Mary/Musa)… cleaned the … (well, pot, tank) on (Wednesday/Friday/Saturday. - Did Mary/Musa clean the (pot/tank/well)? -Yes She/he did. -No, she did not. - We/they … (wash/clean) the (clothes/compound) every day.	

Guidance on assessment

i) **In** constructing sentences focus on using the structure and learnt vocabulary.
ii) In reading short stories focus on accuracy and reading speed.
iii) In telling / signing stories focus on the logical presentation of ideas

Term 2

Theme 6: Living things: Animals in our sub-county/Division

Overview: This theme is about the common animals, birds and insects in our sub-county/ division. Learners know the names of most of these animals in their local language. It is important that they also know the animals in English for effective communication in English. Use clear and simple instructions to teach. Where possible, use real objects, models and pictures to bring out the concept of abstract content.

Competences	Content	Suggested teaching/learning activities
The learner: -constructs sentences using vocabulary of common animals. - reads stories connected to common birds and insects -acts conversations related to common plants - reads and writes words and	**Vocabulary** nest, forest, zoo, bird, monkey, elephant, zebra, lion, giraffe, hyena, kennel **Birds**: hen, turkey, duck, pigeon **Insects**: bees, hive, fly. **Plants**: maize, sisal, yam, garden, water, flower, **Past tense:** fly/ flew, eat/ate, run/ran	- constructing sentences using the structure and learnt vocabulary. - reading short stories. - Tells / signing stories - acting a conversation on different birds, insects and animals - answering comprehension question. - Writing simple stories - describing pictures. - writing guided compositions

sentences related to common animals in our sub-county/division	**Structures** **-**Where was the … the (bird, monkey, and dog)? - The … (bird, monkey, dog) was in the …(nest, forest, kennel) -Did the … (bird, dog, monkey) … (fly, run) away? - Yes it did. - No, it did not. - A/an …. (Monkey, elephant, zebra) is (small, big, and fat). - Is it (Jane's/Hadija's/ Juma's)…. (Duck/ hen/turkey)?	

Guidance on assessment

- During telling / signing stories, look out for logical presentation of ideas.
- In acting out conversations, observe correctness of articulation of words.
- In describing pictures, encourage use of simple sentences e.g. This /That is a ...
- In writing guided compositions, check out for correct spellings.

Theme 7: Plants in our sub-county

Overview: This theme is intended to support learners develop a wide range of vocabulary and grammatical structures related to common plants in their environment. Use the rich natural environment, pictures and models to facilitate learning.

Competences	Content	Suggested teaching/learning activities
The learner: -reads/signs words - reads/signs descriptive stories. - Writes/brailles words related to common plants. -recites a ~~poem~~ rhyme	**Vocabulary** maize, yam, sisal, banana, cassava, millet, mango, pineapple, avocado, orange, tomato and potato, **Structure** Sarah/Tom has …… Who has/have flowers/seeds? She/ you has/have flowers/seeds. Whose…. flowers/seeds are these? They are…. Sarah's/Musa's… flowers. **Vocabulary** sunlight, air, water, red, mushroom, leaves, flowers, plants, beans, maize, seeds, weed, blue, yellow, green, **Structures** What is this/that? This / that is a …….. What are these/those? These/those are…….. Are these/those ……? Yes, they are. No, they are not. **Vocabulary** garden, water, wetlands, dry, rocky,	Guide learners to describe where plants are found Assist learners to read/sign short stories Support learners recite poems, sing songs and tell stories to the plants in their environment. Support learners in writing simple descriptive texts related to plants in their environment. Encourage learners in constructing meaningful sentences related to pants in their community. Support learners to draw and label pictures related to common plants Use structures to help learners construct meaningful sentences Guide learners to recite a poem about common plants.

	place, soil, swamp, slasher, weeding, pruning, thinning, wheel barrow, ploughing **Structures** What did she/he/ they do? She/he/they ploughed Where did she/he/they plant (flowers)? She/he/they planted (flowers)in the garden.	Guide learners to read texts related to plants Ask comprehension questions and let learners answer them using full sentences.

Guidance on assessment

i) As learners recite poems, sing songs monitor correct articulation of words.
ii) Mark correctness of spelling in all written exercises.
iii) In using grammatical structures ensure correctness of expressions.
iv) As learners answer comprehension questions, mark the use of full sentences.
v) In reading short stories, watch out for proper pronunciation of words.

Theme 8: Managing Resources

Overview: This theme is about managing resources. It involves managing resources at our disposal such as time, water, money, food etc. Learners should learn from a tender age about putting to maximum use any available resource without wastage. Use environment to support learners develop the intended vocabulary and structure.

Competences	**Content**	**Suggested teaching/learning activities**
The learner: - reads stories on how to save resources. - acts	Vocabulary time, firewood, money, bank (n), bag, waste (v), box, plant (v), need, bundle, charcoal, save, books, sugar, buy, sell, sweets, pancakes, pencils, salt	-Telling a story related to saving energy - Asking and answering

conversations related to how to spend resources well. - makes sentences related to vocabulary of how to conserve resources - reads /signs and writes words and sentences	**Structures** **-**Do you have enough (time/firewood/money)? -Yes, (I/We) do. No, (I /We) don't. -How many/much (boxes/time/firewood/money/charcoal) do you have? - I have (5 boxes/one hour/3 bundles/500 hundred shillings /2 sacks). - Where … do/does… (he/she/they/we) … keep money? - (He/she/they/we)… keep (money/charcoal/firewood) in the … (bank/store/box).	questions. - Acting a conversation. - Reading/signing a story - Answering questions on a story red. - Writing dictation sentences - Constructing sentences on vocabulary and structures learnt. - Reciting rhymes.

Guidance on assessment

i) In constructing sentences using the structure and learnt vocabulary, assess meaning of the expressions used.
ii) -In reading short stories emphasize accuracy.
iii) In telling / signing stories look for logical presentation of ideas.
iv) -In reciting rhymes and conversations, monitor correct articulation of words.
v) In answering comprehension questions, look for use of full sentences.
vi) In writing simple stories assess the use of correct spellings.
vii) In describing pictures assess accuracy of expression.

Theme 9: Keeping peace in our Sub-county/Division

Overview: This theme advocates for understanding and keeping peace and harmony in the sub-county. The children should be aware and participate in the different ways of living harmoniously with others. Use experiences and stories to teach vocabulary and structures related to the concept of peace to the learners.

Competences	Content	Suggested teaching/learning activities
The learner: -constructs sentences using vocabulary connected to ways of living in peace with others. -recites rhymes in line with child rights and responsibilities. - reads and writes words and sentences related to keeping peace	Vocabulary rules, play, work, share, give, sorry, excuse me, fight, steal, friend, sing, dance, visit, greet, abuse, slap, beat, home, school, clean (v), play, food, water, medicine, hospital, books, wash, clean	- Reading/signing a story - Telling / re-telling the story - Asking and answering questions - Reciting a rhyme - Writing a simple story - Reading sentences from the substitution table - Writing sentences from the substitution table

Guidance on assessment

i) In constructing sentences using the structure and learnt vocabulary, assess correctness of grammatical expressions.
ii) As learners are reading stories assess reading pace.
iii) In telling / signing stories look for logical expressions.
iv) In acting a conversation/ dialogue assess correct intonation.

v) A learners are answering comprehension questions, assess correctness of facts.

vi) Writing simple stories assess correct use of spellings, word spacing and letter formation.

Term 3

Theme: 10 Culture and gender in Our Sub-county/ Division

Overview: This theme is intended to guide the learner to understand and appreciate the different cultures and demonstrate an awareness of gender issues in the immediate environment. To teach the vocabulary and grammatical concepts, use real objects, models and pictures.

Competences	Content	Suggested teaching/learning activities
The learner: - constructs sentences using vocabulary related to customs in the sub-county/ Division - makes sentences using words related to gender in the	**Vocabulary** sing, wear, greet food, cry, pray, kneel, dance, happy, sad, pain, sick, same, different, mop, wash, kick, beat, share, work **Structures** **Simple past tense** -What did … (Mary /John / Ali do? - (Mary/John/Ali)…….. … (Wore/danced/sang/knelt/)…	-Telling / re-telling a story -Reading a story - Asking and answering questions - Reciting a rhyme - Playing situational games -Describing different pictures. - Reading descriptive texts. - Completing the guided composition - Reading sentences from substitution table

sub-county. - reads and writes words and sentences related to culture and gender.	(Uniform/well/a song/down). She/he… (Knelt/danced/sang/wore) … (Down/well/a song/a uniform). -Who … (cooked/washed/milked) the … (food/clothes/cow)? - Mother/Father… (Cooked/washed/milked) the … (food/clothes/cow).	- Writing sentences from the substitution table - Answering comprehension questions

Guidance on assessment

i) As learners are telling/ signing stories, assess the use of the learnt vocabulary and structures.
ii) In acting a conversation, check the correctness of expression.
iii) As they are answering comprehension questions, mark the use of full sentences.
iv) As they write simple stories, mark the use of correct spellings
v) As learners read monitor correct pronunciation of words being read.

Theme 11: Health in our sub-county

Overview: This theme is concerned with health in our sub-county/division. It aims at creating awareness on vectors which spread diseases and how to control them. It also highlights the current pandemics affecting society.

Competences	**Content**	**Suggested teaching/learning activities**
The learner: - constructs sentences using	**Vocabulary** mosquito, rat, louse/lice, cockroach, housefly, flea, bed-	- Support learners in pronouncing words related to the theme. - Provide texts for reading and

the structures and vocabulary learnt. - constructs sentences using vocabulary related to vectors, COVID 19 and HIV/AIDS - reads and writes words and sentences related to vectors. - Writes words and sentences using learnt words.	bug, fly(n), virus, immunization, mask, COVID 19, vaccine, needle, malaria, shut, faeces, fingers, gloves, cover, sharp, share, medicine, sanitizer, tap, water **Structures** -What can you see? -I/we … can see a … (rat/mosquito/cockroach/flea). - show me a … (rat/bed-bug/fly). - That/This is a … (rat/fly/louse). - **use of always** -always: … wash your hands after visiting the toilet. … cover the food. … spray mosquitoes. … shut windows … wear a mask.	encourage learners to read/sign aloud - Ask comprehension questions from texts read -Guide learners to role play situations related to disease control. -Let learners engage in answering questions as individuals .- Let learners read a story aloud individually or in pairs - Engage the class in reciting a rhyme/ poem related to common diseases and disease vectors. - Tell a story and let learners / re-tell it. - Write a simple story - Complete the guided composition - Read sentences from substitution table - Write/braille sentences from the substitution table -Let learners act a simple dialogue related to disease control.

Guidance on assessment

- In acting a conversation/dialogue, assess correct pronunciation of words and expression.
- As learners are answering comprehension questions, assess the use of full sentences.

- As learners describe pictures, assess correctness of expression and use of learnt vocabulary and structures.
- In reading texts, assess accuracy, speed and expression.

-In writing, mark correctness of spelling, word spacing and letter formation.

Theme12: Basic technology in our sub-county

Overview: The learner needs to acquire more vocabulary and structures related to common activities carried out in the community so that he/she can communicate effectively. This theme brings to light some of the work the people do to earn a living. Use the environment, pictures and models to support learners build the volume of vocabulary and structures

Competences	Content	Suggested teaching/learning activities
The learner - reads stories - answers comprehension questions - plays spelling games - spells simple words - names materials used to make things - writes/brailles words correctly -	**Vocabulary** doll, ball, stove, rope, pot, saucepan, cushion, mortar, bed, basket, pestle, ladle, chair, stool, rough, smooth, short, tall, big, good and bad **Structures** Where is the? The ….. is on/in/the ……? How many ….. Are there? There are …….. **Vocabulary** banana fiber, leaf, palm	Using real objects/models to name things we make. Supporting learners to draw pictures related to things we make Use word cards to help learners match words to real objects, pictures/models Guide learners to read/sign a story related to things made in the community. Guiding learners to compose poems, rhymes and riddles related to things we make Guiding learners to act dialogue related to things we make.

	leaves, swamp, basket, modeling, weaving, crocheting **Structures** What will you use to make…? I/we shall use ……. Will you use …. to make……....? Yes, I/ we shall. No, I/we shall not **Vocabulary** toy, bicycle, car, candle, decoration, wear, hat, sell, buy, plastic, metals, **Structures** Why will he/she make a … (mat)…? She/he will make a (mat) … for (sitting on) ... Will you make a ……? Yes, I/we shall. No, I/we shall not.	Guiding learners to answer comprehension questions correctly.

Guidance on assessment

i) Check the correct spelling of words.
ii) As learners talk about natural and artificial materials, assess the correct use of vocabulary and grammatical structures.
iii) In reading words, sentences and stories assess correctness in intonation and stress.
iv) In telling stories related to natural and artificial materials, assess logical presentation of ideas.
v) As they draw things, they make assess labelling with correct words or sentences.
vi) As they rearrange words, assess how ably they can make meaningful sentences.

Theme: 13 Energy in our sub-county/Division

Overview: The theme focuses on the natural and artificial sources of energy. Support the learner to practice using vocabulary and related structures by making use of a variety of items in the environment.

Competences	Content	Suggested teaching/learning activities
The learner: -uses vocabulary related to sources and ways of saving energy in meaningful sentences. - reads words, sentences and texts related to energy. -writes letters,	**Vocabulary** stove, bulb, buy, fridge, firewood, petrol, diesel, cook, sell, paraffin, switch on/off, match stick, light, candle, water, torch **Structure** **Use of: some and any** **Present continuous tense.** -what are you … buying/selling/carrying?	Helping learners to read/sign words related to energy by supporting them identify letter sounds that make up words. Using structures, help leaners practice vocabulary learned. Using flash cards, help leaners read words related to energy.

words and sentences related to the energy	- I/we … am/are … buying/selling/carrying … (paraffin/charcoal/firewood. **Revision of the past simple tense** May/Sarah/David … (switched off/on, blew off the … (light/candle). -What did she/he/do? -She/he/they … (switched on/off, blew off) … the candle. **Vocabulary** Switch on/off blow off, cover, light, box, match stick, candle, water, torch, low, high and stoves **Structures** What are you…? Buying/selling? I/we …… am/are buying…… May I/we have some ……? Yes, you may No, you may not. Who bought the…. Sarah or Juma bought the …. **Vocabulary** warm, burn, fire, socket, planting,	Using pictures, support leaners to make sentences related to the natural and artificial sources of energy. Role playing ways of saving energy. Completing guided compositions related to energy. Reading stories related to sources of energy. Interpreting picture stories related to energy. Composing simple picture stories related to energy. Reciting rhymes and poems related to energy. - Reading sentences from substitution table - Writing sentences from the substitution table - Answering

	kill, hurt, warn, danger, alarm, report, small, big, tall, short, drought. storm, live wires, accidents, **Structures** What will you/he/she do when in danger? I/we/he shall make and alarm/report for help. How can you/he/she stop fire I/she/he can stop fire by using a fire extinguisher.	comprehension questions

Guidance on assessment

i) In reciting a rhyme/dialogue assess correct articulation of words.
ii) In writing story assess correctness of spelling.
iii) -In telling stories, assess the logical presentation of ideas.
iv) As learners are answering questions, assess the use of full sentences.

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MATHEMATICS

Term 1

P3 Abridged Curriculum Guidance to Mathematics Instruction

INTRODUCTION

The Mathematics syllabus of the Abridged Curriculum for Primary Three derives competences from the Primary Two and Three curriculum. It is meant to bridge the gap between P2 and P3. The selected competences are set to support the learner progress to the Primary Four class within one academic year.

Theme 1: Our home and community

Introduction: This is an orientation week where learners are ushered into the learning environment. Ensure that there are a variety of learning materials to facilitate the acquisition of numeracy skills.

Competences	Content	Suggested Teaching/learning activities
The learner: • counts up to 100 • adds two 2 digit numbers without carrying • recognizes place values up to 3 places i.e. hundreds	• Counting up to 100 • Adding two 2 digit numbers without carrying • Recognizing place values up to 3 places i.e. hundreds, tens and ones and zero as a	• Let learners revise counting 1-400 using different counters from their environment. • Allow learners to practice adding two 2 digit numbers without carrying. • You can also give them mental work to check whether they remember what they covered in the previous class. • Work through the examples with the learners and give them enough time to practice. • Do not rush the learners, give them time to accomplish task. • Use place value games like the

, tens and ones and zero as a place holder.	place holder.	number wheel to introduce place value • Display a large place value chart up to four places where it is visible to all learners. • Ask learners to recite the different place values on the chart. - - -
The learner: • reads / signs number symbols and names up to 300 • writes/ brailles number symbols and names up to 300 • matches number names with number symbols. -	• Reading/ signing number symbols and names up to 300 • Writing number symbols and names up to 300 • Matching number names with number symbols.	• Display a large chart showing number names from any number up to 300 where it is visible to all learners and guide them to read the number names. - • Ask learners to revise and write/braille number names from any number up to 300 • Put learners into small groups or pairs and ask them to match number names with number symbols. • Encourage independent practice after the learners have worked in groups.

The learner: • adds two 3 digit numbers with no carrying. • writes/ brailles number symbols up to 400 -	• Adding two 3 digit numbers with no carrying. • Writing number symbols up to 400 -	• Allow learners to brainstorm Adds two 3 digit numbers without carrying. • You can also give them mental work to check whether they remember what they covered in the previous class. • Work through the examples with the learners and give them enough time to practice. • Do not rush the learners, give them a chance time and again. • Encourage practical work. • Ask learners to write/braille number symbols up to 400 -

Guidance on assessment

i) Assess learner's ability to count up to 100 using various counters
ii) Check whether learners can accurately add two 2 and 3 digit numbers without carrying.
iii) Check whether learners can recognize place values up to 3 places i.e. hundreds, tens and ones and zero as a place holder.
iv) Check whether learners read/ sign, write/ braille number symbols and names up to 300
v) Assess learners' ability to match number names with number symbols.

Theme 2: Our sub-county / Division

Introduction: This theme builds on the learner's prior knowledge of locating the school using different features. This being the second theme, it is important that you assess literacy competences of your class as guided in the introduction. Ensure use of pictures, counters and real objects to facilitate learning.

Competences	Content	Suggested teaching/learning activities
The learner: • counts in 10s from 0-500 • forms sets • names sets • draws sets • recognizes sets • identifies the empty set by symbols ø, { } • estimates distance	• Counting in 10s from 0-500 • Forming sets • Names sets • Drawing sets • Recognizing sets • Identifying the empty set by symbols Ø, { } • Estimating distance	• Guide learners in pairs or groups to count in 10s from 0 – 500 using different objects. • Get the learners to demonstrate forming sets. • Allow learners sufficient time to name sets. • Let them draw the sets. • Encourage the learners to recognize sets • Help learners to Identify the empty set by symbols Ø, { } • Guide learners in estimating distance
The learner: • compares sets • counts in 10s from 0-990 • counts in 2s and 5s from 0-100 • identifies place values of ones and	• Comparing sets • Counting in 10s from 0-990 • Counting in 2s and 5s from 0-100 • Identifies place values of ones and tens	• Guide learners to compare sets • Guide learners to demonstrate counting in groups of 10 from 0-990 • Using a variety of materials guide learners to count in 2s and 5s from 0-100 • Encourage learners to identify places values of ones and tens

tens	-	
• Subtracts vertically two 3 digit numbers without borrowing • Subtracts in litres • Solves word problems about capacity (using subtraction) • Makes picture graphs from the weather charts	• Subtracting vertically two 3 digit numbers without borrowing • Subtracting in litres • Solving word problems about capacity (using subtraction) • Making picture graphs from the weather charts	• Guide learners to demonstrate Subtracts vertically two 3 digit numbers without borrowing • Give learners ample time to subtract in litres • Guide learners to solve word problems about capacity (using subtraction) • Let learners demonstrate Making picture graphs from the weather charts • Let the learners display the picture graphs made from the weather charts

Guidance on assessment

Assess the mastery of counting in 10s, 2s and 5s

i) Assess the learner's ability to demonstrate subtracting vertically two 3 digit numbers without borrowing accurately.
ii) Assess correct making of picture graphs from the weather charts

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Theme 3: Livelihood in our sub-county / division

Introduction: This theme introduces the major economic activities being carried out in the sub-county /division. It is built on the P2 theme "Important people and places in our community". Make use of P2 books and low cost counters to support development of Numeracy skills. In one of the lessons, engage the class in a common practical activity say, cookery or modelling.

Competences	Content	Suggested teaching/learning activities
The learner: • groups in 10s • counts in 10s and 100s from 100-1000 • identifies place values for 10s, 100s and 1000s • adds horizontally in units tens, and hundreds e.g. 3 + 5 = 8 - 30 + 50 =80 - 300 + 500 =800 • measures quantity of ingredients used in cookery-	• Grouping in 10s • Counting in 10s and 100s from 100-1000 • Identifying place values for 10s, 100s and 1000s • Adding horizontally in units tens, and hundreds e.g. • 3 + 5 = 8 30 + 50 =80 300 + 500 =800 • Measuring quantity of ingredients used in cookery- using	• -Use different objects for example beads, sticks, stones and guide learners to group in 10s • Let learners practice counts in 10s and 100s and extend the counting from 100-1000 • Have learners identify place values for 10s, 100s and 1000s - Explain adding horizontally in units tens, and hundreds e.g. 3 + 5 = 8 - 30 + 50 =80 - 300 + 500 =800 • Get learners to demonstrate measuring quantity of ingredients used in cookery- using non-standard units • Allow learners to work in groups or pairs and share experiences in ~~the~~ measuring activities.

using non-standard units	non-standard units	
The learner: • counts up to 1000 • reads number symbols in 10s and 100s from 1000-2000 • writes number symbols in 10s and 100s from 1000-2000 • adds two 3 digit numbers vertically, no carrying, sum less than 1000	• Counting up to 1000 • Reading number symbols in 10s and 100s from 1000-2000 • Writing number symbols in 10s and 100s from 1000-2000 • Adds two 3 digit numbers vertically, no carrying, sum less than 1000	• Guide learners to practice and extend counting up to 1000 • Encourage learners to read number symbols in 10s and 100s from 1000-2000 • Encourage learners to write number symbols in 10s and 100s from 1000-2000 • Guide and let learners demonstrate mastery of Adds two 3 digit numbers vertically, no carrying, sum less than 1000
• counts up to 1000 • adds two 2 digit numbers with carrying • solves word problems in addition	• Counting up to 1000 • Adding two 2 digit numbers with carrying • Solving word problems in addition • Solving	• Encourage learners to practice counting up to 1000 • Guide learners to add two 2 digit numbers with carrying • Use different creative and thinking skills to solve word problems in addition • Use different creative and

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• solves algebraic problems in addition	algebraic problems in addition	thinking skills to solve algebraic problems in addition

Guidance on assessment Assess correct grouping up to 1000.

i) Assess correct place values up to 1000.
ii) Assess accuracy when adding horizontally or vertically.
iii) Assess accuracy when solving algebraic problems in addition.
iv) Assess accuracy of information in all oral and written exercises.

Theme 4: Environment in Our Sub-county/Division

Introduction: The theme rotates on the learner's physical environment and how it can be effectively utilized to support livelihood. It builds on P2 theme **Our environment** but this time introducing soil as a key component. You should use pictures and models to teach the key numeracy concepts.

Competences	Content	Suggested teaching/learning activities
The learner: • counts1000-2000 • recognizes place values of 4 digit numbers • adds two 3 digit numbers vertically without carrying • measures different types	• Counting 1000-2000 • Recognizing place values of 4 digit numbers • Adding two 3 digit numbers vertically without carrying • Measuring different types of soils using non-standard units	• Encourage learner to count 1000-2000 • Guide learners to recognize place values of 4 digit numbers • Guide learners to add two 3 digit numbers vertically without carrying • Ensure that the learners line up digits correctly so that they add digits with the same place values

of soils using non-standard units		• Work with the learners helping them to measure different types of soils using non-standard units
The learner: • counts 2000-3000 • makes and records a class weather chart and keeping it for three weeks • adds two 3 digit numbers vertically with carrying • solves algebraic problems in addition e.g. 3 + … = 8 … + 30 = 80	• Counts2000-3000 • Making and Records a class weather chart and keeping it for three weeks • Addition of two 3 digit numbers vertically with carrying • Solving algebraic problems in addition e.g. 3 + … = 8 … + 30 = 80	• Help the learners to develop a keen interest in counts2000-3000 • Guide learners to demonstrate making and recording a class weather chart and keeping it for three weeks • Explain addition of two 3 digit numbers vertically with carrying • Help learners to solve algebraic problems in addition e.g. 3 + … = 8 - … + 30 = 80
• counts from 3000-4000 • recognize place values of 4-digit numbers • reads number names from 150-200 • writes number names from 150-200 • measures and	• Counting rom 3000-4000 • Recognizing place values of 4-digit numbers • reading number names from 150-200 • writing number names from 150-200 • measure and	• Using various examples, guide learners to count forward and backwards from 3000 to4000. • Encourage learners to recognize place values of 4-digit numbers • Help learners to read number names from 150-200 • Help learners to write number names from 150-

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record shadows at different times of the day	record shadows at different times of the day	200 • Guide learners to appreciate and demonstrate an understanding of measuring and Records shadows at different times of the day

Guidance on assessment

i) Assess correct reading and writing number names 150 to 200

ii) Pay attention to proper place values of 4 digit numbers.

iii) Assess proper making and recording of a class weather chart.

iv) Assess correct measurement and Records of shadows at different times.

Theme 5: Environment and Weather

Introduction: The theme is built on the understanding that learners need to be accelerated to handle larger quantities and numbers in thousands. Make use of counters and abacus to support learners make meaning of what they read not just rote memorization of numbers.

Competences	Content	Suggested teaching/learning activities
The learner: • counts 3000-4000 • recognizes place values of 4 digit numbers	• Counting 3000-4000 • Recognizing place values of 4 digit numbers • Reading number names for 100s and	• Using various examples, encourage learners to revise counts forward and backwards from 3000 to 4000. • Encourage learners to recognize place values of 4-digit numbers

• reads number names for 100s and 1000s • writes number names for 100s and 1000s • measures and records shadows at different times of the day	1000s • Writing number names for 100s and 1000s • Measuring and recording shadows at different times of the day	• Help learners to appreciate reading number names from 150-200 • Help learners to write number names for 100s and 1000s - Guide learners to appreciate and demonstrate an understanding of measuring and Records shadows at different times of the day
• measures capacity • compares capacity • adds in litres • subtracts in litres • solves word problems about capacity	• Measuring capacity • Comparing capacity • Adding in litres • Subtracting in litres • Solving word problems about capacity	• Guide learners to demonstrate measuring capacity with different containers. • Let learners compare capacity practically • Using simple step by step guide learners to add in litres • Using simple step by step guide learners to subtract in litres • Help learners to use creative skills when Solves word problems about capacity
The learner: • subtracts	• Subtracting vertically two 3 digit numbers	• Explain to the learners Subtracts vertically two 3 digit numbers without

vertically two 3 digit numbers without borrowing • subtracts in litres • solves word problems about capacity (using subtraction) • makes picture graphs from the weather chart	without borrowing • Subtracting in litres • Solving word problems about capacity (using subtraction) • Making picture graphs from the weather chart	borrowing • Guide learners to line up the digits so that they subtract digits with the same place value • Help learners to appreciate and solve word problems about capacity (using subtraction) • Let learners demonstrate making picture graphs from the weather chart. • Encourage them to display and share their experience.

Guidance on assessment

i) Assess understanding of counting forward and backwards from 3000 to 4000.
ii) Assess correct number names for 100s and 1000s
iii) Assess correct measuring and Records shadows at different times of the day
iv) Assess accuracy when a learner subtracts vertically two 3 digit numbers without borrowing
v) Assess correct solutions to word problems about capacity (using subtraction)
vi) Assess correct demonstration of making correct picture graphs from the weather chart.

Term 2

Theme 6: Living things

Introduction: Learners at this age have keen interest in animals, birds and insects. Support them acquire basic Mathematics skills by use of examples derived from the theme to make learning real and interesting.

Competences	Content	Suggested teaching/learning activities
The learner: • counts 4000-5000 • recognizes place values in a 4-digit number • subtracts vertically two 3 digit numbers without borrowing • multiplies a 3 – digit number by 2, 3 and 10 (revision)	• Counts4000-5000 • Recognizing place values in a 4-digit number • Subtracting vertically two 3 digit numbers without borrowing • Multiplying a 3 – digit number by 2, 3 and 10 (revision)	• Let learners count to 4000 • Guide them to extend the counting up to 5000 • Encourage the learners to practice and recognize place values in a 4-digit number • Explain Subtracts vertically two 3 digit numbers without borrowing • Guide the learners to multiply a 3 – digit number by 2, 3 and 10 (revision)
The learner: • reads number symbols 4000-5000 • writes number	• Reading number symbols 4000-5000 • Writing number symbols 4000-	• Encourage learners to read number symbols 4000-5000 • Encourage learners to write number symbols 4000-5000

symbols 4000-5000 • multiplies a 3digit number by 2, 3, and 10 • uses the cumulative property of multiplication • records number of different animals each child has at home	5000 • Multiplying a 3digit number by 2, 3, and 10 • Using the cumulative property of multiplication • Recording number of different animals each child has at home	• Let learners revise multiplies a 3digit number by 2, 3, and 10 • Guide learners to using the cumulative property of multiplication • Let learners tell and record number of different animals each child has at home
The learner: • reads number symbols 4000-5000 • writes number symbols 4000-5000 • solves word problems in multiplication by 2, 3 and 10 • makes a bar chart of how many animals at home	• Reading number symbols 4000-5000 • Writing number symbols 4000-5000 • Solves word problems in multiplication by 2, 3 and 10 • Making a bar chart of how many animals each child has at home	• Encourage learners practice reading number symbols 4000-5000 • Let learners write number symbols 4000-5000 • Encourage simple mental math. • Guide learners to solve word problems in multiplication by 2, 3 and 10 • Let learners demonstrate making a bar chart of how many animals each child has at home • Encourage them to display and share their experiences.

Guidance on assessment

i) Assess accuracy when a learner subtracts vertically two 3 digit numbers without borrowing.
ii) Assess accuracy when a learner multiplies a 3digit number by 2, 3, and 10 using the cumulative property of multiplication.
iii) Ensure learners name and record number of different animals each child has at home.
iv) Encourage simple mental math.
v) Assess proper demonstration of making a bar chart of how many animals each child has at home.
vi)

Theme 7: Common plants in Our Sub-county/Division

Introduction: This theme focuses on plants in the local community. Learners should be supported to count, multiply, collect and represent data related to plants in the environment using simple bar charts.

Competences	Content	Suggested teaching/learning activities
The learner: • reads/signs number symbols 4000-5000 • writes/ brailles number symbols 4000-5000 • solves word problems in multiplication by 2, 3 and 10	• Reading /signing number symbols 4000-5000 • Writing/ brailling number symbols 4000-5000 • Solving word problems in multiplication by 2, 3 and 10	• Encourage learners to count 4000-5000 • Guide learners to recognize place values of 4 digit numbers • Guide learners to multiply vertically 2 digit numbers by 2 • Ensure that the learners read and solve word problems involving multiplication of numbers. • emphasise using

• makes a bar chart of how many plants are in the environment	• Making a bar chart of how many plants are in the environment	concrete objects drawing and representing information related to plants on simple bar charts.
• counts 6000-6500 • writes number names - 6000-6500 • subtracts horizontally no borrowing • solves word problems that involve multiplication of 4 and 5 • interprets bar graphs related to plants growth •	• Counting 6000-6500 • Writing number names - 6000-6500 • Subtracting horizontally no borrowing • Solving word problems that involve multiplication of 4 and 5 • Interpreting bar graphs related to plants growth -	• Help the learners to develop a keen interest in counting 6000-6500 • Guide learners to demonstrate writing number names in the given range • Explain solving word problems that involve multiplication of 4 and 5. • Use illustrations to support learners interpret picture graphs related to plants.
The learner: • counts 6500 - 6999 • writes number names • 6500 – 6999 • subtracts vertically without borrowing • solves word	• Counting 6500 - 6999 • Writing number names • 6500 – 6999 • Subtracts vertically without borrowing • Solving word problems that involve	• Use a variety of examples, guide learners to count forward and backwards from 6500 to 6999. • Encourage learners to recognise place values of 4-digit numbers • Help learners to read number names from in the given range 6500-6999 • Help learners to write

problems that involve multiplication of 6 and 7 • interprets bar graphs related to plants growth •	multiplication of 6 and 7 • Interpreting bar graphs related to plant growth -	number names from 6500 -6999. • Guide learners to interpret bar graphs that have scales e.g. 1 tree = 10 trees • Solving problems involving interpreting and multiplying numbers.

Guidance on assessment

i) Assess correct reading and writing number names 6500 to 6999.

ii) Pay attention to proper place values of 4 digit numbers.

iii) Assess proper making and interpreting graphs.

iv) Assess correct multiplication of whole numbers.

Theme 8: Managing resources

Introduction: This theme introduces to the learner basic concepts related to resources in the immediate environment. You should, therefore, make use of the environment to support the learner practice basic carrying out different number operations and solving word problems related to resources.

Competences	Content	Suggested teaching/learning activities
The learner: • counts 5000-6000 • multiplies by 4 and 5 • multiplies 3-digit numbers up to 500 by 2, 3, 4, 5 and 10	• Counts5000-6000 • Multiplies by 4 and 5 • Multiplies 3-digit numbers up to 500 by 2, 3, 4, 5 and 10	• Guide learners in pairs or in groups to count objects both forward and backwards. • Discuss the safety precautions as they count. • Using various examples, guide learners to work out multiplication of numbers 4 and 5. • Guide learners in pairs or groups to work out multiplication of numbers by 4 and 5 using the multiplication table. • Guide them to multiply 3-digit numbers up to 500 by 2, 3, 4, 5 and 10
The learner: • reads number symbols 5000-7000 • writes number symbols 5000-7000 • measures weight using non-standard units	• Reading number symbols 5000-7000 • Writing number symbols 5000-7000 • Measuring weight using non-standard units • Measuring using standard units	• Ask learners to practice reading number symbols up to 5000 • Guide them to extend numbers up to 7000 • Let them write number symbols 5000-7000 • Work with the learners to measure weight using non-standard units • Ask learners to collect sand or soil from the environment and provide

• measures weight using standard units in kilograms and grams • compares weight • adds weight in kilograms • solves word problems in weight	in kilograms and grams • Comparing weight • Adding weight in kilograms • Solves word problems in weight	them with beam balances. • Help learners to understand how heavy a kilogram and half kilogram are. • Guide learners on safety measures when doing the activity. • Guide the learners to measure weight using standard units in kilograms and grams • Ask learners to form pairs or groups and discuss how they can use the beam balances and the soil or sand to make 1 kg weight. • Guide learners , in their groups or pairs, to explain what makes 1kilogram using sand or soil and the beam balances. • Guide learners in pairs or groups in measuring weight of other objects such as beans using the 1kilogram weight. - Let them share their experiences with other groups. • Using a variety of activities, guide learners to measure weight in

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		kilograms. • Guide learners to measure weight using non-standard units • Guide learners to measure using standard units in kilograms and grams • Guide learners to compare weight • Guide learners to add weight in kilogram • Guide learners to demonstrate Solves word problems in weight
The learner: • divides up to 300 by 2, 3 and with no remainder (revision) • identifies and uses the relationship between multiplication and division e.g. 3 × 4 = 12 - 12 ÷ 4 = 3 - 12 ÷ 3 = 4 • completes patterns of numbers	• Divides up to 300 by 2, 3 and with no remainder (revision) • using the relationship between multiplication and division e.g. 3 × 4 = 12 - 12 ÷ 4 = 3 - 12 ÷ 3 = 4 • Completing patterns of numbers using multiplication tables e.g. - 3, 6, 9, 12, …, 18	• Have learners work in groups. • Guide learners to divide up to 300 by 2, 3 and with no remainder (revision) • Discuss safety precautions when using resources and materials. • Using different examples, guide learners to discuss the relationship between division and multiplication using the multiplication table.

using multiplication tables e.g. - 3, 6, 9, 12, …, 18 - 50, 40, 30, …, 10	• 50, 40, 30, …, 10	

Guidance on assessment

i) Assess the learner's ability to multiply 3-digit numbers up to 500 by 2, 3, 4, 5 and 10
ii) Check whether learners are able to measure weight using non-standard units
iii) Check whether learners are able to measure weight using standard units in kilograms and grams
iv) Assess accuracy when adding weight in kilograms
v) Assess accuracy when Solves word problems in weight.

Theme 9: Keeping peace in our sub-county /Division

Introduction: This theme is derived from key concepts related to keeping peace and security in P1 and P2. You are encouraged to use the learner's immediate environment to bring out abstract concepts.

Competences	Content	Suggested teaching/learning activities
The learner: • counts numbers 7000-9999 • recognizes place value up to 4-digit numbers.	• Counting numbers 7000-9999 • Recognising place value up to 4-digit numbers. • Identifying money	• Encourage learners to count numbers 7000-9999 • Encourage them to recognize place value up to 4-digit numbers. • Ask learners to identify money (Ugandan currency) up to 1000 • Put learners into smaller

• identifies money (ugandan currency) up to 1000 • uses money to buy and sell (ush 500-1000)	(Ugandan currency) up to 1000 • Using money to buy and sell (USh 500-1000)	groups and ask them to role play buying and selling using (UShs 500-1000)
• reads number symbols 7000-9999 • writes number symbols 5000-7000 • makes a calendar • interprets the calendar • tells days of the week • tells time in hours and half hours	• Reading number symbols 7000-9999 • Writing number symbols 5000-7000 • Making a calendar • interpreting the calendar • Telling days of the week • Telling time in hours and half hours	• Guide the learner to reads number symbols 7000-9999 • Let them practice writing number symbols 5000-7000 • Guide the learners to make and interpret a calendar. • Encourage learners to tell days of the week • Point out that the days keep repeating and are cyclic in nature. • Let the learners identify the minute and hour hands on the clock faces • Using clock faces guide learners to tell time in hours and half hours • Discuss with the learners the relationship between the hour hand and the minute hand. -
• adds money (ugandan	• Adds money (Ugandan	• Put learners in small groups and guide them to

currency) • subtracts money (ugandan currency) • solves word problems using (ugandan currency)	currency) • Subtracts money (Ugandan currency) • Solves word problems using (Ugandan currency)	adds money (Ugandan currency) • Put learners in small groups and guide them to subtract money (Ugandan currency) • Encourage them to share experiences. • Guide them to demonstrate an understanding of Solves word problems using (Ugandan currency)

Guidance on assessment

i) Assess the learner's ability to count numbers 7000-9999.
ii) Assess correct recognition of place value up to 4-digit numbers.
iii) Assess the learner's ability to identify money (Ugandan currency) up to 1000.
iv) Assess making and interpreting a calendar correctly.
v) Assess accurately Tells days of the week.
vi) Assess the learner's ability to tell time in hours and half hours.
vii) Assess accuracy in addition and subtraction of money (Ugandan currency).

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Term 3

Theme 10: Culture and Gender

Introduction: This theme introduces to the learner basic concepts related to resources in the immediate environment. Draw examples from common gender aspects to support them multiply, divide and solve Mathematics problems related to the theme.

Competences	Content	Suggested teaching/learning activities
the learner: • multiplies a 3 digit number using table of 7 • solves word problems involving multiplication of numbers by 7. • naming days of the week and months of the year. • records number of ceremonies on a simple graph.	• Multiplying a 3 digit number using table of 7 • Solves word problems involving multiplication of numbers by 7. • Naming days of the week and months of the year. • Records number of ceremonies on a simple graph.	• Guide learners in pairs or in groups to multiply numbers - • Using various examples, guide learners to work out multiplication of numbers • Guide learners in pairs or groups to work out multiplication of numbers using the multiplication table. • Guiding learners on naming, reading and writing days of the week and months of the year. • Drawing simple graphs to represent different ceremonies attended by the class.
The learner:	• Dividing a 4-digit number by	• Dividing numbers using 4, 5 and 6

• divides a 4-digit number by 4 and 5 with a remainder. • divides a 4-digit number by 6 and 7 without remainder. • solves word problem involving division	4 and 5 with a remainder. • Dividing a 4-digit number by 6 and 7 without remainder. • Solving word problem involving division	• Guide learners to divide numbers using the tables of 4 and 5 • Guide learners to solve word problems involving division of numbers. • Guide learners to divide numbers using multiplication tables of 6.
The learner: • draws picture graphs • interprets information from a picture graph. • records on a picture graph • draws a bar graph • interpreting a bar graph. -	• Drawing picture graphs • Interpreting information from a picture graph. • Recording on a picture graph • Drawing a bar graph • Interpreting a bar graph.	• Have learners work in groups to draw simple picture graphs related to the theme. • Guide learners to interpret picture graphs related to the theme. • Using different examples, guide learners to interpret and draw bar graphs related to cultural practices.

Guidance on assessment

i) Assess the learner's ability to multiply 3-digit numbers.
ii) Assess learners' ability to divide numbers by 5, 6 and 7
iii) Assess learner's ability to solve word problems.
iv) Assess learner's ability to draw picture graphs
v) Assess learner's ability to interpret bar graphs.

Theme 11: Health in our Sub-county/Division

Teacher's Guidance

Introduction: This theme builds on the learner's prior knowledge of multiplication and time. It is very important that learners are given a lot of practical revision work and work with them as you check their progress. Encourage mental work to check what the learners can still remember.

Competences	Content	Teaching/learning activities
The learner: • multiplies a 3 digit number using table of 8 • tells time in hours and half hours • draws simple clocks showing hours and half hours • records number of legs, number of wings of different vectors	• Multiplying a 3 digit number using table of 8 • Telling time in hours and half hours • Drawing simple clocks showing hours and half hours • Recording number of legs, number of wings of different vectors	• Allow learners to brainstorm multiplying a 3 digit numbers by 2. • You can also give them mental work to check whether they remember what they covered in the previous terms. • Work through the examples with the learners and give them enough time to practice. • Do not rush the learners, give them a chance time and again. • Using various clock faces, guide learners to tell time in hours and half hours • Ask them to observe and draw simple clocks showing hours and half hours • Guide learners to record number of legs, number of

		wings of different vectors • Give the learners a lot of revision work.
The learner: • tells time using a quarter hours, minutes • reads different types of clocks • makes a personal timetable	• Telling time using a quarter hours, minutes • Reading different types of clocks • Making a personal timetable	• Give learners mental work to check what they remember about telling time in hours and half hours. • Use different clocks to guide learners to read time • Ensure that you involve and engage all learners. • Encourage learners to work in their small groups. • Put learners into small groups of 4 - 5 and guide them on making a time table. • Allow the learners to work individually after the group work
The learner: • divides a 4 digit number by 6 and 7 without a remainder • solves word problems using division • interprets information from graphs	• Dividing a 4 digit number by 6 and 7 without a remainder • Solving word problems using division • Interpreting information from graphs about HIV/AIDS and COVID -19 -	• Give mental work to check what the learners can remember • Using different manipulatives, guide learners to divide a 4 digit number by 6 and 7 without a remainder • Challenge learners to create and solve word problems using division in their groups. • Move around the

about HIV/AIDS and COVID -19 - -		classroom and help those that still nave challenges. • Using different graphs guide learners to interpret information from graphs about HIV/AIDS AND COVID -19 • Encourage group work.

Extra Guidance to assessment

- Assess learner's ability to accurately multiply a 3-digit number using table of 8.
- Assess learner's ability to tell time in hours and half hours correctly.
- Drawing simple clocks showing hours and half hours, quarter hours, and minutes.
- Check whether learners can make a personal time tables.
- Assess learner's ability to accurately divide a 4-digit number by 6 and 7 without a remainder
- Assess learner's ability to accurately solve word problems using division
- Check whether learners can interpret information from graphs about HIV/AIDS and COVID -19

Theme 12: Basic Technology

Introduction: The theme builds on the learner's prior knowledge of the things we make. Use the local examples to help them acquire multiplication skills and solve problems.

Competences	Content	Suggested teaching/learning activities
The learner: • multiplies	• Multiplying using the table of 6	• Guide learners to work out multiplication of numbers using multiplication table

using the table of 6 • multiplies money • solves word problems using multiplicatio n of money	• Multiplying money • Solves word problems using multiplication of money	6. • Support learners in pairs to discuss and come up with different ways of working out multiplication of money. • Get learners to solve word problems using multiplication of money.
The learner: • identifies shapes and solids • names common shapes and solids: circle, square, rectangle, triangle • draws simple shapes • shades and cuts shapes • draws fractions from half to tenth • names fractions ½, ¼, 1/3, ¾ • identifies the relationship between	• Identifying shapes and solids • Naming shapes and solids circle, square, rectangle, triangle • Drawing simple shapes • shading and cutting shapes • Drawing fractions from half to tenth • Naming fractions ½, ¼, 1/3, ¾ • Identifying the relationship between fractions and wholes	• Guide learners in pairs or in groups to identify and group items of different shapes and solids. • Ask learners to name shapes and solids: circle, square, rectangle, triangle. • Support learners to draw simple shapes • Let learners shade and cut shapes • Ask the learners to display their work. • Guide learners in pairs and in groups to cut circular and rectangular cutouts • Discuss safety measures when handling the sharp objects. • Ask learners to fold the cutouts into 2, 3 and 4 equal parts respectively. • Shade one of the equal parts • Help learners to name each shaded part ½, ¼, 1/3, ¾.

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fractions and wholes		• Guide learners to identify the relationship between fractions and wholes
The learner: • makes fraction strips • compares fractions using fraction strips • orders fractions using fraction strips • adds fractions with the same denominators • subtracts fractions with the same denominator	• Making fraction strips • Comparing fractions using fraction strips • Ordering fractions using fraction strips • Adding fractions with the same denominators • Subtracts fractions with the same denominator	• Guide learners to demonstrate making fraction strips • Guide learners to compare fractions using fraction strips • Help them to order fractions using fraction strips • Guide learners to add fractions with the same denominators • Guide learners to subtract fractions with the same denominator -

Guidance on Assessment

i) Assess multiplication of numbers using table 6.
ii) Assess drawing and naming shapes and solids: circle, square, rectangle, and triangle correctly.
iii) Assess correct comparison of fractions using fraction strips.
iv) Ensure that learners order fractions correctly using fraction strips.
v) Assess accuracy of addition of fractions with the same denominators.
vi) Assess accuracy of subtraction of fractions with the same denominator.

Theme 13: Energy in our sub—county /division

Introduction: This theme builds on the learner's prior knowledge of operations on whole numbers and measurements. It is very important that learners are given a lot of practical revision work and work with them as you check their progress.

Competences	Content	Teaching/learning activities
The learner: • adds two 4digit numbers without and with carrying with sum up to 9,999. • subtracts two 4digit numbers without and with borrowing with sum up to 9,999.	• Adding two 4digit numbers without and with carrying with sum up to 9,999. • Subtracting two 4digit numbers without and with borrowing with sum up to 9,999.	• Allow learners to brainstorm adding two 3 digit numbers without carrying. • You can also give them mental work to check whether they remember what they covered in the previous terms. • Work through the examples with the learners and give them enough time to practice. • Allow learners to brainstorm subtracting two 3 digit numbers without carrying. • Use a lot of learning aids and to help learners grasp the different steps. • Encourage the learners to do a lot of revision. - - - -
The learner: • multiplies a 4-digit	• Multiplying a 4-digit number by 1-10, with product not exceeding	• Give learners mental work to check what they remember. • Use various manipulatives to help learners grasp the multiplication

number by 1- 10, with product not exceeding 9999 • divides a 4-digit number by 1-10 without and with a remainder • measures the length, distance for tree planting • records measurements -	9999 • Dividing a 4-digit number by 1-10 without and with a remainder • Measuring the length, distance for tree planting • Recording measurements	problems. • Ensure that you involve and engage all learners. • Encourage learners to work in their small groups. • Give a lot of revision work multiplication. • Using different counters, guide learners to divide 4 digit numbers by 1-10 without and with a remainder. • Let learners work in groups. • Give a lot of revision work on division. • Using real objects, let learners measure the length, distance for tree planting practically. • Guide learners to make records of measurements taken. - -
The learner: • measures length, capacity, mass • measures time and money	• Measuring length, capacity, mass • Measuring time and money	• Take learners outside the classroom and let them measure length, capacity and mass. • Using different models of clocks and money measures time and money.

Extra Guidance to assessment

- Assess learner's ability to add two 4digit numbers without and with carrying with sum up to 9,999 accurately.

- Assess learner's ability to subtract two 4digit numbers without and with borrowing with sum up to 9,999 accurately.
- Assess learner's ability to multiply to a 4 digit number by 1- 10, with product not exceeding 9999 accurately
- Assess learner's ability to accurately divide a 4 digit number by 1-10 without and with a remainder
- Measuring the length, distance for tree planting
- Check whether the learner can record measurements
- Check whether the learner measure time and money.

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CHRISTIAN RELIGIOUS EDUCATION

Term 1

CHRISTIAN RELIGIOUS EDUCATION EBRIDGED CURRICULUM FOR PRIMARY THREE.

THEME: CHRISTIANS GROW IN JESUS

General background

Christian Religious Education is designed to enable the learners to develop moral, ethical and spiritual values. This abridged curriculum has merged some content as indicated in the table below. The teacher is advised to study the critical changes that were made.

CRITICAL CHANGES	JUSTIFICATION
The first three topics in primary three i.e. "My home and Community", "Community of Believers in Christ" and "Creation" were got from primary two curriculum.	These three topics were shifted to primary three for the purpose of beginning from known to unknown.
Topic one "Traditions" of primary three curriculum, appears in fourth position of the abridged curriculum.	The first three topics were shifted from primary two curriculum to primary three.
These two topics "treating others fairly", "Forgiveness and Acceptance" were merged as one topic.	The two topics bring out the concept of treating people fairly without discrimination of their sex, color, religion etc.

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Topic: 1: My home and community

Introduction

This topic brings out the concept of people who live together and work together having one goal in common. It also brings out the moral standards of life where people need respect from one another. The learner has to identify the roles of each family member and tell how these family members help his/ her life to move on in the community.

Competences	Content	Suggested Activities
The learner: - identifies the roles of different family members. - describes how each member is important to one another. - mentions ways of how we can respect and care for neighbours. -	- **Family members.** - Family members and their roles. - How each family member depend on the other. - **Respect for others.** - Our neighbours (Galatians 5:13-14). - Good Samaritan. - Love your neighbor as you love yourself**.** - **Church as a family.** - The church as Gods family. Christians pray together work together, stay together, and help one another, share gifts. (Jesus feeding the 5000 people) matt 14:15	- Role playing the role of different family members. - Telling/ signing a story how each family member is important? - Showing the love of respecting other people. - Explaining how each member become part of Gods family. - Saying/signing a prayer of thanking God for the families. Listening/ to the Bible verses.

Assessment guidelines:

- Tell the roles of different family members.
- Explain the importance of different family members.
- Talk about different ways through which one can respect and care for the neighbour.
- Tell activities done by Christians in the church

Topic: 2: Community of believers in Christ.

Introduction

The topic introduces to the learner the concept of a family of Christ that live together in one faith based on the word of God. It also helps the learner to understand the different types of prayer, the posture in prayer, the things that they are to pray for and talks about the importance of prayer.

Competences	Content	Suggested Activities.
The learner: -talks about gods word in the life of a Christian. - role- plays success stories of god's word in the life of a Christian. - talks about different things they pray for. - mentions the reasons why people pray and when to pray.	- **The word of God.** - The importance of God's word (Bible) in the life of a Christian. - The first five books of the Bible. - - **Prayer.** - Importance of prayer. - Why she/he should pray. - Things we pray for. - How to pray and when to pray. -	- Mentioning the first five books in the Bible. - the stories of the Bible and how it applies in their life -listing the importance of prayer. - Mentioning different types of prayer. -Roleplaying the things we pray for. -Telling stories of how to pray and when to say

		our prayers. - - Saying prayers in different situation

Assessment guidelines:

- Identify the importance of the Bible to his/ her life.
- Tell the importance of prayer through songs.
- Say a simple prayer.
- Tell how he/she pray for other people.

Topic: 3, Creation.

Introduction

This topic is very important because it reveals the creation story. It helps the learner to identify the things around him or her that were created by God and those made by man. It exposes to the learner the concept of human beings, in that God created man differently from other creatures, the learner will find that God created man in his image and likeness. The learner will discover the different ways of caring for the things in the environment.

Competences	Content	Suggested Activities.
The learner: - talks about the importance of god's creation. -talks about the different things god created i.e. living things and non-living things.	**- stages of creation:** **-** Genesis 1:1-31. - Things God created and those made by man. -Ways in which human beings are different from the rest of other creation (Genesis 1: 24-	- Listing the things that God created. - Identifying the things made by man. - Telling/signing a story how human beings are different from the rest of the creatures. - Roleplaying the different the ways we

-describes the importance of conserving the environment. -tells stories on how to care for the creation and utilization of the environment.	26). **Caring for our environment.** - Different ways in which we can care for living things and conserve the environment. **How the environment can be utilized wisely**	can care for living things and conserve the environment. - Describing the different ways she/he can utilize the environment
	- Different ways of utilizing our environment. -	

Assessment guide lines:

- Talk about the importance of the environment.
- Identify the things that God created.
- Tell the difference between living and non-living things.

Talk about the different ways we care for the different things God created

Topic : 4 Traditions

Introduction

This is the first topic in the curriculum of Primary three, it exposes to the learner the cultural beliefs, norms and practices that help the learner to apply the concept with the biblical values for the purposes of building social harmony in the community. The learner also appreciates and respects the different peoples' traditions.

Competences	Content	Suggested Activities.
The learner: - Identifies individual societal traditional customs and practices. - talks about the importance of traditional customs and practices. - identifies other people's traditional customs and practices. - talks about other people's traditional customs and practices. - identifies different christian practices. - talks about the importance of some Christian practices.	- **Traditional** - customs, practices, values and their importance - Mark 7:1-15, Luke 7: 44-46, John 13:4**-17.** - Traditional and customs from other cultures. John 4: 7-9, Acts 10: 1-3 - Some Christian customs Acts 2:44-46, John 2: 1-12. - The importance of Christian practices.	- Identifying individual societal traditional customs and practices. - Talking/signing about the importance of traditional customs and practices. - Telling/signing and re-telling stories. - Identifying other people's customs and practices. - Role-praying other peoples' traditional practices. - Identifying different Christian practices. - Talking/signing about the importance of some Christian customs - Asking and answering questions.

Assessment guidelines :

- Identify the individual societal traditional customs.
- Talk about the importance of traditional practices.

Role –play other peoples traditional customs.

Topic; 5 Leadership

Introduction

This is topic two in the curriculum of primary three, it brings out the concept of leadership skills and roles at different levels that can be used by people in the community as well as at home. It exposes to the learner the biblical teaching of leadership, the qualities of a good leader and how leaders exercise their power and authority in the community.

Competences	Content	Suggested Activities.
The learner: - talks about different levels of leadership in the society. - names of good leadership in the old testament. - identifies the qualities of good leadership in the society and in the church	- Different levels of leadership in the society e.g. - Family - village - Clan - School - Titus 1:5-7, 3:1-2. - Good leaders in the Old testament e.g. - Abraham (Genesis12: 1-5) - Ruth 1 and 2 - Moses (Exodus 14:9) - Joshua 3: 1-17 - Qualities of good	- Telling/signing and re-telling a story about leadership in the society. - Identifying good leadership in the community. - Talking/signing about the qualities of a good leader.

compared with those from the Bible.	leadership today - Jesus as the example (Mark 10: 13-14,John 2:13-16, John 13:4-15	- Role playing the leadership roles in schools, clan, village and family.

Assessment guidelines:

- Tell a story about good leadership in the community.
- Role play the leadership roles in schools, clan, village and family.
- Identify the qualities of a good leader.

Competences	content	Suggested Activities.
The learner: - tells the meaning of lent and its purpose. - dramatises the events about the temptation of Jesus in the wilderness. - role -plays palm Sunday events. - talks about the lords supper and good friday. - tells stories of	- Lent - The time and purpose of Jesus' stay in the wilderness. - Special time for self-denial (Mathew 4: 1-11), John 11:17-44 - Jesus during the Holy Week (Zachariah 9: 9, Luke 19:28-38, 45-48. - Events of Jesus' farewell meals (Mark 14:22-26, Luke 22:12-20,	- Telling/signing the meaning of lent and its purpose. - Telling/signing a story of Jesus' temptation s in the wilderness. - Dramatizing the events of Jesus' temptation. - Role plying the Palm Sunday events. - Dramatizing the Lord's Supper (events of the Last Supper) - Reading the Bible stories.

Jesus's death and resurrection.	1Corinthian 11:23-25. - Events of Good Friday and Easter Sunday - Death of Jesus - Resurrection of Jesus. - Luke 22:39-54, Luke 23:44-56, Mark 15:33-41, Mark 16:12-13 and 14-18	- Talking/signing about the events of the Good Friday and Easter Sunday.

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Term 2

Topic: 1: Jesus gives us the Holy Spirit.

Introduction

This topic talks about the doctrine of the Holy Spirit as "a promised helper" by Jesus Christ the saviour, it describes the concept " who the Holy Spirit" is, the Pentecost day, His works , the gifts of the Holy Spirit that are given to the believers and His importance to the church. The learner understands and appreciate the events of the Holy Spirit in the day- to-day Christian life.

Competences	Content	Suggested Activities.
The learner: - talks about Jesus's promise of the Holy Spirit. - describes the work of the Holy Spirit on the day of Pentecost. - talks about the works of the Holy Spirit to the early Christian. - identifies the gifts of the Holy Spirit and their importance to Christians.	- **Jesus' promise of the Holy Spirit**. - John 14:16, John 16:6-8. - Events of Pentecost (Acts 2:1-4) - **The work of the Holy Spirit to the early** Christians (Acts 4:1-31, Acts 7:54-60, Acts 8:26-40, Acts 10:1-34). - **Gifts of the Holy** Spirit (Acts 3:1-10, Acts 4:30-31, Acts 5:12-16, Acts 9:22, Exodus 30:30-35, 1 Samuel 16:18-23, Judges 13:24-25. -	- Reading/signing the Bible verses. - Telling/signing and re-telling stories of the day of Pentecost. - Role playing the events of Pentecost. - Talking/signing about the work of the Holy Spirit to the early Christians.

		- Answering questions about the Holy Spirit. - Identifying the gifts of the Holy Spirit and its importance in Christian life.

Assessment guidelines:

- Talk about Jesus' promise of the Holy Spirit.
- Dramatise the events of the day of Pentecost.
- Identify the different gifts of the Holy Spirit.

Tell the importance of the gifts of the Holy Spirit to Christian life.

Topic: 2, The teaching of Jesus.

Introduction

This topic describes the life of Jesus and his child hood, personality and the values in his different teachings. It also talks about the prayer life of Jesus and his disciples. Therefore it helps the learner to apply the value of Jesus' teachings in his / her life.

Competence	Content	Suggested Activities.
The learner: - identifies different values that Jesus taught. - talks about the importance of	- **Values that Jesus taught e.g.,** - Honesty. - Responsibly - Service - Mathew 21:28 -32 - Mark 8:1-9. - Luke19: 1-8.	- Reading/signing of the Bible verses. - Role playing life situations about honesty

values. - identifies different personal abilities and their importance. - identifies different situations which require jesus's teaching and prayer. - recites the lord's prayer.	- **Personal abilities from God and their** usage (Mathew 25:14-27). - **Jesus' example of prayer and teaching**. - When, where, and how to pray - The Lord's prayer - Praying for others -	responsibilities and service. - Singing/signing songs about the values that Jesus taught. - Identifying the importance of values that Jesus taught. - Reciting the Lords' prayer. - Identifying different occasions on which Jesus prayed and taught. - Mentioning different situations which require prayers.

Assessment guidelines:

- Read the Bible verses about the different values that Jesus taught.
- Role play life situations about honesty, responsibility and service.
- Identify the importance of the values that Jesus taught.

Mention different situations that require prayers.

Term 3

Topic 1: Treating others fairly.

Introduction

The above topic is the second in the curriculum of primary three which is merged with the first topic "Forgiveness and acceptance" of the same curriculum. These two topics brings out the concept of treating others fairly without discrimination of their sex, colour, religion etc., following Jesus' teaching .Every person need to be loved, cared for, tolerance kindness that lead to create harmony in the community.

Competences	Content	Suggested Activities.
The learner: - talks about the meaning of honesty and fairness. - narrates our experiences in relation to honesty. - identifies the causes of unfair behavior - talks about the need to treat others fairly. - talks about traditional ways of encouraging forgiveness. - tells stories	- **Fair and unfair behavior.** - Genesis 27:1-29, 37:1-4, Luke 3: 10-14. Matthew 18: 21-34. - **Sharing experiences in relation to honesty and fairness.** - Being fair - At home - At school - In the community - Luke 3:10-14, Matthew 20:1-16, John 6:1-13, Exodus16: 4-26 - **Traditional ways of encouraging**	- Reading/signing the Bible verses. - /signing about the meaning of fair and unfairness, - Sharing/signing experiences about being fair and unfairness. - Identifying the causes of unfair behavior - Talking/signing about the need to treat

about how to resolve differences without violence. - identifies causes of conflicts.	**forgiveness (Matthew 18:15-16, Luke 17:23.** - **Wrong doing that required forgiveness.** - Resolving different conflicts without violence. - Genesis 27:30-36, 33:1-11, 37:25-28, Matthew 5:38-42, 6:12, 18:15-35, Luke **15:11-24.**	others fairly. - Talking/signing about the importance of forgiveness. - Reciting/signing the Gospel message Luke 17:23. - Mentioning different ways of resolving conflicts without violence. - Role playing forgiveness.

Assessment guidelines:

- Read the Bible verses.
- Recite the Gospel message Luke 17:23.
- Tell different traditional ways of encouraging forgiveness.
- Role play forgiveness.

Explain the importance of resolving conflicts without violence.

Topic: 2, Jesus brings joy.

Introduction

This is the last topic in the curriculum of primary three. It brings out Jesus' purpose of salvation to the lives of people which was anciently announced by different prophets in the Bible. Christians have to welcome Jesus Christ in

their lives as an act of obedience and repentance. The learner has to respond on this practically by role-playing Jesus' birth.

Competences	Content	Suggested Activities.
The learner: - names different prophets in the old testament who prophesied the coming of jesus christ. - talks about the importance of the prophecy about the coming of jesus. - talks about the events of the first christmas in relation into the prophecy in the old testament. - tells and re-telling stories about the celebration of Christmas. - designs Christmas Cards	- **Prophecy and the fulfillment.** - Prophecy from the Old Testament about Jesus. - Isaiah 40:1-10, Micah 5:2, - **Events related to the first the prophecy of the Old Testament (Luke 3:3-6)** - **Events of the first Christmas related to the prophecy in the Old Testament.** - The Birth of Jesus. - The visit of angels to the shepherds - The visit of the wise men. - Mathew 1:18-24, 2:1-12, Luke 2:1-7, 2:8-20. - **Preparation for Christmas.** - How to prepare for Christmas. - Celebrating with	- **Reading/signing of the Bible verses.** - **Mentioning different prophets who prophesied about the coming of Jesus Christ.** - **Telling/signing the importance of the coming of Jesus Christ.** - **Roleplaying the preparation for Christmas.**

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	others. - Luke 1:39-48, Luke 2:4-20, 2:25, Isaiah 9:	

Assessment guidelines:

- Read the Bible verses about the coming of Jesus Christ.
- Identify different prophets from the Old Testament who talks about the coming of Jesus.

Tell different activities done in preparation for Christmas.

ISLAMIC RELIGIOUS EDUCATION

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BRIDGED CURRICULUM OF ISLAMIC RELIGIOUS EDUCATION

General background

Islamic Religious Education is designed to enable you guide the learners to develop moral, ethical and spiritual values. You are expected to teach IRE as provided for on the timetable to enable learners develop moral, ethical and spiritual values. This shall enable the learners develop a high level of discipline, hence improve their academic performance and live peacefully in society.

There are many instructional strategies used in teaching and learning process. The following are suggested; recitation, explanation, interpretation, Identification, Relationship to real life experience but you are free to use any other Strategy of your choice which you find practical and appropriate to deliver the content.

Islamic Religious Education Assessment strategy

In Religious Education, learners' reflection on what they have learnt is very important. It enables them to learn from religion and not merely about religion.

Learning from religion involves evaluating religious beliefs and values that learners have studied and reflecting on one's own belief in light of what he/she has learnt. All assessment strategies must be designed to assess attitude development. Emphasis should not be put on cognitive competences. Values should be attached to the way of life.

Islamic Religious Education is an essential subject that learners cannot do without. Therefore, leaving a topic without teaching it, may cause loss to the learner. Due to the time lost during Covid period, the IRE curriculum has been abridged by merging Topics and considering the most essential competences.

SN	CRITICAL CHANGES	JUSTIFICATION
1	Topic: the Surat An-Nasr P.2 term2 can be taught with Units in the Quran P3 term1 because units can be identified by using Surat An-Nasr as an example.	They are related in the surah can be used to identify units in the Qur'an.
2	Topics: Adhan and Iqaamah, P2 term2 Devine books and divine nature of the Qur'an and its importance P3 term1	Adhan can be made as a review to prepare learners for the next topic for P3.
3	Topics; Swalat P2 Term2 and nullifiers of swalat P3 Term 1 are merged and taught in Primary three.	Swalah and nullifier of prayers are related that's why they are merged.
4	Topics; Surat Al-Masad (III) P2 Term 3 and the Qur'an as a unique book P3 term 1 are merged.	The uniqueness of the Qur'an can be clearly be shown in Surat Al-Masad (III) especially its arrangement.
5	Topic: Qur'an text in relation to other books' texts.	This is supposed to be taught alone because of its uniqueness and wideness.
6	Topic: Arabic alphabets are read P.3 term2, Dua for acquisition of knowledge P2 term3 and Surat Al-Masad (III) P.2 term 3	The Surat Al-Masad (III) is a Dua itself and composed of Arabic alphabets. Therefore it can act as an example to explain what Dua is? What Arabic Alphabet are? And having lessons of that Surat.
7	Topics: Usefulness of keeping peace, Kindness, Neighbourhood, welcoming visitors, P2 Term2 and	All of these topics are related and talk about e.g. causing chaos brings about law break.

	law in P3 term2	
8	Topics:Impurities, Toilet Manners in P3 term3 and Cleanliness, Peace, Patience and Unity in P2 term2	All topics can be taught in a lesson or two since they talk about Islamic values.
9	- Topics: The call P3 term3 and Arch Angel, messangership of the prophet P2 Term 3 are merged.	This is because the content is the same. Therefore they can be taught in the same lesson.

Topic: Nature of the Qur'an

Introduction

This topic clearly shows the division of the Qur'an into Ayah, Surah and Juzu. Therefore the teachers should guide learners to identify Ayah, Surah and Juzu from the Qur'an after explaining what they mean. The knowledge of this division helps a learner to develop the skilling opening the Qur'an and finding the verse he needs. The teacher therefore should make this practical in the Qur'an as he/ she is teaching in class. Each competence should be taught in three periods.

Competences	Content	Suggested Activities
The learner: • identifies Units in the Quran • recites the Ayah, Surah (**Surat An-Nasr (110)** and Juzu from the Qur'an	**Ayyah (verse)** This is the small portion of the Surah (chapter). Example of the Ayyah (Verse) is: 2 Praise be to Allah, الْحَمْدُ لِلَّهِ ٢ رَبِّ الْعَالَمِينَ	• Showing learners how to identify those division in Qur'an. - • Guiding learners to Identifies Units in the Quran - -

• tells/signs the importance of the Surat Al-Falaq	Lord of the Worlds This is the second verse of surat Al-fatiha (Al-hamdu lillaah rabbil-aalamiina 2) **Surah (Chapter):** This the small portion of the Juzu. Surat(chapter) Annabai and ends with Surat Annas. The Qur'an has thirty **Juzu (Sections).** It has 114 chapters and has 6236 verses and the longest chapter is Surat Al- Baqara and the shortest chapter is Kauthar. **Surat Al- Falaq text**	• Demonstrating to the leaners how to recite the Ayah, Surah(**Surat An-Nasr (110)** and Juzu from the Qur'an - • Telling/signing the importance of of the Surat Al-Falaq Through brain storming.

Guidance on Assessment

i) Listen and assess as the learner Identify Units in the Quran.
ii) Observes and assess as the leaner Recite the Ayah, Surah(Surat An-Nasr.110) and Juzu from the Qur'an.
iii) Observe and assess as the learner tell/sign the importance of the Surat Al-Falaq.

Topic: Nature of the Qur'an

Introduction

This topic introduces to the learner the concept of divinity. The teacher should teach and demonstrate learners how the Islamic text should be kept and handled, who should not read the Qur'an. This helps a learner to guide others in future and assist himself not to transgress against the God scripture.

Competences	Content	Suggested Activities
The learner: • talks about the divine nature of the qur'an • explains how the qur'an should be kept. • identifies people who should not read the Qur'an	Divine means holly, Keeping the Qur'an holly several measures to make sure that its holiness were taken as follow **How the Qur'an should be kept.** • It should not be kept in dirty place. • Nothing should be placed on top of it. • A special stool be made for it or shelves in every Muslims' home. • Any paper having verses if found on the way be picked and taken to the Mosque or any clean place. • Get ablution before reciting the Qur'an.	• Guiding learners to talks about the divine nature of the Qur'an - • Demonstrating how the Qur'an should be kept. - - • Identifiespeople who should not read the Qur'an. Through Think pair and share learners

	• Not sitting on a chair while reading the Qur'an but on ground (on the mat). **People who should not read the Qur'an** • A person who is not clean from impurities. • A woman who is in menstruation period. • A mad person. If a Muslim knows that he is not clean he/ she has to keep away from reading the Qur'an but can listen to the recitation	

Guidance on Assessment

i) Listen and assess as the learner talk about the divine nature of the Qur'an.

ii) Observe and assess as the learner demonstrates how the Qur'an should be handles and kept.

iii) Listen and assess as the learner reasons why some people who should not read the Qur'an.(at the end of Topic)

Topic: Nature of the Qur'an

Introduction

This topics introduces to the learners the concept of uniqueness. The teacher should assist learners understand different revealed books and what make

them be called holly. The teacher should explain to learners how the month of Ramadhan is among the major reasons that makes it holly and unique. As it is the Holy Qur'an (Q-2:185)

Competences	Content	Suggested Activities
The learner: • discusses the Quran as a unique book. • gives the importance of the Quran • shares how the Quran has remained the same.	**Unique nature of the Qur'an** • It was revealed/ sent by Allah and was taught to the prophet by God(Q-55: 1-2) • It was revealed/ sent in the month of Ramadan which the holly month(Q-2:185) • It was revealed/ sent through the holy spirit Gabriel/ Jibril the head of all Angels(Q-26:192-193) • **Importance** • **How Quran has remained the same.**	• Observing and guide as the learner discusses the Quran as a unique book. • Guiding learners to give the importance of the Quran • Observing as the learner suggests how the Quran has remained the same.

Guidance on Assessment

i) Assess as the learner tell how the Quran is different from other books.

ii) Assess as the learner give the importance of the Quran.

iii) Listen and assess as the learner suggest how the Quran has remained the same.

Topic: Prophets to whom the books were revealed

Introduction

This topic introduces the learner to the prophets who received the holly book. Learners will also be introduced to the concept of holiness. The teacher should assist learners understand meaning of holiness of the Quran (Unique) that is different from other revealed book. The teacher should explain to the learner reasons why these books were called holly. For example, the Qur'an is holy because it was revealed to Prophet Muhammad in the holy month of Ramadhan. As it is the Holy Qur'an (Q-2:185)

Competences	Content	Suggested Activities
The learner: • shares the Quran text in relation to other books' texts with the learners • discusses prophets and the books they received • shares with the fellow learners about holiness of the Qur'an	• Zaburi – Prophet Daudi • Tawrat/ Taurat –Prophet Musa • Injil – Prophet Isa • Qur'an -Prophet Muhammad **Holiness** • It was revealed/ sent by Allah and was taught to the prophet by God(Q-55: 1-2)	• sharing the Quran text in relation to other books' texts with the learners • guiding learners to mention prophets and the books they received • Brain storming with the fellow learners about holiness of the Qur'an

	• It was revealed/ sent in the month of Ramadhan which the holly month(Q-2:185) • It was revealed/ sent through the holy spirit Gabriel/ Jibril the head of all Angels(Q-26:192-193)	

Guidance on Assessment

i) Assess as the learner share the Quran text in relation to other books' texts with the learners.
ii) Assess as the learner mention prophets and the books they received.
iii) Assess as the learner tell/sign the time of each of the five obligatory prayers.
iv) Listen and assess as the learner brain-storm with the fellow learners about holiness of the Qur'an.

Topic: Nullifiers of Salat

Introduction

This topic stipulates clearly the nullifiers of Salat. The teacher is encouraged to guide learners mention substances that are dirty that can cause some ones prayer null and void if he/she is in contact with them. The knowledge of these nullifier will assist learners be aware of how to protect the selves against substances that may cause the salat not accepted by Allah. The topic is divided into sub-topics; Importance of performing Salat, Nullifiers of Salat and keep clean from impurities.

Competences	Content	Suggested Activities
The learner: • identifies the nullifiers of prayers • gives acts that nullify prayers • suggests how they can avoid nullifiers of prayers. • suggests what he/she is going to do to keep clean from impurities.	• **Prayers (Salat)** Importance of performing Salat - One comes nearer to Allah - One's sin is forgiven - Build good relationship between individuals - One forgets about problems • Nullifiers of Salat. - These are things that spoil salat • Examples of nullifiers of Salat: - Failure to take wudhu - Passing out unwanted gas failure to observe the correct order of prayers	• Guiding learners identify the nullifiers of prayers • Through demonstrating Learners give acts that nullify prayers • Through brain storming learners suggest how they can avoid nullifiers of prayers. • Suggesting what he/she is going to do to keep clean from impurities.

Guidance on Assessment

i) Assess as the learner identify the nullifiers of prayers.
ii) Assess as the learner give acts that nullify prayers.
iii) Assess as the learner suggest how they can avoid nullifiers of prayers.
iv) Assess as the learner suggest what he/she is going to do to keep clean from impurities.

Topic: Islamic values

Introduction

This topic brings out the concepts of values. The teacher is expected to guide learners understanding the concept of values and giving example of values that they know. The knowledge is very important to the learners because they will know how values of patience, perseverance and reliance on God. The topic is divided into sub-topics; - importance of sharing, benefits of being polite. This topic assists a learner to know values that they need practice in life time. Note that the first competence (importance of serving others, keeping peace, kindness) notifies a teacher that the work in the previous class P.2. should be handled before proceeding to a new topic.

Competences	Content	Suggested Activities
The learner: • tells the importance of serving others, keeping peace, kindness, neighbourhood, welcoming visitors • tells the meaning of: swabru, tahammul and tawakkul • shows how people	- **Swabru (Patience)**: i -Withstanding something difficult without losing direction. **-Tahammul (Perseverence)** Is the determination to stick to something and stay on the way in spite	• Discussing the importance serving others, keeping peace, kindness, neighbourhood, welcoming visitors • Discussing with the learners the the meaning of: swabru, Tahammul and Tawakkul. • Discussing with the

today have failed to live according to those values • shares the quran messages about those values.	of problem faced. **-Tawakkul (Reliance on God)** reliance on God / "trusting in God's plan". / "perfect trust in God and reliance on Him alone **Importance of persevered** -It is the sign of a believer because all prophets persevered. -It a condition of Godly leadership. -Perseverance assist a Muslim not to rush for resolutions.	learners situations that have shown how people today have failed to live according to those values • Sharing with the learners the Quran messages about those values

Guidance on Assessment

i) Assess as the leaner explain the impotence serving others, keeping peace, Kindness, Neighborhood, and welcoming visitors.
ii) Assess as the leaner explain the meaning of Swabru.
iii) Assess as the learner tell how people have failed to live according the teaching of Islamic values currently.
iv) Assess as the learner suggest what he/she is going to do the ensure that his friends practice Islamic values like Tahammul (Perseverance) and Tawakkul (Reliance on God).

Topic: Prophet Muhammad (PBUH)

Introduction

The topic talks about the life of Muhammad (PBUH) before revelation, the age of adulthood and maturity, date and place of revelation, reactions of Khadija and Muhammad on receiving the first revelation. This topic gives an insight on the beginning of the revelation and how the Prophet (PBUH) behaved before the revelation.

Competences	Content	Suggested Activities
The learner: • talks about the life of muhammad(pbuh) before revelation • gives what he/she thinks is the age of adulthood and maturity • tells the story about the revelation (date and place of revelation) • tells the reactions of khadija and muhammad on receiving the first revelation. • explains/signs how prophet muhammad (pbuh) conducted himself as a father and outside his family	**Revelation to Prophet Muhammad (PBUH)** - The content of the 1st Revelation - Muhammad's age at the time of revelation - He was 40 years old - Muhammad's age at the time of revelation. - He was afraid because he could not read and write - **Revelation to Prophet Muhammad (PBUH)** Reactions of Khadija after revelation. - She welcomed the revelation and immediately	Guiding learners to mention important aspects in the life of the prophet. Giving what they think is the age of adulthood and maturity through discussion. Tells the story about the revelation (date and place of revelation) guide learners to discuss how Prophet Muhammad (PBUH) conducted

	converted to Islam. **Prophet Muhammad's characters** • His character - brave - loyal - obedient - tolerant - kind	himself as a father and outside his family Through brain storming learners suggest what they are going to do to promote their behavior.

Guidance on Assessment

i) Assess as the learner discusses what he/ she learnt from the important aspects in the life of the prophet.

ii) Assess as the learner give what they think is the age of adulthood and maturity.

iii) Observe and assess as the learner tell the story about the revelation (date and place of revelation).Listen and assess as the learner suggest what he/she is going to do to promote his/her behavior.

Topic: Arabic Alphabet and Arabic vowels

Introduction

This topic introduces learners to reading the Arabic sounds and syllables. These form the basis of reading words in the Qur'an. Therefore, it is important to have periodical review of the Arabic sounds and syllables. This is important to learners in that they are updated to the reading of the Qur'an in Arabic. The teacher in this case should demonstrate the clear reading of the sounds and syllables before learners do the same.

Competences	Content	Suggested Activities
The learner: • shares how the Arabic alphabets are read. • shares stories related to vowel reading. • writes Arabic alphabets and vowels • recites Surat Al-Masad (III)	• (Shadda, Madda) • Surat Al-Masad (III) **This vowel** َ  **Rra Ddha Dda Jja Kkha Hha Ttha Tta Bba Aa** **This vowel** ِ  Rri Ddhi Ddi Jji Kkhi Hhi Tthi Tti Bbi ii **This vowel** ُ  **Rru Ddhu Ddu Jju Kkhu Hhu Tthu Ttu Bbu Uu** **Surat Al- Masad**	• guiding learners read Arabic alphabets • Guiding learners to tell stories related to vowel reading. • Guiding learners in groups arrange cut-outs of Arabic alphabets and vowels • Guiding learners recites Surat Al-Masad (III)

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Guidance on Assessment

i) Assess the learner as he/she shares how some letters of alphabets are read.
ii) Assess the learner as he/she shares the how Arabic vowels are read.
iii) Assess the learner as he/she tells stories related to vowel reading
iv) Assess the learner as he/she shares the how Arabic vowels are written.
v) Assess as the learners he/she recites Surat Al-Masad (III)

Topic: Importance of divine Books

Introduction

This topic introduces to the learner the importance of divine books. The teacher should teach learners how divine books are important to human beings by describing the content found in those books. This will help them to have self-drive towards finding more importance of the divine book and apply the in their daily life.

Competences	Content	Suggested Activities
The learner: • identifies the divine books • describes the content of the holly books. • talks about good things we learn from the Divine Books.	**divine books** Tawrat, zabur, Tawrat, Injil. Qur'an **Content of the holly books**. Most of them had: - Fearing God and not mankind (through worshiping Man and idols). -In it there is guidance and a light -Talked about the Last	• Guiding as learners Identify the divine books • Observing as learners read the content of the holly books. • Guiding learners as they talk about good things we learn from the Divine Books.

	Day. -The concepts of Heaven (Jannah) and Hell (Jahannam). -The Torah is also mentioned as being known by Prophet Isa "Jesus" (A.S) **Lesson learnt from divine books message.**	

Guidance on Assessment

i) Assess as the learner identify the Qur'an/ injil among many presented holly books.

ii) Assess as the learner compare the similarity of the content of the holly books presented.

iii) Assess as the learner to discuss how the teachings in the holly books have affected their day-to-day life.

iv)

Topic: Dua after Adhan

Introduction

The topic brings out the concepts of Dua/ Supplication. The teacher is expected to recite the Dua that is recited after Adhan. Then learners imitate what the teacher does and thereafter role play (The caller and the respondents to Adhan who recite the dua after the Adhan). The learner will appreciate after knowing the meaning of the Dua after Adhan and its rewards.

Competences	Content	Suggested Activities
The learner: • recites the dua after adhan. • demonstrates how dua after adhan is performed • tells the meaning of dua. • talks about the importance of the dua after Adhan.	• Dua after Adhan Allahumma Rabba hathihid-Daawatit tammah, wassalatil Qaimah ati Muhammadan alwaseelata wal fadeelah, (Wa darjathahu warrafeeha) wa ib'ath-hu maqaman mahmoodan allathee wa'adtah, (Warzukna shafa'thahu yumul qiyamah) innaka laa tukhliful-me'aad." **Dua in its translation form** "O Allah! Lord of this complete call and established prayer give Muhammad the position and distinction, and give him the praised station that you have promised" (Sahih al-Bukhari 1/160) • **The meaning of Dua** ➢ Allah is the lord of all creatures even the call. ➢ Salah is very important to the	• Sharing with the learners to recite dua after Adhan. • Guiding learners how to translate the dua in English. • Guiding learners to discuss the meaning of the dua. • Guiding learners discuss the dua to the daily situation.

	Muslim life. ➢ Prophet Muhammad is very important since Muslims pray for him five time daily. ➢ Allah promised the prophet Jannah .	

Guidance on Assessment

i) Assess the learner as he/she recites the Adhan dua.
ii) Assess the learner as he/she translates the Adhan dua.
iii) Assess the learner as he/she role play the calling for prayer (Adhan) and its supplication (Dua).
iv) Assess the learner as he/she explains how Duas have affected his/her day to day life.

Topic: Law

Introduction

This topic introduces the concepts of Law. Every society has laws governing it, much as these rules differ from one society to another. It serves the same purpose of maintaining order. It talks about usefulness of keeping law and order. The teacher, therefore, is encouraged to tell learner the different categories of law. This is very important to learners in that they will know the meaning of law and the importance of maintaining order.

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Competences	Content	Suggested Activities
The learner: • explains/signs the usefulness of keeping peace • talks about categories of laws. • names types of manmade laws • talks about reasons why laws should be respected • discusses what would happen if laws are violated.	**Definition of law** - These are rules controlling a certain group of people. **Categories of law e.g man- made – law,** Criminal Law, Civil Law, Administrative Law, Common law, Statutory law. **Purpose of laws** - Orderliness - Equity - Protection of the weak - Promotion of state policy - Resolves disputes, and protects liberties and rights. - Establishing Standards	• Explaining/signing the usefulness of keeping peace • Discussing what gods law and manmade law a mean • Guiding learners to mention law set by God. • Sharing with the learners the verses which state Godly laws in the Qur'an. • Guiding learners discuss what would happen if laws are violated.

Guidance on Assessment

i) Assess as the learner give the example of Gods' law and manmade law.
ii) Assess as the learner open the Qur'an and identifies a verse against theft.
iii) Assess as the learner share Activities which break man-made laws.
iv) Assess as the learner Guide learners present effects of violating man-made laws.

Topic: Khadijah and the revelation

Introduction

This topic introduces to the learner the status of a woman in Islam. A woman is not only looked at as a mother but also as a pivot of economic, social, political and religious development. The teacher, therefore, should clearly elaborate the role of lady Khadijah in the transformation of the religious status in Makkah. This topic will help learners to know that even women had a hand in the spread of Islamic religion and they need to be involved in the societal transformation in issues which are political, economic etc.

Competences	Content	Suggested Activities
The learner: • talks about the first revelation. • talks about; khadijah's reaction and the role of naufal. during the first revelation. • names the daughters of prophet	• **Events which occurred immediately after the revelation** The situation that faced the prophet during the first revelation was frightening because he had not experienced such. He started facing the hard work. He came back to his home and told the whole story (of the cave of Hira on Mountain Noor where Angel	• Discussing events occurred immediately after the revelation • Guiding learners to Talks about; Khadijah's reaction and the role of Naufal. • Guiding learners to name the daughters of Prophet

muhammad (pbuh) • names/signs names of the mothers of prophet Muhammad's sons	Jibril met him) to his beloved wife Khadijah **Khadijah's reaction** Khadijah comforted him and told him not to fear Allah is always with him. Khadijah took Muhammad to cousin Warqah bun Naufal the old man who knew the history of Jews and Christians. Khadijah promised to support him in his mission. **The role of Naufal** Warqah bun Naufal knew the history of Jews and Christians who told them Angel Jibril could come to Musa and was chosen as the Prophet. Muhammad will be a guide to mankind.	Muhammad (PBUH. • Guiding learners to name/sign the names of the mothers of Prophet Muhammad's sons

Guidance on Assessment

i) Assess as the learners tell how the message of the revelation has affected their day to day life. the importance of revelation in Islam

ii) Assess as the learners give reasons why they admired some Khadijah's' character.

iii) Assess as the learners discuss the importance of a mother at home in comparison to Prophet Muhammad's' wives.

iv) Observe and assess as the learners tell children's responsibilities at home.

Topic: Rites of the Qur'an

Introduction

This topic introduces a learner to rites and pre-requisites to the recitation or handling the Qur'an such as being in the state of ablution, seeking refuge from Allah against the cursed Satan. It awakens a learner to know that it is bad to recite the Qur'an in a state of impurity. A teacher needs to continuously teach this culture among the learners as they prepare to recite the Qur'an.

Competences	Content	Suggested Activities
The learner: • talks about the divine nature of the qur'an. • identifies the rites performed before reciting the qur'an. • identifies vowels in the given words.	• **Rites** - Definition of rites - These are religious ceremonies or acts. - **Rites performed before reading the Qur'an** a) Wudhu It is unlawful (*haraam*) for someone not in the state of *wudhu* to carry a Qur'an,. - **b) Saying Istiadha and Basmallah** - is "asking for refuge, or protection" - "Audhu billahi mina shaytwan rajiim" - He then says	• Discussing with the learner the meaning of rites. • Guiding learners to identify rites performed before reading the Qur'an. c) Sharing with the learners the verses related to rites i.e wudhu, Saying Istiadha and Basmallah • • Guiding learners to; - Formation of words out of combined letters • Pronouncing words - Letters with vowels

	"bismillah". The proper way. • "Bismillahi rahmaan rahiim • Reading Arabic alphabet - -Recognising the vowels • Formation of words out of combined letters	

Guidance on Assessment

i) Observe and assess as learners discuss why they should clean their bodies/ clothes/ environment.

ii) Assess as learners give situations in which they need to seek refuge from Allah.

iii) Assess as learners group Arabic letters with the same vowels.

Topic: Uniqueness of the Qur'an

Introduction

This topic introduces to the learners the concept of uniqueness. The teacher should assist them to understand different revealed books and what make them be called holly. The teacher should explain to learners how the month of Ramadhan is among the major reasons that makes it unique. As it is the Holy Qur'an (Q-2:185)

Competences	Content	Suggested Activities
The learner: • talks about the	- **Unique** means not common and uncomparable	- Guiding as learners talks about the unique nature of the Qur'an.

unique nature of the Qur'an. • gives the nature the Qur'an that makes it universal. • talks what makes the Qur'an authentic.	- **Uniqueness** of the Qur'an The Qur'an did not come all at one time, it was revealed according to their needs and requirements for a period of 23 years - contains words of Allah - revealed in its original text - words cannot be changed - should be handled when one has wudhu - no other books should be placed on top The Qur'an did not come all at one time, it was revealed according to their needs and requirements for a period of 23 year **Its universality** - Talks about everything i.e. politics, social, economic etc. - Other holy books - Its authenticity - The order of the revelation of the four books - Uniqueness of the Qur'an	- Observing as learners discuss the nature the Qur'an that makes it Universal. - Sharing with the learner qualities of the Qur'an that make it authentic.

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Guidance on Assessment

i) Observe and assess as learners discuss reasons why Quran is different from other books.

ii) Observe and assess as learners brain storm social and economic aspects that are addressed in the Quran.

iii) Authenticity Assess as learners discuss what makes the Qur'an authentic.

Topic: Impurities and Toilet Manners

Introduction

This topic introduces the concept of impurities and toilet manners to the learner. Different communities have different toilet behaviors. Islam as a complete way of life taught toilet behaviors from entering the toilets up to leaving it. This topic is important to learners in that it keeps away a learner from impurities and trains him/ her on how to handle the impure substances. The teacher therefore is encouraged to guide learners as they practice cleaning themselves from impure substances like urine blood and etc.

Competences	Content	Suggested Activities
The learner: • identifies the examples of impurities. • talks about how a Muslim should keep clean with or without water. • explains conditions under which ablution becomes	Impurities refers to impure substances that Muslims must avoid and wash off after coming into contact with them. - Istinjai (Clean the private parts) - Wash the whole body - Wash exposed parts of the body(Wudhu) by use of water or dry ablution/tayammam	• Identifying the examples of impurities. • Talking about how a Muslim should keep clean with or without water. • Explaining conditions under which ablution becomes necessary.

necessary.	- **Conditions for ablution** - -When the body becomes in contact with the impurities. - -Preparing for prayers - -Converting to Islam. - -After marital activities(sex by married people)	

Guidance on Assessment

i) Listen and assess as the learner recite/sign dua for acquisition of knowledge.
ii) Assess as the learner match Arabic words in the dua with their English meaning.
iii) Assess as the learner mentions occasions when dua are said.

Topic: The Dua for Acquisition of Knowledge

Introduction

This topic brings out the concepts Dua for Acquisition of Knowledge. Since Knowledge is God given gift it must its acquisition needs Allah's assistance and support. There it is a good duty for a person to be thankful to Allah for the wisdom given to him. Ask Allah to add you more knowledge. The teacher is expected to recite the Dua of Knowledge. Then learners imitate what the teacher was doing. A learner will appreciate after knowing the meaning of the Dua of Knowledge.

Competences	Content	Suggested Activities
The learner: • recites/signs dua for acquisition of knowledge	- Recite dua a) Rabbii zidnii ilman warzukunii fahaman(Lord advance me in	• Listening as learners recite/sign dua for acquisition of knowledge

correctly • explains/signing the meaning of dua for acquisition of knowledge correctly. • gives/signs the importance of dua for acquisition of knowledge	knowledge and grant me wisdom) - **Importance** -Knowledge is never enough. - Beneficial knowledge is greater than having a lot of knowledge.	correctly • Guiding as learners present the meaning of dua for acquisition of knowledge correctly. • Observing as Learners give/sign the importance of dua to their daily life.

Guidance on Assessment

i) Listen and assess as the learner recite/sign dua for acquisition of knowledge.
ii) Assess as the learner match Arabic words in the dua with their English meaning.
iii) Assess as the learner mention occasions when dua are said.

Topic: The Call

Introduction

This topic introduces the learner to the process through which Prophet Muhammad (PBUH) passed to spread the message that Allah sent to him for people in the world over. The massager started by calling his close friends secretly and then made the call publicly. This topic will assist learners to know that serious issues have to handle step by step. The teacher needs to make this clear giving an example from the case of the prophets' call.

Competences	Content	Suggested Activities
The learner: • gives/signs the reasons why muhammad went to the cave. • talks about muhammad's plan for calling people. • explains how muhammad's close companions and people outside his family and how they reacted. • mentions problems muhammad faced.	Islam was preached in bits**.** This has been the way ever for successful work. Prophet Muhammad (P.B.U.H) did not openly inform the people of his prophet hood and Islam for a period of three years. He was very careful and explained the situation only to those hWe see that his decision was the cause for Islam's success. Within the three-year period of Secret Call, many people converted into Islam and This many his mission strong. **After three-years**, *he openly called t*he Quraysh and announced Islam to the entire world. **Abubakar, Ali, Khadijah and Zaid bun Harith were among the first converts** Prophet was opposed by Meccans and some	• Guiding as learners brainstorm the reasons why Muhammad went to the cave. • Observing as learners narrate Muhammad's plan for calling people. • Explaining the reactions of Muhammad's close companions and people outside his family to the call. Through pairing and sharing Guiding as learners present problems faced by the prophet during the call.

	Muslims were forced to leave there religion by punishing them e.g. Bilal the Abyssinia slave the rock was put on his chest, .Sumayyah and etc.	

Guidance on Assessment

i) Assess as the learner gives lessons learnt from Muhammad's seclusion in the cave of Hira.

ii) Assess as the learner discusses why steps in actions are very important.

iii) Assess as the learner explains reasons why friends are important in life.

iv) Assess as the learner discusses how they can use techniques used by Prophet Muhammad to solve their problems.

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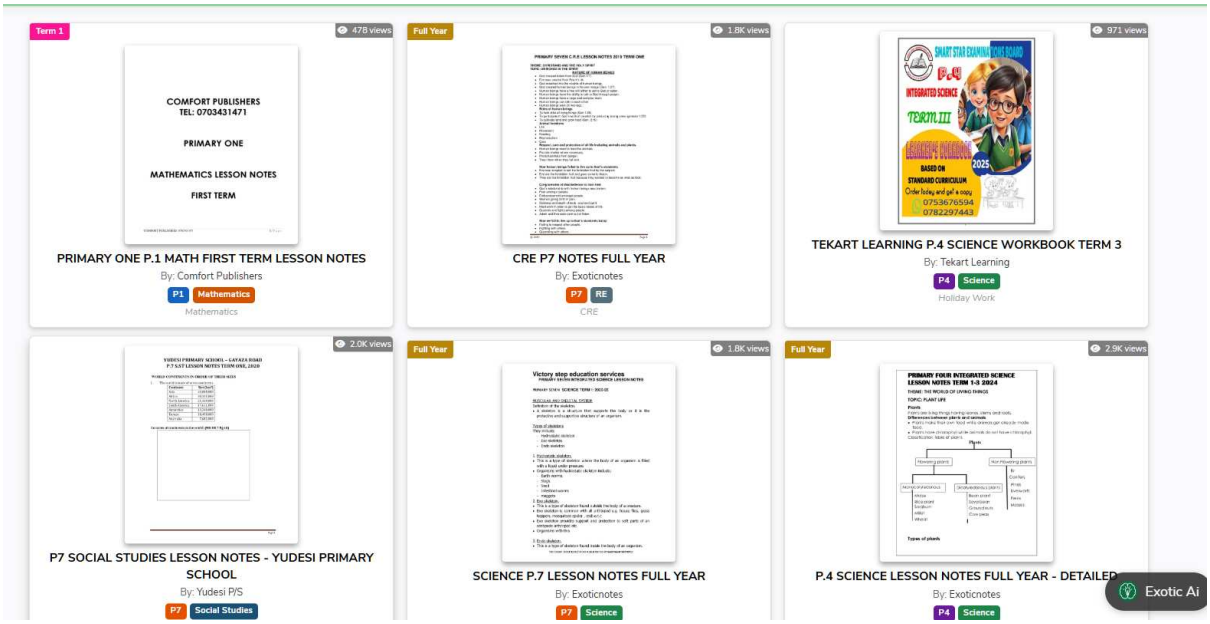


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