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Ministry of Education and Sports

Primary School Curriculum

Primary 3

National Curriculum Development Centre

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NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC), KAMPALA UGANDA

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Connie Kateeba
Director, National Curriculum Development Centre - NCDC



Hon. Geradine Namirembe Bitamazire (MP)

FOREWORD

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

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

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

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

i) the need to focus on rapid development of literacy, numeracy and life skills at lower primary;
ii) the treatment of concepts holistically, under themes of immediate meaning and relevance to the learner; and
iii) the presentation of learning experiences through the media, especially languages in which the learners were already proficient.

These are the basics that have been presented in the Thematic Curriculum for Lower Primary. Primary One (P1) and Primary Two (P2)Thematic Curriculum is now ready for full system-wide launching after a successful pilot trial. The Primary Three (P3) Thematic Curriculum is to take its turn in the pilot to ensure that the learners in Primary Two in 2008 will be exposed to a fully piloted and evaluated Primary Three Curriculum

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

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

i) early breakthrough to literacy;
ii) mastery of numeracy skills;
iii) empowerment in the use of life skills;
iv) providing a head start to the acquisition of *higher order thinking skills;* and
v) the development of basic language skills for lifelong learning.

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

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

Contents

PAGE

Acknowledgement iii
Foreword iv
Contents v
Section A: Introduction 1
1. The National Aims of Education 2
2. The Aims and Objectives of Primary Education 2
3. The Organisation of the Primary Curriculum 3
   3.1 Cycle 1 (P1-3): Basic skills 3
   3.2 Cycle 2 (P4): The transition year 3
   3.3 Cycle 3 (P5-7): Subject-based development 4
4. The Overall Approach in P1-P3 4
   4.1 Learning outcome and competences 4
   4.2 Child-centred approach 5
   4.3 The first or familiar language 5
   4.4 Multiple resources 5
5. The Organisation of the Thematic Curriculum in P1-P3 6
   5.1 The rationale 6
   5.2 Content arrangement 6
   5.3 The weekly allocation 7
6. The Approach to Assessment 7

Section B: Curriculum Scope and Sequence 8
7. Themes: 9
   Theme 1: Our Sub-county / Division 9
   Theme 2: Livelihood in our Sub-county / Division 14
   Theme 3: Our Environment in our Sub-county / Division 18
   Theme 4: Environment and Weather in our Sub-county / Division 22
   Theme 5: Living Things: Plants in our Sub-county/ Division 26
   Theme 6: Living Things: Animals in our Sub-county/Division 31
   Theme 7: Managing Our Resources in our Sub-county / Division 35
   Theme 8: Keeping Peace our Sub-county / Division 39
   Theme 9: Culture and Gender in our Sub-county/Division 43
   Theme 10: Our Health in our Sub-county/ Division 47
   Theme 11: Basic Technology our Sub- county/ Division 51
   Theme 12: Energy Resources in our Sub- county/ Division 56
8. Religious Education 61
   a) CRE 61
   b) IRE 75
9. Physical Education 86

SECTION A: INTRODUCTION

1. The National Aims of Education

The Thematic Curriculum takes into account the fact that Primary Education is the first level of formal education and often the last chance for the majority of Ugandan's children. Therefore, it has been prepared to equip learners with basic and vital competences and practical skills that will enable them to earn a living. In this way, the Thematic Curriculum aims at enabling children contribute to overall national development.

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

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

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

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

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

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

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

2. The Aims and Objectives of Primary Education

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

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

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

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

e) To promote understanding and appreciation for the protection and utilisation of the natural environment, using scientific and technological knowledge and skills;

f) To develop an understanding of one's rights and civic responsibilities and duties for the purpose of positive and responsible participation in civic matters;

g) To develop a sense of patriotism, nationalism and national unity in diversity;

h) To develop pre-requisites for continuing education;

i) To acquire a variety of practical skills for enabling one to make a living in a multi skilled manner;

j) To develop an appreciation for the dignity of work and for making a living by one's honest effort;

k) To equip the child with the knowledge, skills and values of responsible parenthood;

l) To develop skills in management of time, finance, as well as respect for private and public property;

m) To develop the ability to use the problem-solving approach in various life situations; and

n) To develop discipline and good manners.

3. The Organisation of the Primary Curriculum

The P3 Curriculum is part of the planned Primary School Curriculum which is divided into three clear cycles, each with its own structure of knowledge, skills and learning outcomes specified in terms of the type and level of skills to be achieved.

3.1 Cycle 1 (P1-3): Basic skills

A thematic approach has been used as the organising principle for arranging the competences and knowledge content in P1-3. The themes selected are those that are relevant to children, reflecting their everyday interests and activities as well as the national educational aims and objectives.

All learning materials used in these three years will be provided in the language of instruction. Any written work that is used for assessment purposes, apart from assessment of English language competences for non-English medium schools, will also be in the local language. When the mix of languages in a school is such that there is no predominant local or area language, the Curriculum will be delivered and assessed in English.

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

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

3.2 Cycle 2 (P4): The transition year

This will be a single year in which children will change from a theme-based to a subject-based curriculum and gradually from their local language to English as a language of instruction. The emphasis will be on rearranging content, concepts and skills rather than introducing new content or concepts. Thus, the organising principle will then be subject-based. Written materials and all assessment will be in simple English, except for Local Language which will be taught as a subject.

The aims of this cycle will be to enable children achieve

- English skills, both oral and written, to a level in which learning can take place in English across all subjects;
- build on the content, knowledge and competences already acquired through the theme-based curriculum but now transferred to a subject-based framework; and

- apply the developed concepts, skills and ability to think creatively.

3.3 Cycle 3 (P5-7): Subject-based development

This cycle will be similar to the current Curriculum, in which the concepts, knowledge and skills are arranged in subjects. Primary School subject syllabuses will align with and lay a good foundation for Secondary School subject syllabuses.

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

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

4. The Overall Approach in P1-3

4.1 Learning Outcomes and Competences

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

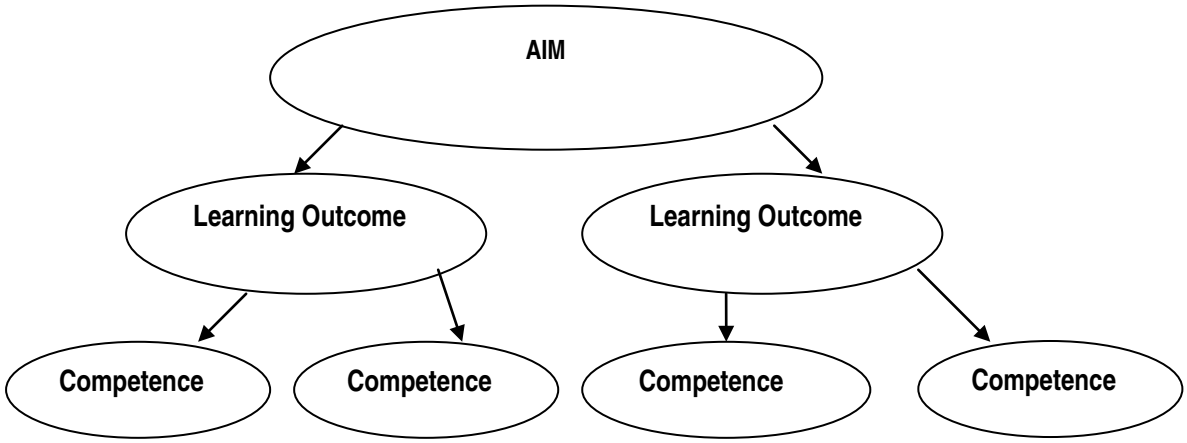
Learning outcomes define the overall direction of the teaching and learning process. They do not contain specific learning objectives[1] that can be assessed. However, they are achieved through competences. Competences describe the genuine abilities of the child to demonstrate that they have understood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

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

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

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

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



4.2 A child-centred approach

In Thematic Curriculum, a child is at the centre of learning. This can be illustrated in many ways. The use of themes brings the Curriculum closer to the child. The themes have been selected on the basis that they are close to the child's interests and experience and reflect more closely the way in which the child views the world. The content, concepts and skills of subjects such as Science and Social Studies have been rearranged within themes that are familiar to young children's experiences.

The recommended teaching methodology emphasises the child's activities rather than the teacher's. The child-centred approach in P1-3 is also supported by the use of the child's first or familiar language as the medium of instruction.

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

4.3 The first or familiar language

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

4.4 Multiple resources

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

5. The Organisation of the Thematic Curriculum in P1-3

5.1 The rationale

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

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

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

a) intrinsic interest and value to the child;
b) appropriateness to the child's age and environment, including the conceptual difficulties;
c) exploitability across subject areas - use of relevant content, skills and competences of different subjects across the Curriculum.

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

The 12 themes selected for P3 have been sub-divided into 36 sub-themes. Each sub-theme provides a basis for organising one week's teaching and learning.

The Curriculum gives priority to the development of literacy skills, Mathematics concepts, life skills and values.

5.2 Content arrangement

The Curriculum for each year is arranged in a matrix. The themes are presented horizontally while the crucial learning areas are presented as vertical strands. The matrix shows how the competences that relate to the different learning outcomes are developed as the child moves from one theme to another.

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

Physical Education (PE) and Religious Education (RE) are not included in the thematic organisation. Instead, both PE and RE have retained their frameworks from Volume II of the 1999 Primary School Curriculum. This is in response to the views of parents and communities who felt that the existing RE Curriculum was still valuable and balanced. Religious Education is essentially an attitude- and value-based subject rather than involving competence development. However, the scope and sequence for IRE and CRE have been organised under 12 content areas, to correspond with the teaching timetable of the 12 themes. On occasions, there are opportunities for linking the content and values of the RE Curriculum to the Thematic Curriculum, and these have been indicated.

In the Oral Literature lessons, children have a chance to explore their own local culture and to develop a feel for the structure and potential of their own language.

5.3 The weekly allocation of periods

The number of periods for each strand of the P3 thematic curriculum is as follows:

Strand	No. of periods
Oral Literature	4
Mathematics	9
Literacy I	6
Literacy II	6
English	10
Creative Performing Arts (CPA) - Music - Art and Crafts	 3 2
PE	5
RE	3
Library	2
TOTAL	**50 periods**

Schools should observe the following when planning a timetable:

- Literacy I and Literacy II lessons should follow one another.
- Music, Art and Crafts are combined under Creative Performing Arts (CPA), with 3 periods for Music and 2 for Art and Crafts.
- Oral Literature has 4 periods per week.

6. The Approach to Assessment

Assessment is part and parcel of the teaching and learning process in the Thematic Curriculum. It is essential that all competences, whether oral, written or practical, are assessed. Assessment is intended to find out whether the child is genuinely learning and what action that need to be taken to support the child. The Thematic Curriculum emphasises 'continuous assessment'.

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

SECTION B: CURRICULUM SCOPE AND SEQUENCE

TERM 1

Theme 1: Our Sub-county/Division

Expected learning outcome: The child understands different ways of locating places and appreciates the various social groups in the Sub-County/Division.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
1.1 Name and location of our Sub-county / Division • Name of - our sub-county / division • Difference between map and picture • Compass direction - cardinal points (ENWS) • Location (position of our sub-county / division in relation to neighbouring parishes	• Counting 0-999 • Forming sets • Naming sets • Drawing sets • Recording sets • Identifying the empty set by symbols Ø, { } • Constructing a compass – North, South, East and West • Locating different places in the school using the compass rose • Estimating distance	**LISTENING AND SPEAKING/SIGNING** • Talking about the background of the sub-county • Distinguishing between map and a picture • Identifying the cardinal points of a compass (South, West, East, North) • Locating parishes neighbouring sub-counties / division using a map of the sub-county / division • Identifying different places on the map of the sub-county / division • Asking and answering questions **READING/ TACTILE** • Reading the names of the sub-county/division, parishes and neighbouring sub-counties • Reading sentences • Reading the map and pictures of the school • Recognising capital letters **WRITING/ BRAILLING** • Writing the name of the sub-county / division • Drawing a map and a picture of the school • Writing capital letters correctly • Labelling maps and pictures	**VOCABULARY** **Revision of vocabulary from P2**: On, in, door, behind, in front of, near, cupboard, book, table, at the side of **New vocabulary**: North, East, West, South, opposite, right, above, sunrise, sunset, sub-county, division **STRUCTURES** • Where is the …(book/table)? - The … is (near, on, in, opposite) the house/tree. - It is (near, on, in ,opposite) the …(table /cupboard/door). • Is the … (house/tree) .....(near, in, opposite)the ....(church, school)? - Yes, it is. - No, it is not. • Where does the sun (rises, set)? - It … (rises, sets) in the … (East/West). • What direction is the … (church, mosque)? - The … (church, mosque) is in the … (North, West). - It is in the ..... (East/West). • Obey commands • Turn … (left, right, north, east,). - I am turning to the … (left, right, North). • Do not turn … (left, right).	• Singing/signing songs about our sub-county / division • Singing Uganda National Anthem (first stanza/verse) • Listening to different pitches of musical instruments • Moving according to rhythm of known song • Tracing and colouring cut out maps of the sub-county / division • Recognising colours • Colouring shapes	• Effective communication • Critical thinking • Creative thinking • Mobility and orientation (SNE) • Friendship-formation • Social awareness • Appreciation • Identity • Cooperation • Sharing

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
			LISTENING AND SPEAKING • Describing pictures • Demonstrating and talking about the directions • Giving and obeying commands e.g. turn left at the gate / near the mosque • Acting dialogues • Reciting a rhyme about compass points • Answering questions about the passages **READING/TACTILE** • Reading the passage about our sub-county / division • Reading questions about the passages • Spelling words • Reading a rhyme about compass points – North, East, West, South **WRITING/BRAILLING** • Completing sentences • Answering comprehension questions		
1.2 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 direction of the	• Comparing sets • Counting in 10s from 0 to 990 • Counting in 2s and 5s from 0 to 100 • Identifying place value of 10s and 100s • Drawing cardinal compass points	**LISTENING AND SPEAKING/SIGNING** • Naming physical features • Describing physical features • Discussing importance of physical features • Telling direction using compass points • Listening and retelling stories about physical features and landmarks • Asking and answering questions • Explaining why a compass is used	**VOCABULARY** river, hill, valley, pond, mountain, fish (v), graze (v), well, spring, along, up the, down the, across from **STRUCTURES** • Where is … (hill, valley)? - The … (hill, valley) is in the … (East, West) • Is the .....hill/valley/river) .... (along, across, up, down) the	• Singing/signing songs about physical features • Playing percussion instruments • Dancing: traditional dance • Drawing and colouring physical features	• Effective communication • Problem-solving • Critical thinking • Creative thinking • Appreciation • Care • Belonging • Social awareness

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
compass and body (sunrise, sunset, behind and front) • Importance of physical features, e.g. fishing, grazing • Field trip	• Observing and labelling cardinal compass points	**READING/ TACTILE** • Reading names of physical features • Reading 2-3 sentences describing each physical feature • Reading short stories about physical features. • Identifying more capital letters. **WRITING/ BRAILLING** • Writing names of physical features • Writing descriptions of physical features • Writing patterns and sentences legibly and neatly. • Writing sentences with emphasis on punctuation marks.	(spring/mountain/well)? - The ... is (along, across, up the, down the)..... - It is ..... (open, along, across) the ... • Where do we get … (fish, water)? - We get … (fish, water) from .... (rivers, lakes, ponds). **LISTENING AND SPEAKING** • Telling stories about the physical features • Asking and answering questions about the story • Listening to and solving puzzles • Reciting rhymes • **READING/TACTILE** • Reading puzzles • Spelling words **WRITING/BRAILLING** • Writing sentences about objects, physical features and pictures • Asking and answering questions	• modelling physical features	• Concern • Responsibility
1.3 People in our Sub-county / Division • Tribes and clans • Administrative set up and types of leaders: - political e.g. LC, - cultural (chiefs) • Roles of leaders e.g. - settling disputes - guiding and counselling - organising meetings - planning for development	• Reading number symbols 0-999 • Writing number symbols 0-999 • Drawing a simple map of the school playground, indicating direction and distance using non standard measures	**LISTENING AND SPEAKING/SIGNING** • Naming people by tribe and clan • Listening to and retelling stories about the clan's origins • Describing the administrative set-up • Asking and answering questions about the roles of different leaders • Role-playing the roles of different leaders **READING / TACTILE** • Reading names of tribes and clans • Reading a short text on roles of leaders	**VOCABULARY** chairperson, secretary, office, 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/ teaches). • Where is the … (chairperson,	• Singing/signing songs about people in our sub-county/division • Making percussion instruments • Dancing • Drawing simple story sequence about people and their activities • Modelling with clay, paper mache,	• Decision making • Effective communication • Negotiation • Non-violent conflict resolution • Interpersonal relationship • Problem-solving • Self awareness • Empathy • Endurance

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
		• Rearranging sentences to form a story **WRITING / BRAILLING** • Writing names of tribes and clans • Writing a story from jumbled sentences • Writing short stories about the tribes or clan's origins (legends of the tribes) • Writing patterns and sentences / stories • Writing sentences with emphasis on punctuation marks	policeman).....? - The … (policeman, chairperson) is in the … (office, road). - He/she … (is) in the … (office/valley). • What do you do everyday? - I … (teach, preach) everyday. **LISTENING AND SPEAKING** • Acting dialogues / conversation • Reciting rhymes **READING/TACTILE** • Spelling words • Reading short stories • Reading sentences describing people and what they do • Asking and answering questions about the story **WRITING/BRAILLING** • Writing sentences describing pictures • Writing short stories	Plasticine	• Concern • Appreciation • Respect • Acceptance • Responsibility • Honesty • Leadership • Trustworthiness • Sharing • Kindness • Unity • Identity • Courage • Sympathy

Suggested Assessment Guidelines for Theme 1

Mathematics	• Count from 0 to 999. • Form sets. • Name different sets. • Draw the symbols of an empty set. • Identify place values of 10s and 100s. • Read number symbols 0-999. • Write number symbols 0-999.
Literacy	• Describe different places in the sub-county/division, using landmarks. • Tell differences and similarities between a map and a picture. • Locate the sub-county/division headquarters on a map. • Label the four cardinal points on a compass accurately. • Explain why a compass is used. • Write uses of physical features in the sub-county/division. • Re-write jumbled sentences to form a meaningful story. • Read a text and answer comprehension questions.
English	• Pronounce learnt words correctly. • Construct oral sentences using learnt words correctly. • Tell a meaningful short story. • Spell words. • Recite a rhyme with appropriate actions. • Read a text and answer comprehension questions. • Write sentences about physical features.
Creative Performing Arts	• Sing the first stanza/verse of the National Anthem correctly. • Move to the rhythm of a given tune. • Make percussion music instruments. • Draw physical features in the sub-county/division. • Model physical features in the sub-county/division.

Theme 2: Livelihood in Our Sub-county / Division

Expected learning outcome: The child applies acquired skills and appreciates the benefits of participating in different activities.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
2.1 Occupations of people in our Sub-county / Division and their importance • Money generating • Subsistence (example of common activities) - casual labouring - trading - farming / animal rearing - tailoring - entertainment - pottery / brick making - carpentry - weaving / knitting • Importance of different activities. • Practicals in cookery	• Grouping in 10s • Counting in 10s and 100s from 1000 to 2000. • Identifying place value for 10s, 100s, 1000s. • Adding horizontally in units, tens and hundreds, e.g. 3 + 5 = 8 30 + 50 = 80 300 + 500 = 800 • Measuring quantity of ingredients used in cookery using non-standard measures	**LISTENING AND SPEAKING/SIGNING** • Identifying different activities • Describing different activities people do • Discussing importance of these activities • Miming or role-playing people's occupations • Talking about what people can do to get money • Making predictions of what they want to be in future • Listening to and retelling a description of different activities • Asking and answering questions • Demonstrating cooking simple dishes **READING / TACTILE** • Reading sentences about different activities • Reading short paragraphs and answering questions • Reading and reorganising jumbled sentences to form a story **WRITING / BRAILLING** • Writing stories from jumbled sentences • Writing patterns • Writing descriptive sentences about different activities	**VOCABULARY** bricks, fish (v), dance, drum, weave, cook, carpenter, sew, play, secretary, teacher, butcher **STRUCTURES** • Who can … (weave)? - I/you can … (weave …) but (I/you) cannot … (sew a dress). - We/they can … (weave) … but cannot … (sew) a dress. • Who makes … (chairs)? - The/a … (carpenter) makes … (chairs). • Who sells … (fish)? - The/A … (fishmonger) sells … (fish). **LISTENING AND SPEAKING** • Reciting a rhyme • Saying conversation chain **READING/TACTILE** • Reading sentences describing people's work • Reading text • Solving puzzles **WRITING/BRAILLING** • Writing sentences describing people's work • Writing short stories from jumbled sentences	• Singing/signing: - work songs - the schools anthem • Dramatising, e.g. miming • Making percussion instruments • Reading and writing solfar notes of the major scale **d r** • Weaving, e.g. baskets, bags mat, belts, covers • Making and decorating grass brooms • Drawing and labelling pictures of daily activities	• Creative thinking • Critical thinking • Effective communication • Problem-solving • Self-esteem • Self-awareness • Interpersonal relationships • Coping with stress. • Appreciation • Concern • Respect • Interdependent • Sharing • Self-reliance • Concern

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
2.2 Social services and their importance • Social services e.g. - education - health - communication - transport - water supply - security • Importance of social services in our sub-county / division, e.g. - literate citizens - good health - living peacefully - information flow - protection - easy movement	• Reading number symbols in 10s and 100s from 1000 to 2000 • Writing number symbols in 10s and 100s from 1000 to 2000 • Adding two 3-digit numbers vertically, no carrying, sum less than 1000 • Classifying objects used in communication	**LISTENING AND SPEAKING/SIGNING** • Describing the different social service provided • Discussing the importance of the different social services • Role-playing different activities/jobs in social services • Describing objects used in communication **READING/ TACTILE** • Reading short paragraphs about different services and their importance • Rearranging sentences to form a story **WRITING/ BRAILLING** • Writing sentences about different social services and their importance • Writing a short story from jumbled sentences • Writing letters and patterns	**VOCABULARY** aeroplane, train, water, lorry, taxi, telephone, television, hospital, clinic, police, treat **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 your … (father, mother, sister) do everyday? - Everyday my … (father, mother, sister) goes to work at the Health Centre. • Why do … (I, you, we, they) … go to the (clinic/hospital)? - (I, you, we, they) … go to the (clinic/ hospital) because … **LISTENING AND SPEAKING** • Playing situational games • Acting dialogue **READING/TACTILE** • Reading sentences • Reading short stories describing people's activities **WRITING/BRAILLING** • Writing educative messages • Writing a paragraph describing an activity • Writing guided compositions based on uses of social services	• Singing/ signing known songs • Singing/signing two rounds • Listening to recorded music and responding, e.g. clapping, tapping • Dancing according to rhythm • Reading and writing notes of the major scale **dr m** • Making string telephones and simple amplifiers • Shading patterns	• Friendship formation • Interpersonal relationships • Problem-solving • Negotiation • Decision-making • Effective communication • Appreciation • Care • Concern • Endurance • Respect • Perseverance • Tolerance • Accuracy

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
2.3 Challenges in social services and their possible solutions - Education -, school demands - Health – lack of enough health centres, expenses on medicine - Transport – conditions of roads - Communication – radios, televisions, newspapers (expensive) - Water – quality availability - Security – (effectiveness) • Possible solutions as per identified problems and challenges	• Adding two 2-digit numbers with carrying • Solving word problems in addition • Drawing a map of a journey to school, showing direction and distance in non standard units	**LISTENING AND SPEAKING** • Identifying challenges associated with activities and social services • Discussing causes to challenges • Identifying possible solutions • Asking and answering questions **READING/ TACTILE** • Reading texts on different challenges • Reading texts on possible solutions • Matching solutions to problems • Completing sentences **WRITING/ BRAILLING** • Writing short texts describing the challenges • Writing texts that give solutions to the challenges • Writing proverbs • Writing letters, sentences, patterns, legibly and clearly	**VOCABULARY** storm, mud, slash, bridge (n), police post, accidents, boil (v), spray, mosquito net, use of "because", use of past tense. **STRUCTURES** • How did … (she/he/you, they) fall into mud? - (I/she/he/they) … jumped off the … (bridge, bicycle) on the road. • What did … (you/he/she/they) … do yesterday? - (I/she/he/they/we) … slashed the … (compound) yesterday. • What do ... (you/we/they) do when.... (you/we/they).... (get an accident/ are in danger/there is a storm)? - I/we/they … (report to the police post/take shelter) when … - (I/ he/she/they/we) cannot go to school/hospital) because the bridge broke down. **LISTENING AND SPEAKING** • Listening to stories • Asking and answering questions • Playing situational games **READING/TACTILE** • Reading descriptive texts • Reading short stories **WRITING/BRAILLING** • Writing/ brailing descriptive paragraphs	• Acting from a story • Singing/ signing songs on topical issues such as challenges in social services • Reading/brailing and writing solfa notes **d r m f** • Singing/signing songs about colours of the national flag and their meaning • Singing/signing songs about challenges in social service • Printing with potatoes, fingers, leaves, palms, threads	• Coping with stress • Coping with emotions • Interpersonal relationships • Negotiation • Decision-making • Friendship formation • Critical thinking • Creative thinking • Non-violent conflict resolution • Endurance • Patience • Care • Concern • Respect • Responsibility • Tolerance

Suggested Assessment Guidelines for Theme 2

Mathematics	• Count from 1000 to 2000. • Identify place values of four digit numbers using an abacus. • Add 2-3 digit numbers horizontally without and with carrying. • Solve word problems in addition correctly. • Read number symbols up to 2000. • Write number symbols up to 2000.
Literacy	• Name different activities carried out in the sub-county/division. • Tell uses of social services found in the sub-county/division. • Talk about challenges/difficulties associated with social services found in the sub-county/division. • Read a text and answer comprehension questions correctly. • Write a text of descriptive sentences correctly.
English	• Pronounce learnt vocabulary correctly. • Construct sentences using the learnt vocabulary correctly. • Act out a conversation in parts / phrases. • Read a descriptive text and answer comprehension questions. • Write a descriptive text about different activities carried out in the sub-county/division.
Creative Performing Arts	• Sing work songs meaningfully. • Move to the rhythm of a given tune. • Listen to a simple recorded song and answer comprehension questions. • Weave items using local materials. • Print art items using different local materials.

Theme 3: Our Environment in Our Sub-county / Division

Expected learning outcome: The child appreciates environmental changes and applies the acquired knowledge and skills to manage the environment.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
3.1 Soil **a) Composition of soil: water, air, dead plants, animals, particles of rocks** **b) Types of soil and texture** • Sand – rough, large particles • Clay – smooth, slippery and powdery • Loam – balance of sand, clay, plus dead plants and animals • Layers of soil - top soil - sub-soil - gravel • humus -Composite pile / pit) • Experiments e.g. - composition of soil - soil profile - soil texture • Uses e.g. growing crops, making bricks, construction and artwork (colours, modelling	• Counting 2000-3000 • Recognising place values of 4-digit numbers • Adding two 3-digit numbers without carrying vertically • Measuring different types of soil using non standard units	**LISTENING AND SPEAKING/SIGNING** • Naming types of soil • Describing composition of soils • Comparing different soils • Observing and describing layers of soil • Discussing uses of different soils • Recording observations of experiments • Asking and answering questions • Saying poems **READING /TACTILE** • Reading sentences about soils • Reading words • Reading poems **WRITING/ BRAILLING** • Writing descriptive sentences about soils • Using appropriate punctuation • Completing sentences using appropriate words. • Recording observations from experiments on soils	**VOCABULARY** soil, stones, sand, clay, stove, colour, build (v), crop, houses, loam, white, black, brown, grey **STRUCTURES** • What is ....(clay/sand)used for? - (I/we/they) use … (clay/loam) sand) soil to … (make pots, grow crops / build houses). • There are many.... (stones/ crops/buildings) in our sub-county/division. • What colour is … (clay, sand, loam) soil? - It is … (black, grey, brown, white) soil. **LISTENING/SPEAKING** • Acting dialogues • Solving puzzles **READING/TACTILE** • Reading texts • Reading dialogues • Reading rhymes **WRITING/BRAILLING** • Copying descriptive texts • Labelling pictures/diagrams	• Listening to musical instruments • Singing/signing a simple melody up to 8 notes long without leaps: **d d r m d d r d** • Instrumental work, e.g. playing tuned percussion music instruments found in locality, e.g. xylophone) • Making collage using soils and stones • String painting • Constructing	• Critical thinking • Creative thinking • Problem-solving • Decision-making • Cooperation • Effective communication • Appreciation • Care • Responsibility • Inter-dependency
3.2 Natural causes of changes in the environment, e.g.: - floods, drought,	• Making and recording a class weather chart (and	**LISTENING AND SPEAKING** • Identifying natural changes in the environment • Discussing the effects of changes	**VOCABULARY** wind, rain, hungry **Opposites**: hot/cold, sunny/rainy, dry/wet, inside/outside	• Singing/signing simple melody **m f s f s l**	• Critical thinking • Decision-making • Problem-solving • Coping with

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
earthquake, hail stones, landslides, storms, lightening, thunder • Effects of changes e.g. - hunger - destruction of homes and property, plants, animals - soil erosion - diseases / epidemics - migrations • Ways of managing changes	keeping it for 3 weeks) • Adding two 3-digit numbers vertically with carrying • Solving algebraic problems in addition, e.g: 3 + ☐ = 8 ☐ + 30 = 80	• Discussing ways of managing natural changes • Telling and retelling stories about natural changes **READING/ TACTILE** • Reading words and sentences related to changes • Reading stories comparing the past and present environment • Matching pictures to descriptions of changes in the environment **WRITING/ BRAILLING** • Writing words and sentences that describe change • Writing letters and patterns	**STRUCTURES** • What did … (she/he/you/they) do? - (He/she/you/they) … (played / walked) in the … (sand, rain). • When did … (he/she/they/we/you … (plant/harvest)? - He/she/they/we/you … (planted, harvested) in … (wet/dry) season. • Why did … (you/he/she) cry? - (He/she/I) cried because (he/she/I) was ..... (wet hungry, cold). **LISTENING AND SPEAKING** • Describing pictures • Acting play lets • Listening to stories and legends about natural causes • Reciting rhymes • Asking and answering questions on opposites **READING/TACTILE** • Reading stories • Reading rhymes/poems • Reading opposites **WRITING/BRAILLING** • Writing guided compositions based on effect and ways of managing changes • Copying rhymes	**s l t** • Singing songs about the environment • Dancing – creative dance • Weaving, e.g. table mat, wall mat, rope, ball, bag, doormat	stress • Coping with emotions • Empathy • Responsibility • Social awareness • Acceptance • Cooperation • Patience • Endurance • Concern • Sympathy
3.3 Changes in the environment through human activities	• Adding two 4-digit numbers vertically without carrying	**LISTENING AND SPEAKING/SIGNING** • Identifying human activities that change the environment • Discussing ways of managing the	**VOCABULARY** graze, build, burn, bush, cut, farm, cover, plant, throw, plastic, rubbish, rubbish pit, brick, make	• Dancing traditional dance • Singing/signing simple melody (up	• Creative thinking • Critical thinking • Decision-making • Problem-solving

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
a) Human activities - constructing buildings/roads - grazing - disposing waste - cutting trees - burning bushes - farming - burning charcoal making bricks - burning bricks **b) Possible ways of managing changes,** e.g. - planting more trees (afforestation) - preserving swamps - avoiding burning bushes - proper farming practices, e.g. crop rotation, terracing, mulching, irrigation - covering gullies with stones - educating people about dangers of cutting trees - avoiding throwing things that don't rot, e.g. plastics **c) Simple project on tree planting**	• Measuring length between trees in non-standard measures and introducing metres to measure • Adding metres • Solving word problems in metres • Estimating distance in metres and kilometres	environment • Telling and retelling stories about human activities • Talking about types of trees and where to plant them • Planting trees • Saying a poem • Asking and answering questions **READING /TACTILE** • Reading environmental messages • Reading stories describing the environment • Reading a poem **WRITING/ BRAILLING** • Writing sentences that describe change • Writing messages about the environment, e.g. 'Cut one, plant five' • Writing patterns and sentences legibly and neatly • Writing a poem	**Command:** do not, use of "**will** and **shall"** **STRUCTURES** • What will you do when you go home? - When I go home … (I / we) shall … (graze / plant / collect / cut / cover) the … (goats / cows / rubbish / grass / rubbish pit). • Will you … (graze the goats) when you go home? - Yes, I / we shall … - No, I will not … (graze) when I go home. • What will (he, she, they) do on … (days of the week)? - She / he / they will … (throw, burn, cut) the … (plastics, rubbish, bush) on … (days of the week). • Don't (throw/cut/burn) (rubbish/ trees/bush). • Don't (build/throw) (houses/ plastic) in the (swamp/river). **LISTENING AND SPEAKING** • Listening to a story • Asking and answering questions • Playing a situational game **READING/TACTILE** • Reading commands • Reading short stories **WRITING/BRAILLING** • Completing sentences • Writing messages about the environment • Writing short stories	to 8 notes long, without leaps) **d d r m** **d d r r** • Reading and writing solfa - **d r m f s l t d** • Making ornaments from wild seeds, e.g. beads, bracelets, costumes • Decorating musical instruments • Making metre sticks	• Interpersonal relationships • Cooperation • Togetherness • Respect • Unity • Patience • Tolerance • Leadership

Suggested Assessment Guidelines for Theme 3

Mathematics	• Count up to 3000. • Add 4-digit numbers vertically without carrying. • Show place values of 4 digits on an abacus correctly. • Measure and record lengths in full metres. • Correctly solve algebraic problems in addition.
Literacy	• Name the three different types of soil correctly. • Describe different uses of soil. • Say a poem on the environment. • Read a paragraph correctly on the environment. • Write a paragraph about activities carried out in the environment.
English	• Pronounce learnt vocabulary words correctly. • Construct oral sentences about changes in the environment. • Answer questions about a given short story. • Read a text and answer comprehension questions correctly. • Copy a short story, e.g. about planting trees.
Creative Performing Arts	• Play a simple percussion instrument correctly. • Perform a traditional dance correctly. • Make a metre rule.

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

Expected learning outcome: The child appreciates and conserves the environment.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
4.1 Air and the Sun **a) Air** • Concept and properties of air: - weight - moves things (force) - occupies space - can be felt • Importance of air: - for burning - for breathing • Danger of strong wind Experiments, e.g.: • how air occupies space • properties of air • air needed for burning (oxygen) **b) The sun** • importance of the sun: - dries things (e.g. seeds) - gives light, warmth - helps living things grow • dangers of the sun - dries up water - destroys crops Experiments, e.g.: • why plants need light	• Counting 3000-4000 • Recognising place value of 4-digit numbers • Reading number names for 100s and 1000s • Writing number names for 100s and 1000s • Measuring and recording shadows at different times of day	**LISTENING AND SPEAKING/SIGNING** • Describing weather and seasons • Discussing the importance of weather and dangers of weather changes • Telling and retelling stories about the importance and dangers of air and the sun • Demonstrating that air is needed for burning • Recording the position of the sun three times a day • Reciting poems and acting **READING/TACTILE** • Reading sentences that describe weather • Reading stories about sun and air • Predicting endings of stories **WRITING/BRAILLING** • Completing the endings of stories • Drawing and labelling pictures • Writing stories about the air, and the sun	**VOCABULARY** air, sun, move, wind, dry, wash, heat, warm, blow, break, fall, rain (n), rise, set, roof, house, clean **STRUCTURES** • What does (Joshua Gloria) do every day? - (Joshua, Gloria) ... (washes, cleans) the ..... (clothes/compound) everyday. - He/she ...(washes/cleans) the ... (clothes/compound) everyday. - Every day the (sun/wind) .... rises/blows. - Everyday he/she dries (his/her clothes) in the .... (sun/wind). - Every day the (wind/rain) .... (blows/washes) away the ... (leaves/dust). - Every day (they/we/you) breathe in air. **LISTENING AND SPEAKING** • Reciting poems • Listening to stories and answering questions • Acting dialogue • Singing **READING/TACTILE** • Reading stories/texts • Reading dialogue • Reading poems **WRITING/BRAILLING** • Writing descriptive short stories • Writing from dictation with correct spelling and punctuation.	Singing/signing: • Melody (up to 8 notes long without leaps) **s s f m r, d r m r d** • Playing musical instruments, e.g. percussion, wind instruments, e.g. flute, pipe • Singing/signing the National School Anthem chorus and the first verse • Making:- - Pin wheel - Kites	• Critical thinking • Creative thinking • Problem-solving • Coping with stress • Copying with emotions • Decision-making • Mobility and orientation (SNE) • Patience • Tolerance • Responsibility • Endurance • Concern • Care • Appreciation

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
4.2 Water **a) How rain is formed (water cycle)** • Water cycle - formation of rain drops - water evaporation and condensation • Types of clouds • How clouds affect the environment • How clouds bring changes in temperature • Monitoring weather change • Process of water cycle • Measuring rain fall **b) How rain affects the environment** • Importance of rain on soil, animals • Dangers of rain on soil, animals, plants	• Measuring capacity • Comparing capacity • Adding in litres • Subtracting in litres • Solving word problems about capacity • Making a simple rain gauge and measuring with non-standard measure each day of the week • Observing and recording	**LISTENING AND SPEAKING/SIGNING** • Naming types of clouds • Observing and describing types of clouds • Discussing a weather chart. • Describing the rain cycle • Listening to and retelling stories • Reciting poems about weather **READING/ TACTILE** • Reading descriptive sentences • Arranging pictures of water cycle and matching them to sentences **WRITING/ BRAILLING** • Writing sentences about the water cycle legibly and clearly • Drawing diagrams of the water cycle and labelling with sentences • Drawing weather chart s • Recording observations of weather on the charts daily	**VOCABULARY** cloud, hot, cold, warm, wash, soil, grow, food, water (n), dark, grass, plant, sweater, hat **STRUCTURES** • (Babies / animals / plants) need … (food / grass / water) to … (grow). • Why is … (Angela/Moses) wearing a … (sweater/hat)? - She/he is wearing a …. (sweater/hat) because it is … (cold/raining). • Why is … (Monica, Ali) … (outside / under) the … (house, tree)? - She / he is … (inside, outside, under) the … (home / tree) because it is … (hot / cold / raining). **LISTENING AND SPEAKING** • Listening to and telling stories • Asking and answering questions • Acting play lets **READING/TACTILE** • Reading descriptive sentences • Reading stories **WRITING/BRAILLING** • Writing descriptive sentences • Writing a dictated story	• Singing/signing: a simple melody (up to 8 notes long without leaps) • Listening: telling differences between pitched and non-pitched music instruments • Clapping and tapping rhythms • Accompanying songs with percussion instruments • Making items out of used materials, e.g. straws, bottle tops, old slippers, bicycle tyres, wires, paper, table mats	• Critical thinking • Creative thinking • Effective communication • Decision-making • Problem-solving • Social awareness • Patience • Responsibility • Appreciation • Tolerance • Care • Concern • Endurance • Cooperation
4.3 Managing Water • Importance of water • Sources of water • Water harvesting • Maintenance of water sources	• Subtracting vertically two 3-digit numbers without borrowing • Subtracting of litres • Solving word problems about	**LISTENING AND SPEAKING/SIGNING** • Naming sources of water. • Discussing importance of water sources. • Listening to and retelling stories of harvesting water • Discussing management of water	**VOCABULARY** tap, well, spring, river, lake, tank, jerrycan, pot, drum, cream, slasher, brush. **STRUCTURES** • When did … (Mary / Musa) clean the … (well, pot, tank)? - (Musa / Mary).... cleaned the … (tank, well,	• Singing/signing: simple melody (up to 8 notes long without leaps) e.g: **m r d r m** **d r m f m r d d** • Singing/signing songs about managing water	• Creative thinking • Critical thinking • Decision-making • Problem-solving • Effective communication • Sharing

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
	capacity (using subtraction) • Making picture graphs from the weather charts	• Saying poems about importance of water **READING / TACTILE** • Reading descriptive sentences • Reading a text on importance of water and answering questions • Matching pictures to sentences **WRITING / BRAILLING** • Writing descriptive sentences • Drawing and labelling pictures on water harvesting • Writing sentences, patterns legibly and neatly	pot) on … (days of the week / time of the day / month of the year). • Did … (Mary / Musa) clean the … (pot, tank, well). - Yes, she / he did. - No, she / he did not. • Who washed the … (jerrycan / pot / tank)? - … washed … (jerrycan/pot/tank). **LISTENING AND SPEAKING** • Reciting rhymes • Acting in conversation chain • Acting a play let **READING/TACTILE** • Reading stories • Answering comprehension questions **WRITING/BRAILLING** • Spelling words. • Completing sentences • Writing short stories	(composing songs) • Playing wind music instruments (orchestra), e.g. flute, trumpet, wind pipe • Dancing with free movements • Making and decorating grass brooms • Modelling things in the environment • Making items of used materials e.g. straws, bottle tops wires, old slippers, bicycle tyres, paper, mats	• Respect • Responsibility • Care • Concern • Appreciation

Suggested Assessment Guidelines for Theme 4

Mathematics	• Recognise place value of 4-digit numbers. • Read number names for 100s and 1000s. • Add in litres. • Solve word problems about capacity. • Subtract 3-digit numbers without borrowing.
Literacy	• Recite a poem about the importance of water. • Read a paragraph about the effects of air, sun or water. • Arrange/draw pictures of water cycle and write labels in sentences. • Write a paragraph about managing water.
English	• Use learnt words in sentences correctly. • Read learnt vocabulary items correctly. • Read a paragraph about water. • Label diagrams of the water cycle.
Creative Performing Arts	• Sing/sign melody up to eight notes without leaps. • Play wind instruments. • Listen to differences in pitched and non-pitched music instruments. • Draw things in our environment. • Make a model from recycled materials. • Decorate objects.

TERM II

Theme 5: Living Things: Animals in Our Sub-county / Division

Expected learning outcome: The child acquires, appreciates and applies basic scientific knowledge about living things in day-to-day life.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
5.1 Living things **a) Types of living things, e.g.** - insects - animals - birds - fish • Classes of animals - in air, e.g. birds, bats - in water, e.g. fish - on land, e.g. cows • Types of animals - domestic and wild animals • Characteristics of living things, e.g. - breathe - move - reproduce - feed - die b) **Examples of domestic animals, e.g.** cows, goats, rabbits • Examples of wild animals e.g. elephant, zebra, lion, hyena, giraffe • Characteristics of animals, e.g:	• Counting 4000-5000 • Recognising place value in a 4-digit number • Subtracting vertically two 3-digit numbers with borrowing • Multiplying a 3-digit number by 2, 3 and 10 (revision)	**LISTENING AND SPEAKING/SIGNING** • Identifying examples of animals and their habitats • Naming types of living things • Classifying animals, e.g. number of legs • Listening to and retelling characteristics of living things • Asking and answering questions • Telling/retelling stories about feeding habits of animals • Reciting a rhyme **READING/ TACTILE** • Reading names and sentences about animals • Reading animal stories • Reciting a rhyme **WRITING/ BRAILLING** • Writing names and sentences about different animals • Writing imaginary or factual animal stories, using correct punctuation (capital letters, full stops, question marks) • Drawing and labelling with descriptive sentences • Writing sentences and patterns legibly and neatly	**VOCABULARY** nest, forest, zoo, bird, monkey, elephant, zebra, lion, giraffe, hyena, kennel Past tense: fly - flew, eat - ate, run-ran **STRUCTURES** • Where was the … (bird, monkey, dog)? - The … (bird, monkey, dog) was in the … (nest, forest, kennel). - It was in the … (nest, forest, kennel). • Was the … (dog, monkey, bird) in the … (nest, forest, kennel)? - No, it was not. - Yes, it was. • Did the … (bird, dog, monkey) … (fly away, run away)? - Yes, it did. - No, it did not. • What did the … (elephant, bird, zebra, giraffe) do? - The … (elephant, giraffe, bird, zebra … (ate grass, flew away, ran away). • A / an … (monkey, elephant,	• Singing/signing: A simple melody (up to 8 notes long without leaps) e.g. **d r d r m f s s;** **s s f m r d r d** • Listening to and imitating sounds of various pitches (low, high, loud, soft) • Dancing a creative dance • Imitating animal sounds • Threading beads to make necklaces, bracelets, earrings	• Self-awareness • Critical thinking • Effective communication • Love • Care • Concern • Responsibility • Appreciation

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
- number of legs - type of foot - type of skin • Homes (habitats) of domestic animals, e.g. - pig - sty/pen - cattle - shed/kraal - dog - den/kennel/home - wild animals: forest, burrow (underground), nests		• Recording observation	zebra) is … (small, big, fat) • Which is .... (smaller, bigger, fatter). - The .... (monkey, zebra, elephant)) ...(smaller, fatter, bigger)than .... (monkey, zebra, elephant). **LISTENING AND SPEAKING** • Listening to a story • Asking and answering questions • Acting a conversation chain **READING/TACTILE** • Reading short stories • Arranging sentences to form a story **WRITING/BRAILLING** • Writing a story from jumbled sentences. • Writing simple short stories about animals.		
5.2. Birds and Insects • Domestic birds, e.g.: - hen, turkey, duck, pigeon • Wild birds, e.g.: - crow, kite, weaver bird, eagle, sparrow - crested crane (as a national emblem) • Bat: fly, has no feathers, does not lay eggs • Characteristics of birds	• Reading number symbols 4000-5000 • Writing number symbols 4000-5000 • Multiplying a 3-digit number by 2, 3, and 10 • Using the commutative property of multiplication • Recording types	**LISTENING AND SPEAKING/SIGNING** • Naming types of birds and insects. • Telling stories about birds and insects • Asking and answering questions. • Describing birds' and insects' habitats / homes • Talking about characteristics of birds and insects **READING /TACTILE** • Reading texts about types of insects and birds • Reading stories about birds and	**VOCABULARY** hen, turkey, duck, kite, crow, an eagle, crested crane, bat, white ant, bee, wasp, hive, nest, trees, holes, hutch, kraal **STRUCTURES** • What are those / these? - These/those are … (hens, turkeys, ducks, bees). • Are these / those … (bees, wasps, grasshoppers)? - Yes, they are. - No, they are not.	• Singing/signing: a simple melody (up to 8 notes long without leaps) **d d r r m f f m: m f f m r r d d** • Singing/signing the cultural anthem, verse I and chorus • Singing/signing about the crested crane and its importance • Dancing: traditional	• Self-awareness • Critical thinking • Effective communication • Empathy • Concern • Responsibility • Care • Appreciation • Love

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
- lay eggs, have wings and feathers, some fly • Habitats, e.g. nests, burrow • Insects: - white ants - black ants - termites - bees - wasps - bee hive - butterflies • Characteristics of insects e.g. - some move in groups (e.g. bees, black ants) - some sting (e.g. bees, wasps) - some bite (e.g. black ants) - some have wings (e.g. locusts, butterfly) - some do not have wings (e.g. caterpillars) - have six legs (e.g. wasps, bees) • Spider has eight legs • Habitat e.g. - anthills, in soil, plants	of different animals each child has at home	insects **WRITING/ BRAILLING** • Writing stories about animals, birds, insects • Completing stories • Writing answers to questions about stories • Drawing and labelling birds and insects • Recording observations on birds' and insects' habits • Recording observation	• Whose … (hen, pigeon, turkey) is … (this / that)? - It is … (Juma's / Gloria's) … (hen, pigeon, turkey). • Is this Fatima's … (duck, turkey, hen)? - Yes, it is. - No, it is not, it is..... (Peter's, Irene's). • Whose ... (hens/ ducks/turkeys) are .... (these, those)? - They are.....(Musa's/Juliet's) **LISTENING AND SPEAKING** • Listening to and telling stories about insects and birds • Reciting rhymes about insects and birds • Acting conversation on different birds and insects. **READING/TACTILE** • Reading short stories • Reading sentences using names of birds and insects • Asking and answering questions **WRITING/BRAILLING** • Writing short stories • Writing sentences about birds and insects	dance • Decorating musical instruments • Colouring using improvised colours, e.g: charcoal, ashes, soil, leaves, flowers	
5.3. Care for insects, birds and animals e.g. • Caring for bees - provide a hive	• Solving word problems in multiplication by 2, 3 and 10 • Making a bar	**LISTENING AND SPEAKING/SIGNING** • Identifying ways of caring for bees, insects, birds and animals • Telling/retelling stories about animals	**VOCABULARY** sheep, rabbit, feed, meat, skin, hen, fur, leaves, hutch, kraal, hive, clean, treat, cow	• Writing/brailing phrase/simple melody, up to 8 notes in length e.g: **d r m d**	• Empathy • Effective communication • Critical thinking • Decision-making

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
- plant flowers for nectar - provide water - provide something sweet when introducing a hive • Caring for domestic birds and animals: - protecting nests - protecting eggs - treating birds - preparing birds' habitats - cleaning habitats - protecting birds (painting, keeping in doors) - keeping bird records - being kind to birds - participating in grooming - feeding them - preparing animal habitats - cleaning animal habitats - identifying signs and symptoms of animal's ill health - being kind to animals - keeping animal records • Care for wild birds and animals - protection from hurters - discourage bush burning - avoid destroying forests and swamps - provide food,	chart of how many children have each kind of animal in their home	• Asking and answering questions • Caring for birds and animals **READING/TACTILE** • Arranging sentences to form stories • Reading factual texts on care of animals, bees and birds • Reading stories about animals, birds and insects **WRITING/BRAILLING** • Writing sentences on care of animals, bees and birds • Arranging sentences to form stories • Writing stories about animals, insects and birds • Recording observations	**STRUCTURES** • (Ann, Amine, Joy) ... (sweeps, cleans, washes) the .... (kraal, hutch, den). • What does a … (rabbit, lion, sheep) eat? - It eats … (meat, grass, leaves). • Who (cleans/washes/ sweeps) the (kraal/hutch) every (day of the week)? - Ben/Alice (cleans/sweeps/ washes the (hutch/kraal) every (day of the week). • Does a … (rabbit, cow, lion) live in a … (kraal, hutch, den)? - Yes, it does. - No, it does not. It lives in the .... (kraal, hutch, den)? **LISTENING AND SPEAKING** • Talking about how to care for animals and birds • Telling and retelling stories about caring for animals and birds • Acting a dialogue **READING/TACTILE** • Sequencing sentences to make a story • Reading a story about caring **WRITING/BRAILLING** • Writing stories about caring for an animal	**m r d d** • Listening to and appreciating a tune • Answering oral questions • Singing a known song about animals/ insects/birds • Drawing different animals • Colouring/threading using seeds to make necklaces • Cutting and pasting	• Creative thinking • Appreciation • Concern • Care • Love • Responsibility • Tolerance • Sympathy • Patience • Bravery

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
protection and medication or animals in protected areas e.g. zoo - avoid unnecessary killing (poaching and hurting)			• Drawing and labelling		

Suggested Assessment Guidelines for Theme 5

Mathematics	• Multiply a 3-digit number by 2, 3, and 10. • Use commutative property of multiplication. • Record the types of different animals each child has at home. • Make and interpret a bar chart.
Literacy	• Tell characteristics of living things. • Read animal stories. • Read a text on care of animals. • Arrange sentences to form a story. • Write answers to questions about care for animals.
English	• Use learnt vocabulary items in sentences correctly. • Read learnt vocabulary items correctly. • Read a text about animals and birds and answer questions. • Write a short story about caring for animals. • Label birds, animals and insects drawn.
Creative Performing Arts	• Sing a simple melody of about four notes without leaps. • Make collage designs using papers. • Make colour from local materials. • Paint appropriately using colour.

Theme 6: Living Things: Plants in Our Sub-county / Division

Expected learning outcome: The child appreciates the uses of different plants and participates in crop production for self-reliance.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
6.1 Plants and their habitat Examples of plants • maize, yams, sisal, cactus • Characteristics of plants: - grow - eat - die - produce • Plant habitat e.g. - garden, water, wetlands, dry rocky places • Practical work on planting and different types of soils	• Counting 5000-7000 • Multiplying by 4 and 5 • Multiplying 3-digit numbers up to 500 by 2, 3, 4, 5 and 10	**LISTENING AND SPEAKING/SIGNING** • Naming plants • Identifying characteristics of plants • Observing and describing their habitats • Telling stories about plants **READING / TACTILE** • Reading descriptive sentences • Reading texts about plants and their uses • Reading texts about how to care for plants **WRITING / BRAILLING** • Writing descriptive sentences • Writing short stories about plants • Drawing and labelling plants.	**VOCABULARY** maize, yam, sisal, swamp, dry, garden, water, tins, flower **STRUCTURES** • Who planted.... (flowers/sisal/ maize) in the... (garden/swamp)? - Janet/Eric planted (flowers/sisal/maize) in the..... (garden/swamp). - He/she/they/we planted..... (flowers/sisal/cactus) in the..... (garden/swamp). • What did … (she / he / they / you) do? - (She / he / they / I) … (planted)..... (maize, sisal, yams). • Where did … (he / she / they / we / you) plant? - (He / she / they / we / I) planted … (maize / sisal / yams) in the … (tins, swamp, garden). **LISTENING AND SPEAKING** • Responding to instructions • Describing where plants are found • Asking and answering questions • Saying a poem **READING/TACTILE** • Reading short descriptions • Reading short stories • Reading poems • Reading about observing plants	• Singing the National Anthem, stanza II • Making individual sounds at difference pitches • Writing/brailing simple phrased melody of 4-8 notes in length without leaps, e.g**:** **d d d r m r d;** **m m r d r r d d** • Colouring using improvised colours, e.g. flowers, leaves, soil, ash, charcoal	• Effective communication • Self-awareness • Critical thinking • Problem-solving • Appreciation • Care • Concern • Responsibility • Cooperation

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			WRITING/BRAILLING • Writing guided compositions • Writing and completing sentences. • Drawing and labelling diagrams		
6.2 Parts of a flowering plant and their uses • Parts of a flowering plant, e.g. roots, stem, leaves, flowers, seeds • Uses of different parts of a flowering plant to us, e.g. food, medicine, fuel, decoration, money • Dangers of some plants. • Functions of parts of a flowering plant e.g. - Roots: stores plant food e.g. cassava, holds plants firmly in the ground, transports food - Stem: stores food e.g. sugarcane, holds branches, flowers, carries plant food in some plants - Leaves**:** used for breathing by plants, gives water into the air, makes food for the plant • Experiment Observing and recording the growth of a plant	• Reading number symbols 5000-7000 • Writing number symbols 5000-7000 • Measuring weight using non-standard units • Measuring using standard units in kilograms and grams • Comparing weight • Adding weight in kg • Solving word problems in weight	**LISTENING AND SPEAKING/SIGNING** • Identifying flowering and non-flowering plants • Naming parts of a flowering plant • Describing different plants and their uses • Talking about functions of different parts of the plant • Explaining and recording how plants use leaves • Telling/retelling stories about plants and their dangers **READING/TACTILE** • Reading texts on the uses of plants • Reading short stories about different plants **WRITING/BRAILLING** • Writing descriptive sentences about plants • Labelling parts of a plant • Recording observations of plant growth • Completing sentences	**VOCABULARY** root, stem, leaf (leaves), flower, seed, food, fuel, medicine, money, decorate. **STRUCTURES** • (Sarah, Musa, Tom) has … (flowers, seeds, leaves) • Who has … (flowers, seeds, leaves)? - (He / she / they / we / you) … (has / have) … (flowers, seeds, leaves). • Whose … (flowers, seeds, leaves) are these / those? - They are … (Sarah's / Musa's / Tom's). • Are they … (Sarah's / Musa's / Tom's)? - Yes, they are. - No, they are not. They are … (Tom's, Sarah's, Musa's). **LISTENING AND SPEAKING** • Describing flowering plants • Reciting a poem **READING/TACTILE** • Reading short descriptions • Reading a story • Reading a poem **WRITING/BRAILLING** • Drawing and labelling pictures • Writing dictated descriptions	• Singing: controlling breath when singing • Making instruments e.g. flute, triangle • Writing/brailing simple phrase / melody of 4-8 notes in length without leaps, e.g: **r m m r r d d d** **r m m f f s s s** • Weaving, e.g. bags, mats, dolls, book marks, ropes, table mats, wall mats • Printing, e.g. potato, leaf	• Critical thinking • Effective communication • Self awareness • Problem-solving • Tactile • Appreciation • Care • Concern • Responsibility • Mobility and orientation (SNE)
6.3 Crop-growing practices	• Dividing up to 300 by 2, 3, 4 and 5, with no	**LISTENING AND SPEAKING/SIGNING**	**VOCABULARY** garden, hoe, tool, panga, slasher, plant	• Singing/signing songs related to	• Effective communication

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
• Clearing land - slashing - digging - ploughing • Planting - seed selection / seedlings - row planting - broadcasting - transplanting • Caring for crops - weeding - pruning: root, branch - thinning - mulching - spraying - watering - drying - storing - harvesting - marketing - staking • Crop rotation • Garden tools e.g. hoe, slasher, panga Experiment: - Seed germination project	remainder (revision) • Identifying and using the relationship between multiplication and division, e.g. - x 4 = 12 - 12 ÷ 4 = 3 - 12 ÷ 3 = 4 • Completing patterns of numbers using multiplication tables, e.g. 3, 6, 9, …, 12 and 50, 40, 30,…,10.	• Discussing the process of preparing for planting • Naming garden tools • Talking about uses of garden tools • Telling/retelling stories about caring for crops • Reporting observations on seed germination • Reciting a rhyme **READING/TACTILE** • Reading names of garden tools • Reading texts on the process of preparing for planting • Reading stories about caring for crops • Reading records on seed germination • Reading a rhyme **WRITING/BRAILLING** • Writing names of garden tools • Drawing and labelling garden tools • Writing texts on the process of preparing for planting • Recording observations on seed germination • Writing a rhyme	(v), dig, plough, weed (v), water (v), dry (v) mulch (v), store, field, ground **STRUCTURES** • Where is the... (panga / slasher / hoe)? - The ... (panga / slashe / hoe) is in/on/under the ... (store / house / ground / bed). • What is … (Mary, John, Juma) doing? - (Mary, John, Juma) is.... (digging, weeding, pruning). • In which month of the year did ... (Mary, Sarah, Ali) ... .(plough, weed, plant) the ... (garden/seeds/crops)? - (Mary, Sarah, Ali) ... (ploughed, weeded, planted) the ... (garden/crops/seeds) in the ... (first, second, forth) month of the year. • When did .... (you, he, she, they) .... (you, he, she, they)....(plant, plough, weed) the ...(seeds, crops)? - (I, she, he, they) ... (planted, ploughed, weeded) the ... (seeds, crops, garden) in the .... (first, second, third) month of the year. **LISTENING AND SPEAKING** • Listening to and retelling stories • Acting a conversation chain **READING/TACTILE** • Reading descriptive stories • Reading a descriptive sentence **WRITING/BRAILLING** • Writing dictated sentences • Drawing and labelling garden tools	gardening • Dancing; creative dance on crop growing / harvesting practices • Reading notes without leaps in ascending and descending order • Writing/brailing simple melody (up to 8 notes without leaps) • Drawing and colouring shapes using natural colours • Folding paper to form different shapes, e.g. hats, boats, boxes	• Self- awareness • Problem-solving • Critical thinking • Creative thinking • Coping with stress • Care • Responsibility • Concern • Self-reliance • Endurance • Cooperation • Appreciation

Suggested Assessment Guidelines for Theme 6

Mathematics	• Measure weights using non-standard units. • Solve word problems about weight. • Multiply by 3 and 10. • Demonstrate commutative property of multiplication and division.
Literacy	• Describe at least three plant habitats. • Read a text about caring for plants. • Record and report observation on seed germination. • Write the uses of different garden tools. • Write a rhyme.
English	• Use learnt vocabulary items in sentences correctly. • Read vocabulary items correctly. • Read a text about crop-growing. • Write dictated sentences. • Drawing and labelling garden tools.
Creative Performing Arts	• Sing the first stanza of the National Anthem correctly. • Write a simple phrase melody of four notes with no leap. • Fold paper to form different shapes. • Make different kinds of prints.

Theme 7: Managing Resources in Our Sub-county / Division

Expected learning outcome: The child understands and demonstrates proper management of resources.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
7.1 Saving resources • Concept of resources • Basic resources i.e. - water, time, money, food • Fuel e.g. - firewood - charcoal • Meaning of saving • Ways of saving - in a bank - in a wooden safe / metallic box - proper use of materials - repairing - recycling - planting - preparing enough food - switching off power when not in use - budgeting • Why we save e.g. - meeting needs - improving standards - avoiding wastage - for future use • Keeping records on e.g. - things used daily at home / school	• Counting numbers 7000-9999 • Recognising place value up to 4-digit numbers • Identifying money (Ugandan currency) up to USh1000 (revision) • Identifying money (Ugandan currency) up to USh50, 000	**LISTENING AND SPEAKING/SIGNING** • Naming basic resources • Talking about ways of saving • Discussing why we save • Discussing how to use time well • Discussing how to make and use records • Telling and retelling stories **READING/TACTILE** • Reading names of basic resources • Reading a text about development of a small successful business • Reading sentences about benefits of saving • Re-arranging sentences in logical order **WRITING/BRAILLING** • Writing names of basic resources • Writing a text about a simple business in the area e.g. a shop, cash crop, farm • Writing sentences using correct punctuation • Rearranging sentences to form a text • Writing patterns • Making simple a record	**VOCABULARY** time, firewood, money, bank (n), bag, waste (v), box, plant (v), need, bundle, charcoal, save **STRUCTURES** • Do you have enough (time/firewood/money/ charcoal)? - Yes, (I/we) do have. - No, I/we don't. • How (many / much).... (boxes / time / firewood / money / plants / bundles / charcoal) do you have? - I have … (5 boxes / one hour / 3 bundles / 500 Shillings / 2 sacks). - (John, Peter, Alice) has … (money, firewood, charcoal). - (He / she / we / they) ...(had / have) … (money, charcoal, firewood). • (He / she / they / we / I) keep … (money, charcoal, firewood) in the … (bank, store, box). **LISTENING AND SPEAKING** • Acting a dialogues • Listening to stories • Asking and answering questions • Playing shopping game. • Spelling words	• Role-playing, e.g. saving money in the bank • Reading/brailing notes of the major scale without leaps • Writing/brailing simple phrases/ melodies up to 8 notes without leaps • Making things using e.g. straws, used tyres, old slippers, old clothes	• Critical thinking • Self-awareness • Creative thinking • Problem-solving • Decision-making • Negotiation • Non-violent conflict resolution • Self-reliance • Responsibility • Concern • Care • Patience • Endurance • Acceptance • Appreciation

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			READING/TACTILE • Reading descriptive sentences • Acting a dialogue **WRITING/BRAILLING** • Writing descriptive sentences • Writing a dialogue		
7.2. Spending resources • Meaning of spending • Things we use and spend on • Ways of spending wisely, e.g. budgeting, negotiating, prioritising, comparing quality, comparing prices • Keeping records	• Reading number symbols 7000-9999 • Writing number symbols 7000-9999 • Making a simple budget • Playing shopping game	**LISTENING AND SPEAKING/SIGNING** • Naming things we spend on • Discussing ways of spending wisely • Asking and answering questions • Role-playing buying and selling • Telling and retelling stories **READING/TACTILE** • Reading names of things we spend on • Reading a story about simple business • Reading a dialogue on selling and buying **WRITING/BRAILLING** • Writing names of things we spend on • Writing a story about simple business • Writing a dialogue on selling and buying • Writing patterns	**VOCABULARY** sugar, books, buy, sell, sweets, pancakes, pencils, soap, salt, pens, cost, much/many, money, shillings, some, any **STRUCTURES** • What are you … (buying / selling)? - I am / we are … (buying / selling) … (sweets, books) - (She / he / they) is / are … (buying / selling) … (sweets, pens, books). • How (much / many) … (sugar, sweets, books, pens) do you want? - (I / we / they / he / she) … (want / wants) … (quantity) of … (items) please. **LISTENING AND SPEAKING** • Asking and answering questions about spending resources • Acting a situational game **READING/TACTILE** • Reading descriptive sentences • Reading story **WRITING/BRAILLING**	• Listening to a song related to spending and saving • Playing instruments e.g. adungu, enaanga, keyboard • Listening to high and low pitches, e.g. the major scale • Weaving, e.g. bags, door mats, hats, table mats • Threading, e.g. making holes in seeds to make ornaments	• Assertiveness • Negotiation • Critical thinking • Creative thinking • Problem-solving • Peer resistance • Decision-making • Tactile • Responsibility • Concern • Honesty • Self reliance • Interdependence

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			• Writing descriptive sentences • Writing short stories • Writing a shopping list • Writing a simple budget		
7.3 Projects • Projects: - activities carried out in order to get knowledge, skills, money • Examples of projects e.g. - bee keeping - tree planting - poultry keeping - brick making • Preparing for a project - money - time - space - knowledge / skills • Managing a project - recording - commitment - checking - maintenance	• Adding money (Ugandan currency) • Subtracting money (Ugandan currency) • Solving word problems using Ugandan currency	**LISTENING AND SPEAKING/SIGNING** • Identifying possible activities that generate knowledge, skills and money • Talking about importance of these activities • Talking about ways of carrying out simple activities • Asking and answering questions • Telling and retelling stories about simple projects **READING/TACTILE** • Reading names of simple projects • Reading and answering questions • Reading stories about simple projects **WRITING/BRAILLING** • Writing names of simple projects • Writing patterns • Writing questions and answers about projects • Writing sentences • Writing stories about projects	**VOCABULARY** bee, keep, tree, chicken, grow, honey, rabbit, vegetable, fruit (plural), brick, make **STRUCTURES** • What are you going to … (grow / make / keep)? - I am / We are going to … (grow / make / keep)..... (vegetables/bricks/flowers /fruit/chickens). • It is better to … (grow / make / keep) … (rabbits / bricks / flowers). • (Keeping / growing) … (chickens / flowers) is better than … (growing / keeping) … (vegetables / bees). **LISTENING AND SPEAKING** • Asking and answering questions • Acting conversations • Acting dialogues **READING/TACTILE** • Reading short stories • Reading descriptive sentences **WRITING/BRAILLING** • Writing sentences • Writing a dialogue	• Dancing: traditional dances from a different regions • Dramatising following a story • Singing/signing notes from a melodic instrument • Writing/brailing the notes listened to • Plaiting simple articles using e.g. fibres, palm leaves, sisal, raffia	• Effective communication • Critical thinking • Self-esteem • Creative thinking • Problem-solving • Decision-making • Interpersonal relationships • Peer resistance • Responsibility • Concern • Trustworthiness • Faithfulness • Loyalty • Tolerance • Endurance • Patience • Leadership

Suggested Assessment Guidelines for Theme 7

Mathematics	• Count 7000-9999. • Write number symbols 7000-9999. • Solve word problems using money. • Recognise place value for four-digit numbers. • Identify Uganda currency up to 50,000/= • Make a simple budget. • Add money.
Literacy	• Name basic resources. • Read stories about simple businesses. • Read names of basic resources. • Discuss why we save. • Name things we spend on. • Make a simple record.
English	• Read words correctly. • Read sentences correctly. • Use the structures correctly. • Write words, sentences and stories logically. • Play a shopping game. • Spell words correctly.
Creative Performing Arts	• Sing/sign songs. • Read simple melodies and notes. • Listen to high and low pitches. • Plait different items. • Threading

Theme 8: Keeping peace in Our Sub-county / Division

Expected learning outcome: The child understands, and participates in different ways of living harmoniously with others.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
8.1. Living in peace with others • Concept of living in peace • Ways of living in peace, e.g. - observing rules and regulations - respecting each other - recognising and respecting differences between people: blindness, deafness, speech problem - playing with one another - participating in work - importance of living in peace	• Multiplying using the table of 6 • Multiplying money • Solving word problems using multiplication of money	**LISTENING AND SPEAKING/SIGNING** • Discussing ways of living in peace • Telling and retelling stories about ways of living in peace • Discussing importance of living in peace • Asking and answering questions about living in peace • Talking about the class rules • Saying a poem on peace **READING/TACTILE** • Reading sentences on ways of living in peace • Reading stories on ways of living in peace • Reading a poem on peace • Reading class regulations • Reading sentences on importance of living in peace **WRITING/BRAILLING** • Writing sentences on ways of living in peace • Writing a short story about ways of living in peace • Answering questions about ways of living in peace • Copying a poem about peace. • Writing patterns • Writing class rules	**VOCABULARY** rules, play, work, share, give, sorry, excuse, fight, steal, friend, sing, dance, visit, greet, abuse, slap, beat. **STRUCTURES** • May I..... (work/play/share/ dance/sing) with you please? - Yes, you may. - No, I am sorry • What do you like? - I like / don't like … (playing / working, singing / fighting / stealing / beating). - … (Musa, Mary) … (likes / doesn't like) … (singing / sharing / stealing). - … (he / she / I) … (like / likes / don't / doesn't) like … (playing, sharing, fighting, stealing). **LISTENING AND SPEAKING** • Acting conversation chain • Listening to stories • Making polite requests **READING/TACTILE** • Reading descriptive sentences on requests • Reading simple short stories • Spelling words **WRITING/BRAILLING** • Writing polite expressions • Copying school rules	• Singing/signing the National Schools' Anthem verse 2 • Singing/signing a song related to peace • Singing the notes on a major scale in ascending, descending order at random • Plaiting simple articles	• Self-awareness • Self-esteem • Assertiveness • Interpersonal relationships • Effective communication • Empathy • Friendship formation • Non-violent conflict resolution • Critical thinking • Creative thinking • Orientation • Responsibility • Love • Concern • Care • Sympathy • Acceptance • Cooperation • Unity • Tolerance • Appreciation • Kindness • Belonging

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
8.2. Child rights, needs and their importance • 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	• Drawing simple shapes: circle, square, rectangle, triangle, using rulers • Drawing fractions from a half to a tenth • Naming fractions ½, ¼, $^1/_3$, ¾ • Identifying the relationship between fractions and wholes	**LISTENING AND SPEAKING/SIGNING** • Identifying child rights and needs • Discussing importance of child rights and needs • Discussing taboos and customs that affect child rights and needs • Asking and answering questions about child rights and needs • Telling and retelling stories about children and their elders • Telling and retelling supportive stories on children with special needs **READING/TACTILE** • Reading sentences on child rights and needs • Reading stories on child rights and needs • Reading sentences on importance of child rights and needs **WRITING/BRAILLING** • Writing sentences on child rights and needs • Writing stories on child rights and needs • Answering questions on child rights and needs • Writing patterns	**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 everyday? - … (I / we) … (eat, drink, read, write) everyday. - (David / Juma / Mary / Sarah) … (eats, drinks, reads, writes) everyday. • What does … (mother, father, teacher) do everyday …? (mother, father, teacher) … (cooks, cleans, teaches) everyday. • What is … (your / father's / mother's) name? - (My / father's / mother's) name is … - (My / his / her) name is … **LISTENING AND SPEAKING** • Acting dialogues • Telling and retelling stores. • Reciting rhymes **READING/TACTILE** • Reading sentences • Reading short stories • Reading dialogues **WRITING/BRAILLING** • Writing sentences • Writing short stories • Writing a dialogue.	• Composing songs related to child rights • Singing known songs related to child rights • Writing simple phrases/melodies 4-8 notes in length • Making envelopes, toys, cars and paper bags	• Empathy • Effective communication • Self-esteem • Assertiveness • Self-awareness • Critical thinking • Friendship formation • Interpersonal relationships • Coping with emotions • Coping with stress • Peer-resistance • Problem-solving • Decision-making • Love • Care • Concern • Tolerance • Perseverance • Sympathy • Honesty • Cooperation • Kindness • Bravery • Leadership • Identity • Responsibility • Patience • Forgiveness

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
8.3. Child responsibility • Respect parents, teachers, elders and other children • Keep law and order • Promote good behaviour • Promote interests of his/her country • Develop talents for personal benefit and for others • Work for the goodness and unity of his/her family and society • Support parents' efforts in promoting children's welfare • Avoid misusing their rights • Respect the rights of others • Supporting children with special needs - children with special needs being able to support others • **Importance of child's responsibility e.g. for** - time management - healthy growth and development - peaceful learning	• Making fraction strips • Comparing fractions using fraction strips • Ordering fractions using fraction strips • Adding fractions with same denominators • Subtracting fractions with same denominator	**LISTENING AND SPEAKING/SIGNING** • Identifying child responsibilities • Discussing child responsibilities • Discussing importance of child responsibilities • Asking and answering questions about child responsibilities • Reciting a rhyme about child responsibilities • Discussing the roles children with special needs can play • Telling and retelling stories about child responsibilities **READING / TACTILE** • Reading sentences about child responsibilities • Reading sentences about the importance of child responsibilities • Reading a rhyme about child responsibilities • Reading stories about child responsibilities **WRITING / BRAILLING** • Writing sentences about child responsibilities • Writing sentences about importance of child responsibilities • Copying a rhyme about child responsibilities • Writing a story about child responsibilities • Writing patterns	**VOCABULARY** wash, mop, peel, sweep, work, slash, wear, share, cook, bathe, read, milk (v), eat. "the", "a", "an", obey, school, stay, home **STRUCTURES** • Does … (Mary / Juma) … (clean / peel / swamp)? - Yes, … (he / she / they) does. - No, … (he / she / they) does not. • What does … (she / he / they) do? - She / he / they … (share, eat) an … (orange / egg / apple / onion). • (Does /do) .... (he/she/they) ..... (share/eat)? - Yes, (she / he / they) ... does/do. - No, (she / he / they) ....do/does not. • Never … (fight / steal / abuse others / mistreat others / take drugs). • I / we / they always … (clean the house, brush my teeth, wash my clothes). **LISTENING AND SPEAKING** • Listening to short stories • Asking and answering questions • Acting play lets **READING/TACTILE** • Reading short stories • Reading sentences on child	• Singing songs related to child responsibilities • Composing songs related to child responsibilities • Playing instruments accompanying known songs • Singing simple round songs • Modelling using clay, plasticine	• Effective communication • Peer resistance • Decision making • Critical thinking • Assertiveness • Self esteem • Interpersonal relationships • Coping with emotions • Coping with stress • Problem solving • Negotiation • Orientation • Honesty • Self reliance • Inter-dependence • Appreciation • Bravery • Social awareness • Responsibility • Concern • Identity

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			responsibility • Arranging story sequence **WRITING/BRAILLING** • Writing guided composition • Copying sentences on child responsibility		

Suggested Assessment Guidelines for Theme 8

Mathematics	• Multiply by six. • Solve word problems using multiplication of money. • Draw and name fractions from ½ to a tenth. • Add and subtract fraction using the same denomination.
Literacy	• Talk about ways of living in peace. • Read sentences. • Read stories. • Write sentences. • Write stories.
English	• Read words correctly. • Read sentences correctly. • Write sentences correctly. • Use structures. • Spell words correctly.
Creative Performing Arts	• Sing/sign the National Schools' Anthem. • Sing songs related to peace. • Read some notes on the major scale. • Write simple melodies 4-8 notes. • Make toys, envelopes and paper bags. • Draw pictures related to peace. • Model different items. • Make ornaments.

TERM III

Theme 9: Culture and Gender in Our Sub-county / Division

Expected learning outcome: The child understands and appreciates different cultures and demonstrates an awareness of gender issues that promote harmonious living.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
9.1. Customs in our sub-county / division • Cultural practices, e.g. marriage, naming, greeting, dressing, language, music, burial, taboos, child-rearing practices, circumcision. • Food: - traditional dishes - food taboos • Importance of customs**,** e.g. cultural heritage/belonging, tourist attraction, identity, prestige (self-esteem), spells out gender roles, promotion of societal and moral values (ethics and integrity) unity, cooperation, learning purposes	• Multiplying 3-digit numbers by 7. • Solving word problems of multiplication by 6 and 7. • Naming days of the week and months of the year (revision). • Making calendar of important events of the year.	**LISTENING AND SPEAKING/SIGNING** • Telling and retelling traditional stories • Talking about cultural practices • Asking and answering questions about cultural practices • Discussing importance of traditions and customs • Describing important ceremonies • Acting a dialogue **READING / TACTILE** • Reading stories about cultural practices • Reading and answering questions about cultural practices • Reading sentences on importance of traditions and customs • Reading descriptive sentences about important ceremonies • Reading a dialogue **WRITING / BRAILLING** • Writing stories about cultural practices • Writing dialogues about cultural practices • Writing descriptive sentences about importance of traditions and customs • Writing a description of important ceremonies	**VOCABULARY** sing, wear, greet, food, cry, pray, kneel, dance, happy, sad, pain, sick. Regular and irregular tenses: sang, wore, cried, knelt, danced. **STRUCTURES** • What did … (Mary / John / Ali) do? - … (Mary / John / Ali) … (wore / danced / sang / knelt) … (uniform / well / a song / down). - She / he … (knelt / dance / sang / wore) … (down / well a song / a uniform). • Did … (Mary, John, Ali) … (greet, cry, pray)? - Yes, she / he did. - No, she / he did not. She / he … (danced, sang). • Who … (ate / sang / wore) … (food, sang, uniform)? - … (Mary / John / Ali) … (ate / sang/ wore) …(food / a song / uniform). **LISTENING AND SPEAKING** • Describing different pictures • Telling and retelling stories • Acting dialogues **READING/TACTILE** • Reading descriptive messages • Reading simple stories	• Listening to a variety of rhythms to recognise the correct tempo (speed). • Reading and writing simple melodies up to 8 notes without leaps • Making decorations on /with paper • Making and designing costumes	• Self-awareness • Coping with stress • Coping with emotions • Effective communication • Creative thinking • Friendship formation • Critical thinking • Assertiveness • Tactile • Empathy • Sharing • Love • Care • Belonging • Cooperation • Appreciation • Orientation • Responsibility • Respect • Loyalty • Identity • Togetherness • Unity

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		• Writing patterns.	**WRITING/BRAILLING** • Writing descriptive messages • Writing simple stories.		
9.2. Gender • Concept of gender - What makes me a boy/girl - Activities boys and girls do • Equity, e.g. fair distribution of work, basic needs, fairness, recognition of children with special needs • Doing similar activities / roles among boys and girls e.g. domestic chores - (cooking, washing plates, milking, mopping, slashing	• Dividing a 4-digit number by 4 and 5, with remainder • Dividing a 4-digit number by 6 and 7, no remainder • Solving word problems using division	**LISTENING AND SPEAKING/SIGNING** • Identifying activities girls and boys do. • Talking about the activities boys and girls do. • Asking and answering questions • Role-playing what boys and girls do. **READING/TACTILE** • Reading sentences about the activities boys and girls do. • Reading stories about what boys and girls do. • Reading a text on best practices and their importance. **WRITING/BRAILLING** • Writing activities that boys and girls do. • Writing stories about what boys and girls do. • Writing sentences and patterns.	**VOCABULARY** share, help, work, same, different, beat, hungry, kick, slap, eat, cake, milk (v), wash, cook, mop, slash. **STRUCTURES** • Why did … (he / she / they) run away from … (school / home)? - … (he / she / they) ran away from … (school / home) because the … (teacher, mother, father) … (kicked / slapped / beat) …(him / her). • Why was/were ...he/she/they..... (beaten/ kicked/slapped)? • Who … (slapped / kicked / beat) … (him / her / them)? • Who … (cooked / washed / milked) … (food / plates / cows)? - … (David / Mary / Ali) … (cooked / washed / milked) the … (food / plates / cows). • Who (shared / ate) an / a / the … (mangoes / orange / cake)? - … (Peter / Saida) … (shared / ate) … (a / an) … (orange / apple / cake). **LISTENING AND SPEAKING** • Acting situational games • Listening to poems/stories and answering questions • Describing pictures **READING/TACTILE** • Reading the situational games	• Writing dictated phrases/melodies • Composing songs about gender • Dramatising best practices in gender • Making puppets using wood sticks, hard paper, straws, boards, wires, thread, string, cloth/colours	• Self-esteem • Self-awareness • Assertiveness • Effective communication • Non-violent conflict resolution • Tactile • Interpersonal relationships • Friendship formation • Peer-resistance • Responsibility • Appreciation • Sharing • Care • Concern • Cooperation • Identity • Orientation • Perseverance • Acceptance

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			• Spelling games • Reading gender-related messages **WRITING/BRAILLING** • Writing short paragraphs • Writing gender-related messages • Drawing and labelling gender related pictures.		
9.3. Ways of promoting and preserving culture • Music, dance and drama • Sharing roles and responsibilities • Documenting • Planting trees • Practicing traditional education • Initiation • Enthronement/ installation • Attending funerals • Respecting cultural norms • Planting traditional medicinal plants • Dangers of some cultural practices: - spread of diseases e.g. HIV / AIDS (e.g. through use of unsterilised instruments) - sharing sharp objects - inheritance - tattooing	• Drawing picture graph • Recording on picture graph e.g. number of different types of trees • Interpreting information from a picture graph • Drawing bar graph • Interpreting information from a bar graph	**LISTENING AND SPEAKING / SIGNING** • Identifying ways of promoting and preserving culture • Talking about importance of promoting and preserving culture • Discussing dangers of some cultural practices • Telling and retelling stories • Asking and answering questions • Singing traditional songs on promoting and preserving culture • Discussing the importance of respecting children with special needs **READING / TACTILE** • Reading a descriptive text on cultural practices • Reading sentences on ways of promoting and preserving culture • Reading stories on dangers of some cultural practices • Reading a traditional song on promotion and preservation of culture **WRITING / BRAILLING** • Writing about local festivals • Writing a text on promotion and preservation of culture	**VOCABULARY** dance, sing, play, blow, flute, drum, sick, medicine, needles, razor blade, syringe, safety pins, scissors, tablets **STRUCTURES** • Never share..... (needles / razor blades / safety pins). • (You / He / She) should always take (medicine / tablets) when (you/he/she).. (are / is) sick. • (I / We / She / He they) can play a ... (drum / piano) but I / he / she / they cannot (play / blow) … a (flute / whistle). • When did (you / she / he / they (play / dance / sing)? - (I / She / He / They)... (played / danced / sang) during … (naming / marriage / circumcision). **LISTENING AND SPEAKING** • Describing pictures of customs and dances • Telling/retelling simple stories • Reciting a poem **READING / TACTILE** • Reading sentences in short paragraphs	• Moving according to organised controlled rhythm between vigorous and gentle • Singing traditional songs related to culture • Listening to wind music instruments • Knitting simple articles using raffia, sisal woollen thread, needles, pins, palm leaves, sticks, to make raffia, skirts, rattles, ankle bells • Weaving ropes	• Effective communication • Critical thinking • Creative thinking • Self-awareness • Decision-making • Problem-solving • Interpersonal relationships • Mobility and orientation • Responsibility • Endurance • Patience • Care • Concern • Tolerance • Sharing • Belonging • Togetherness • Loyalty

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		• Writing stories on dangers of some cultural practices • Copying a traditional song about culture • Writing patterns	• Reading short messages related to HIV/AIDS **WRITING / BRAILLING** • Writing sentences in short paragraphs • Writing short messages related to HIV/AIDS, e.g. PIASCY messages		

Suggested Assessment Guidelines for Theme 9

Mathematics	• Multiply 3 digit numbers by 7. • Solve word problems on multiplication 6 and 7. • Make calendar for important events of the year. • Divide 4 digit numbers by 4, 5, 6 and 7. • Draw and interpret picture bar graph.
Literacy	• Talk about importance of traditions and customs. • Read sentences. • Read short stories. • Write sentences. • Write stories.
English	• Read words and sentences correctly. • Write sentences and stories. • Read short stories. • Spell words. • Write short messages related to HIV/AIDS. • Write gender-related messages.
Creative Performing Arts	• Read and write simple melodies up to 8 tunes. • Write dictated melodies. • Listen and move according to the rhythm. • Sing songs. • Make decorations on paper. • Knit simple articles. • Weave ropes.

Theme 10: Health in Our Sub-county / Division

Expected learning outcome: The child demonstrates knowledge and skills of preventing common diseases and controlling them for a healthy life.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
10.1 Disease vectors • Common vectors and their characteristics e.g. mosquito, rat, louse, cockroach, house fly, tsetse fly, flea, bed-bug • Life cycle of vectors - mosquito, house fly, cockroach	• Multiplying 3-digit numbers using table of 8 • Telling time in hours and half hours (revision) • Drawing simple clocks showing hours and half hours • Recording e.g. number of legs, number of wings of different vectors	**LISTENING AND SPEAKING / SIGNING** • Naming common vectors • Talking about characteristics of vectors • Discussing life cycle of vectors with 3 and 4 stages (e.g. fly, cockroach) using pictures • Listening to and retelling stories about vectors • Asking and answering questions about vectors **READING / TACTILE** • Reading names of common vectors • Reading a text on characteristics of the vectors • Reading stories about vectors **WRITING / BRAILLING** • Writing names of common vectors • Writing a text on characteristics of vectors • Drawing a life cycle of identified vectors and labelling • Writing stories about vectors • Writing patterns • Writing answers to questions	**VOCABULARY** mosquito, rat, louse/lice, cockroach, housefly, flea, bed-bug, fly (n) too **STRUCTURES** • What can you see? - (I / we)... can see a … (rat, mosquito, fly). • Show me a … (rat, fly, louse). - That / this is a … (rat, fly, louse). • What are these / those? - Those / these are … (mosquitoes / houseflies / lice / bedbugs). • Are these / those … (fleas / mosquitoes / lice)? - Yes, they are. - No, they are not. They are … (bedbugs / houseflies). **LISTENING AND SPEAKING** • Playing spelling games related to the theme • Composing health messages • Asking and answering questions • Saying a poem **READING/TACTILE** • Reading health messages. • Reading poem about vectors. **WRITING/BRAILLING** • Writing health messages • Writing a poem	• Singing/signing the School Anthem • Singing songs about vectors • Reading notes of the major scale (no leap) • Making designs in a piece of cloth • Making a clock	• Effective communication • Critical thinking • Decision-making • Problem-solving • Self-awareness • Assertiveness • Mobility and orientation • Responsibility • Care • Concern • Tolerance

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
10.2 Diseases spread by vectors - malaria, cholera, typhoid, yellow fever, plague - diarrhoea, dysentery - trachoma, sleeping sickness • Ways in which vectors spread diseases - The 4 Fs chain (Faeces, Flies, Fingers, Foods) - Biting • Preventing and controlling vectors, e.g. - sweeping - slashing - spraying - digging around the house - smearing houses - covering places for stagnate water	• Telling time using quarter hours, minutes • Reading different types of clocks including 24-hour clock • Making a personal timetable	**LISTENING AND SPEAKING / SIGNING** • Naming diseases spread by vectors • Talking about ways in which vectors spread diseases • Explaining the 4 Fs chain • Discussing prevention and control of vectors • Saying a poem on vectors • Telling and retelling stories • Demonstrating how to prevent and control vectors **READING / TACTILE** • Reading names of diseases spread by vectors • Reading pictures, words, sentences on the 4 Fs • Reading descriptive sentences on prevention and control of vectors • Reading stories about different diseases and how they are spread • Reading a poem **WRITING / BRAILLING** • Writing names of diseases spread by vectors • Writing stories about diseases and how they are spread • Drawing and labelling pictures of the 4 Fs • Writing sentences on prevention and control of vectors • Copying a poem • Writing patterns • Designing healthy rules / messages • Making a table on controlling some vectors	**VOCABULARY** cut, clean, slash, sweep, food, faeces, flies, fingers, cover, malaria, shut, mosquito net **STRUCTURES** • **Always:** - wash hands after visiting the toilet. - cover your food. - boil the water and cover it. - spray mosquitoes. - sleep under a mosquito net. - smoke the toilet. - cut compound bushes. - shut windows early. • What do you do every day?. - I / we / they … (clean / sweep / cover / close) … (teeth / house / toilet / window) everyday. • Who … (cleans / covers / sweeps / closes) the … (teeth, toilet, house, window) everyday? - She / he … (cleans / covers / sweeps / closes) … (teeth / food / house / windows) everyday. **LISTENING AND SPEAKING** • Describing daily routine • Talking about vectors and their diseases • Acting a situational game **READING/TACTILE** • Reading everyday sentences • Reading a short story about spread and control of vectors and diseases	• Reading and writing simple phrase/melody from dictation with length of 4-8 notes on the major scale • Playing percussion instruments • Acting situations (preventing and controlling vectors) • Making bags from available materials, e.g. bark cloth, gunny sacks • Knitting simple articles using e.g. raffia, sisal, hard paper, woollen thread to make raffia skirts, rattle, ankle bells	• Effective communication • Critical thinking • Creative thinking • Decision-making • Problem solving • Orientation • Self-awareness • Togetherness • Care • Responsibility • Concern • Sharing • Cooperation • Courage • Orientation • Inter-dependence • Social awareness

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			• Reading a poem about prevention of diseases • Reading the 4 Fs germ path **WRITING/BRAILLING** • Writing rules to prevent diseases • Writing descriptive sentences • Writing short stories • Copying the 4 Fs germ path		
10.3 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 e.g. - blood test - taking medicine - feeding well (balanced diet) • PIASCY messages	• Dividing by a 4-digit number by 6 and 7 with remainder • Dividing a 4-digit number by 8 with no remainder • Solving word problems using division. • Interpreting information from graphs about HIV/AIDS	**LISTENING AND SPEAKING / SIGNING** • Telling and retelling stories about AIDS • Discussing causes and spread of HIV/AIDS • Talking about effects of HIV/AIDS • Discussing the care for HIV patients • Asking and answering questions • Saying a poem **READING / TACTILE** • Reading stories about AIDS and how it is spread • Reading sentences on effects of HIV/AIDS • Reading PIASCY messages • Reading a poem **WRITING / BRAILLING** • Writing answers to questions • Writing sentences on effects of HIV/AIDS • Copying a poem • Writing PIASCY messages	**VOCABULARY** Sharp, share, eat, help, care, medicine, patient, gloves, take, shave, needle, towel, comb, razor blade, syringe, because **STRUCTURES** **Always**: • Always go for blood tests. • Never share sharp objects. • Help AIDS patients to … (eat / comb / shave / cut / take) … (food / hair / nails / medicine). **But:** - Care for AIDS patients **<u>but always wear gloves</u>** - Never share … (needles / syringes / gloves / razor blades). **LISTENING AND SPEAKING** • Reciting poems about HIV/AIDS • Asking and answering questions • Saying PIASCY messages	• Listening to stringed instruments for a variety of pitches to recognise dynamics (volume) • Composing songs related to HIV/AIDS • Singing notes of the major scale in ascending and descending order(no leaps) • Acting situations about HIV/AIDS prevention • Making handkerchiefs • Making designs in a piece of cloth	• Effective communication • Creative thinking • Critical thinking • Decision-making • Empathy • Problem-solving • Coping with stress • Coping with emotions • Self-awareness • Peer resistance • Assertiveness • Orientation • Negotiation • Interpersonal relationships • Respect • Acceptance • Cooperation • Trustworthiness • Endurance • Sympathy • Responsibility

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			READING/TACTILE • Reading PIASCY messages • Reading texts and answering comprehension questions • Reading poems **WRITING/BRAILLING** • Copying PIASCY messages • Copying poems		• Love • Care • Concern • Tolerance • Courage • Honesty • Faithfulness

Suggested Assessment Guidelines for Theme 10

Mathematics	• Multiply 3-digit numbers using the table of 8. • Tell time in hours and half hours. • Draw a simple clock showing hours and half hours. • Make a personal timetable. • Divide a 4 digit number by 6, 7, & 8 with remainder.
Literacy	• Name vectors. • Mention characteristics of a vector. • Draw the life cycle of one vector. • Name diseases spread by vectors. • Write a short descriptive paragraph on diseases and vectors. • Read PIASCY messages and talk about them.
English	• Spell words related to health. • Read a short story. • Write at least five tips. • Form sentence using future tense as a warning. • Read a story about vectors and answer questions.
Creative Performing Arts	• Writing solfas of the major scale from dictation, no leaps • Playing percussion instruments. • Knitting simple articles.

Theme 11: Basic Technology in Our Sub-county /Division

Expected learning outcome: The child applies basic scientific knowledge and skills in processing and making materials for self-reliance.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
11.1 Concept of technology • Natural and artificial materials • Natural materials e.g. banana fibres, palm leaves • Artificial materials e.g. wire, plastic, straws • Characteristics of materials in terms of: - texture - size - colour - weight (heavy/light) • Collecting and displaying materials for use	• Multiplying a 3-digit number using table of 9. • Naming sides, base, height, diagonal, etc of simple shapes • Measuring perimeter and area of shapes • Solving word problems about perimeter and area	**LISTENING AND SPEAKING / SIGNING** • Naming artificial and natural materials. • Feeling and describing characteristics of artificial and natural materials according to size, texture, colour, weight • Talking about characteristics of artificial and natural materials • Asking and answering questions **READING / TACTILE** • Reading names of artificial and natural materials • Reading texts describing characteristics of natural and artificial materials • Reading sentences about natural and artificial materials **WRITING / BRAILLING** • Writing names of natural and artificial materials • Writing factual texts describing materials. • Writing short stories	**VOCABULARY** banana, leaf, plastic, straw, wire, heavy, light, size, colour, texture, fibre, palm leaves, weight, small, long, short, big, good, bad **Opposite:** rough, smooth **STRUCTURES** • What will you use to make a … (mat, doll, toy car, ball)? - I / we shall use … (banana fibre / wire) to make a … (mat, doll, ball, toy car). • What will … (Musa / Mary) use to make a … (mat, toy car, ball, hat)? - He / she they will use … (banana fibre, wire, leaves) to make a … (mat, toy car, ball). • Will you use … (palm leaves, wires) to make a … (mat, toy, cars)? - Yes, I / we shall. - No, I / we shall not. • Will he / she / they use … (straws, wires) to make a … (mat, toy car)? - Yes, she / he / they will. - No, she / he / they will not. • This is … (good / rough / short / small) but that is … (bad / smooth / long / big). **LISTENING AND SPEAKING** • Playing spelling games • Acting dialogues • Talking about things they have made from different materials	• Singing ceremonial songs • Dramatising a story • Playing percussion instruments • Using stitches to make simple articles e.g. cotton, sisal and feather articles	• Effective communication • Decision-making • Critical thinking • Creative thinking • Negotiation • Orientation • Appreciation • Sharing • Responsibility • Care • Cooperation • Self-reliance • Creativity

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			• Describing natural and artificial materials • Answering comprehension questions **READING/TACTILE** • Reading simple stories • Reading and solving a puzzle **WRITING/BRAILLING** • Answering questions. • Copying simple stories • Spelling simple words		
11.2 Processing and making things from natural materials e.g. food, fibre, leaves • Source e.g. swamp, plantation, bush • Product e.g. mats, ropes, juice, salads • Purpose e.g. selling, eating, playing, learning • Practicals on making some materials e.g. - ropes from sisal - balls and mats from banana fibres - models from clay - mats from papyrus - juice from oranges, lemon, pineapples, passion fruit, etc.	• Dividing by 8 and 9 with remainder • Solving word problems using division • Measuring length of materials • Ingredients for processing • Measuring weight of ingredients	**LISTENING AND SPEAKING / SIGNING** • Identifying sources of natural materials • Comparing different natural materials • Describing how to make different things from natural materials • Discussing uses of materials • Telling/retelling/signing stories about processing and making things from natural materials **READING / TACTILE** • Reading names of sources of natural materials • Reading texts on how things are made (from natural materials) and used. • Reading short stories • Reading instructions on how to make materials **WRITING / BRAILLING** • Writing names of sources of natural materials • Writing instructions on how to make	**VOCABULARY** swamp, food, mat, rope, bush, juice, eat, play, garden, clay, pot, cut, weave, tie (v) **STRUCTURES** • … (Musa / Sarah) will make a … (pot / mat / rope) using … (clay / banana fibre / sisal). • What will you make? - I / we shall make … a (pot / mat / rope). • What will she / he / they make? - (She / he / they) will make … a (pot / mat / rope). • Where will you / they / he / she get … (sisal / fibre / clay) to make a … (rope / ball / pot)? - I / we shall get … (sisal / fibre / clay) from … (swamp / garden / bush). **LISTENING AND SPEAKING** • Practising dialogues on making things • Describing how to make things • Listening to (and following) instructions	• Writing simple phrases of 4-8 notes without leaps from dictation • Singing round songs • Making percussion instruments • Making latrine covers using banana fibres, wood • Weaving paper table mats • Using stitches to make simple articles from e.g. - cotton - feather - sisal articles	• Effective communication • Critical thinking • Creative thinking • Decision-making • Problem-solving • Negotiation • Coping with emotions • Coping with stress • Mobility and orientation • Patience • Responsibility • Care • Sharing • Cooperation • Concern • Appreciation • Self-reliance • Creativity • Courage • Bravery

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		things from natural materials • Writing short stories • Copying proverbs • Writing answers to questions on texts and stories • Writing patterns	• Spelling words • Listening to a simple story and answering questions **READING/TACTILE** • Reading simple instructions • Reading stories • Asking and answering questions **WRITING/BRAILLING** • Writing simple instructions • Drawing and labelling • Re-arranging jumbled words to make meaningful sentences		
11.3 Making things from artificial materials • Source: e.g. re-cycling • Product e.g. toy cars, toy bicycles, flowers, candles, bags • Use: e.g. for children's play, for selling, decoration, wearing / ornaments • Practicals on making some materials e.g. - toy cars - toy bicycles	• Identifying solids: cube, cuboid, cylinder, sphere • Modelling solids • Making nets of cubes and cuboids • Making different solid buildings, toys, etc. using cubes • Measuring weight of differ things in kg and g	**LISTENING AND SPEAKING / SIGNING** • Identifying sources of artificial materials • Talking about how artificial materials are used • Classifying things made from natural and artificial materials (in a chart) • Acting a conversation chain **READING / TACTILE** • Reading names of sources of artificial materials • Reading texts on how things are made from artificial materials. • Reading short stories • Reading a conversation chain **WRITING / BRAILLING** • Writing names of sources of artificial materials • Writing texts on how things are made from artificial materials • Writing short stories • Writing a conversation chain • Writing patterns.	**VOCABULARY** toy, bicycle, car, flower, candle, bag, wear, decoration, beads, hat, sell, buy, for **STRUCTURES** • … (Juma / Mary) will make … (toy car / beads / hat). • Why will … (Mary / Juma) make a … (toy car / candle / bag)? - She / he will make a … (candle / beads) for … (selling / play / decoration / wearing). • Why will … (you / she / he / they) make a … (toy car / toy / bicycle / beads)? - I / we shall make … (toy car / toy bicycles / beads / flowers) for … (selling / decoration / play). - He / she / they will make … (bags / hats / beads / flowers) for … (selling / decoration / play). **LISTENING AND SPEAKING** • Naming materials • Spelling words	• Singing simple round songs • Listening to wind instruments for pitches in melody • Reading and writing simple melodies of the major scale without leaps • Making door mats • Weaving table paper mats • Making decorations	• Effective communication • Problem-solving • Negotiation • Friendship formation • Critical thinking • Creative thinking • Mobility and orientation • Creativity • Patience • Commitment • Determination • Responsibility • Care • Sharing • Cooperation • Concern • Appreciation • Self-reliance • Social awareness

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			• Constructing sentences • Listening to a story and answering questions • Acting a dialogue **READING/TACTILE** • Reading stories and answering comprehension questions • Reading a dialogue **WRITING/BRAILLING** • Writing stories • Describing things they made • Drawing and labelling things they made		

Suggested Assessment Guidelines for Theme 11

Mathematics	• Multiply a 3-digit number using the table of 9. • Measure and record weight of different materials in grams and kilograms. • Divide by 8 and 9 with remainder. • Model a solid.
Literacy	• Describe natural and artificial made materials. • Name natural and artificial materials. • Read a text describing characteristics of materials and answer questions. • Explain a simple process of making at least one thing in technology. • Read a short story and answer questions. • Write names of sources of artificial materials.
English	• Spell words related to natural and artificial materials. • Pronounce learnt words correctly. • Talk about the things they made. • Read instructions on how to make something. • Read a dialogue. • Read a paragraph about making things from natural and artificial materials.
Creative Performing Art	• Sing a ceremonial song.

	• Play a percussion instrument. • Write a simple phrase of 4-8 notes without leaps. • Draw things they have made. • Make a latrine cover from simple material. • Making an article from artificial material. • Weaving table paper mat.

Theme 12: Energy in Our Sub-county / Division

Expected learning outcome: The child appreciates the existence of energy and demonstrates knowledge and skills of using and preserving it.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
12.1 Sources of energy: • **Natural sources** e.g.: - wind e.g. (for sailing boats, driving windmill - water • Artificial sources and their uses , e.g.: - fuel (diesel, petrol, wood, charcoal, paraffin, etc) - electricity (in home, battery) • Uses: diesel / petrol - cars, generators • Paraffin - lighting, cooking • Wood / charcoal - cooking • Hydro electricity - factories, cars, lighting homes / hospitals • Experiments to show that air moves things e.g. - kites, propellers	• Adding two 4-digit numbers without and with carrying, sum up to 9,999 (revision) • Subtracting two 4-digit numbers without and with borrowing (revision)	**LISTENING AND SPEAKING/SIGNING** • Explaining meaning of energy • Identifying different types of energy • Describing different sources of energy • Asking and answering questions about sources of energy • Telling and retelling stories • Reciting a rhyme • Demonstrating how air moves objects **READING / TACTILE** • Reading a play let • Reading short text (e.g. about electricity) • Reading a rhyme **WRITING / BRAILLING** • Writing sentences • Drawing and labelling examples of energy • Writing a rhyme • Writing patterns	**VOCABULARY** bulb, buy, stove, charcoal, fridge, firewood, petrol, diesel, cook, sell, paraffin, kite Use of **'some'** and **'any'** **STRUCTURES** Revision on tenses Present continuous: • What are you … (buying / carrying / selling)? - I / we … am / a … (buying / selling / carrying) … (paraffin / firewood / charcoal). Past Simple tense • … (Ali / Mary) … (bought / sold) … (paraffin / firewood / charcoal / bulb / fridge). Future simple tense: • (… (Ali / Mary) will … (carry / buy / sell) … (firewood / charcoal / stove). • I / we shall … (carry / buy / sell) … (firewood / charcoal / stove). • May..... I / we have some … (paraffin / charcoal / firewood) please? - Yes, here it is. - No, I do not have any. **LISTENING AND SPEAKING** • Talking about sources of light • Acting a dialogue on making requests and refusals • Playing spelling games	• Listening to instrumental families – percussion and wind string to recognise differences in sounds • Moving according to rhythm • Playing music instruments • Singing/ signing a song about sources of energy • Making tie and dye pieces using: - cotton cloth - dies (colours) - candle wax - thread	• Effective communication • Problem-solving • Creative thinking • Self-awareness • Mobility and orientation • Coping with stress • Coping with emotions • Appreciation • Care • Concern • Responsibility • Endurance • Cooperation • Perseverance • Creativity

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			READING / TACTILE • Reading texts on energy • Reading texts on uses of energy • Reading a dialogue • Playing a reading game **WRITING / BRAILLING** • Writing examples of energy • Writing sentences on sources of energy • Writing a dialogue		
12.2 Ways of saving energy, e.g: - using energy-saving stoves, bulbs - switching off electrical appliances when not in use - putting out fires after use - planting trees - following instructions on proper use of energy • Importance of saving energy: - avoid waste - minimise cost • Project on planting trees	• Multiplying a 4-digit number by 1-10, with product not exceeding 9999 (revision) • Dividing a 4-digit number by 1-10 without and with remainder (revision) • Measuring the length, distance for tree planting • Recording measurements	**LISTENING AND SPEAKING / SIGNING** • Identifying uses of energy • Talking about ways of saving energy • Describing importance of saving energy • Asking and answering questions. • Talking about the importance of planting trees • Reciting a rhyme • Listening to a text and answering questions **READING / TACTILE** • Reading a short story • Reading messages on saving energy • Reading a rhyme **WRITING / BRAILLING** • Writing patterns • Writing a short story • Writing messages on saving energy • Writing a rhyme	**VOCABULARY** switch on/off, blow off, cover, light, box, match stick, candle, water, torch, switch (n), low, high • Revision on opposites e.g. - low / high - switch on / witch off - good / bad - small / big - long / short **STRUCTURES** Revision of the past simple tense • (… Mary / Sarah / David) … (switched off / switched on / blew off) the … (light / candle). • What did … (he / she / they) do? - (He / she / they) … (switched on / blew off) the … (light / candle). • Who bought the … (torch / match box)? - (… Sarah / Juma / Alice) bought the … (torch / match	• Singing songs on ways of saving energy • Recognising rhythms and pitches of known songs • Acting a folk tale • Reading and writing notes of a major scale up to 8 notes without leaps • Modelling simple energy saving stoves.	• Effective communication • Problem-solving • Critical thinking • Creative thinking • Decision-making • Mobility and orientation • Responsibility • Care • Concern • Cooperation • Appreciation • Togetherness • Belonging • Creativity

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			box). - (He / she / they / we) bought the … (match box / candle / torch). **LISTENING AND SPEAKING** • Talking about uses of energy • Acting dialogues about what they will do to save energy • Listening to a story **READING / TACTILE** • Reading pictures/charts • Reading texts on importance of saving energy. • Reading a dialogue. **WRITING / BRAILLING** • Writing messages and rules on saving energy • Writing guided composition • Writing a dialogue.		
12.3 Dangers of energy and ways of avoiding them, e.g: • Dangers - live wires - fire - strong wind - storm - drought - accidents • Ways of avoiding dangers, e.g**:** - planting trees to act as wind-breakers - avoiding playing with fire	• Measuring length, capacity, weight (revision) • Measuring time, money (revision)	**LISTENING AND SPEAKING / SIGNING** • Identifying dangers of energy • Talking about ways of avoiding dangers • Explaining how to use a fire extinguisher • Discussing what to do in case of fire outbreak • Acting a dialogue • Reciting a poem • Answering questions **READING / TACTILE** • Reading a short story • Reading a poem • Reading stories on what to do in case of fire outbreak	**VOCABULARY** warm, burn, fire, socket, plant (v), kill, hurt, warn, danger, alarm, report **Comparisons:** small, big, tall, short **STRUCTURES** **Future tenses** • What will … (you / he / she / they) do when in danger? - (I / we) shall … (make an alarm / report) for help. - (He / she / they) will … (make an alarm / report) for help. **Comparisons:** • A … (dog / rabbit / rat) is … (small / bigger) than a … (cow / lion / pig).	• Writing simple phrases of 4-8 notes without leaps • Dramatising/acting situations on avoiding dangers of energy • Singing/signing the anthem • Making messages and posters on dangers of energy and how to avoid them	• Self-awareness • Effective communication • Problem-solving • Critical thinking • Creative thinking • Decision-making • Coping with stress • Coping with emotions • Assertiveness • Mobility and orientation • Care

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
- not pushing nails into sockets - not playing with electric wires - using fire extinguisher • Making posters		**WRITING / BRAILLING** • Writing a dialogue • Writing stories • Writing messages • Writing patterns • Writing a poem	• (It / they) is / are … (bigger / smaller / fatter) than a … (hen / duck / pigeon). • Which … (bird / animal / insect) is … (smaller / bigger / fatter) than a … (goat / sheep / bee / duck / frog)? • Which is … (taller / shorter / fatter)? • A / An … (elephant / pig / giraffe / lion) is … (taller / fatter / shorter) than a / an … (elephant / pig / giraffe / lion). **LISTENING AND SPEAKING** • Listening to stories • Talking about dangers of electricity/fire **READING / TACTILE** • Reading messages on dangers of fire and electricity • Reading texts on how to avoid dangers • Reading a poem **WRITING / BRAILLING** • Writing simple sentences • Writing a poem • Writing messages		• Responsibility • Concern • Acceptance • Perseverance • Patience • Appreciation • Cooperation

Suggested Assessment Guidelines for Theme 12

Mathematics	• Add two 4-digit numbers without and with carrying up to 9999. • Subtract two 4-digit numbers without and with borrowing. • Multiply a 4-digit number by 1-10, with the product not exceeding 9999. • Measure time and money.
Literacy	• Talk about the sources of energy. • Talk about at least four uses of energy. • Read a story about energy. • Make a poster about saving energy. • Write a short story. • Read a dialogue.
English	• Spell words related to energy. • Read messages. • Write a short text on how we use energy in our daily lives. • Make a poster.
Creative performing Arts	• Make a piece of tie and dye. • Make and decorate a celebration card. • Compare a wind instrument with a percussion instrument. • Accompany a song with a music instrument. • Sing/sign a cultural anthem. • Making a poster and a message.

CHRISTIAN RELIGIOUS EDUCATION (PRIMARY 3)

TERM I

Theme: Christians Grow in Jesus Weeks 1-3

Learning Outcome: The child understands and appreciates different traditions in the light of biblical teachings for purposes of building social harmony.

Sub-theme	Content	Competences	Life skills	Values
Traditions	• Traditional customs, practices, values and their importance *Mark 7: 1-15* *Luke 7: 44-46* *John 13: 4-17*	• Identifying individual societal traditional customs and practices • Talking about importance of traditional customs and practices • Telling / retelling stories • Demonstrating some societal traditional practices • Asking and answering questions	• Interpersonal relationship • Friendship formation • Self-esteem • Self-awareness • Effective communication	• Appreciation • Respect • Sharing • Responsibility • Identity
	• Traditions and customs from other cultures *John 4: 7- 9* *Acts 10: 1-35*	• Identifying other people's customs and practices • Talking about the importance of other people's customs and practices • Telling / retelling stories • Role-playing other people's traditional practices • Asking and answering questions	• Interpersonal relationship • Effective communication • Friendship formation • Self-awareness • Coping with emotions • Empathy	• Confidence • Appreciation • Respect • Sharing • Togetherness • Responsibility • Acceptance
	• Some Christian customs *Acts 2: 44-46* *John 2: 1-12*	• Identifying different Christian practices • Talking about the importance of some Christian practices • Role-playing some Christian practices • Telling / retelling stories • Asking and answering questions	• Friendship formation • Interpersonal relationship • Self-esteem	• Appreciation • Identity • Co-operation • Respect • Share • Care • Responsibility • Love

Assessment Guidelines (Weeks 1-3)
• Talk about the importance of traditional customs and practices.
• Role-play other peoples' traditional practices.
• Ask and answer questions.
• Roles play some Christian practices.

Weeks 4-6

Learning Outcome: The child explores and appreciates the concept and qualities of good leadership in the society.

Sub-theme	Content	Competences	Life skills	Values
Leadership	• Different levels of leadership in the society e.g. - family, village, clan (relatives), school *Luke 2: 51-52,* *Genesis: 18: 1-8* *Mathew 28: 18-19* *Ephesians 4: 11-13* *Mark 9: 33-35*	• Talking about different levels of leadership in society • Role-playing leadership at different levels • Telling stories about leadership • Singing songs about traditional leadership • Asking and answering questions	• Interpersonal relationship • Self-esteem • Effective communication • Negotiation • Friendship formation	• Respect • Responsibility • Co-operation • Unity • Love • Care
	• Examples of good leaders from the Old Testament e.g. - Abraham, Ruth, Moses, Joshua *Genesis 12: 1-5* *Deuteronomy 31: 1-3* *Joshua 3: 1-17* *Ruth 1 and 2* *Exodus 14: 9* • Jesus the leader *Mark 10: 13-14* *John 2: 13-16* *John 13: 4-15*	• Naming good leaders in the Old Testament • Identifying good qualities that leaders from the Old Testament showed • Telling stories about good leaders from the Old Testament • Talking about the qualities of Jesus as a good leader • Role-playing Jesus as a good leader • Asking and answering questions	• Effective communication • Assertiveness • Friendship formation • Interpersonal relationship	• Respect • Responsibility • Love • Cooperation • Care • Tolerance • Endurance
	• Qualities of good leadership today e.g. society, church *1 Timothy 3: 1-7* *Mark 9: 33-35* • Demonstration of leadership through service	• Identifying qualities of good leadership today in society and church. • Role-playing leadership in society and church • Telling stories about leadership in society and church today • Singing songs about good leadership in society and church	• Effective communication • Interpersonal relationship • Friendship-formation • Coping with stress	• Respect • Responsibility • Concern • Care • Love • Endurance • Tolerance • Obedience

Assessment Guidelines (Weeks 4-6)
• Talk about different levels of leadership in society.
• Sing songs about traditional leadership.
• Talk about the qualities of Jesus as a good leader.
• Role-play leadership in society and the church.
• Tell stories about leadership in society and church today.

Weeks 7-9:

Learning Outcome: The child accepts and appreciates the different ways through which God's message reveals itself.

Sub-theme	Content	Competences	Life skills	Values
Messengers of God	• Different ways / media through which God speaks to his people: *Isaiah 6: 1-10, Jonah 1 and 3, Luke 16: 19-25* • Qualities of God's messengers e.g. Elijah, Isaiah, children *Genesis 18: 1-15* *1 Samuel 13: 1-21* *1 Kings 17: 1-24* *Isaiah 6: 1-8, Isaiah 7: 14* *Micah 5: 2*	• Naming some of God's messengers • Talking about qualities of people God chooses to be His messengers • Explaining ways in which children are God's messengers • Reciting key messages from God • Writing the messages from God • Telling / retelling stories	• Effective communication • Critical thinking • Friendship formation • Interpersonal relationship	• Cooperation • Sharing • Love • Respect • Responsibility • Care • Obedience • Acceptance
	• Lessons about Jesus from special messengers • John Baptist's message about Jesus *Mathew 3: 1-11* *Mathew 3: 3 and 8*	• Naming special messengers who talked about the coming of Jesus • Talking about the special message about the coming of Jesus • Reciting John's message about the coming of Jesus • Dramatising John's message • Asking and answering questions • Telling / retelling stories	• Effective communication • Friendship formation • Empathy • Interpersonal relationship • Critical thinking • Coping with stress • Coping with emotions	• Concern • Care • Love • Sharing • Cooperation • Respect • Responsibility • Acceptance
	• Angels as messengers of God - God speaks through Angels - Messages from God through Angels • The need to listen and respond to God's message *Genesis 18: 1-15* *Luke 1: 11-17, 26-38* *Acts 12: 1-12*	• Naming Angels who acted as God's messengers • Telling stories about messages brought by Angels • Singing songs about messages from Angels • Asking and answering questions	• Effective communication • Interpersonal relationship • Creative thinking • Coping with emotions • Coping with stress	• Acceptance • Responsibility • Obedience • Faithfulness • Love • Concern • Care

Assessment Guidelines (Weeks 7-9)
• Name some of God's messengers.
• Explain ways in which children are God's messengers.
• Talk about the special message about the coming of Jesus.
• Tell and re-tell stories.
• Name angels who acted as God's messengers.

Weeks 10-12:

Learning Outcome: The child understands, appreciates and practices Christian events including Lent, Holy Week and Easter in order to manage different life situations.

Sub-theme	Content	Competences	Life skills	Values
Sorrow and Joy in Life	• Lent - the time and purpose of Jesus' stay in the wilderness - how to observe Lent. - special time for self denial *Mathew 4: 1-11* *John 11: 17-44*	• Telling the meaning of Lent • Talking about the purpose of Lent • Singing songs about Lent • Dramatizing the events about the temptations of Jesus in the wilderness • Asking and answering questions	• Coping with stress • Coping with emotions • Empathy • Creative thinking • Critical thinking	• Sympathy • Appreciation • Responsibility • Endurance • Tolerance • Faithfulness
	• Jesus during the Holy Week - Palm Sunday - Jesus in the Temple *Zachariah 9: 9* *Luke 19: 28-38, 45-48* • Last supper - events of Jesus' farewell meal. - Holy Communion as a remembrance of Jesus *Mark 14: 22-26* *Luke 22: 12-20* *Corinthians 11: 23-25*	• Role-playing palm Sunday events • Talking about the preparation for the visit of an important person in an area • Singing songs about Palm Sunday • Dramatising bidding farewell to a loved person • Dramatising the Lord's Supper (event of the last supper) • Asking and answering questions. • Telling / retelling stories	• Creative thinking • Critical thinking • Effective communication • Friendship formation • Coping with stress • Coping with emotions • Interpersonal relationship	• Appreciation • Respect • Responsibility • Concern • Care • Acceptance • Obedience • Love
	• Events of Good Friday and Easter morning - The death of Jesus - Resurrection of Jesus - The appearance of Jesus to his disciples *Luke 22: 39-54* *Luke 23: 44-56* *Luke 24: 1-43* *Mark 15: 33-41* *Luke 24: 13-35* *Mark 16: 12-13* *Mark 16: 14-18*	• Talking about events of Good Friday • Talking about experiences on planting and watering seeds which grow and show new life • Dramatising the resurrection of Jesus • Singing songs about Jesus' death and resurrection • Talking about the events on the road to Emmaus • Asking and answering questions • Telling / retelling stories	• Creative thinking • Critical thinking • Effective communication • Interpersonal relationship • Friendship-formation • Empathy • Coping with emotions • Coping with stress	• Sharing • Concern • Love • Sympathy • Respect • Care • Responsibility

Assessment Guidelines (Weeks 10-12)
• Tell the meaning of lent. • Role-play palm Sunday events • Dramatise the Lord's supper • Talk about events of Good Friday • Dramatise resurrection of Jesus

TERM II

Theme: Christians Grow in Jesus Weeks 1-3:

Learning Outcome: The child understands events of Jesus' ascension, Pentecost and appreciates the work of the Holy Spirit in day-to-day Christian life.

Sub-theme	Content	Competences	Life skills	Values
Jesus Gives us the Holy Spirit	• Jesus' promise of the Holy Spirit *John 14: 16* *John 16: 6-8* • The events of Pentecost *Acts 2: 1-4*	• Talking about Jesus' promise of the Holy Spirit • Describing the work of the Holy Spirit on the day of Pentecost • Telling and retelling stories • Asking and answering questions • Singing songs about the coming of the Holy Spirit	• Effective communication • Self-awareness • Critical thinking • Creative thinking • Interpersonal relationship	• Acceptance • Obedience • Faithfulness • Belonging • Sharing
	• 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*	• Talking about the work of the Holy Spirit to the early Christians • Telling and retelling stories about the work of the Holy Spirit • Asking and answering questions • Singing songs about the work of the Holy Spirit	• Effective communication • Critical thinking • Interpersonal relationship • Creative thinking	• Sharing • Acceptance • Faithfulness • Respect • Obedience
	• Gifts of the Holy Spirit *Acts 3: 1-10* *Acts 4: 30-31* *Acts 5: 12-16* *Exodus: 30: 30-35* *1 Samuel: 16: 18-23* *Judges 13: 24-25* *Acts 9: 22*	• Identifying gifts of the Holy Spirit • Talking about the importance of the gifts of the Holy Spirit in Christian life • Telling and retelling stories about gifts of the Holy Spirit • Asking and answering questions	• Critical thinking • Creative thinking • Effective communication • Self-awareness • Self-esteem • Coping with stress • Coping with emotions	• Sharing • Love • Concern • Acceptance • Obedience • Appreciation • Endurance • Tolerance

Assessment Guidelines (Weeks 1-3)
• Talk about Jesus' promise of the Holy Spirit. • Sing songs about the coming of the Holy Spirit. • Tell and re-tell stories about the work of the Holy Spirit. • Identify gifts of the Holy Spirit. • Ask and answer questions.

Weeks 4-6:

Learning Outcome: The child understands and appreciates the harmonious and joyful aspects of worship with others.

Sub-theme	Content	Competences	Life skills	Values
Jesus Gives us the Holy Spirit	• The work of the Holy Spirit in the joint activities of Christians - sharing good news - sharing positions - sharing meals - praying together *acts 2: 38-47* *Acts 4: 32-35*	• Talking about the guidance of the Holy Spirit in sharing Good News, sharing positions, sharing meals and praying together • Telling and retelling stories • Asking and answering questions • Singing / signing songs	• Effective communication • Friendship formation • Interpersonal relationship • Creative thinking • Negotiations • Coping with stress • Coping with emotions • Self-esteem	• Sharing • Acceptance • Love • Care • Respect • Responsibility • Endurance • Tolerance • Determination • Co-operation • Team work • Patience • Unity
The Worshipping Community	• Reasons for worshipping God. - reasons for giving special honour to leaders and elders *Psalm 96: 1-13* *Psalm 99: 5* *Luke 4: 8* *Luke 17: 12-18* *Luke 18: 9-14* *Mathew 7: 7-11* • *1 Thessalonians 5: 18*	• Talking about the importance of worshipping God. • Identifying different ways through which elders and leaders are given special respect / recognition • Telling and retelling stories about leaders and elders • Asking and answering questions • Singing / signing songs about worship	• Effective communication • Interpersonal relationship • Friendship formation • Non-violent conflict resolution	• Respect • Sharing • Unity • Obedience • Faithfulness
	• Biblical aspects of worship - Offering - Listening - Praising *Psalm 135: 3* *Psalm 100: 1-5* *1 Samuel 3: 1-10* *Luke: 3: 2-4* *Mark 12: 41-44*	• Identifying different Biblical aspects of worship • Telling and retelling stories about the Biblical aspects of worship • Asking and answering questions • Singing songs about the biblical aspects of worship	• Critical thinking • Interpersonal relationship • Friendship formation • Effective communication •	• Sharing • Appreciation • Generosity • Respect • Responsibility • Team work • Unity • Joy

Assessment Guidelines (Weeks 4-6)
• Talk about guidance of the Holy Spirit in sharing Good News, sharing positions, sharing meals and praying together.
• Ask and answer questions.

- Talk about the importance of worshipping God.
- Identify different ways through which elders and leaders are given special respect / recognition.
- Tell and re-tell stories about the biblical aspects of worship.

Weeks 7-9:

Learning Outcome: The child appreciates the need to worship and participate in different worship activities in the community

Sub-theme	Content	Competences	Life skills	Values
The Worshipping Community	• Christian's joint activities and experiences in worshipping God - God in church - worshipping God at home - enjoying worshipping God with others *Psalm 47: 1* *Psalm 95: 6* *Psalm 117: 1* *Psalm 135: 1* *Acts 2: 41-47* *Acts 10: 30-33* *1 Corinthians 11: 23-26*	• Identifying different Christian activities and experiences we do when worshipping God • Talking about the importance of Christian joint activities and experiences in worshipping God • Singing / signing songs about Christian joint activities and experiences in worshipping God • Asking and answering questions • Telling / retelling stories	• Interpersonal relationship • Friendship formation • Effective communication • Non-violent conflict resolution	• Care • Love • Cooperation • Unity • Respect • Team work • Responsibility • Sharing
	• Personal prayers of different types - Thanksgiving prayers - Confession prayers - Petition prayers *Psalm 35: 1-8* *Mathew 6: 6* *Mark 1: 35* *Mathew 7: 7-11* *Luke 17: 12-18* *Luke 18: 14-19* *Daniel 9: 5*	• Identifying different situations which require confession, thanksgiving and petition prayers • Talking about the importance of confession, thanksgiving and petition prayers • Telling / retelling stories about prayers • Singing / signing songs related to confession thanks giving and petition prayers • Asking and answering questions about different prayers • Composing personal confession, thanks giving and petition prayers	• Creative thinking • Critical thinking • Effective communication • Coping with stress • Coping with emotions • Non-violent conflict resolution	• Forgiveness • Sharing • Love • Unity • Concern • Responsibility • Faithfulness • Team work

Assessment Guidelines (Weeks 7-9)

- Talk about the importance of Christian joint activities and experiences in worshipping God.
- Talk about the importance of confession, thanks giving and petition prayers.
- Sing / sign songs related to confessions, thanks giving and petition prayers.
- Ask and answer questions about different prayers.
- Compose personal confessions, thanks giving and petition prayers.

Weeks 10-12:

Learning Outcome: The child appreciates Jesus' character and teaching about good conduct in order to demonstrate responsible behaviour in day-to-day life.

Sub-theme	Content	Competences	Life skills	Values
The Teaching of Jesus	• Values that Jesus taught e.g. - Honesty - Responsibility - Service *Mathew 21: 28-32* *Mark 8: 1-9* *Luke 19: 1-8*	• Identifying different values that Jesus taught • Talking about the importance of the values that Jesus taught • Telling and retelling stories about the values that Jesus taught • Singing / signing songs about the values that Jesus taught. • Role-playing life situations about honesty, responsibility and service • Asking and answering questions	• Interpersonal relationship • Friendship formation • Effective communication • Empathy • Negotiation	• Honesty • Responsibility • Service • Appreciation • Sharing
	• Personal abilities from God and their usage *Mathew 25: 14-27*	• Identifying different personal abilities • Talking about the importance of different personal abilities • Telling and retelling stories about different personal abilities • Singing songs about different personal abilities • Demonstrating how to use personal abilities • Asking and answering questions	**Life skills** • Creative thinking • Critical thinking • Problem-solving • Self-esteem • Self-awareness • Interpersonal relationship	**Values** • Cooperation • Unity • Responsibility • Appreciation • Interdependence
	• Characteristics of God found in Jesus - Love, kindness, thoughtfulness, power, holiness and authority *John 17: 20-21* *Mathew 5: 43-48* *Mathew 21: 23-27* *Luke 4: 38-44* *John 14: 7* *John 3: 16* *Mathew 5: 48* *Mark 4: 35-41*	• Identifying the characteristics of God found in Jesus • Talking about the different ways in which family members resemble • Telling and retelling stories about the characteristics of God found in Jesus • Singing songs about characteristics of God found in Jesus • Asking and answering questions	• Critical thinking • Creative thinking • Effective communication • Interpersonal relationship	• Appreciation • Faithfulness • Love • Cooperation • Obedience • Respect
	• Jesus' example of prayer and teaching • When, where and how to pray • The Lord's prayer • Praying for others	• Identifying different situations which require prayer and teaching • Talking about different occasions on which Jesus prayed and taught • Talking about when, where and how to pray	• Interpersonal relationship • Effective communication • Creative thinking • Critical thinking • Problem-solving	• Appreciation • Forgiveness • Faithfulness • Unity • Cooperation

	Mark 1: 35 *Mathew 6: 9-13* *Luke 22: 32* *John 17: 20-21*	• Reciting the Lord's Prayer • Asking and answering questions • Singing songs about prayer and teaching		• Obedience

Assessment Guidelines (Weeks 10-12)
• Talk about the importance of different personal abilities. • Sing songs about different personal abilities. • Talk about the different ways in which family members resemble. • Talk about different occasions on which Jesus prayed and taught. • Recite the Lord's Prayer.

TERM III

Theme: Christians Grow in Jesus Weeks 1-3:

Learning Outcome: The child appreciates and practices the value of tolerance and forgiveness for maintaining good relationship with others in society.

Sub-theme	Content	Competences	Life skills	Values
Forgiveness and Acceptance	• Traditional ways of encouraging forgiveness *Mathew 18: 15-16* *Luke 17: 23* • Ways of forgiveness - wrong doings that required forgiveness	• Talking about traditional ways of encouraging forgiveness • Talking about the importance of forgiveness • Telling and retelling stories • Asking and answering questions • Singing songs about forgiveness • Reciting the gospel message *Luke 17: 23*	• Critical thinking • Creative thinking • Friendship formation • Effective communication • Problem-solving • Non-violent conflict resolution	• Care • Acceptance • Tolerance • Kindness • Responsibility
	• Resolving differences without violence • Desire for forgiveness *Genesis 27: 30-36* *Genesis 33: 1-11* *Mathew 18: 15-35* *Genesis 37: 25-28* *Luke 15: 11-24* *Mathew 6: 12* *Mathew 5: 38-42*	• Identifying wrong doings which require forgiveness • Talking about how to resolve differences without violence • Telling and retelling stories • Asking and answering questions • Role-playing forgives • Reciting a memory verse *Numbers 5:7*	• Friendship formation • Empathy • Self-awareness • Non-violent conflict resolution • Coping with stress • Coping with emotions	• Acceptance • Tolerance • Unity • Concern • Friendliness • Responsibility
	• Acceptance - need to accept others - the joy of good relationship - the help of the Holy Spirit in forgiving others	• Identifying causes of conflicts • Telling and retelling the story of Joseph and his brothers • Talking about ways of accepting and being tolerant of others differences • Asking and answering questions	• Critical thinking • Coping with emotions • Coping with stress • Creative thinking	• Acceptance • Forgiveness • Tolerance • Friendliness • Love • Concern

Assessment Guidelines (Weeks 1-3)
• Talk about traditional ways of encouraging forgiveness.
• Talk about the importance of forgiveness.
• Talk about how to resolve conflict without violence.
• Role play forgiveness.
• Identify causes of conflicts.
• Talk about ways of accepting and being tolerant of others' differences.

Weeks 4-6:

Learning Outcome: The child appreciates the concept and practice of fairness as well as forgiveness in different daily life situations.

Sub-theme	Content	Competences	Life skills	Values
Treating Others Fairly	• Fair and unfair behaviour *Genesis 27: 1-29* *Genesis 37: 1-4* *Luke 3: 10-14* *Mathew 18: 21-34*	• Identifying the causes of unfair behaviour • Talking about the causes of unfair behaviour • Talking about the importance of fair behaviour • Telling and retelling stories • Asking and answering questions	• Critical thinking • Coping with emotions • Coping with stress • Effective communication • Interpersonal relationship	• Sharing • Cooperation • Friendliness • Care • Love
	• Being fair - at home - at school - community *Luke 3: 10-14* *Mathew 20: 1-16* *Exodus 16: 4-26* *John 6: 1-13*	• Talking about the need to treat others fairly • Telling / retelling Bible stories *Exodus 16: 4-26* *John 6: 1-13* • Asking and answering questions	• Friendship formation • Interpersonal relationship • Self esteem • Coping with emotions • Coping with stress.	• Sharing • Love • Concern • Friendliness • Acceptance • Care • Obedience
	• Cheating - causes of cheating - how to avoid cheating *Luke 19: 1-7*	• Identifying causes of cheating • Talking about how to avoid cheating • Telling and retelling stories • Asking and answering questions • Dramatising cheating	• Coping with emotions • Coping with stress. • Non-violent conflict resolution.	• Acceptance • Concern • Care • Responsibility • Respect • Love

Assessment Guidelines (Weeks 4-6)
• Talk about the causes of unfair behaviour.
• Talk about the importance of fair behaviour.
• Tell and re-tell Bible stories Exodus 16: 4-26, John 6: 1-13.
• Talk about how to avoid cheating.
• Ask and answer questions.

Weeks 7-9:

Learning Outcome: The child relates the prophecies in the Old Testament to the coming of Jesus and appreciates the Messiahship and joy brought by Jesus to all Christians for harmonious living.

Sub-theme	Content	Competences	Life skills	Values
Jesus Brings Joy	• Prophecies and the fulfilment - prophecies from the Old Testament about Jesus *Isaiah 40: 1-10* *Micah 5: 2* *Luke 3: 3-6* - events of the first Christmas related to the prophecies of the Old Testament	• Naming different prophets in the Old Testament who prophesied the coming of Jesus Christ • Talking about the importance of the prophecy about the coming of Jesus • Telling and retelling stories about the prophecy of Jesus' coming • Talking about the events of the first Christmas in relation to the prophecy in the Old Testament • Asking and answering questions	• Critical thinking • Interpersonal relationship • Creative thinking • Effective communication • Friendship formation.	• Love • Cooperation • Unity • Sharing • Acceptance • Respect • Obedience • Responsibility • Faithfulness • Care • Tolerance
	• Events of the first Christmas related to the prophecies in the Old Testament. - the birth of Jesus - the visit of Angels to the shepherd - the visit of the wise men *Mathew 1: 18-24* *Luke 2: 8-20* *Mathew 2: 1-12* *Luke 2: 1-7*	• Identifying the most important events of the first Christmas • Describing the birth of Jesus • Talking about different categories of people who worshipped baby Jesus as a king • Naming the gifts which were offered to baby Jesus • Telling and retelling stories about the birth of Jesus • Asking and answering questions about the birth of Jesus • Singing songs about the birth of Jesus	• Friendship formation • Coping with emotions • Coping with stress • Problem-solving • Interpersonal relationship • Creative thinking • Critical thinking • Negotiation	• Love • Obedience • Care • Sharing • Cooperation • Unity • Acceptance • Concern • Respect • Responsibility
	• Preparation for Christmas - how to prepare for Christmas - celebrating with others *Luke 1: 39-48* *Luke 2: 4-20* *Luke 2: 25-25* *Isaiah 9: 6*	• Talking about how to prepare for Christmas at home and in the church • Naming different people with whom we celebrate Christmas • Identifying different activities of entertainment that we engage in during Christmas • Asking and answering questions • Telling and retelling stories about the celebrations of Christmas • Singing / signing songs about Christmas • Dramatising the birth of Jesus	• Interpersonal relationship • Friendship-formation • Critical thinking • Creative thinking • Effective communication	• Sharing • Responsibility • Love • Care • Respect • Team work • Obedience • Cooperation

Assessment Guidelines (Weeks 7-9)
• Name different prophets in the Old Testament who prophesied the coming of Jesus Christ. • Tell and re-tell stories about the prophecy of Jesus' coming. • Talk about the events of the first Christmas in relation to the prophecy in the Old Testament. • Talk about different categories of people who worshipped baby Jesus as a king. • Talk about how to prepare for Christmas at home and in the church.

Weeks 10-12:

Sub-theme	Content	Competences	Life skills	Values
The Joy of Christmas	• Preparation for Christmas play - making Christmas cards - making Christmas costumes *Mathew 2: 1-12*	• Talking about the importance of Christmas • Identifying different activities we do in preparation for Christmas • Designing Christmas cards • Writing Christmas messages • Designing and making Christmas costumes • Telling and retelling stories related to preparation for Christmas • Singing / signing songs related to Christmas celebrations • Asking and answering questions	• Critical thinking • Creative thinking • Friendship formation. • Assertiveness • Interpersonal relationship. • Effective communication	• Respect • Responsibility • Unity • Cooperation • Sharing • Creativity • Care
	• Preparation for Christmas play - Christmas carols - different roles in the play (from the visit of the Angel to the Virgin Mary , to the birth of baby Jesus in the manger as Part 1) *Luke 2: 1-19* *Mathew 1: 18-24*	• Singing Christmas carols. • Talking about the importance of the messages in Christmas carols • Identifying different roles in the Christmas play • Acting the first part in the Christmas play • Asking and answering questions	• Effective communication • Critical thinking • Creative thinking • Interpersonal relationship • Friendship formation • Decision-making • Self-esteem	• Making choice • Acceptance • Responsibility • Respect • Obedience • Sharing • Cooperation • Unity • Love
	• Preparation for Christmas play - Christmas carols - different roles in the play (from the Angel with the shepherds to the coming of the wise men with gifts to baby Jesus as Part 2 of the play) *Mathew 2: 7-12* *Luke 2: 8-20* - acting Part 1 and 2 of the play.	• Singing / signing Christmas carols • Acting different roles in the Christmas play • Talking about the importance of different roles in the Christmas play • Telling and retelling stories • Asking and answering questions about Christmas play	• Effective communication • Critical thinking • Creative thinking • Interpersonal relationship • Friendship formation • Decision-making • Self-esteem	• Making choice • Acceptance • Responsibility • Respect • Obedience • Sharing • Cooperation • Unity • Love

Assessment Guidelines (Weeks 10-12)
• Talk about the importance of Christmas. • Write Christmas messages. • Sing Christmas carols. • Act different roles in the Christmas play.

ISLAMIC RELIGIOUS EDUCATION (PRIMARY 3)
TERM I

Weeks 1-3:

Theme: Reading from the Qur'an Sub-theme: Nature of the Qur'an

Learning outcome: The child understands and appreciates the aspects of holiness of the Qur'an for meaningful religious practices and spiritual growth.

Content	Competences	Life skills	Values
• Arabic Alphabet: - Recognition of the Alphabet - Pronunciation of the Alphabet - Letters of the Arabic Alphabet	• Identifying Latin and Arabic alphabet • Differentiating between Arabic and Latin alphabet • Reading the Arabic alphabet • Writing the Arabic alphabet • Asking and answering questions • Reciting the Arabic alphabet	• Critical thinking • Creative thinking • Effective communication	• Appreciation • Responsibility • Determination • Sense of belonging • Patience.
• Units of the Qur'an: - Ayah (verse) - Surah (chapter) - Juzu (section)	• Identifying the Ayah, Surah and Juzu from the Qur'an • Reciting the Ayah, Surah and Juzu from the Qur'an • Asking and answering questions	• Critical thinking • Effective communication • Creative thinking • Interpersonal relationship • Decision-making	• Sharing • Responsibility • Obedience • Respect • Patience • Acceptance
• Nature of the Qur'an: - Definition of the nature of the Qur'an - How the Qur'an text should be kept - People who should not read the Qur'an.	• Talking about the divine nature of the Qur'an • Explaining how the Qur'an text should be kept • Identifying people who should not read the Qur'an • Asking and answering questions • Demonstrating how a Qur'an should be handled and kept	• Effective communication • Interpersonal relationship • Creative thinking • Critical thinking • Decision-making	• Acceptance • Sharing • Obedience • Respect • Responsibility • Care.

Assessment Guidelines (Weeks 1-3)
• Read the Arabic Alphabet. • Ask and answer questions. • Identify the Ayah, Surah and Juzu from the Qur'an. • Talk about the divine nature of the Qur'an. • Identify people who should not read the Qur'an.

Weeks 4-6

Theme: Tawhiid (Faith) Sub-theme: Divine Books

Learning outcome: The child recognises appreciates the importance of the four divine books and applies their teaching / concern in the day-to-day life

Content	Competences	Life skills	Values
• Nature of the four revealed books - Zaburi - Tawrat / Taurat - Qur'an - Injili	• Naming the four revealed books • Identifying the equivalent books from the Holy Bible • Asking and answering questions	• Critical thinking • Effective communication • Creative thinking	• Respect • Care • Sharing
• Prophets to whom the four books were revealed: - Zaburi – Prophet Daudi - Taurat – Prophet Musa - Injili – Prophet Isa - Qur'an – Prophet Muhammad	• Naming the prophets to whom the four books were revealed • Naming the places where the books were received from • Identifying the order of the revelation of the books • Asking and answering questions	• Effective communication • Decision-making • Creative thinking • Friendship formation	• Respect • Care • Responsibility • Sharing
• Holiness of the Qur'an: - From God - Not to be touched without Wudhu • Qur'an has remained the same	• Identifying people who should not touch Qur'an • Talking about why such people should not touch the Qur'an • Identifying elements that make the Qur'an to remain the same • Asking and answering questions	• Critical thinking • Creative thinking • Decision-making • Effective communication	• Respect • Care • Responsibility • Obedience

Assessment Guidelines (Weeks 4-6)
• Identify people who should not touch the Qur'an. • Name the four revealed books. • Identify the equivalent books from the Holy Bible. • Name the prophets to whom the four books were revealed. • Name the places where the books were received from.

Weeks 7-9

Theme: Fiqh (Practice), Sub-theme: Nullifiers of Salat

Learning outcome: The child understands and takes care of the different aspects that nullify Salat in the daily Fiqh (practice) for meaningful prayer and spiritual growth.

Content	Competences	Life skills	Values
• Nullifiers of Salat - praying at a wrong time - eating or drinking during Salat - taking words not connected to Salat - praying in impure cloth - fighting during Salat - unnecessary movement - excretion, urinating - praying without wudhu - drunkenness - sleeping during Salat	• Identifying nullifiers of Salat • Explaining each of the nullifiers • Asking and answering questions	• Critical thinking • Assertiveness • Coping with stress • Coping with emotions • Effective communication	• Care • Tolerance • Endurance • Obedience • Respect • Responsibility
• Avoiding nullifiers of prayers	• Identifying ways of avoiding nullifiers of prayers • Talking about ways of avoiding nullification of prayers • Asking and answering questions	• Effective communication • Empathy • Problem solving • Critical thinking • Decision making • Coping with stress • Coping with emotions	• Respect • Obedience • Responsibility

Weeks 7-9

Theme: Moral Spiritual Teaching Sub-theme: Islamic Values – Patience, Perseverance and Reliance on Allah (God)

Learning outcome: The child appreciates and applies Islamic moral and spiritual teaching for harmonious interaction in society.

Content	Competences	Life skills	Values
• Islamic values - swabru (Patience) - tahammu (Perseverance) - tawakkul (Reliance on God)	• Naming the Islamic values • Explaining the meaning of values and each value • Telling and retelling the Islamic values • Asking and answering questions • Role-playing to illustrate the value of patience, perseverance and reliance to Allah (God)	• Effective communication • Critical thinking • Creative thinking • Decision-making	• Patience • Perseverance • Respect • Reliance • Obedience • Responsibility

			• Love

Assessment Guidelines (Weeks 7-9)
• Identify nullifiers of Salat. • Explain each of the nullifiers. • Identify ways of avoiding nullifies of prayers. • Talk about ways of avoiding nullification of prayers. • Role-play to illustrate value of patience, perseverance and reliance to Allah.

Weeks 10 – 12

Content	Competences	Life skills	Values
• Importance of Islamic values	• Talking about importance of Islamic values • Explaining how these values can help in daily life • Telling and retelling stories • Asking and answering questions	• Effective communication • Creative thinking • Critical thinking • Decision-making	• Respect • Obedience • Unity • Responsibility

Weeks 10-12

Theme 4: History of Islam Sub-theme: The First Revelation

Learning outcome: The child understands and appreciates the messages the prophet received from God for meaningful religious practices and effective communication in daily life interaction with others.

Content	Competences	Life skills	Values
• Prophet Mohammad (PBUH) - his life shortly after first revelation - visit to Mount Hira - receiving the first revelation - time and place where he received the first revelation - reaction to Gibreal - Gibreal's message to Mohammad and his response	• Talking about the life of Mohammad (PBUH) before revelation • Identifying things that happened in Arabian society which Mohammad hated • Identifying date and place of revelation • Telling and retelling stories • Asking and answering questions	• Effective communication • Critical thinking • Empathy • Creative thinking	• Appreciation • Acceptance • Obedience • Respect • Sympathy
• Prophet Mohammad (PBUH) - The content of the first revelation - Mohammad's age at the time of revelation	• Talking about Mohammad on receiving the first message • Talking about the content of the message • Role-playing Mohammad and Hadijah's reaction	• Effective communication • Critical thinking • Creative thinking	• Respect • Obedience • Patience

- Mohammad's behaviour - What his wife did	• Asking and answering questions • Telling and retelling stories	• Problem solving • Coping with stress • Coping with emotions	• Responsibility • Loyalty

Assessment Guidelines (Weeks 10-12)
• Talk about importance of Islamic values. • Talk about the life of Mohammed before revelation. • Tell and re-tell stories. • Talk about Mohammad on receiving the first message. • Roles play Mohammed and Hadija's reactions.

TERM II

Weeks 1-3

Theme: Reading of the Qur'an, Sub-theme: Vowels in Arabic

Learning outcome: The child understands, appreciates and applies Arabic knowledge in religious interactions for effective communication.

Content	Competences	Life skills	Values
• Arabic alphabet • Arabic vowels - fatiha, kasira, sakna, dhumma	• Recognising vowels in the Arabic alphabet • Reciting Arabic vowels • Pronouncing Arabic vowels • Reading Arabic vowels: sounds and symbols • Fatina - Fat'ha • Kasra – Kkasira • Dhumma	• Effective communication • Critical thinking • Creative thinking	• Appreciation • Responsibility • Determination • Patience
• Arabic alphabet • Arabic vowels - marks (shadda, madda)	• Recognising the marks shadda, madda • Pronouncing the marks shadda, madda • Reading vowels with marks • Reciting vowels with marks • Writing vowels in Arabic alphabet	• Effective communication • Critical thinking • Creative thinking	• Responsibility • Patience • Determination • Appreciation

Assessment Guidelines (Weeks 1-3)
• Recite the Arabic vowels. • Read the Arabic vowels, their sounds and symbols. • Pronouncing the marks shadda, madda. • Write vowels in Arabic Alphabet.

Weeks 4-6

Theme: Tawhiid (Faith) Sub-theme: Important of Divine Books

Learning outcome: The child recognises and appreciates the contents of the Holy / Divine books and practices what they teach for harmonious living.

Content	Competences	Life skills	Values
• Content of the divine books - Zaburi - Tawrat	• Identifying the contents of the Holy books • Describing the content of the Holy books • Asking and answering questions.	• Effective communication • Creative thinking • Coping with stress • Coping with emotions • Critical thinking	• Appreciation • Respect • Obedience • Care
• Content of the divine books - Injil - Quran	• Identifying the contents of the Holy books • Describing the content of the Holy books • Asking and answering questions	• Effective communication • Coping with stress • Coping with emotions • Critical thinking • Creative thinking	• Appreciation • Respect • Obedience • Care
• Content of the divine books - Zaburi - Tawrat - Injil - Quran	• Talking about the good things we learn from the divine books • Identifying the usefulness of the message contained in the divine books with regard to e.g. laws, rules, governing society, moral code and life virtue	• Effective communication • Critical thinking • Creative thinking • Coping with stress • Coping with emotions	• Appreciation • Respect • Obedience • Care

Assessment Guidelines (Weeks 4-6)
• Identify the content of the Holy books. • Ask and answer questions. • Describe the content of the Holy books. • Talk about the good things we learn from the divine books. • Identify the usefulness of the message.

Weeks 7-9

Theme: Fiqh Practice, Sub-theme: Dua after Adhan

Learning outcome: The child recognizes, appreciates and practices Dua after Adhan in appropriate religious situations.

Content	Competences	Life skills	Values
• Dua after Adhan - Dua recited after Adhan - Dua in its translated form - The meaning of Dua	• Reciting the Dua after Adhan • Talking about the importance of the Dua after Adhan • Role-playing events related to Dua after Adhan	• Effective communication • Critical thinking • Creative thinking • Coping with stress • Coping with emotions	• Appreciation • Respect • Obedience • Care
• Dua in its translated form.	• Reciting Dua • Demonstrating how Dua is after Adhan is performed	• Effective communication • Creative thinking • Critical thinking	• Appreciation • Respect • Care • Obedient.
• The meaning of Dua	• Telling the meaning of Dua • Role-playing • Reciting the Dua	• Effective communication • Coping with emotions • Coping with stress	• Respect • Care • Obedience • Appreciation

Assessment Guidelines (Weeks 7-9)
• Recite the Dua after Adhan. • Talk about the importance of the Dua after Adhan.

Weeks 10-12

Theme: Moral and Spiritual Teachings Sub-theme: Laws

Learning outcome: The child appreciates and applies the moral and spiritual teachings about divine laws in various situations for a peaceful living.

Content	Competences	Life skills	Values
• Law - definition of law - categories of law e.g. man-made laws, laws by God	• Identifying different laws • Talking about categories of laws • Asking and answering questions	• Critical thinking • Creative thinking • Interpersonal relationship	• Care • Unity • Obedience • Respect • Responsibility • Sharing • Loyalty
• Types of laws - laws of the state, family, school, divine	• Naming the types of man-made laws • Discussing the importance of laws	• Coping with emotions • Coping with stress	

law	• Role-playing.		
• Purpose of laws - orderliness - equity - protection of the weak - promotion of state policy - control selfish tendencies	• Identifying other types of man-made laws • Talking about the reasons why laws should be respected • Talking about what happens / would happen if laws are violated • Asking and answering questions	• Critical thinking • Creative thinking • Coping with emotions • Coping with stress	• Responsibility • Respect • Obedience • Unity • Loyalty

Assessment Guidelines (Weeks 10-12)
• Identify the different laws. • Name the types of man made laws. • Talk about the reasons why laws should be respected.

Term III

Weeks 1-3

Theme: History Of Islam Sub-theme: Khadijah and the Revelation

Learning outcome: The child understands and appreciates the important of continuous revelation occurrences right from the time of the prophet (PBUH) to the present-day religious experiences.

Content	Competences	Life skills	Values
• Events which occurred immediately after the revelation • Khadijah's reactions • The role of Naufal	• Talking about the first revelation • Talking about the first revelation to Hadijah's responses • Talking about Naufal's reactions and how Hadijah helped Muhamad • Asking and answering questions	• Critical thinking • Effective communication • Interpersonal relationship • Creative thinking • Coping with stress • Coping with emotions	• Sharing • Care • Sympathy • Cooperation • Love • Respect • Obedience

Assessment Guidelines (Weeks 1-3)
• Talk about the first revelation. • Talk about Naufals reactions and how Hadija helped Mohammed. • Talk about the Divine nature of the Qur'an. • Identify the rites performed before reciting the Qur'an. • Write translated Arabic words.

Weeks 1-3

Theme: Reading of the Qur'an Sub-theme: Rites of the Qur'an

Learning outcome: The child understands recognises and practices the performance of the required religious rites in the day today interaction with the Qur'an.

Content	Competences	Life skills	Values
• Rites - definition of rites - rites performed before reading the Qur'an a) Wudhu b) Saying Istidha and Bismallah	• Talking about the divine nature of the Qur'an • Identifying the rites performed before reciting the Qur'an • Asking and answering questions • Role-playing the rites	• Effective communication • Creative thinking • Coping with stress • Coping with emotions • Interpersonal relationship	• Respect • Responsibility • Care • Sharing
• Reading the Arabic alphabet - recognising the vowels • Formation of words out of combined letters • Pronouncing words - letters with vowels	• Talking about the Arabic alphabet with vowels • Identifying vowels in the words. • Identifying one vowel and two different letters to form two-letter words with similar vowels • Asking and answering questions • Writing Arabic alphabet	• Creative thinking • Critical thinking • Effective communication • Decision making	• Respect • Responsibility • Care • Sharing

Weeks 4-6

Theme: Tawhiid (Faith) Sub-theme: Uniqueness of the Qur'an

Learning outcome: The child appreciates and recognises the uniqueness of the Qur'an for meaningful spiritual insight and growth.

Content	Competences	Life skills	Values
• Uniqueness of the Qur'an - the unique nature of the Qur'an (miracle) - universality of its message - other Holy books - its authenticity	• Explaining what 'uniqueness' means • Talking about unique nature of the Quran • Asking and answering questions	• Critical thinking • Effective communication. • Creative thinking.	• Respect • Care • Responsibility

Weeks 4-6

Theme: Fiqh (Practice) Sub-theme: Impurities and Toilet Manners

Learning outcome: The child appreciates and practices the teaching about impurities, Najasah and Istinjal for meaningful performance of Wudhu in order to live a healthy religious life.

Content	**Competences**	**Life skills**	**Values**
• Impurities	• Explaining what Najasah means	• Coping with stress	• Obedience

- definition of Najasah (impurities) - types of impurities - examples of impurities on salat, Wudhu and reading the Qur'an	• Identifying the examples of impurities • Asking and answering questions	• Coping with emotions • Effective communication • Critical thinking	• Responsibility • Sharing • Cleanliness • Care
• Islamic teaching in respect to Istinjae (toilet manners) • Ablution • Condition why ablution becomes necessary	• Talking about how Moslems should use toilets with or without water • Explaining the conditions under which ablutions become necessary a) Salat b) Recitation of the Qur'an • Asking and answering questions	• Critical thinking • Creative thinking • Coping with stress • Coping with emotions • Effective communication	• Cleanliness • Care • Responsibility • Obedience • Sharing

Assessment Guidelines (Weeks 4-6)
• Talk about uniqueness nature of the Qur'an. • Explain what Najasah means. • Identify the examples of impurities. • Talk about how Moslems should use toilets with or without water. • Explain the conditions under which ablutions becomes necessary.

Weeks 7-9

Theme: Moral and Spiritual Teachings, Sub-Theme: Dua

Learning outcome: The child understands, appreciates and participates in the practice of Duas for appropriate occasions in order to acquire meaningful religious experiences and relationships with others.

Content	Competences	Life skills	Values
• Dua - acquisition of knowledge - reciting Duas a) Rabizidin ilmawar b) Zukinfalimanoh (Lord advance me in knowledge and grant me wisdom)	• Reciting Duas related to knowledge • Talking about each Dua • Role-playing the Dua practices • Talking about the importance of seeking knowledge • Reciting the Duas • Asking and answering questions	• Effective communication • Creative thinking • Critical thinking • Coping with stress • Coping emotions • Effective communication • Coping with emotions • Coping with stress • Interpersonal relationship • Critical thinking	• Obedience • Cleanliness • Care • Responsibility • Respect • Sharing •
• Dua - importance of seeking knowledge to a Moslem	• Talking about the importance of seeking knowledge • Reciting the Duas • Asking and answering questions	• Effective communication • Coping with emotions. • Coping with stress • Interpersonal relationship	• Respect • Obedience • Care • Sharing

		• Critical thinking	• Responsibility

Assessment Guidelines (Weeks 7-9)
• Recite Duas related to knowledge. • Ask and answer questions. • Talk about each Dua. • Talk about the importance of seeking knowledge.

Weeks 10 – 12

Theme: History of Islam, Sub-Theme: The Call

Learning outcome: The child understands and appreciates the call and mission of Prophet Muhammad (PBUH) in order to enrich the daily religious experiences in different life situations

Content	Competences	Life skills	Values
• The call - the beginning of the call - the first people who received his call - the approach Mohammad (PBUH) used to preach his words	• Talking about revelation • Talking about Mohammad's plans for calling people • Explaining how Mohammad's close companions reacted • Asking and answering questions • Telling and retelling stories	• Effective communication • Critical thinking • Creative thinking • Coping with stress • Coping with emotions	• Tolerance • Respect • Endurance • Responsibility
• The reactions - how other people reacted to his call	• Identifying the first converts • Talking about how Mohammad called people outside his family and how they reacted • Asking and answering questions • Telling and retelling stories	• Effective communication • Critical thinking • Creative thinking • Coping with emotions • Coping with stress	• Tolerance • Responsibility • Respect • Endurance
• Problems - immediate problems Mohammad (PBUH) faced	• Identifying problems Mohammad faced • Talking about the problems Mohammad faced • Telling and retelling stories • Asking and answering questions	• Coping with stress • Coping with emotions • Interpersonal relationship • Effective communication	• Obedience • Respect • Tolerance • Perseverance

Assessment Guidelines (Weeks 10-12)
• Talk about Mohammed's plans for calling people. • Identify the first converts. • Tell and re-tell stories. • Identify problems Mohammed faced. • Ask and answer questions.

PHYSICAL EDUCATION (PRIMARY 3)

1.0 INTRODUCTION

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

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

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

2.0 RATIONALE

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

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

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

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

Lower Primary

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

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

2.1 Organisation

Talk to the children about:

- dressing, play materials
- where materials are kept
- things they are going to make
- new leaders in the class during PE lessons
- play ground
- introduction by the teacher and children
- routine of moving from classroom and back
- PE plays space
- use of signals to start or end (change activities)
- hygiene routine
- inspection and cleaning the bodies (This is continuous throughout the Programme)

The guidelines for primary schools on PE together with the national goals for Physical Education are very well outlined in the Teacher's Guide for reference and implementation.

Learning Outcomes

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

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

TERM I

Theme: Basic Body Movements (Weeks 1-3)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Experiences with More Apparatus • Sticks • Hanging ropes • Wheels	• Moving off apparatus and stretching • Striking activities with different parts of the body • Skipping activities • Jumping on apparatus handing / resting on hands / feet / belly / back / knees • Getting off apparatus slowly: forward/backwards/sideways • Jumping off apparatus with a twist in the air	• Stretching • Striking • Skipping • Jumping • Getting off	• Decision-making • Interpersonal relationship • Effective communication • Friendship formation	• Appreciation • Cooperation • Determination • Respect • Patience • Endurance

Assessment Guidelines (Weeks 1-3)
• Skip according to rhythm • Strike the ball to the partner • Jump off, on and over apparatus

Theme: Traditional Games (Weeks 4-6)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Strength and Coordinative Activities Traditional games aimed at development of physical benefits, e.g: - strength - coordination - speed - flexibility - endurance	• Climbing • Lifting • Hopping • Running • Carrying with emphasis on strength, coordination, speed and flexibility of different body parts	• Climbing • Lifting • Hopping • Running • Carrying • Co-ordinating	• Decision-making • Problem-solving • Critical thinking • Effective communication • Creative thinking • Coping with emotions • Self-esteem • Self-awareness	• Perseverance • Caring • Appreciation • Cooperation • Respect • Confidence • Teamwork • Endurance

Assessment Guidelines (Weeks 4-6)

• Lift and carry as instructed • Hop freely • Follow the rules of games

Theme: Rhythm and Movement (Weeks 7-9)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Imitational Dances and Creation of Simple Movement Rhythms a) Imitation dances b) Creation of simple rhythms • Clapping • Stamping • Drumming	• Performing various imitation dances created by pupils or teachers through - individual activities e.g. jumping, clapping, swinging • Participation with partners e.g. dancing, swinging a rope - practice without apparatus - combinations of practices - sequence-building	• Imitating • Swinging • Clapping • Dancing	• Friendship formation • Interpersonal relationship • Assertiveness • Decision-making • Coping with emotions	• Confidence • Endurance • Appreciation • Patience • Determination • Commitment • Tolerance • Teamwork

Assessment Guidelines (Weeks 7-9)
• Dance according to rhythms • Swing the rope with the partner • Imitate rhythms of dances

Theme: Games for Lower Primary (Weeks 10-12)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Simple Games • Reaction games • Contests	• Tunnel race • Hold, touch and balance the ball in different parts of your body • Hand the ball to a partner in front / behind / sideways • Run with a ball to hand it to a partner • Run on the mountain • Walk on poles on the ground	• Holding • Touching • Balancing • Running	• Critical thinking • Creative thinking • Coping with emotions • Effective communication • Interpersonal relationship • Decision-making • Self-esteem	• Caring • Perseverance • Appreciation • Cooperation • Respect • Tolerance • Responsibility

Assessment Guidelines (Weeks10-12)
• Hold, touch and balance the ball on different parts of the body appropriately • Run with the ball and pass it to partner • Balance with / on objects

TERM II

Theme: Games for Lower Primary (Weeks 1-3)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Simple Games • Ball games • Relay • Contests	• Tunnel race • Hold, touch and balance the ball in different parts of your body • Hand the stick to a partner in front / behind / side ways • Run with stick to hand it to partner • Run on the mountain • Walk on ropes on the ground	• Holding • Touching • Balancing • Running	• Decision-making • Critical thinking • Effective communication • Interpersonal relationship	• Cooperation • Tolerance • Appreciation • Endurance • Patience

Assessment Guidelines (Weeks 1-3)
• Hold, touch and balance the ball according to instructions • Run with the ball to hand it to partner • Balance with / on objects

Theme: Gymnastics (Weeks 4-6)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Introduction to Gymnastics • Exercises with - small light balls - ball and partner • Coordination and balancing • Flexibility and coordination • Rope or string	• Cat spring over bean bag • Caterpillar walk across the compound, turn around and repeat • Throwing and catching • Lying on back and cycling in the air	• Walking • Lying on back • Cycling	• Creative thinking • Decision-making • Self-esteem • Effective communication • Assertiveness	• Confidence • Endurance • Caring • Respect • Appreciation • Cooperation

Assessment Guidelines (Weeks 4-6)
• Lie on the back and cycle in the air. • Throw and catch the ball with a partner. • In groups of ten hold and walk like a caterpillar.

Theme: Gymnastics (Weeks 7-9)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Introduction to Gymnastics • Coordination and balancing • Flexibility and coordination • Rope and string	• Crouch position, knees, stretching and bringing them back • Back lying and supported on hands, move legs towards shoulders to curve the back • One-skip jump	• Crouching • Stretching • Moving • Jumping • Balancing • Coordinating • Holding	• Effective communication • Coping with emotions • Friendship formation • Decision-making • Critical thinking	• Patience • Tolerance • Acceptance • Cooperation • Determination

Assessment Guidelines (Weeks 7-9)
• Balance with support • Bend and stretch • Hold and handle objects skilfully

Theme: Athletics for Lower Primary (Weeks 10-12)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Walking and Running • Walking experiences - according to speed	• Walking freely in an easy relaxed way • Walking in different ways: - short or long steps - fast or slow - high or low steps • Walking on tip-toes • Walking side ways by crossing one foot in front of the other	• Walking • Running .	• Effective communication • Self-awareness • Interpersonal relationship • Creative thinking • Critical thinking • Decision-making	• Cooperation • Tolerance • Acceptance • Respect • Appreciation • Teamwork • Confidence

Assessment Guidelines (Weeks 10-12)
• Walk /run freely as instructed. • Walk /run on long and short steps. • Walk / run backwards, forwards and sideways accurately.

TERM III

Theme: Athletics for Lower Primary (Weeks 1-3)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Walking and Running **(ii) Running experiences** • Rhythmic runs - hops with various speed and forms - jogs - overtaking - races - relays	• Running freely around the area of play • Running short or long steps • Running with high knee lift • Running and changing direction	• Running • Hoping • Handling • Passing	• Creative thinking • Critical thinking • Decision-making • Effective communication • Interpersonal relationship	• Cooperation • Patience • Respect • Tolerance • Team work • Leadership • Acceptance

Assessment Guidelines (Weeks 1-3)
• Run according to instructions. • Hop using different speeds. • Handling and passing the baton to a partner. • Jogging on spot.

Theme: Athletics for Lower Primary (Weeks 4-6)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Jumping Experiences • With ropes, logs, sticks • Take off games: - standing long jump - standing high jump	• Jumping with feet together • Jumping forward side ways and backwards • Jumping from crouched position • Jumping over objects	• Jumping • Running	• Effective communication • Creative thinking • Critical thinking • Decision-making • Coping with emotions	• Appreciation • Acceptance • Patience • Tolerance • Endurance

Assessment Guidelines (Weeks 4-6)
• Jump forwards, sideways, backwards in space against objects. • Run as instructed. • Jump onto and off various objects.

Theme: Athletics for Lower Primary (Weeks 7-9)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Jumping Experiences • Take-off games • Jumps • Heights • Run	• Jumping backwards, forwards, sideways, in space • Jumping in time to signal • Jumping from various heights • Running and jumping • Standing long jump, high jump	Jumping Running	• Effective communication • Decision-making • Coping with emotions • Creative thinking	• Co-operation • Respect • Appreciation • Tolerance • Determination

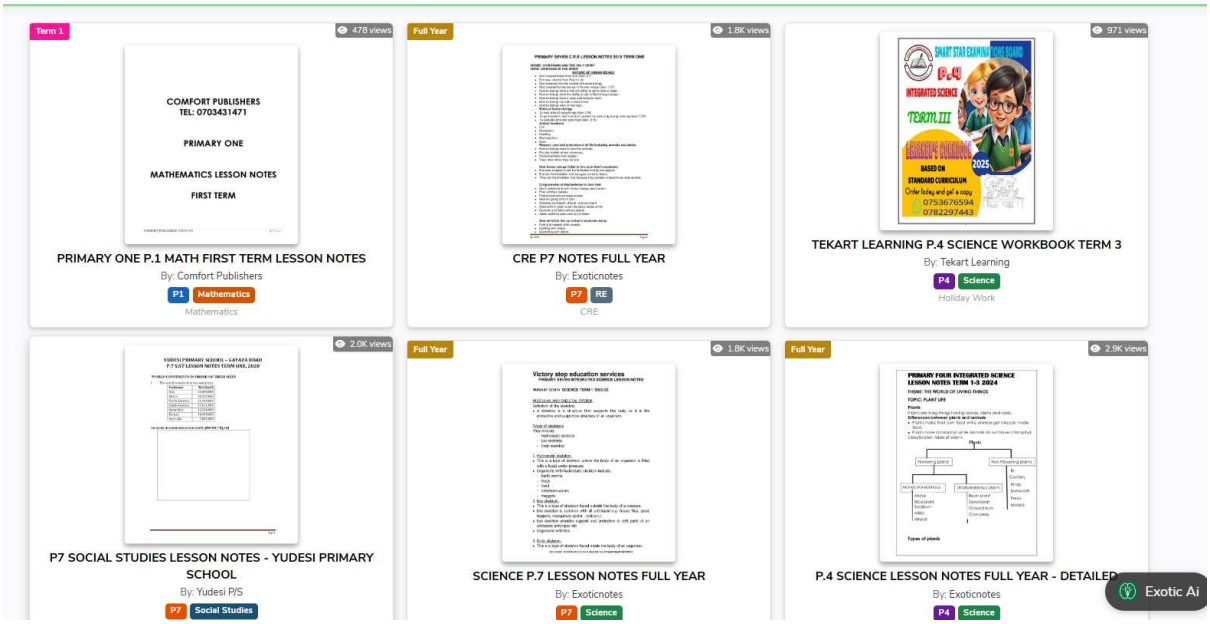
Assessment Guidelines (Weeks 7-9)
• Jump in time to signal • Jump off, on and over objects • Run as instructed

Theme: Athletics for Lower Primary (Weeks 10-12)

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Throwing Experiences • Throwing and aiming over objects • Throwing games and targets	• Throwing and catching with partner • Throwing a few metres from the target, then gradually increase distance (using large balls and large targets) • Rolling the ball at a target • Throwing and catching the ball (individual)	• Throwing • Targeting • Aiming • Playing	• Effective communication • Coping with emotions • Decision-making • Creative thinking • Critical thinking	• Confidence • Acceptance • Appreciation • Respect • Patience • Tolerance • Cooperation

Assessment Guidelines (Weeks 10-12)
• Throw to a partner. • Catch from partner or individually. • Aim at the target from a given position.

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