

THE REPUBLIC OF UGANDA
Ministry of Education and Sports

PRIMARY SCHOOL
ABRIDGED CURRICULUM
FOR UGANDA

ENGLISH
MATHEMATICS
INTEGRATED SCIENCE
SOCIAL STUDIES
CHRISTIAN RELIGIOUS EDUCATION
ISLAMIC RELIGIOUS EDUCATION

PRIMARY 5



NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

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NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

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Foreword

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

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

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

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



HON. Janet K. Museveni

First Lady and Minister for Education and Sports

Acknowledgement

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

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

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

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

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



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ENGLISH

PRIMARY FIVE

ABRIDGED CURRICULUM

General Background

Welcome to the Abridged English Syllabus. The syllabus has been abridged to help you cover all the content as you prepare learners to join Primary Six. The P5 class for this year missed almost all the Primary Four content due to the COVID-19 pandemic. You should cover tenses taught in Primary Four. That content has been merged with that of Primary Five Topic 1: **Vehicle Repair and Maintenance, Sub topic 1A: Parts of a Vehicle.**

During the teaching/learning process, you need to employ methods of teaching such as demonstration, discovery, role play, group work and dramatisation, among others. These methods will give learners adequate opportunity to practise the vocabulary and structures they have learnt.

After effectively handling all the topics in Primary Five, you should guide your learners in revising what they were taught in the previous classes. This, however, does not mean that you have to give them a lot of pen and paper examinations. Devise other strategies of revising the previous work with them.

CRITICAL CHANGES	JUSTIFICATION
TOPIC 1: Vehicle Repair and Maintenance **Sub-topic 1A: Parts of a Vehicle** Grammar contenton tenses from P4 has been included from the following Topics/Subtopics 1B.Describing Objects. 2.Directing People 3B.How I feel 4A.Good Behaviour	Mastery of the Present Simple tense, Present Continuous tense and Future tense will prepare the learners for coverage on Conditionals.

5A.Buying and Selling 7. Expression of the Future.	
Topic 2: Print Media **Grammar** Tenses: past, simple, future have been dropped.	They have been covered in P4 as well as in P5 Topic 1A..
Topic 3:Travelling **Grammar:** Past continuous tense, Past simple tense and Language Structures… while … have been dropped.	They have been covered in P4 as well as in P5 Topic 1A.
Topic 5A.Post Office **Grammar:** Future tense has been dropped.	This has been covered in P4 as well as in P5Term 1.
Topic 5B .Telephone **Grammar:** Past simple tense and Present simple tense have been dropped.	They have been covered in P4 as well as in P5Term 1.
Topic 5C :Internet Past simple and Conjunctions have been dropped	These have been covered in P4 as well as in P5 Term 1.
Topic 7:Peace and Security Conjunctions and Past Simple tense have been dropped.	This has been covered in P4 as well as in P5 Term 1and 2.
Topic 8: Services(Banking) Grammar has been dropped	This has been covered in P4 as well as in P5 Term 1and 2.

English: TERM 1

TOPIC 1: VEHICLE REPAIR AND MAINTENANCE

Introduction

This topic will enable learners to develop knowledge of the crucial vehicle parts and identify tools required in vehicle repair and maintenance. Through this topic, the learner will also develop appropriate language related to vehicle repair and maintenance.

Previous P4 Grammar content on tenses has been included to enable the learners to cover what they missed.

Before you teach Vocabulary, begin by teaching the tenses that are covered in Primary Four. The content is included under Grammar.

SUB-TOPIC 1A: Parts of a Vehicle

Competences	Content	Suggested teaching and learning activities
The learner: - answers oral and written questions about vehicle repair and maintenance. -narrates/signs stories on vehicle repair and maintenance. - reads/signs texts on vehicle repair and maintenance - writes/signs	**Vocabulary** Engine, tyre, steering wheel, windscreen, driving mirror, boot, seatbelt, seats, wiper, headlamp, indicators, spokes, chain, mudguard, carrier, saddle, reflector, brakes, bell, peddle, handlebar **Language structures** - …must … You must repair your vehicle. - …mustn't drive …	- guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/ poems/notices) - reciting /signing poems - acting dialogues - answering questions - playing spelling games

texts/stories related to vehicle repair and maintenance.	You mustn't drive with flat tyres. - … has … Ogule has bought new tyres for his car. - … have … The bad children have broken the windscreen of Mr. Kasozi's car. **Grammar** - Use of the Present Simple tense - Use of Present Continuous tense - Use of shall and will when expressing the future - Use of the Present Perfect tense - Use "has" and "have" - Use of "must" and "mustn't"	- completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Reading/signing stories
- Answering comprehension questions
- Acting/signing dialogues
- Completing stories/dialogues
- Writing guided and free compositions

SUB-TOPIC 1B: Equipment Used in Vehicle Repair

Competences	Content	Suggested teaching and learning activities
The learner: - narrates/signs stories related to equipment used in vehicle repair. - reads/ signs texts on equipment used in vehicle repair. - rewrites/signs texts/stories related to equipment used in vehicle repair. - uses appropriate language related to vehicle repair and maintenance.	**Vocabulary** Toolbox, pliers, spanner, screwdriver, hammer, file, car jack, saw, grease, oil, sandpaper, tester, wire **Structures** - If … If I want to remove a tyre, I will use a car jack. - … if … I will buy a spanner tomorrow if I go to town. - … in order to … Kirya used a pair of pliers in order to cut the wire. **Grammar** Conditionals (If)	- guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - asking and answering questions - playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested activities for assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Reading texts
- Asking and answering comprehension questions
- Acting dialogues
- Composing poems/chants
- Completing stories/dialogues
- Writing guided and free compositions

TOPIC 2: PRINT MEDIA

Introduction

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

Competences	Content	Suggested teaching and learning activities
The learner: - reports stories from the print media. - reads/ signs texts related to print media. -writes/signs texts/stories on print media. - writes articles in the print media.	**Vocabulary** Cartoon, puzzle, story, news, announcement, newspaper, advertisement, magazine, back page, front page, reporter, article, editorial, columnist, editor, journalist, column, crossword, media, brochure, pull-out, newsletter. **Structures** - The … which … The article which appeared in the newspaper last week was sad. - … an… The journalist wrote an interesting story about elections. - … a… Mpungu is a good columnist. - … will …	- guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - Playing spelling games - completing sentences - writing compositions - rewriting stories

	The advertisement on games and sports will be in the newspapers next week. **Grammar** - Use of articles: *a*, *the*, *an* - Relative pronouns	

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Reading/signing stories
- Answering comprehension questions
- Composing and publishing articles and cartoons
- Completing stories/dialogues
- Writing guided and free compositions

TOPIC 3: TRAVELLING

Introduction

This topic is intended to make the learner use the language related to travelling. It will consolidate the knowledge acquired in P.4 under the topic "**Giving Directions**". The learners will develop vocabulary, structures and skills related to travelling.

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Competences	Content	Suggested teaching and learning activities
The learner: - narrates/signs stories on travelling. - reads/signs texts on travelling. - describes different means of travelling using the given vocabulary.	**Vocabulary** Further, about, fare, conductor, ticket, seat, cycle, speed, fast, reduce, arrive, reach, leave, by, departure, destination, luggage, passenger, travel, taxi, coach **Structures** - … often … I often travel to town by bus. **Grammar** - Adverbs	- guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - Playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Reading/signing stories
- Asking and answering comprehension questions
- Acting/signing dialogues
- Completing stories/dialogues
- Writing guided and free compositions

English: TERM 2

Topic 4: Letter Writing

Introduction

This topic will enable the learner to develop knowledge and skills of writing personal/informal letters. It builds on what was handled in the previous topic **Print Media** and it lays a foundation for formal letter writing which is to be handled in P.7.

Competences	Content	Suggested teaching and learning activities
The learner: - reads/ signs texts on letter writing. - identifies the components of a personal letter using the given vocabulary. - writes personal letters using the acceptable grammar rules.	**Vocabulary** Invite, letter, envelope, card, address, occasion, party, guest, host, hostess, ceremony, affectionate, sincerely, yours, dear, receiver, writer, friend, reply, classmates, informal letter, personal letter, first name, body, sender, date, affectionately, relatives, friends, informal introduction, purpose, reason, inform, ask, thank. **Language Structures** - Hello … Hello, my friend. - … would … He would come to our party if	- guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - asking/answering questions - Playing spelling games - completing sentences - writing compositions - rewriting stories

	we invited him. - Would...? Would you write a letter to your mother if she was sick? - … could… Maria could write a letter inviting Maggy to a birthday party. - Could …? Could he reply to that letter immediately? **Grammar** - Interjections - Punctuation - Personal pronouns	

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Asking/answering comprehension questions
- Acting dialogues
- Composing poems/chants
- Completing stories/dialogues
- Writing and publishing personal letters

TOPIC 5: COMMUNICATION

Introduction

This will enable the learner to develop the knowledge and skills of giving and receiving information in order to enable them to interact with others freely. It also consolidates knowledge and skills acquired in the previous topics.

SUB-TOPIC 5A: The Post Office

Competences	Content	Suggested teaching and learning activities
The learner: - narrates/signs stories related to the Post office. - reads/signs texts on the Post Office. - writes sentences related to the post office in the future tense.	**Vocabulary** Post, stamp, letterbox, directory, package, money order, private box, parcel, telegram, mail, aerogram, post office, box rental, letter slot, registered letter **Structures** - … either … or … Sarah will either send a letter or send a telegram. - … might … She might receive her parcel this evening.	- guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - playing spelling games - completing sentences - writing compositions - re-writing stories

	- … unless … Your letter will not be posted unless you fix a postage stamp. - Unless …. Unless you pay for your box rental, it will be closed. **Grammar** - Conjunctions	

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Asking and answering comprehension questions
- Acting/signing dialogues
- Reciting/singing poems/songs/chants
- Completing stories/dialogues
- Writing guided and free compositions

SUB-TOPIC 5B: The Telephone

Competences	Content	Suggested teaching and learning activities
The learner: - narrates/signs stories related to the telephone. - reads/signs texts related to the	**Vocabulary** Telephone, mobile telephone, tele-face, airtime, landline, fixed line, receiver, handset, network mast, telephone	- guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/

telephone. - rewrites/brailles texts /stories related to the telephone. - demonstrates ability to communicate using a telephone.	directory, dial, airtime, call, subscriber's identification module (sim) card, load. **Structures** - … enough … to…. She did not have enough airtime to make a call. - … need to … You need to fix a landline at home. - … needn't … You needn't own two telephones.	dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - Playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Answering comprehension questions
- Acting dialogues
- Composing poems/chants
- Completing stories/dialogues
- Writing guided and free compositions

SUB-TOPIC 5C: The Internet

Competences	Content	Suggested teaching and learning activities
The learner: - narrates/signs stories related to the Internet. - reads/ signs texts related to the Internet. -writes/brailles texts/stories related to the Internet. - demonstrates ability to communicate using the Internet.	**Vocabulary** E-mail, website, delete, save, open, scroll, folder, surfing, computer, Internet café, service fee, virus, Google, Yahoo, search, page, access, sign in, sign out, log, Internet Explorer, search engine **Structures** - … too … to … The Internet café was too congested to sit in. - … in order to … I opened the website in order to access my e-mail. - … so as … He logged onto Yahoo so as to surf news. **Grammar** - Interrogative pronoun (who, what, which)	- guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - Playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Reading/signing stories
- Answering comprehension questions
- Acting/signing dialogues

- Reciting/signing poems/songs/chants
- Completing stories/dialogues
- Writing guided and free compositions

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English :TERM 3

TOPIC 6: CULTURE

Introduction

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

Sub-topic 6A: Nationality

Competences	Content	Suggested teaching and learning activities
The learner: • narrates/signs stories related to nationality. • reads/signs texts related to nationality. •writes/signs texts/stories related to nationality. • identifies the various nationalities in the world.	**Vocabulary** Ugandan, Tanzanian, Kenyan, Rwandan, Sudanese, German, French, English, Scottish, American, Brazilian, Chinese, Indian, Japanese. **Structures** - I am a … I am a Chinese man. - … not a … but … He is not a Ugandan but a Kenyan. - ……. come from……. Egyptians come from Egypt. **Grammar** - Adjectives - Prepositions	- guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - Playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Answering comprehension questions
- Acting dialogues
- Composing poems/chants
- Completing stories/dialogues
- Writing guided and free compositions

TOPIC 6: CULTURE

SUB-TOPIC 6B: Languages.

Competences	Content	Suggested teaching and learning activities
The learner: - narrates/signs stories related to language. - reads/signs texts related to languages. -writes/signs texts/stories related to language. - uses nouns, the passive voice and conditionals (if) to talk about various	**Vocabulary** Luganda, Lumasaba, Runyakitara, Luo, Iteso, Kiswahili, French, English, German, Latin, Chinese, Ibo, Lingala, Kinyarwanda. **Structures** - Sentence transformation People in England speak English. English is spoken in England. - If … would … If I were a Nigerian, I would	-guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - Playing spelling games - completing sentences - writing compositions - rewriting stories

languages.	be rich. - … would … if…. Muyobo would speak Spanish if she was from Spain. - … as … Kinyarwanda is for Rwandese as Lingala is for Congolese. **Grammar** - Nouns. - Passive Voice. - Conditionals (If 2).	

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Answering comprehension questions
- Acting dialogues
- Composing poems/chants
- Completing stories/dialogues
- Writing guided and free compositions

TOPIC 7: PEACE AND SECURITY

Introduction

This topic will enable the learners to develop vocabulary related to Peace and Security. It will also enable them to acquire appropriate language necessary for harmonious living.

Competences	Content	Suggested teaching and learning activities
The learner: - narrates/signs stories related to peace and security. - reads/signs texts related to peace and security . - rewrites/signs texts/stories related to peace and security. - uses appropriate language related to peace and security.	**Vocabulary** Peace, security, judge, magistrate, report, statement, offense, offend, handcuffs, crime, cell, arrest, court, police station, police post, army, barracks, case, witness, defence, gun, arrows. **Structures** - … so … that … The village has so many thieves that there is no peace. - … about … The witnesses have given their statements about the case. **Grammar** Present Perfect tense	-guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - Playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Reading/signing stories
- Answering comprehension questions
- Acting/signing dialogues
- Composing poems/songs/chants

- Completing stories/dialogues
- Writing guided and free compositions

TOPIC 8: SERVICES (BANKING)

Introduction

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

Competences	Content	Suggested teaching and learning activities
The learner: - narrates/signs stories related to banking. - reads/ signs texts related to banking. -demonstrates ability to use appropriate language related to banking situations.	**Vocabulary** Bank, bank manager, account, pass book, bank book, teller, deposit, withdraw, credit, save, safe, balance, bank statement, bounce, cheque, forge, cashier, withdraw form, deposit form, ATM card, machine, cheque book, savings, money. **Structures** - Neither … nor … Neither is he a manager nor a cashier at that bank. - … neither … nor … Wafula will neither withdraw nor deposit any money today. - … as soon as …	- guiding learners to pronounce/sign words - constructing sentences using the given structure and vocabulary - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - Playing spelling games - completing sentences - writing compositions - rewriting stories.

	The cashier gave Akello money as soon as she presented the withdraw form. - As soon as … As soon as Opio gave in the account number, the bank manager told him his balance.	

Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Asking and answering comprehension questions
- Composing poems/songs/chants
- Writing guided and free composition

NATIONAL CURRICULUM DEVELOPMENT CENTRE

MATHEMATICS

PRIMARY FIVE

MATHEMATICS: TERM 1

Topic 1: Set Concepts

Duration: 8 Periods

Introduction

Sets in this class will form a basis for extending the understanding of numbers. The content on sets for Primary Four that is found so critical has been added to the content of Primary Five. As a teacher you will be required to use both reference books of Primary Four and Primary Five to get the details of the content. You should know that during lock down learners have been engaging in many sorts of things, you are advised to draw examples from everyday life of the learner related to sets and ensure that all learners are engaged at all times. **Although equal and equivalent sets were covered in Primary Four, the same content can be used as revision to cover the introduction of content for Primary Five before introducing Venn diagrams**.

Note that: Through experiment, learners form and name equal and equivalent, union and intersection of sets from a variety of instructional materials. Discovering the members that form union and intersection sets will make much sense if done practically.

CRITICAL CHANGES	JUSTIFICATION
1) Set Concepts The content about equal sets was included in primary 5.	Although equal and equivalent sets were covered in primary 4 the same content in primary 5 can be used as revision to cover also the content for primary 5 before introducing Venn diagrams
Mixed operations have been left out for primary 6	Mixed operations have been left out for primary 6 after multiplication and division

	have been wide coverage
5) Fractions Content about fractions in primary 4 has been merged with that of primary 5 as introduction.	Learners get the proper linkage between the concepts of fractions from simple to complex.
6) Lines, Angles And Geometric Figures 2 dimensional and 3 dimensional figures have been included in the primary 5 content.	It is the foundation for other complex work on eg volume and others that was not covered in primary 4.
Integers **Has been shifted from third term to second term before graphs**	**The information on integers will be critical when drawing graphs**
7) Data Handling Content about tally marks has been included in the content of primary 5.	It is the basis for learners to organize and present information on line and bar graphs, though it was covered in primary 4, it can help learners to organize data
8) Time The content for primary 4 about time has been merged with that of primary 5.	In primary 4 they cover minutes to and minutes past and in primary 5 am and pm are introduced so in order to have a logical flow in the concept of time these two were merged
9) Money The content on money has been shifted to be covered immediately after operations on whole	Since it involves operations with money it fits well after covering the topic of operations on whole numbers

numbers in term one	
10) **Length, Mass and Capacity**. The primary 4 content has been integrated into that of primary 5.	Considering the period of lock down, learners of primary 4 did not cover the content about length, mass and capacity.

Competences	Content	Suggested Activities
The learner i) identifies number of members in a given set. ii) lists members of intersection and union sets iii) draws Venn diagrams. iv) identifies union and intersection of sets using Venn diagram.	a) Number of members in given sets b) Union and intersection of sets c) Venn diagram	i) Counting number of members in given sets ii) Drawing Venn diagrams iii) Identifying and writing/brailling common members of sets (intersection) iv) Listing members of the union set.

Suggested Assessment Strategy

Let the learner form union and intersection of sets using Venn diagram.

Topic 2: Whole numbers

Duration: 6 Periods

Introduction

This topic runs from Primary 1 throughout primary where the numbers covered for upper classes go on increasing by number of digits. In Primary 4 the digits are supposed to be up to 99,999 and in Primary 5 up to 999,999. Whatever the case, the strategies used to make the learners understand are the same. Addition, subtraction, multiplication and division are basic operations in Mathematics. These are powerful foundational concepts in Mathematics with applications to many problem situations and connections to many other topics. Undoubtedly, their importance extends to real-life situations. As a teacher, you need to revise work on the four basic operations using mental work, number "spiders", games and competitions at the start of this topic. Give learners opportunity to read, write and speak the keywords used which have a special mathematical meaning in relation to operations on whole numbers.

Involve learners in discovering that multiplication is repeated addition and division is repeated subtraction through various hands-on activities in groups and as individuals. Give learners examples where Roman numerals are used and why they are still used.

Competences	Content	Suggested Activities
The learner i) counts whole numbers up to 999,999 ii) arranges numbers in their collect place on	a) Whole numbers up to 999,999 b) Place values up	i) Drawing a number line to show numbers in 100s from 0 – 2000 ii) Using an abacus or

the place values chart: ones, tens, hundreds, and thousands iii) writes/brailles numbers in expanded form iv) writes/brailles numbers in words rounds off whole numbers. v) writes/brailles numbers in Roman numerals and vice versa vi) sounds off whole numbers.	to 999,999 c) Expanding numbers up to 5 digits d) Roman numerals e) Rounding off whole numbers.	table to show place value and values of various numbers. iii) Identifying place values up to 6 digits iv) Using values of digits in given numbers to expand them v) Rounding off whole numbers vi) Reading/signing and writing Roman numbers up to fifty vii) Converting Hindu Arabic to Roman and vice versa

Suggested Assessment Strategies

Let the learner

i) identify values and place values of numbers.
ii) write/braille numbers in expanded form.
iii) convert Roman numerals to Hindu Arabic numbers and vice versa.
iv) round off whole numbers.

Topic 3: Operations on whole numbers

Duration: 8 Periods

Introduction

As a teacher, you will select some few addition numbers from the reference books of Primary 4 and few from the Primary 5 reference books. This can be done concurrently within 3 periods of 40 minutes. Regrouping involves a group of Base Ten numbers. (Tens, Hundreds, Thousands---). Engage learners in practical addition, subtraction, multiplication and division. Emphasise regrouping and let the learners discover how it is effectively done. Learners will discover that multiplication is repeated addition and division is repeated subtraction. Create scenario-based problems from the learners' context where learners are required to apply their knowledge to solve problems involving mixed operations. It will be interesting if group work is encouraged among learners. Revise addition of four-digit-numbers with regrouping. Besides, subtract three-digit -numbers from three with regrouping**. Mixed operations have been left out for Primary 6 after multiplication and division have been widely covered.**

Competences	Content	Activities
The learner i) adds five-digit-numbers with regrouping to extend the addition from the previous classes. ii) subtracts five-digit-numbers with regrouping to extend the subtraction from	a) Addition of whole numbers up to 6 digits b) Subtraction of whole numbers up to 6 digits c) Multiplication of whole numbers by 0, 10 and 100 d) Multiplication of whole numbers up	i) Making simple addition problems using numbers up to 999,999 ii) Subtracting numbers up to 999,999 iii) Solving problems involving addition and subtraction in real life situations. iv) Multiplying 3-digit numerals by 0, 10 and

the previous classes. iii) multiplies 3-digit-numbers by 2-digit- numbers. iv) multiplies 4-digit -numbers by 2-digit- numbers. v) solves word problems involving multiplication vi) counts numbers in Base Five. vii) computes problems involving addition and subtraction of numbers in Base Five.	to 3 digits by whole numbers from 1 to 9. e) Division of whole numbers by 2-digit-numbers including by 10 f) Numbers in Base Five g) Solution of real-life problems.	100 v) Multiplying up to 4-digit numbers by 2-digit numbers vi) Working out division using long division and describing each step vii) Counting numbers in Base Five viii) Computing problems involving addition and subtraction of numbers in Base Five

Suggested Assessment Strategies

Let the learner

i) multiply whole numbers by 3-digit numbers.
ii) divide whole numbers by 2-digit numbers.
iii) count in Base Five.
iv) solve problems involving addition and subtraction.

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Topic 4: Money

Duration: 9 Periods

Introduction

This topic is found in both Primary 4 and Primary 5 syllabuses under the same theme of measurement. Since some learners might have missed studying in Primary 4, it will be covered in Primary 5. During lock down some learners have been transacting business with their parents/ guardians, therefore, they have some knowledge about money. It is very important that you refer to such knowledge to carry out this topic practically. Learners should be taken to the nearby shop or market to observe how selling and buying is done and how change is found. Learners will use the idea of operations on numbers to discover addition, subtraction, multiplication and division of money. There is no need to spend much time on addition of money because learners have already gained the skill of the use of the operations. It has been realised that in the two classes some content is exactly the same so referencing will be done from the textbooks for Primary 4 and Primary 5 at the same time. **The content on money has been shifted to be covered immediately after operations on whole numbers in Term One. Since it involves operations with money it fits well after covering the topic of "operations on whole numbers".**

Competences	Content	Activities
The learner i) uses the four operations on money ii) completes the table of bills	a) Adding, subtracting, multiplying, dividing money b) Completing tables of bills	i) Adding, subtracting, multiplying and dividing money ii) Completing the table of bills

iii) plays buying and selling game iv) Finds selling price, profit and loss.	c) Exercising buying and selling d) Finding change, profit and loss e) Finding selling price when given loss or profit. f) Finding buying price when given loss or profit	iii) Using role-play to carry out buying and selling. iv) Finding selling price, change, profit and loss.

Suggested Assessment Strategies

Let the learner

i) use the four operations to deal with money.
ii) complete tables of bills.
iii) calculate profit and loss.
iv) calculate selling and buying prices when loss or profit is given.

Topic 5: Patterns and sequences

Duration: 6 Periods

Introduction

Learners will understand the meaning of patterns and sequences through first observing where patterns are. e.g. tiles, jackfruit, pineapple, etc. Take them to where they can identify the patterns and sequences in their environment before introducing patterns and sequences. Show learners the importance of learning patterns and sequences in their real life. Let learners find the next numbers in a given pattern by adding and subtracting, multiplying and dividing numbers. Eventually, learners will discover the LCM and GCF through multiplication and division patterns. In the same topic, learners will discuss and form patterns by increasing and decreasing progression. Let learners discover and discuss triangular numbers, composite and square numbers using models.

Competences	Content	Activities
The learner i) lists triangular and composite numbers ii) forms patterns and sequences using triangular and composite numbers iii) finds factors of numbers iv) finds multiples of numbers v) Finds the LCM and GCF	a) Types of numbers: triangular, composite numbers b) Factors and multiples of whole numbers c) Number patterns d) LCM and GCF	i) Identifying and listing the types triangular and composite numbers ii) Forming different patterns using triangular and composite numbers iii) Finding factors of numbers iv) Finding multiples of numbers v) Finding the LCM and GCF

Suggested Assessment Strategies

Let the learner

i) find factors of numbers.
ii) find multiples of numbers.
iii) list/sign numbers to form patterns using triangular and composite numbers.
iv) find LCM and GCF.

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MATHEMATICS: TERM 2

Topic 6: Fractions

Duration: 15 Periods

Introduction

Fractions are part of our daily lives, in many instances the knowledge of fractions is required to solve problems, let them be land, money or sharing property. Leaners should be engaged in practical identification of fractions with and without the same denominator including equivalent fractions. Learners should experience writing fractions in the lowest terms and use the basic operations to solve problems involving fractions. Learners have been under lock down for quite a long period and they have been discovering a lot from their environment. Give learners opportunity to discover different fractions including the reciprocals of fractions practically. Although fractions are covered in first term in **Primary Four** and in second term in **Primary Four**, the content in this topic is in such a way that it links up well, so let the learner see that link when involving operations on fractions. Learners should work in groups to help each other to interpret and solve word problems involving fractions. Give them a chance to communicate their answers to the whole class. The concept of decimal fractions doesn't exist in Primary 4, learners are expected to experiment and discover the difference between whole numbers, proper fractions and decimal fractions by using fraction strips. So, accord them necessary guidance. Learners will discover the change in writing place values and use the idea of place value to write the place value of decimals up to the Hundredths. e.g. 1/10, as 0.1 where 0 is the place of Ones. For operations on decimal fractions the emphasis should be put on arranging the digits. Group work to aid easy reading, interpreting and solving problems with decimal fractions will be much easier when the problems are contextualised to help the learners to relate to daily life. **Content about Fractions in Primary 4 has been merged with that of Primary Five as introduction. This will give a proper linkage of the content for the two classes.**

Competences	Content	Activities
The learner i) demonstrates proper, improper and mixed numbers using objects and diagrams ii) changes mixed numbers to improper fractions and vice versa iii) draws fractions with the same and different denominators iv) adds fractions with the same and different denominator v) subtracts fractions with the same and different denominators vi) multiplies fractions with fractions vii) finds reciprocals of fractions viii) divides proper fractions by proper fractions ix) divides fractions by	a) Proper, improper fraction and mixed numbers. b) Equivalent fractions. c) Fractions with the same denominator d) Fractions with different denominator e) Addition and subtraction of fractions with different denominators f) Multiplication of fractions g) Division of fractions h) Place values of decimals up to hundredths. i) Decimals on number lines j) Conversion of decimals to fractions and vice versa	i) Demonstrating with examples, proper, improper fractions and mixed numbers using objects and diagrams e.g. ½, 2/3, 5/4 ii) Renaming/signing mixed numbers as improper fractions and vice versa iii) Writing/brailling equivalent fractions iv) Working out problems involving equivalent fractions v) Drawing diagrams of fractions with the same denominators. Adding fractions with same and different denominators. Subtracting fractions with the same and different denominators vi) Multiplying fractions by fractions vii) Multiplying fractions by natural numbers viii) Dividing proper fractions by proper fractions and finding

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natural numbers x) finds place values of decimal digits xi) converts decimals to fractions and vice versa xii) adds decimals up to hundredths. xiii) subtracts decimals up to hundredths.	k) Addition and subtraction of decimals up to hundredths.	reciprocal of fractions ix) Dividing fractions by natural numbers x) Finding place values and values of digits of numbers xi) Converting decimals to fractions and vice versa xii) Adding and subtracting decimals up to hundredths

Suggested Assessment Strategies

Let the learner

i) name/sign equivalent fractions and illustrates them.
ii) distinguish between proper and improper fractions and writes/braille mixed numbers.
iii) change proper fractions to improper fractions and vice versa.
iv) carry out the four fundamental operations on fractions.
v) solve real-life problems related to fractions.
vi) find place values and uses place values of digits to find values.
vii) convert decimals to fractions.
viii) add decimal fractions.
ix) subtract decimal fractions.

Topic 7: Lines, Angles and Geometric figures

Duration: 14 Periods

Introduction

Having the idea of geometric figures is very important as the knowledge can help learners at later stage in construction. Learners should identify and describe **2** and **3** dimensional figures around them. **Note**: in **Primary Four** curriculum the **2** and **3** dimensional figures are given as separate topics but because both feed into a similar topic in **Primary Five**, they are combined. Learners can collect and model the different figures from soil or clay to make them more engaged. This topic should be as engaging as possible. Remember, learners are from the lockdown where they have been engaging with many geometric figures incidentally, they should be involved in discovering lines, angles and other figures.

Having geometry sets will be a must for all learners for successful completion of the topic. In their groups, learners discover complementary and supplementary angles. Before the teacher embarks on teaching parallel and perpendicular lines learners should identify objects in the classroom which have those lines. **2 dimensional and 3 dimensional figures have been included in the Primary 5 content differently as they are the foundation for other complex work on e.g. volume and others that were not covered in Primary Four.**

Competences	Content	Activities
The learner: i) draws and constructs right angles. ii) draws and constructs parallel lines. iii) finds perimeter of rectangles and squares. iv) finds area of squares and	a) 2-dimensional figures b) 3 dimensional figures c) 2-dimension figures: triangles, squares, and rectangles d) Right angles e) Perimeter of squares and rectangles f) Area of squares and	i) Drawing 2- and 3-dimensional figures ii) Constructing simple 2- dimensional figures iii) Measuring the perimeter of playground using large steps. Working out the perimeter and the area of

rectangles. v) constructs circle and regular hexagon. vi) finds lines of folding symmetry of a rectangle, square and special triangles.	rectangles g) Parallel and perpendicular angles h) Circles and regular hexagons i) Simple lines of folding symmetry - rectangle - square and special triangles	various squares and rectangles iv) Making models of common solids and displaying them

Suggested Assessment Strategies

Let the learner

i) identify, draws and models 2 and 3 dimensional figures.
ii) draw right angles correctly.
iii) identify, draws and constructs parallel and perpendicular lines.
iv) correctly construct a hexagon.
v) fold square, rectangular, and triangular sheets of paper to form lines of symmetry.
vi) measure perimeter of real objects.
vii) find and compare areas of different shapes.
viii) use geometric instruments to construct angles, circles, squares and regular hexagons.

Topic 8: Integers

Duration: 6 Periods

Introduction

This topic is introduced in **Primary Five** but it is an important topic as the idea of integers can ably be used in plotting and drawing graphs. Integers should be introduced by relating them to real-life experiences, like using a thermometer, falling off a tree or into a ditch and others. Learners should discover by themselves the meaning of negative and positive integers through drawing and using number lines inside and outside the classroom. **This topic has been shifted from Third Term to Second Term before graphs. The information on integers will be critical when drawing graphs.**

Competences	Content	Activities
The learner: i) identifies positive and negative integers. ii) orders/arranges negative and positive integers using a number line. iii) adds positive to negative integers using a number line. iv) adds integers without using a number line. v) subtracts integers using a number line. vi) subtracts integers without using a number line. vii) solves simple-word problems involving integers.	a) Positive and negative integers b) Ordering integers c) Comparing d) Addition and subtraction of integers e) Simple-word problems	i) Identifying positive and negative integers ii) Comparing and ordering/arranging positive and negative integers iii) Adding and subtracting integers using a number line iv) Adding and subtracting without using a number line v) Solving word problems involving integers

Suggested Assessment Strategies

Let the learner

i) draw number lines and compares positive and negative numbers.
ii) use symbols to compare integers.
iii) add integers and subtract integers.
iv) solve simple word problems involving integers.

Topic 9: Data Handling

Duration: 14 Periods

Introduction

Learners have been collecting information on different items during lockdown whether organised or not. Learners will continue to collect information on items with similar characteristics and discover its representation in form of pictures. This content was supposed to be covered in **Primary Four.** It is a basis for learners organising and presenting information on the line and bar graphs. Line and bar graphs are found in both **Primary Four** and **Primary Five**. The teacher will cover the content concurrently referencing from the textbook of **Primary Four** and of **Primary Five** at the same time. This topic should be made fun and involving, drawing examples from the learner's experiences. **Content about tally marks has been included in the content of Primary Five. It is the basis for learners to organise and present**

information on line and bar graphs. Though it is meant to be covered in Primary Four, it can help learners to organise data.

Competences	Content	Activities
The learner i) groups information using tally marks. ii) draws, displays and interprets data on line and bar graphs. iii) finds average of collected data. iv) calculates probability.	a) Tally marks b) Scales on the horizontal and vertical axes c) Line d) Bar e) Average f) Probability	i) Grouping information using tally marks ii) Drawing scales on the horizontal and vertical axes iii) Drawing, reading, interpreting and displaying data on line and bar graphs iv) Finding average of collected data v) Working out probability

Suggested Assessment Strategies

Let the learner:

i) collect and group data from home and community.
ii) display data using tally marks.
iii) draw, interpret and display data on the bar and line graphs.
iv) work out average of data.
v) work out probability.

Topic 10: Time

Duration: 12 Periods

Introduction

Time is under measurement in both **Primary Four** and **Primary Five** classes. However, the content will be handled logically to enable learners to understand Time. Using real or model clocks learners should be given opportunity to manipulate the clocks, cut-outs, jigsaws, as they tell/sign or show time. The teacher can use cooperative learning and experimentation. Learners should begin with what they already know about time which was covered in **Primary Two** and **Three**. **The content for Primary Four about time has been merged with that of Primary Five to align Primary Four minutes to and minutes past with Primary Five a.m. and p.m. in order to have a logical flow**.

Competences	Content	Activities
The learner i) uses minutes to and minutes past together with a.m. and p.m. to tell/sign time. ii) converts hours into minutes, days into hours, weeks into days and vice versa. iii) interprets the calendar iv) finds duration. v) calculates distance, time and speed.	a) Time on the 12-hour clock b) Conversion of units of time c) Duration d) Time, distance and speed.	i) Discovering when to use minutes to and minutes past, p.m. and a.m. ii) Calculating how many minutes are in an hour, and how many hours are in a day (Conversion of time) iii) Interpreting the calendar and communicating the findings iv) Finding duration v) Calculating distance, time and speed

Suggested Assessment Strategies

Let the learner

i) tell/sign time on 12-hour clock using digital and analogue clocks.
ii) convert bigger units of time to small ones.
iii) find duration.
iv) solve word problem involving time, distance and speed.

MATHEMATICS: TERM 3

Topic 11: Length, Mass and Capacity

Duration: 14 Periods

Introduction

This topic is handled in both classes **Primary Four** and **Primary Five**. It has been covered in lower primary using non-standard units. Using standard units, learners need to practically measure and record their findings and use a measure chart to help them convert units of length. The content for Primary 4 has been integrated in the content for Primary 5. Therefore, reference books for the two classes will be used concurrently to ensure that no content is left out. Learners should be engaged in discovering perimeter. The learners can derive the formula by themselves after carrying out practical activities. Encourage cooperative learning among learners. **The Primary Four content has been integrated into that of Primary Five. Considering the period of lock down, learners of Primary 4 did not cover the content about length, mass and capacity.**

Competences	Content	Activities
The learner i) finds length in metres and	a) Lengths in metres ,	i) Measuring length in metres , centimetres

centimetres. ii) converts metres to centimetres and vice versa. iii) finds perimeter of rectangles and triangles. iv) works out perimeter of combined figures. v) finds area of squares and triangles vi) finds area of combined figures vii) converts kilogrammes to grams and vice versa viii) solves word problems involving mass ix) converts litres to millilitres and vice versa. x) measures capacity in litres and millilitres.	centimetres b) and millimetres c) Perimeters in centimetres d) and millimetres e) Areas in m2 and cm2 f) Mass in kilograms and grams g) Capacity in litres and millilitres	and millimetres ii) Metres, centimetres and millimetres Converting metres to centimetres and vice versa Finding perimeter in centimetres and millimetres Finding area in metres and centimetres vi) Measuring mass in kilograms and grams vii) Converting kilograms to grams and vice versa viii) Measuring capacity in litres and millilitres ix) Converting litres to millilitres and vice versa x) Solving word problems involving measuring

Suggested Assessment Strategies

Let the learner

i) measure length and mass using correct instruments.
ii) convert from one unit to the other.
iii) calculate area and perimeter of plane figures.

iv) solve word problems involving length, mass and capacity.

Topic 12: Algebra

Duration: 14 Periods

Introduction

Algebra has been done since Primary One. Making reference to the previous work will help learners to reflect and actively participate in this topic. It is advisable to use learners' real-life experiences when writing algebraic expressions and forming equations. Remind the learners regularly to be organised as they solve equations.

Competences	Content	Activities
The learner: i) writes mathematical expressions ii) collects like terms and writes algebraic expressions iii) finds missing values in addition and subtraction iv) finds missing values in multiplication v) finds missing values in division vi) solves simple word problems involving equations	a) Simple equations b) Using the four operations c) True mathematical statements d) Like terms e) Expressions in algebra f) Simple word problems involving algebra	i) Writing/brailling mathematical expressions ii) Collecting like terms iii) Finding missing values iv) Solving simple word problems involving equations

Suggested Assessment Strategies

Let the learner

i) simplify algebraic expressions.
ii) solve simple equations.
iii) form simple word problems involving equations and solve them.

INTEGRATED SCIENCE

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Introduction

The Primary Five Integrated Science syllabus has fifteen topics under six themes. Six of these topics are lifted from the syllabus of Primary Four as its complete coverage was disrupted by the COVID 19 pandemic. Other critical changes in this syllabus include reorganising the sequence of the content, merging the topics disease vectors and communicable intestinal diseases, worm infestations and external parts of domestic animal. Critically, content on COVID 19 was added as another immunisable diseases**.** The teacher is expected to use a variety of learner-centred pedagogy and effective use of the environment to facilitate learning.

SCIENCE:

Theme: Science in human activities and occupations

TOPIC 1: OCCUPATIONS IN OUR COMMUNITY: CROP GROWING

13 PERIODS

Competency: This is Topic 3 of Term 2 in the P.5 standard curriculum. In this topic, the learners are guided on how to grow and care for common tuber crops in the community. Most of the activities should be done practically to enhance understanding and development of the intended knowledge, skills, and values.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • identifies the characteristics of common tuber crops. • discusses ways of growing and caring for tuber crops. • identifies pests and diseases of tuber crops. • describes the characteristics of common tuber crop pests and their effects on crops. • discusses	• Common tuber crops - Root tubers: -Sweet potatoes -Carrots -Cassava - Stem tubers: -Irish potatoes - Yams • Growing and caring for tuber crops • Common pests and diseases of tuber crops • Characteristics of common tuber crop pests • Effects of pests and diseases on tuber crops: -Rotting of tubers	• A field visit to the nearest market to observe the common tuber crops sold in the market • Identifying the common tuber crops • Grouping tuber crops as root tubers and stem tubers • Discussing the ways of growing and caring for tuber crops • Trapping and observing some of the common pests that attack tuber crops • Describing the characteristics of common tuber crop

methods of controlling pests and disease of tuber crops. • describes ways of harvesting, processing and storing tuber crops. • practices growing tuber crops (project by the Young Farmers Club)	-Holes on tubers and leaves -Leaf yellowing -Leaf curling • Methods of controlling pests and diseases of tuber crops • Harvesting, processing and storage of tuber crops • Science oriented clubs: -Young Farmers Club	pests • Discussing the effects of pests and diseases on tuber crops • Demonstrating methods of controlling pests and diseases of tuber crops • Describing ways of harvesting, processing and storing tuber crops • Practising growing tuber crops as a project

1. Assess individual learners' exhibition of the different types of tuber crops.
2. Take learners to the school garden and observe them practise planting tuber crops.
3. Observe and take notes as learners working in groups, demonstrate and discuss the ways of harvesting, processing, and storing tuber crops.

Theme: Theory and Practice of Physical education

TOPIC 2: KEEPING POULTRY AND BEES

30 PERIODS

Introduction: This is Topic 1 of Term 1 in the standard P.5 curriculum. The topic is intended to develop learners' awareness and equip them with survival skills of keeping poultry and bees as a viable livelihood activity. The topic should largely expose learners to actual farm practices like feeding, sanitation, vaccination, and treatment where possible.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • identifies different examples of poultry. • describes the external parts of a domestic fowl. • identifies the different types of chicken. • describes the breeds of chicken. • explains the uses of poultry. • describes the systems of keeping poultry (chicken). • explains how to manage a poultry farm. • describes the life history of bees. • states the different types of bees. • states the importance of bees. • explains the conditions and reasons of swarming.	▪ Types of poultry: chicken, turkey, guinea fowl, ducks, pigeons ▪ Types of chicken: -broilers -layers ▪ Breeds of chicken ▪ Systems of keeping poultry (chicken): free range, deep litter, fold pen, battery ▪ Management of poultry (chicken): -Proper feeding, housing, pest and disease control and treatment (spraying and vaccination) ▪ Types of bees: drones, workers, queen ▪ Importance of bees to plants and people: pollination, honey, beeswax and propolis ▪ Conditions and reasons for swarming: leakage in the hive, excessive heat, attack by enemies, bad smell, noise, looking for a new hive	▪ Visiting a nearby poultry farm. Individually identify and take note of different types and breeds of poultry ▪ Working in groups, learners describe the external parts of a domestic fowl ▪ Demonstrating poultry management practices on a farm for example feeding and cleaning ▪ Watching a video demonstrating bee keeping

• identifies the types of beehives. • describes the different methods of harvesting honey. • explains the importance of bee farming as a business.	▪ Types of hives: -Traditional beehives like Kigezi, dug out log, tin -Modern beehives like box hive, top bar hive ▪ Harvesting honey: -traditional and modern methods ▪ Bee farming as a business: money, food, candles, plastics, and employment	and observing the types of beehives, and basic requirements and practices in bee keeping (where available)

Assessment guidelines

1. Observe and assess the individual learners' interests and abilities of taking care of poultry and bees, using the schools farm, or contextualised environment of the lesson.
2. Using the project method, assess the learners' ability to establish and manage a poultry or bee keeping project (either in school or at home) - this may involve home visits by the teacher.

Theme: science in human activities and occupations

TOPIC 3: KEEPING RABBITS

15 PERIODS

Introduction: This is the last topic in the standard P.4 curriculum. The topic develops learners' competences in and appreciation of keeping rabbits as a viable livelihood activity. Where possible, the teacher needs to establish a demonstration farm in school for learners to practise rabbit keeping by feeding the rabbits and ensuring sanitation, vaccination and treatment of the rabbits.

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: ▪ lists names of external parts of a rabbit. ▪ names different types of rabbits and their uses. ▪ Compares the different types of rabbits. ▪ constructs a hutch for rabbits. ▪ describes breeding habits of rabbits. ▪ names common diseases of rabbits. ▪ practices the control, prevention and treatment of rabbit diseases. ▪ demonstrates skills in keeping rabbits.	• Types and uses - Types: local, exotic - Uses: meat, manure, money, skin for making bags and belts • Construction of rabbit hutch (housing) • Management practices (keeping rabbits) - Feeding rabbits - Breeding of rabbits - Hygiene - Common diseases: ear canker, flu, cold, coccidiosis, pneumonia, snuffles, fleas, mites, ticks • Control and treatment of rabbit diseases • Keeping rabbit records	• In case the school has a rabbit farm, the learners should visit the farm • Constructing a rabbit hutch • Demonstrating correct practises in rabbit keeping • Setting up projects of rabbit keeping • Demonstrating practises of control of pests and diseases in rabbits

Assessment guidelines

- In groups, assess the learners' ability to construct hutches for rabbits.
- Individually, using the school's farm, assess the learners' ability to take care of rabbits.
- Using the project method, assess the learners' ability to establish and manage rabbit farms (either in school or at home). This may involve home visits by the teacher.

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Theme: Science in human activities and occupations

TOPIC 4: KEEPING GOATS, SHEEP AND PIGS

30 PERIODS

Introduction: This is Topic 2 in Term 3 in the P.5 standard curriculum. The learners will be guided to use scientific knowledge and skills to keep goats, sheep, and pigs. The learners should be taken to visit nearby animal farms to observe the skills of keeping goats, sheep, and pigs practically.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • describes uses of goats, sheep and pigs. • discusses the causes, signs, symptoms, prevention and control measures of diseases in goats, sheep and pigs.	• Goats, sheep and pigs keeping • Housing and management of goats, sheep and pigs • Products from goats, sheep and pigs: - Meat - Skins - Wool - Milk • Diseases and parasites of goats, sheep and pigs: - Causes - Signs and symptoms - Prevention and control	– Drawing and labelling external parts of goats, sheep, and pigs – Identifying products got from goats, sheep and pigs – In small groups, learners describe the management practises of goats, sheep and pigs – Using whole class approach, learners discuss how to control parasites and diseases of goats, sheep and pigs

Assessment guidelines

1. Assess the individual learner's ability to draw and label the external parts of a goat, a sheep and a pig.
2. Assess the individual learners' competence to identify the products got from goats, sheep and pigs.

3. In groups, assess the learners' competences to discuss how you can control the parasites and diseases that affect goats, sheep and pigs.

Theme: Matter and Energy

TOPIC 5: MEASUREMENTS

15 PERIODS

Introduction: This is Topic 2 of Term 1 in the standard P.5 curriculum. The topic is designed to equip learners with basic knowledge about standard measurements of quantities like mass, weight, and volume. The proper use and the rightful instruments/apparatus should be emphasised.

Theme: Games

TOPIC 6: BASIC SKILLS IN ROUNDERS

6 PERIODS

Competency: The learner makes improvised equipment for Rounders and performs basic techniques of the game of Rounders with consideration of rules as well as safety.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: ▪ states the different measurements of objects. ▪ explains the need for standard measures of mass, weight and volume. ▪ uses the correct	▪ Measuring: -mass and weight -capacity and volume ▪ Behaviour of objects with water: -floating and sinking -displacement methods ▪ Finding density of different objects in relation to mass	▪ Individual learners collecting different objects/ substances/liquids and discussing in groups about the quantities to be measured ▪ Discussing about the descriptions of quantities and related key concepts ▪ Demonstrating measurement of different instruments/apparatus to

instruments and apparatus to take measurements.	and volume.	determine the quantities measured ▪ Using whole class approach, learners discuss about the different behaviour of objects when in water ▪ Individually calculate the density of different objects in relation to mass and volume

Assessment guidelines

1. In small groups, learners determine measurements of given objects.
2. Use practical work to assess the learners' knowledge competences about behaviour of objects when in water. Allow them to bring a variety of materials or objects and measurement apparatus.
3. Using written tests, assess the individual learner's competence on the behaviour of different objects when in water and calculations about density of different objects.

Theme: Matter and Energy

TOPIC 6: HEAT ENERGY

25 PERIODS

Introduction: This is Topic 2 of Term 2 in the P.5 standard curriculum. This builds on the terms learnt in earlier classes such as mass, volume, and density. Build on this experience to introduce state of matter and forms of energy. Learners should be helped to identify the difference between types and forms of energy. Expose the learners practically to the effect of heat on matter. Learners should be helped to acquire scientific knowledge on effects of heat on things in the environment and demonstrate skills of investigating effects of heat on matter.

COMPETENCES	CONTENT	SUGGESTED

		ACTIVITIES
The learner: • analyses what matter is. • investigates the three states of matter. • differentiates between solutes and solvents. • identifies the differences between types and forms of energy. • identifies different sources of heat. • describes the effect of heat on matter. • investigates methods of heat transfer. • states the difference	• Matter: -What it is -Weight/mass • Properties of matter (experiments): -Has weight -Occupies space -Exerts pressure • States of matter: -Solids -Liquids -Gases • Solutes, solvents, and solutions • Energy: • What it is • Types of energy ○ Kinetic energy ○ Potential energy • Forms of energy: heat, sound, electric, magnetic, light (no details of each needed) • Characteristics of forms of energy (make work possible, transformation). • Heat energy: -What it is -Sources of heat: sun, food, candle light, hot flat	• Through brain storming, learners name different states of matter • In groups, learners experiment with mixing and separation of mixtures • Through brainstorming, the learners differentiate solutes from solvents • Through think-pair-share, learners describe types and forms of matter • Through demonstration, the class carries out experiments to show the effects of heat on matter • Individually, learners state the effects of heat on matter • Through think-pair-share, learners

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between heat energy and temperature. • relates heat to temperature. • explains the types and uses of the thermometer. • converts degrees appropriately.	iron, hot charcoal, burning wood or coal and so on -Uses of heat: to cook, dry clothes, warm things • Effects of heat gain and heat loss: - Change of size/length - Expansion (experiments on the expansion) - Contraction (experiments on contraction) - Change of state e.g. melting, evaporation, freezing, condensation and sublimation - Increase in temperature - Heat transfer (how heat travels) - Conduction in solids - Convection in liquids and gases - Radiation in vacuum • Uses of different methods of heat transfer in our surrounding: - The thermos flask - The charcoal stove • Heat and temperature - What temperature is 10. Thermometers and measure	discuss what energy is • Individually, learners draw and label the vacuum flask and explain how it works • Under the teacher's guidance, learners measure temperatures • Individually learners draw and label different thermometers • Through guided discovery, the learners work out calculations involving conversions in °C *and* °F • The learners practice measuring and recording temperature using an infrared thermometer (temperature gun) correctly • The learners watch a video on

	of temperature: - Types and uses of thermometers - Celsius scale - Fahrenheit scale - Six's (minimum and maximum) - The clinical thermometer - Differences between different thermometers • Conversion from Celsius to Fahrenheit and vice versa	conversion of degrees: https://www.youtube.com/watch?v=beNbdYc6_7o

Assessment guidelines

- Using written tests, assess each learner's ability to describe the characteristics of different states of matter.
- Assess each learner's competence in explaining how heat energy affects the environment.
- Using group work and mini presentations, assess each learner's ability in drawing and labelling different thermometers.
- Using practise exercises, assess each learner's competence in converting from Celsius to Fahrenheit and vice versa.
- Using project work, assess each learner's competence in differentiating between forms of energy by researching about uses of the different forms of energy.

Theme: The world of living things

TOPIC 7: BACTERIA AND FUNGI

20 PERIODS

Introduction: This is Topic 4 of Term Two in the P.5 standard curriculum. The topic helps learners to understand bacteria and fungi as disease agents. It is designed to equip learners with knowledge on how some bacteria and fungi are useful and/or harmful in our day-to-day life. The learners are also guided to discuss about bacteria and fungi as agents of diseases.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • describes bacteria, where they are found and where they breed. • describes characteristics of bacteria. • discusses ways of preventing, controlling, and treating bacterial diseases. • describes fungi as harmless and harmful organisms. • identifies dangers of fungi. • discusses ways of preventing and controlling bacterial and fungal diseases.	1. Bacteria: • What they are • Where they are found • Where they breed 2. Nature of bacteria: • Harmful • Harmless/useful 3. Prevention, control, and treatment of bacterial diseases 4. Fungi: • What they are • Where they are found • Examples of fungi • Harmful • Harmless/useful • Uses of fungi (mushroom for food, mould for penicillin drug, in brewing) 5. Dangers of fungi 6. Prevention and control of diseases caused by fungi 7. Facts about bacteria and fungi: • They can cause	• In groups, learners discuss places where bacteria can be found in a home or school • The teacher guides the learners on describing the nature of bacteria • Through brain storming, learners discuss possible ways of preventing, controlling and treatment of bacterial diseases • The learners research on fungi - what they are, where they are found - and present their work during class discussion • Individually, the learners mention examples of fungi • In groups, the learners identify dangers and usefulness of fungi • Learners in small groups of 4-5, discuss ways of preventing, controlling, and treating fungal

	diseases • They can cure diseases • They last for a long time	diseases • Through think-pair-share, learners state the facts about bacteria and fungi

Assessment guidelines

- Assess each learner's ability to describe (orally, pictorially or written) what bacteria and fungi are and how they breed and feed.
- Assess each learner's ability to identify the diseases caused by bacteria and fungi and how they can be prevented, controlled, and treated.
- Assess each learner's ability to describe the usefulness/harmfulness of bacteria/fungi.

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Theme: The environment

TOPIC 8: SOIL

20 PERIODS

Introduction: This is Topic 1 of Term 2 in the P.5 standard curriculum. This will enable learners to study about soil as a major component of the environment. Learners should be helped to find out how soil helps people to survive and its relationship with other components of the environment.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • identifies the different types of soil. • describes the composition of soils. • discusses uses of soil. • describes the different ways soil is formed. • investigates the properties of different soils. • analyses the importance of soil.	1. Soil -What it is -Composition of soil: water, air, dead plants, dead animals, rock particles -Uses of soil -Types of soil: o Loam o Clay o Sand 2. Soil formation -Weathering of rock -Decomposition of matter 3. Components of soil: -Rock particles (mineral) -Air -Water -Humus/organic matter -Bacteria and fungi (living things) 4. Importance of soil: – Plant growth – Construction	• Identifying and describing the types of soil individually • Collecting samples of soil and carrying out experiments to show the properties of soil • Carrying out experiments on the components of soil in small groups • Discussing the importance of soil in small groups of 4-5 learners • Demonstrating an experiment to investigate soil erosion (use a wooden box, nails and wire mesh and watering can) • Discussing types and

• describes the types and causes of soil erosion. • states the effects of harmful materials on soil. • demonstrates methods of soil conservation. • discusses ways of improving soil fertility. • investigates the advantages and disadvantages of artificial fertilisers and manure. • demonstrates best ways of making compost manure.	– Pottery – Animal habitat – Mining 5. Soil erosion: t it is -Types of soil erosion -Causes of erosion -Agents of erosion 6. Effects of harmful materials on soil: -Broken glasses/tins -Plastics -Polythene -Chemicals/oils 7. Soil conservation -What it is -Methods of soil conservation 8. Soil fertility -What it is -Ways of improving soil fertility -Artificial fertilisers (in-organic) -Natural fertilisers (organic): o Compost manure o Farmyard manure o Green manure o Organic mulches 9. Advantages and disadvantages of artificial and natural fertilizers (manure) 10. Making compost manure (project)	causes of soil erosion using whole class discussion for learners • Making field visits and guiding the learners to identify harmful materials in the soil • Individually, learners state effects of harmful materials on soil • Watching the video on the link below under the teacher's guidance: **https://www.youtube.com/watch?v=G8MO_8Zfu3Q** • Practising methods of soil conservation in the school compound • Identifying ways of improving soil fertility • Making farm visits to investigate the advantages and disadvantages of artificial fertilisers and manure (in farms where such fertilisers are used) • Participating in making compost manure near the school garden

Assessment guidelines

- Using a written test, assess each learner's ability to identify and name different types of soil.
- Observe and assess each learner's competence on comparing drainage in different types of soil as they work in groups on the practical activity of soil drainage and capillarity.
- Assess each learner's competence about methods of conserving soil as they carry out related activities around the school garden/compound.
- Using project method and working groups, assess the learners' ability to prepare organic or compost manure for the school/home garden.

Theme: Managing changes in the environment

TOPIC 9: TYPES OF CHANGES – BIOLOGICAL, PHYSICAL AND CHEMICAL CHANGES

15 PERIODS

Introduction: This is Topic 1 of Term 3 in the P.5 standard curriculum. In this topic, learners will be guided to study about the different changes in their environment. The learners will be guided to classify the changes under Biological, Physical and Chemical. The learners will be encouraged to perform simple experiments on changes of matter.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • describes how changes take place in the environment. • describes the different changes in the environment. • describes the different effects/ consequences of various changes in the environment.	- Types of changes in the environment - Biological changes: o What they are - Growth in plants and animals - Physical changes in plants and animals - Managing body changes -body care -guidance - Chemical changes: o What they are: -rusting -fermentation -respiration -rotting and decaying - Physical changes:	• Naming the different types of changes in the environment • Classifying the changes under biological, physical, and chemical • Carrying out experiments on changes in different states of matter

	○ What they are ○ Changes in weather ○ Changes in the states of matter: -land slides -earthquakes - Placement faulting/volcanic actions - Characteristics of various types of changes in the environment - Consequences of various types of changes to people, animals and plants - Increases in size - Increases in temperature - Mountain formation - Rain formation - Change of state - New things are formed - Placement of things - Natural causes of changes in the environment: floods, drought, earthquake, hailstones, landslides, storms, lightening, thunder - Effects of changes: Hunger, destruction of homes and property, plants, animals - Soil erosion, diseases/epidemics, migrations	

	- Ways of managing changes - Changes in the environment through human activities	

Assessment guidelines

1. Name different changes that happen to living things.
2. Group the learners and guide them to discuss changes in the environment. Assess the learners' knowledge competences about categorised changes in the environment under:
    a) Biological
    b) Physical
    c) Chemical
3. Using written exercises, assess learners' understanding about the different ways of managing changes that happen in our environment.
4. Use project work to assess learners' demonstration of different ways of managing changes in the environment.

Theme: Human health

TOPIC 10: PRIMARY HEALTH CARE (PHC)

20 PERIODS

Introduction: Sanitation is Topic 4 in Term Two in the standard P.4 curriculum, and Primary Health Care (PHC) is Topic 4 in Term 3 in the P.5 standard curriculum. Both topics are under the theme "Human health". They have been merged because 'Sanitation and its importance' had not been covered when schools closed due to COVID 19 and to provide continuity. Under 'Sanitation' the learners are guided to appreciate and encouraged to develop good sanitation habits to protect themselves against germs and

diseases. On the other hand, PHC is set to broadly guide learners to explore and learn about the different elements and principles of PHC. The topic will support the learners to carry out activities which aim at improving community hygiene and health. The content on people who need special care and how to care for them has been left out. It will be covered under the topic "Food and Nutrition".

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • states what sanitation is. • discusses the importance of proper sanitation. • explains what germs are. • discusses how the germs are spread. • describes the different ways of maintainin	• What sanitation is • Importance of good sanitation in our environment • Germs and diseases: - what they are - where they are found - how they are spread - the 4Fs germ path - How they cause rotting • Ways of protecting against germs and diseases in the	• Sharing experiences of waste disposal in their communities • Touring the school to identify areas for disposal of waste, the toilets, the urinals and so on • Observing and recording the uses of these areas • Identifying whether or not these areas are properly used • Showing a video of the 4Fs germ pathway: **https://www.youtube.com/watch?v=YBGsoimPXZg** • Demonstrating ways of protecting themselves against germs especially, proper hand washing procedures, smoking latrines, burning rubbish, spraying using insecticide,

g proper sanitation. • describes what PHC is, its elements and principles. • demonstrates activities of PHC in promotion of community hygiene. • explains the responsibilities of individuals, families and the community in health promotion	environment, school and at home • Primary Health Care - What it is - Elements and principles of PHC • Activities in PHC in promotion of community hygiene: - Rubbish and excreta disposal - protecting water sources • Responsibility of individuals, family, and community in health promotion • Suitable lifestyles and good health practices	sweeping the compound • Describing the ways diseases spread • Visiting a health centre to observe the PHC elements of immunisation, treatment of diseases, family planning, and health education among others • Identifying the PHC practises in the health centre – these are also referred to as elements • Using field observations to define PHC – affordable, effective, socially acceptable, with community participation • Describing PHC, its elements and principles • Practising activities of PHC in the school • Demonstrating the responsibilities of individuals, families, and community in health promotion

Assessment guidelines

1. Set up projects within the school where learners take part in maintaining sanitation. Observe and record the success of these projects and the participation of individual learners in the projects.

2. Test the learners' understanding of how diseases are spread and the importance of sanitation through written assessment.
3. Assess the learners' ability to explain the concept of PHC and discuss the responsibilities of individuals, families, and community in the provision of PHC.
4. Assess learners' competences in preparing messages that promote PHC in schools.

Theme: Human health

TOPIC 11: FOOD AND NUTRITION

20 PERIODS

Introduction This is Topic 3 in Term 3 in the P.5 standard curriculum. The content under this topic facilitates the learners' understanding of advantages and disadvantages of breastfeeding, bottle feeding, traditional customs, and taboos. The learners are guided to determine the importance of giving a balanced diet to vulnerable groups of people and people with different needs.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • explains what breastfeeding is, its advantages and disadvantages.	• Breastfeeding: - What it is - Advantages and disadvantages to: -Mother -Baby -Family • Bottle-feeding - What it is	• Explaining breast feeding and bottle feeding using think-pair-share • Sharing experiences on breastfeeding (their own or children they have observed breastfeeding) • Telling folk stories related to breastfeeding • Telling myths about

• explains what bottle-feeding is, its advantages and disadvantages. • identifies vulnerable groups of people. • explains traditional customs and their advantages to the community.	- Advantages and disadvantages to: -Mother -Baby -Family • The vulnerable groups and people who need special care: -Weaning babies -Sick -Elderly -Convalescents -Breastfeeding -Pregnant mothers and their unborn children • Food for the vulnerable and people who need special care: - Soft drinks - Soft foods - Balanced diet • Traditional customs and food taboos in communities: -Examples of food taboos: women should not eat chicken, eggs	breastfeeding • Brainstorming on the advantages and disadvantages of breastfeeding to mother, baby and family • Explaining instances in their community when bottle feeding may be necessary • Listing different vulnerable groups of people and the food they need • Sharing their experiences of caring for vulnerable persons in their communities – identifying the specific challenges in caring for them • Debating on the customs and food taboos in their community. • Individually, learners list the different groups of vulnerable groups of people • Using whole-class approach, discussing why vulnerable people need special feeding • In groups, talking about diet for vulnerable people • In groups, discussing how to care for people with special needs • Under the guidance of the teacher, identifying food consumption patterns in the community

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	and so on -Effects of food taboos on nutrition	

Assessment guidelines

- In small groups, learners demonstrate making foods for specific groups of vulnerable persons.
- In form of written tests, assess learners' competences about identifying vulnerable persons and foods for each group as well as the advantages and disadvantages of breast feeding and bottle feeding.
- Organise a debate and assess the learners' ability of effective communication on a topic about food taboos in their community (for example, "Women should not eat chicken").

Theme: Human health

TOPIC 12: ACCIDENTS, POISONING AND FIRST AID

20 PERIODS

Introduction: This is Topic 3 in Term 3 of the P.4 standard curriculum. Accidents are common occurrences in the lives of children. This is partly due to their poor coordination of body organs, playfulness, and their inadequate experiences in the harmful effects of objects in their surroundings. This topic intends to increase the awareness of the learners about the causes and effects of accidents and equip them with skills of supporting casualties of accidents.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: ▪ names the common accidents and poisoning at home, on the way to, from and at school. ▪ states causes of accidents and poisoning. ▪ demonstrates correct practises to avoid accidents. ▪ practices habits, which help to avoid accidents and poisoning at home, on the way to, from and at school. ▪ demonstrates how to care for an injured person. ▪ demonstrates how to care for an injured person. ▪ describes how to take care for a person who has taken poison.	1. Accidents at home, on the way to, from and at school: - Types of injuries - Causes - Ways of preventing accidents - Safety rules on the road 2. Poisoning - Causes of poisoning - Prevention of poisoning 3. First Aid Kit - Components - Uses of components - Giving First Aid	• Brainstorming about common accidents at home, school, on the way to, from and at school • Demonstrating ways of preventing accidents at home, on the way to, from and at school • Demonstrating ways of administering First Aid to a casualty • Establishing projects in schools to reduce accidents at school • Collecting local materials that can be used to carry out first aid in the community

Assessment guidelines

1. In groups assess the learners' ability to demonstrate how to administer first aid to casualties of different accidents.

2. Assess the learners' practical ability on ensuring safety at home and school.
3. Using written test, assess learners' knowledge about causes and preventive measures of common accidents.

Theme: Human health

TOPIC 13: DISEASE VECTORS, COMMUNICABLE INTESTINAL DISEASES, WORM INFESTATIONS

25 PERIODS

Introduction: These are topics 1 and 2 of Term 3 in the standard P.4 curriculum and are intended to guide learners in understanding communicable diseases and intestinal infestations, their causes, treatment, and prevention. The topic also presents aspects of diseases and vectors. You should guide learners to gain the understanding of how such diseases can be prevented.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: ▪ identifies diarrhoeal diseases. ▪ describes the causes of diarrhoeal diseases and how they can spread. ▪ demonstrates how to mix and	• Diarrhoeal diseases: - diarrhoea, dysentery, cholera, typhoid • Causes of common intestinal communicable diseases: - bacteria, virus, protozoa, worms • How some common intestinal communicable diseases are spread through 4Fs • Signs and symptoms of common intestinal	• Sharing experiences of diarrhoeal diseases (stories about diarrhoeal diseases) • Demonstrating how to make an Oral Rehydration Solution and Salt Sugar Solution • Demonstrating

administer Oral Rehydration Solution (ORS) and make Salt Sugar Solution (SSS). ▪ identifies types of worms. ▪ explains how worms enter the body. ▪ describes signs and symptoms of worm infestations. ▪ describes treatment of worms and intestinal diseases. ▪ names some disease vectors. ▪ states the characteristics of some disease vectors. ▪ describes the life cycle of some disease vectors. ▪ explains how the vectors	communicable diseases, diarrhoea, dysentery, cholera, and typhoid • Treatment and prevention of common communicable diseases: - Mixing and administering ORS - Eating well-prepared foods - Drinking boiled water - Proper personal and food hygiene - Seeking medical advice • Worm infestation: - Tape worms - Round worms (hookworms, askaris) - Thread worms (pin worms) • Describe signs and symptoms of worm infestation • Treatment and prevention of worm infestations: - Well-cooked meat - Wear shoes or sandals - Wash foods eaten raw • Common vectors: bed bugs, cockroaches, ticks, fleas, houseflies, mites, rats, lice, mosquitoes, and tsetse flies • Characteristics of disease vectors: o Their body structure	practices that prevent the entry of worms in the body • Acting a skit on how worms enter the body, their effects on the body and how to treat worm infestations • Identifying/capturing vectors in their environment • Observing external parts of vectors captured or brought to the classroom by the teacher and the learners • Drawing and labeling the external parts of the common vectors • Sharing experiences about common vectors (houseflies,

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spread diseases. ▪ identifies the diseases spread by the vectors. • demonstrates correct prevention and control of diseases spread by vectors. • names what causes HIV/AIDS. • explains ways in which HIV/AIDS spreads. • discusses the effects of HIV/AIDS. • explains ways of caring for HIV/AIDS patients.	○ Their habitat ○ Their feeding habits • The life cycle of mosquitoes, cockroaches, houseflies and tsetse flies • How vectors spread diseases: through bites, dirty body, dirty environment • Prevention and control: ○ Proper hygiene ○ Covering food ○ Spraying ○ Biological control ○ Sleeping under mosquito nets • HIV/AIDS the concept of HIV/AIDS; causes and spread of HIV/AIDS; effects of HIV/AIDS; ways of caring for HIV/AIDS patients - not sharing sharp objects, using gloves when helping HIV/AIDS patients • Control measures: blood test, taking medicine, feeding well (balanced diet) • PIASCY messages	mosquitoes, cockroaches) • Observing, recording, and reporting about common vectors and their habits • In whole class approach, learners discuss the diseases spread by the vectors (name, signs, and symptoms) • Demonstrating ways of controlling the diseases spread by common vectors: spraying insecticide, proper use of a mosquito net and so on • Acting/signing a skit on the causes, prevention of HIV/AIDS in the community

Assessment guidelines

1. Observe and record as the learners prepare Oral Rehydration Solution and/or Salt Sugar Solution.
2. Assess individual learners' participation in the skit about prevention of diarrhoeal and intestinal diseases.
3. Using a written test, assess the learners understanding of prevention of worm infestations.
4. Assess the learners' ability to demonstrate effective methods of controlling the diseases spread by the common vectors.
5. Assess the learners' participation in the skit and their understanding of the skit about disease vectors.
6. Using the project method, assess the learners' ability to develop activities to control the spread of diseases caused by common vectors.

THEME: HUMAN HEALTH

TOPIC 14: IMMUNISATION (20 PERIODS)

Introduction: This is Topic 3 in Term 1 of the P.5 standard curriculum. The topic enhances learners' awareness of immunity and immunisable diseases. It also equips learners with knowledge about preventive measures for the different immunisable diseases.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • identifies the different types of immunity. • explains the importance of immunity. • identifies different	• Immunity: -What is -Types of immunity: ○ Natural ○ Artificial • Importance of immunity • Immunisable childhood diseases: -Polio	• Brainstorming about immunity and the different types of immunity • Learners think-pair share about the importance of immunity.

vaccines and relates them to immunisable diseases. • identifies signs and symptoms of different immunisable diseases. • identifies other immunisable diseases. • relates the vaccines to diseases. • identifies immunisation centres in the area. • describes treatment for immunisable diseases.	-Tuberculosis -Diphtheria -Measles -Whooping cough -Tetanus -Hepatitis B -Haemophilia influenza • Causes, spread, signs, symptoms and effects. • Vaccines: -What they are -Storage • Examples of vaccines: -Measles vaccine -Polio vaccine -DPT -BCG, Hep B., Heb • Administration of vaccines: -Orally -By injection • Other immunisable diseases: – Cholera – Yellow fever – Meningitis – COVID 19 • Signs, symptoms, and effects of other immunisable diseases	• Learners study the immunisation card samples and identify different vaccines • Study charts with illustrations of children suffering from different immunisable diseases and share the observable signs • Working in groups, learners identify the immunisation centres in the area • Learners individually share about prevention and treatment for the different immunisable diseases • Learners perform a short drama highlighting the cause, signs and symptoms as well as prevention of the immunisable diseases • In small groups, learners make mini

		presentations about immunity and the different types of immunity

Assessment guidelines

1. Assess the learners' ability to identify the immunisable childhood diseases.
2. Assess individual learners' competence in describing the common signs and symptoms of the different immunisable diseases.
3. In groups, assess learners' knowledge/understanding of preventive measures of the six immunisable diseases using a quiz.

THEME: HUMAN BODY

TOPIC 15: THE TEETH AND DIGESTIVE SYSTEM

25 PERIODS

Introduction**:** 'The Teeth' is Topic 3 in Term Two in the P.4 standard curriculum and 'The Digestive System' is Topic 4 in Term 1 in the P.5 standard curriculum. They have been merged because 'The Teeth' had not been covered when schools closed due to COVID 19 and to provide continuity and understanding of the process of digestion right from the time food is in the mouth up to the time when the undigested remains of food leave the body through the anus. The content is intended to enhance learners' knowledge about the functions of each type teeth and the functions of the different organs of the digestive system. This helps the learners to take appropriate care of their teeth and the digestive system.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • describes the different types of teeth and their function. • identifies the diseases and disorders of the teeth. • demonstrates how to brush the teeth correctly. • practises habits that promote oral health. • draws different types of teeth with correct labelling. • explains what the digestive system is. • identifies parts of the digestive system. • describes the functions of the different parts of the digestive system. • describes signs and symptoms of diseases and disorders of the digestive system.	• Types of teeth: canines, incisors, premolars and molars • Functions: cutting, tearing, grinding, chewing • Teeth structure: enamel, crown, neck, root • Care of our teeth: brushing, flossing, regular dental check-up, eating correct food, using toothpaste • Teeth diseases and disorders: dental cavity, dental carries, tooth cracks, dental plaque, improper growth, broken teeth • Digestive system: What it is • Parts of the digestive system • Functions of the different parts of the digestive system • Diseases and disorders of the	• Observing the jaws of a mammal and how the teeth are fixed • Observing and classifying the different types of teeth • Drawing and labeling • the structure of different types of teeth • Identifying the diseases and disorders of teeth • Demonstrating the correct way of brushing teeth and maintaining good oral hygiene • Naming the different parts of the digestive system • Explaining the functions of the different parts of the digestive system • Drawing and labeling the different parts of the digestive system • Discussing ways of preventing and management of diseases and disorders of the digestive system

	digestive system: causes, signs and symptoms • Prevention and management of diseases and disorders of the digestive system	

Assessment guidelines

1. Using a practical approach, assess the learners' knowledge about classification of the different types of teeth.
2. Using a written test, assess the learners' knowledge competences about the structure and functioning of the digestive system.
3. Assess the learners' ability to demonstrate some of the best practices of caring for the teeth and the digestive system.

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SOCIAL STUDIES

PRIMARY FIVE

SOCIAL STUDIES: TERM 1

TOPIC 1: LOCATION OF UGANDA ON THE MAP OF EAST AFRICA

Overview

A learner needs to know the name of his/her country, its location and size. He/she is expected to locate his/her country in relation to the neighbouring countries. He/she must also learn how to use a compass, lines of latitude and longitudes to locate his/her country. The teacher should revise with the learner the elements of a map and their importance. He/she should also know the number of districts that make up Uganda.

Learning Outcome:

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

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
Identify the districts that form Uganda -	Revision of the districts that form Uganda. Revision of the cardinal and semi cardinal points for identification of neighbouring countries.	Identifying different districts of Uganda. Identifying neighbouring countries using cardinal and semi-cardinal points
Locate Uganda on the map of East Africa. -	Lines of latitude: these are imaginary lines running from the West to the East of the globe. Lines of longitude: these are	Gide the learners to: - Draw the map of Uganda showing major lines of latitude and longitude. - Identify latitudes and longitudes that go through Uganda using the atlas.

	imaginary lines running from the North Pole to the South Pole of the globe.	- Locate Uganda on the map of East Africa using compass directions.
Identify Uganda's neighbours. -	- Kenya - Tanzania - South Sudan - Democratic Republic of Congo - Rwanda	Mention countries that share boundaries with Uganda. - Identify compass directions of Uganda's neighbours. - Model the map of Uganda with her neighbours using clay and seeds. - trace the map of Uganda on hard - cards and cut it out for learners.

Competence for Assessment

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

TOPIC 2: PHYSICAL FEATURES IN UGANDA

INTRODUTION

The learner is expected to explain what physical features are, name, and locate major physical features in Uganda. He/she should discuss the formation of different types of physical features. The learner should be: given the opportunity to examine any physical feature in his/her environment, guided to explain how different types of physical features influence people's lives and other living things, guided to develop the skills of caring for physical features problems and solutions associated with different types of physical features will be covered in subsequent classes i.e., Primary six and seven.

Learning outcome: The learner explores, understands and appreciates the value of one's immediate and distant environment for better health and harmonious living.

COMPETENCES	CONTENT	ACTIVITIES
Explain how different physical features were formed. Explain the influence of different physical features on climate. Identify the importance of different types of physical features. Discuss problems associated with physical features	Formation of physical features (mountains) - Volcanicity Faulting - Influence of physical features on climate. - Interactions vary with latitude, altitude, water bodies etc. - Influence of physical features on climate: - Highlands: relief rainfall. - Water bodies: conventional rainfall. - Plains: frontal rainfall. - Importance of different types of physical features: Mountains and highlands. Plateau. Lakes and rivers. Rift valley. Problems associated with different types of **physical** features: -	Guide the learners to: - explain the concept on formation of various physical features. - Demonstrating how these physical features are formed. - draw diagrams showing different formations of physical features. - explain the concept of physical features and their influence on climate. - discuss the importance of mountains and highlands. - list activities that are carried out on a plateau. - visit different physical features in the local environment. - name and identify different types of fish found in these lakes and rivers. - locate the rift valley on the map of Uganda. (From upper Lake Albert to Kisoro). - Drawing the map of Uganda showing major physical features - Visit some of the physical features in their locality and identify some problems they cause. - write four problems that are caused by physical features

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	Mountains and highlands. **Plateau**. - Lakes and rivers. - Rift valley.	- identify water borne diseases - record their findings. identify problems brought about by lakes and rivers.

Competences for Assessment

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

TOPIC 3: CLIMATE OF UGANDA

OVERVIEW

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

Learning Outcome: The learner understands and appreciates the value of climate to all living things and explain ways of maintaining climate for better health and harmonious living.

COMPETENCES	CONTENT	ACTIVITIES
- Identify and describes the major climatic regions of Uganda.	- Climate. - Climatic regions: - Hot regions. - Wet regions. - Dry regions.	- Ask the learners to: - state meaning of climate. - locate major climatic regions on the map of Uganda. - trace the map of Uganda and show the major climatic regions.
- Explain how climate influences human	- How climate influences human	- locate wet areas on the map of Uganda, warm

activities	activities - Wet climate - Dry climate	temperatures, and rainfall - Name different crops grown in dry and wet climatic conditions. - locate the dry areas where animals are reared. - Draw the map of Uganda showing major agricultural and major cattle keeping areas.

Competences for Assessment

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

TOPIC: 4 VEGETATION OF UGANDA

Overview

Topic 5; In Primary Four, the learner was introduced to different types of vegetation in his/her district. He/she visited various types of vegetation in his/her environment and saw the way people and other living things benefit from it. The learner was encouraged to acquire skills of caring and preserving the vegetation for future use. In Primary Five, the learner is expected to exercise his/her knowledge and skills of conserving the vegetation. In addition, the learner will understand factors that influence vegetation distribution in Uganda, and how it meets people's demands for food and settlement.

Learning Outcome: The learner shows, understands and appreciates the importance and value of vegetation for better living.

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
Identify factors that influence vegetation distribution. -	Factors that influence vegetation distribution - Rainfall. - Fertile soils. - -Altitude). - - Land forms (mountains, plateau and valleys).	Ask the learners to: - draw the map of Uganda showing areas with different rainfall patterns and resultant vegetation.
Explain different ways vegetation influences human activities. -	Different ways vegetation influences human activities: - Savannah grassland. - Rain forests. - Mountain vegetation. - - Swamp vegetation.	- visit any vegetation around the school: - observe and record human activities which are carried out in that vegetation. - suggest any other activity that can be carried out in that area.
Discuss human activities that affect vegetation. -	Human activities that negatively affect vegetation.	- visit any possible site where the vegetation has been destroyed. - plant trees, grasses and flowers in the school compound.
Discuss human activities that affect vegetation -	Human activities that negatively affect vegetation.	- visit any possible site where the vegetation has been destroyed. - Planting trees, grasses and flowers in the school compound.

Competences for Assessment

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

SOCIAL STUDIES: TERM 2

TOPIC: 1 NATURAL RESOURCES IN UGANDA

INTRODUCTION

Last term introduced the learner to the natural resources in Uganda. It leads him/her to know the different types of natural resources and their location on the map of Uganda. The learner will also learn about their value, uses and how they contribute to the economic growth. He/she will also identify problems associated with their development as well as possible ways of solving them.

Learning Outcome: The learner identifies the natural resources in their immediate and distant environment, how people use them to earn a living and analyse bad practices that destroy natural resources

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
Identify different types of natural resources in Uganda -	Different types of natural resources in Uganda.	- locate the different types of natural resources in Uganda using the map of Uganda. - Tracing the map of Uganda and showing the major natural resources.
Discuss the importance of natural resources. -	Importance of natural resources - Land. - Minerals. - Water. - Climate. - People. - Animals. - Plants.	- visit the nearest resource and finding out how it is utilized (forest, swamp, water source and mine). - discuss how resources are used. - discuss with any resource persons to talk to learners. About the natural resources.
Discuss ways of caring for natural resources.	3. Care for natural resources: - Proper land use. - Careful	- clean water sources. - plant trees - listento resource persons (Forest Officer). - visit a nearby natural resource

	development of minerals. - Avoid pollution. - Proper health care, nutrition, education and government. - - Conservation.	and recording what you have seen.

TOPIC 2: THE PEOPLE OF PRE-COLONIAL UGANDA `

INTRODUCTION

In Primary Four, the learner learnt about the people in his/her district and how they use both the physical and social environment to earn a better living. In Primary Five, the learner should know the major ethnic groups of people, their origin and settlement in Uganda. He/she should also know the social and political organisation of these ethnic groups. Since every human being struggles to have improved living, the learner should also study the economic organisation of the pre-colonial societies in Uganda, the food and cash crops which were grown by those different ethnic groups.

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

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
Locates the origin of the different ethnic groups.	Different places of origin of the Bantu – Central West Africa. Luo - Bahr El Gazel (South Sudan). Nilo-Hamites – (Ethiopia).	Ask the learners to: - draw the map of Uganda showing routes of ethnic groups. - tell some of their legends they know from their ethnic groups.
Reasons for internal migrations.	Causes of immigration and migration: - Scarcity of	- explain the causes of immigration by different

	water and pasture for their animals. - Scarcity of land and internal conflicts.	ethnic groups into Uganda.
Discusses the settlement patterns of the various ethnic groups in Uganda. -	Factors affecting settlement patterns: - Land, vegetation, climate, soils and water. Areas of settlement: - Agriculturalists (Bantu) settled around lakes, rivers and mountains. - Lakes (Victoria, Kyoga, Albert and George) Mountains (Rwenzori, Elgon and Mufumbira) where soils are suitable for agriculture. - Pastoralists settled in grassland areas of the West, North and North East of Uganda.	- identify factors that influenced the pattern of settlement of ethnic groups. - retell the stories of origin of ethnic groups after inquiring from parents.
Identifies the different political organisations of the ethnic groups. -	Political organisation of the ethnic groups. - Centralized administration - kingdoms (kings, were leaders). - Clan leadership (chiefs or clan elders). - Warriors as leaders. - Wisemen as leaders. - Roles of leaders of different ethnic groups.	- identify different traditional rulers in various regions of Uganda.
Explains the social organisation of ethnic groups.	Ethnic groups have their identities - Language. - Names. - Customs. - Clans – totems as a	- discuss their family identities. - state the meaning of clan names.

	symbol. - Values. - Games – Mweso, and wrestling.	- discuss with parents the areas of their ancestral location. Then report to the class. - list names of clan totems. - practice social norms of ethnic groups (marriage, naming of children, enthroning cultural leaders, initiation to adulthood
Identifies how the ethnic groups developed economic organisations	Development of economic organizations. - Produced things they needed to use in their daily lives. Trade developed on craft materials, salt, and keeping domestic animals. Exchange of goods for goods or services for services (bartering) bark cloth, salt. Metal tools (hoes, spears and shields). Animals like cattle, goats and sheep. Grain food (millet and sorghum).	- explain how things are exchanged today

Competences for Assessment

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

TOPIC: 3 FOREIGN INFLUENCES IN UGANDA

OVERVIEW

In the last topic, the learner identified the different ethnic groups and how they migrated into Uganda. In this topic, the learner will cover why the foreigners came to Uganda, their contribution and influence. The Arab traders from Asia were the first to come to Uganda. They came with guns, cloth, carpets, cowrie shells, beads and other goods which were exchanged for slaves, ivory, gold, salt and animal skins. Later, Europeans who were explorers, Christian Missionaries and colonial administrators also came. Both Arabs and Europeans influenced the social, economic and political life of Ugandans.

Learning Outcomes: The learner should be able to understand the importance of the interdependence among people and nations and demonstrate an understanding of and use of map reading skills to collect information.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
Identifies the origin of different foreigners who came into Uganda. -	The concept of foreigners. - Places of origin: - **Asia** - Arabs and Indian traders. - **Europe**- Colonial administrators, Christian missionaries, explorers, traders. - **Coastal areas -** Coastal traders.	- locate the following places on the map of East Africa (Indian Ocean, Lake Victoria, River Nile, Mombasa, Dar-es-Salaam, Zanzibar, Pemba and Bagamayo. - identify other important places.
- Explains the reasons why foreigners came to Uganda. -	Reasons why foreigners came to Uganda.	- identify products which were brought into Uganda by foreigners.
- Explains the	Foreign influence and	- discuss four ways

influence of foreigners on and their contribution to Ugandans.	contributions. • Change of lifestyles (building, food, leadership).	foreigners affected Ugandans.

Competences for assessment

Ask learners to:

- List the groups of foreigners that came to Uganda.
- Name three good things foreigners brought to Uganda.
- Identify two places in your district which were started by foreigners (school, hospital, farm, etc.).

(i) Find out in which year it started.

(ii) The people who started it.

(iii) Who is responsible for it today?

TOPIC 4: HOW UGANDA BECAME A NATION

OVERVIEW

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

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

Learning Outcome: The learner explores, understands and appreciates the value of Uganda as a nation.

COMPETENCES	- CONTENT	- SUGGESTED ACTIVITIES
Explain how Uganda was made a nation. -	The concept of a nation.	- explain what a nation means. - Identifying key treaties between the British and kings in Uganda.
Analys how Uganda signed agreements with Britain.	How Uganda became a nation. -	- discuss areas apart from kingdoms that came under British in Uganda.
Describe the administrative systems that existed during the British rule in Uganda.	- The administrative systems Uganda had as a Protectorate. - The British laws.	- show how people were ruled through; (i) direct rule. (ii) indirect rule. - Role plays
Explain the positive and negative effects of colonial rule in Uganda	Effects of the colonial rule in Uganda. (i) Economic - Positive. - Negative. (ii) Social - Positive. - Negative. (iii) Political - Positive. - Negative.	- explain the political, economic and social effects of British rule in Uganda. - discuss how Africans reacted towards British rule in Uganda.

Competences for Assessment

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

SOCIAL STUDIES: TERM 2

TOPIC: 1 THE ROAD TO INDEPENDENCE

INTRODUCTION

From the previous topic, the learner is aware that Uganda during the colonial administration experienced many political, social and economic changes. The road to independence was not a smooth move to Ugandans. There were a number of civil strives as

Ugandans during that time resisted colonial rule. However, there were a number of good things which were introduced in Uganda and these are cash crops, formal education, Christianity, Islam, better medical services, taxation, laws and regulations.

In this topic, the learner will learn that the system of administration had unique characteristics. The legal system was not favouring the

Africans. This forced the formation of the Legislative Council (LEGCO) which had some Africans nominated to represent people in their areas. The Africans who had fought both in the First and Second World Wars came back and joined their brothers and sisters at home to demand and fight for independence.

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

Learning Outcomes: The learner should be able to demonstrate knowledge and appreciate the African's collective responsibility in bringing order and social justice, and understand the structures and functions of government and demonstrate willingness to participate in the democratic and civic process of one's country.

COMPETENCES	CONTENT	ACTIVITIES
Explains why there were reactions to the colonial legal laws - -	Reactions to colonial rule	- Ask the learners to: - identify different ways, the Africans were mistreated. - mention two ways Africans protested against the colonial rule.
Identifies the factors that led to the formation of the Legislative Council 'LEGCO'.	Factors that led to formation of LEGCO	- discuss how LEGCO and other associations helped in the struggle for independence.
Discusses how World Wars I and II helped in the struggle for independence.	Struggles for independence - World War I. - World War II.	- • explain the ways how World War I & II helped in the struggle for independence.
Identifies groups and individuals that led the struggle for national independence	Traditional leaders, e.g. - Kabaka Mutesa II. Political leaders - Musaazi. - Ben Kiwanuka. - Milton Obote.	- discussing why political parties were formed. - • list the former political parties and their leaders.

Competences for Assessment

1. Write any two reasons why Africans struggled for national independence.

2. Write any two parties that joined the Democratic Party (DP) in the 1961 elections

TOPIC: 2 UGANDA AS AN INDEPENDENT NATION

INTRODUCTION

In the previous topic, the learner covered the road to independence, the people who struggled for independence, the formation of the

Legislative Council (LEGCO) and the first political parties. These events led to an independent Uganda.

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

Learning Outcomes: The learner should be able to explore and understand the values of an independent country, the national symbols and appreciate the principles of democracy in Uganda.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
Identifies national symbols and explains their significance -	1. The symbols of the nation: - The National Flag. - National Anthem. - Coat of Arms. - Emblem. - The Constitution (supreme law). 2. The significance of the symbols of the nation: - The Constitution (supreme law). - The National Flag. - National Anthem. - Coat of Arms. - Emblem.	Ask the learner to: - explain the symbols of the nation - draw and colouring the National Flag and Coat of Arms. - discuss the significance of symbols of the nation.
Explains the meaning of democracy and its importance. -	3. Democracy - The meaning of democracy. - Importance of democracy. - Functions of democracy. - 4. Challenges of democracy.	- explainwhat democracy is. - discuss and debating the - importance and functions of democracy. - name the different elections. - role-play elections

	- Roles of the citizens in practicing democracy. - Types of elections. - How elections are conducted. - 5. Bad practices during elections: - before voting. - during voting. - after voting. - Electoral commission, electoral - officials, electoral materials and - their functions. - Respect for democracy and - elections.	- discuss challenges of democracy. - drawing different election - materials. - suggest two things people who - get the least votes should - do after elections. - role--play the voting exercise. - discuss the importance of electing leaders.

Competences for Assessment

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

NATIONAL CURRICULUM DEVELOPMENT CENTRE

TOPIC 3: The Government of Uganda

INTRODUCTION

In the last topic, the learner learnt how Uganda became an independent nation; its symbols and their significance. The learner was also exposed to democracy and its principles. In this topic, he/she is going to learn about the government, the three organs of government, the constitution, and duties of government, sources of revenue and expenditure as well as rights and responsibilities of citizens of Uganda.

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

COMPETENCES	- CONTENT	- SUGGESTED ACTIVITIES
Identifies the three organs of government. -	The role of a government (the - ruling body of a country). The organs of the government: - Executive - (to implement decisions and - programmes). - Legislature (to make laws - which people must observe - and respect). - Judiciary (to interpret laws - made by the legislature).	- Guide the learners to: - explain the role of the government. - Discussing the roles of each organ of a government - Explaining the necessity of the - separation of legislature and judiciary.
Explains the meaning of the constitution, its functions and importance. -	The constitution - Meaning of a constitution. - Functions of a constitution - Importance of a constitution. Relationship between a constitution	- Explaining the meaning of a constitution. - Discussing the importance of a - constitution.

	and elections.	- Explaining the relationship between the constitution and - the elections.
Explains the duties of the government -	Duties of the government Communication: - meaning of communication. - types of communication. - importance of communication. - barriers of communication. Administration/leadership. Conduct elections. Provide social services Making a budget. Handles foreign affairs and sanity of the nation.	- Explaining the duties of the government.
- Explain the sources of revenue and - expenditure by the government. -	Revenue is income by government Taxation i. Income Tax ii. Value Added Tax (VAT) iii. Property Tax -Pay As You Earn iv. Tourism v. Licenses vi. Donations and grants vii. Loans Sale of government a. properties • Expenditure	i. Explaining what income is. ii. Discussing how government - earns money. - Explaining the ways in which - government spends its - revenue.

	- - salaries and allowances - - development programmes - - rent - - security - - social services	

Competences for Assessment

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

TOPIC4: POPULATION, SIZE AND DISTRIBUTION

INTRODUCTION

The learner has idea of numbers of learners in different classes in the school. This is called population. Every morning there is roll call and the totals are put together, this is a simple census. In this topic, the learner will learn about the population of Uganda, its growth and the importance of a census in a country. He/she will also learn the size of the population and its settlement patterns or distribution. The high and low population densities have problems to the social, economic and political environments. The learner therefore needs to equip him/herself with possible solutions to the problem. This topic demands the learner as a member of the young generation to develop positive attitudes of controlling population growth through family planning, and better reproductive health practices.

Learning Outcome: The learner promotes and practice desirable values in society and show respect for his/her own and other cultures.

COMPETENCES	- CONTENT	- SUGGESTED ACTIVITIES
Explain the importance of a census. -	Meaning of population and census Population is the number of people in a given demarcated area, e.g., a nation. Census is an official counting of population. In this case the population of Uganda is 41.49 million (2016). Meaning of teenagers (people between 13-19 years of age). Figures of teenagers by 2007 is 4,823,600 (13-19 years) i. Importance of census: ii. Know the total number of People iii. Plan for them (social, political and economic).	Ask the learners to: - explain what population and census mean. - count the number of learners, teachers and non-teaching staff in the school (mini census). - group them by sex and tribes.
Explain the influence of population growth on communities. -	Meaning of population growth: The increase of people's numbers in the country. The factors that influence population growth: iv. Fertility rate of women. v. Immigration vi. Food. vii. Better health (reproductive health).	- explain what population, size or number means. - discuss the factors that lead to population increase. - explain the dangers of fast population growth discuss how to control population growth.
Discuss problems associated with high and	Meaning of population density. Meaning of high population.	- discuss factors that are associated with: - high population density.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

low population density. -	Meaning of low population density. Effects of HIV/AIDS on population and economic production. Problems of high population density. Problems associated with low population density.	- low population density. - discuss how HIV/AIDS affects population. - Social and economic effects of HIV/AIDS on the population.
Explain possible ways of controlling population growth. -	Solutions to high population density	discuss ways of controlling population growth. debate the disadvantage and advantages of population growth.

Competences for Assessment

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

CHRISTIAN RELIGIOUS EDUCATION

CHRISTIAN RELIGIOUS EDUCATION PRIMARY FIVE

Preamble

In Bridging the Primary Five curriculum, some topics from Primary Four were shifted to this class, knowing that they were not handled in Primary Four; while others in this class have been merged together that have the same or related content. CRE is a subject which is designed to develop morals and acceptable values. As a teacher, you are required to use appropriate methodology to develop values like co-operation, sharing, appreciation, endurance, patience, responsibility, care, respect, trustworthiness, love, togetherness, honesty, self-reliance, joy, concern, privacy, independence, faithfulness and obedience, among others. Pick values that suit what is being taught.

What was changed/merged and the justification

Topic 2 of the Primary Four Curriculum, "God's People and the Law" was merged with Topic 3 of Primary Five, "God's Word for Us". The content of these two topics is similar, that's why the matter is condensed in one topic.

Topic 1 "Faith" in the Primary Five curriculum came as the fourth topic in the same curriculum. Faith as a topic is in that position because the first three topics were shifted from Primary Four, which helps the learner to begin from the known to the unknown.

The Christian Community is topic 5 term 2 in the Primary Four curriculum. The topic is in this position because, after teaching Faith as a topic, the learner will easily understand and appreciate the concept of Christian Community, in that faith builds up confidence and hope so people can live with one another in harmony.

Topic 7 "Witness", 8 "Making our decisions as Christians" and 9 "Peace" were all merged. Topics 8 and 9 came from Primary Four curriculum term three. The content of these three topics relates well. If someone makes a good decision, it will lead to peace in life, hence helping them become a good witness of Christ.

Topic 9 “Relationship with God” in the Primary Five curriculum has been merged with topic: 10 “Hope” of the same curriculum. Relationship as a topic came first because it is very difficult to teach the topic “Hope” to the learner before teaching him / her about having a good relationship with God.

C.R.E: TERM 1

Topic: God’s people and the Law

Introduction

God’s People and the Law, which is extracted from Primary Four, is a major topic that was chosen because it can swallow up the sub-topic: “God’s Word for us” from Primary Five. When you talk about the law, it embraces the whole Bible, where you have to talk about the Bible itself (the Word of God), the structure of the Bible, the books of the Bible, the people who wrote the Bible, as well as the Bible characters, among whom was Moses who received the Ten Commandments. It further helps the learner to understand the centrality of the Bible in the life of a Christian.

Competences	Content	Suggested Activities
The learner i) identifies the Bible structures and different types of books in the Bible. ii) explains why the Bible is a unique book and how it can be applied in his/her life. iii) lists different ways God inspired people to write the Word. iv) explains how Noah, Abraham	**The Bible** - Unique book - Isaiah.40:7-8, Psalm11:1-5, - Prov.3:1-2, Rom.15:4. - Mat 11:28 **Two parts of the bible** - The Old Testament and the New Testament - Types of books - History and Law books - History books	i) Drawing the common characters of the Bible ii) Discussing the common characteristics of the books iii) Naming/brailing the different books in the Old and New Testaments iv) Naming/brailing animals in the ark v) Discussing why Noah and his

and Jacob were faithful to God. v) explains how Moses led the Israelites out of Egypt. vi) explains how Moses received the Ten Commandments. vii) mentions ways the Ten Commandments apply to life today at home, school and the community.	- Poetry and wisdom books - Prophets - Jesus' biography - Letters - Revelation **God's covenant with His people** - Noah's faithfulness to God (Genesis 6 and 7) - God's promises to Abraham **God guides His people** - The call of Moses and his role in the Exodus story (Exodus 3) **The Ten Commandments and their applications in day-to-day life (Exd20)**	family were saved vi) Reading/brailing and studying relevant Bible materials to pick out God's promise to his people vii) Roleplaying Moses leading the Israelites viii) Telling/signing how Moses received the Ten Commandments ix) Mentioning/ signing the Ten Commandments x) Memorising the Ten Commandments.

Assessment Guidelines

Let the learner

i) read and explain the Bible text.
ii) list the books of the Bible.
iii) narrate the story of Noah's Faithfulness.

role play Moses receiving the Ten Commandments

Topic: Following Jesus as a leader

introduction

In this Topic 3 of the Primary Five curriculum, the learner is expected to develop understanding of the qualities Jesus had and how He served different people without discrimination. The learner further has to apply them in his/her lifestyle because Jesus' leadership and authority are reflected in our daily lives.

Competences	Content	Suggested Activities
The learner i) explains the meaning of leadership and authority, using local examples. ii) describes the qualities of leadership and authority Jesus used. iii) describes ways leadership and authority can be used for the good of the family, school and community. **iv)** mentions the problems faced by Christians today, how they caused and how to solve them.	**Jesus as a leader** - Meaning of leadership and authority - Qualities of a good civil leader **Qualities of Jesus as a good leader** - Jesus' authority in different situations (Mark 9:14-29), (Luke 8:22-25) - Confidence in Jesus' authority in all life situations **Difficulties faced by Christians**	i) Listening to explanations ii) Writing/brailing in short sentences the meaning of "authority" and "leadership" iii) Sharing/ signing experiences of the times they have benefited from good use of leadership at family, school, and community iv) Memorising/ signing qualities of a good leader v) Telling/signing in simple sentences the qualities of leadership Jesus used vi) Listing ways Jesus used His authority in different situations vii) Reading/ brailing scriptures, with each learner reading a small portion viii) Sharing/ signing experience of how they solve problems **ix)** Memorising Jesus' promises to His disciples

Assessment Guidelines
Let the learner

i) discuss qualities of good leadership.
ii) write poems on leadership.
iii) list the problems faced by leaders and ways of solving the problems.
iv) tell how she/he appreciates good use of leadership and authority.

Topic: Faith

introduction

This is topic one in the Primary Five curriculum. The reason it came fourth is because the learners have skipped some of the work of Primary Four, hence these first three topics mentioned about the Word of God itself, the Bible structure, the Bible characters like Moses, Noah, Abraham, etc. who demonstrated their faith to us. Therefore, learners understand better and develop faith after understanding those first three topics

Competences	Content	Suggested Activities.
The learner i) explains the concept of faith and its value. ii) explains how Bible characters expressed their faith and how people can grow in faith today. **iii)** narrates stories of how faith can be expressed in authority today.	**Meaning of faith and values** - Bible characters - Abraham-Gen. 12: 1-5, 17:5 - Moses – Exd1:15-22, 2:1-10 - Daniel 6:1-28. **Saints and Martyrs – learning from their experience of faith.** - Stephen – Acts 7:54-8:1 - Acts 9:1-31. - St. Perpetual - Mbaga Tuzinde **Faith in authority**	i) Reading of the Bible text ii) Sharing/signing experiences about faith iii) Dramatising Bible characters like Daniel in the den of lions iv) Telling /signing a story on how some famous Christians expressed their faith v) Identifying different types of authority vi) Explaining how having faith in authority benefits the community

	- The Constitution as an authority - The Electoral Commission - Electoral process and the learners	**vii)** Sharing/signing experiences on how one grows in faith.

Assessment Guidelines

Let the learner

i) read the Bible text

ii) identify different types of authority and leadership

iii) share experience on how one can grow in faith discuss different types of value.

C.R.E: TERM 2

Topic: Christianity and Islam

introduction

This is topic two in the Primary Five curriculum. It is a comparative study about Islam and Christianity. It is meant to help the learner appreciate the fact that people seek God in different ways. It further presents facts about Islamic and Christian beliefs in the principles of democracy. It helps the learners with some knowledge of how to relate with others and how to sustain good relationships.

Competences	Content	Suggested Activities
The learner i) explains the history of Islam. ii) identifies the similarities and differences between Islam and Christianity. iii) explains Christian and Islamic beliefs and principles of democracy. **iv)** identifies aspects from Christianity and Islam that develop good relationship.	**Facts about Islam** - Why we worship God/Allah - Mohammed **History of Islam** **Life of Muhammad** **Beginning of Islam as a religion** - Muslim beliefs and practices. - Reading the Qur'an - Pillars of Islam - Similarities and differences with Christianity - Islamic and Christian beliefs and principles of democracy - Practices of democracy in Uganda **Relationships** - Behaviour that can build or destroy relationships - Sustaining good relationships	i) Studying information about the life of Muhammad ii) Sharing what they know of the beliefs of Islam iii) Identifying the similarities and differences between Islam and Christianity iv) Discussing the Pillars of Islam v) Sharing/signing views on the meaning of democracy and how it is practiced in Uganda **vi)** Brainstorming on activities that promote good relationships

Assessment Guidelines

Let the learner

i) compare the facts about Islam and Christianity.
ii) identify behaviours that build or destroy good relationships.
iii) demonstrate appreciation of other people's religions.
iv) share views on democracy and tell how she /he benefit from it.

Topic: The Christian Community

introduction

This topic is extracted from the curriculum of Primary Four, term two. A Christian community is a group of Christians working together and sharing what they have. In the Early Church, Christians shared what they had. There are different groups of Christian communities which believe in Jesus Christ as saviour. These groups of Christian believers can be compared to the human body. The Church has the duty to bring people to God. Therefore, one needs to appreciate the differences in worship, customs, names and the practices of the Early Church which bring God's blessings. The topic relates "to Jesus our example in service", in a way that Jesus spent His life serving others.

Competences	Content	Suggested Activities
The learner i) describes the events and activities of the Early church. ii) explains how one becomes a member of the Church. iii) explains the role of missionaries in spreading the Gospel in	**The beginning of the Church** - Meaning of the Church - Events of the Early Church(Acts 2:1-6), - The Pentecost day - Activities of the Early Church (Acts4:32-35**)** **Missionary work in the first century** - The role of spreading the Gospel (Acts 8:26-30, 9:1-22, 18: 9-11)	i) Listing activities done by members of the Church ii) Writing/brailing in simple sentences events and activities of the Church today iii) Talking/ signing in simple ways about the events and activities of the Early Church iv) Reading/brailing Acts 4:32-35 v) Dramatising the conversion of Saul. Acts 9:1-18

the Early Church. iv) mentions the effects of the Uganda Martyrs on the growth of the Church. xi) identifies the coming of the Holy Spirit in the Church. xii) explains some symbols of the Holy Spirit **xiii)** describes ways a learner can serve at home, school, community and nation.	**Missionary work in Uganda** - History of the Church in Uganda - Effects of the Uganda Martyrs on the growth of the Church **The Church and its denominations** - Membership of the Church as the body of Christ (1 Corinthians **The work of the Holy Spirit** - The coming of the Holy Spirit (Acts 2:1-13) - The work of the Holy Spirit in the Church (john 16:5-15.) - People are given different gifts by the Holy Spirit to serve the Church Romans 12:3-9,1Corinthian 12:3-11.	vi) Drawing pictures of Saul - Talking/signing in simple ways about the effects of the Uganda Martyrs on the growth of the Church - Dramatising the story of the Uganda Martyrs - Writing/signing in short sentences on the meaning of denominations identifying the different denominations in their locality vii) Telling/signing about the coming and the work of the Holy Spirit in the Church **viii)** Mentioning /signing the gifts of Holy Spirit given to believer in the Church today

Assessment Guidelines
Let the learner

i) write individually on the work in the Church today.
ii) talk about the history of the Early Church in simple sentences

tell ways the Holy Spirit helps the believers in the Church today.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Topic: Witness

introduction

This is Topic 7 in the Primary Five curriculum. It has been merged with two topics from Primary Four third term; that is Topic 8 "Making our decisions as Christians" and Topic 9 "Peace". The topic presents the concept of witness and how Christians should live as witnesses for Christ in their respective vocations/occupations/professions. This topic relates clearly to these two topics: "Making our decisions as Christians" and "Peace". If someone makes a good decision, it will lead to having peace in life and one will be a good witness of Christ

Competences	Content	Suggested Activities
The learner i) explains how Jesus is the light of the world and how the light can be seen in us. ii) identifies good and bad decisions. iii) tells stories of how Jesus made decisions on His own. iv) mentions ways of restoring peace in African societies (Compare with Romans 12:17-21). v) describes different ways of witnessing for Christ. vi) demonstrates	Christ the light - How Christ is the light - John 8:12-20 - How Christ's light can be seen in us - Luke 18:35-43 - Luke1:10-17 - John 11:33-36 - Mark 10:13-16 Witnessing for Christ - Concept of witness - Living as a witness for Christ Matthew 5:14-16 - Spreading the word Mathew 28:19-20 Ephesian 4:11-12 How to reflect the light of Christ	i) Singing/signing songs about sharing the light of Christ ii) Discussing ways in which Christ is seen as the light in us and in the world iii) Discussing ways of witnessing for Christ iv) Discussing the

Christian service to the Community as a witness to Christ.	to other people - Values that demonstrate good behaviour - Avoiding moral degeneration in society - The role of returning officer, presiding officer, polling assistant, polling constable	values that promote good behaviour.

Assessment Guidelines

Let the learner

i) read Bible verses about the light of Christ.
ii) discuss ways in which Christ is seen as the light in us and in the world.
iii) tell the various ways of witnessing for Christ.

mention the values that promote good behaviour

NATIONAL CURRICULUM DEVELOPMENT CENTRE

C.R.E: TERM 3

Topic: Discipleship and its reward

introduction

Topic 8 in Primary Five curriculum. This topic presents to the learner the idea of discipleship as well as Jesus' teaching about discipleship. It gives knowledge to the learner about the qualities and examples of discipleship. It brings out examples of famous Christians who emulated discipleship as understood and taught by Jesus

Competences	Content	Suggested Activities
The learner i) describes discipleship. **ii)** explains Jesus' teaching on discipleship. **iii)** lists some famous Christians who lived a life of discipleship.	**Discipleship** - Describe discipleship - Jesus' teaching on discipleship Mark 1:16-20 Mathew 4:23-25 **Examples of discipleship** - Spiritual uprightness - Comfort in sorrow - Being humble - Being pure in heart - Working for peace - Courage in persecution Mathew 5:1-10 Luke12:29-31 **Some famous Christians who lived a life of discipleship** - St. Francis of Assisi - St. Clare - St. Augustine	i) Brainstorming on Jesus' teaching on discipleship ii) Discussing what Jesus taught on discipleship **iii)** Identifying different examples of discipleship.

Assessment on Guidelines

Let the learner

i) tell the meaning of discipleship.
ii) read the Bible text on discipleship.
iii) identify some examples of discipleship.
iv) mention some examples of Jesus teaching on discipleship

Topic: Relationship with God

introduction

This is Topic 9 merged with Topic 10 "Hope" from Primary Five curriculum. "Hope" as a topic fits in this topic "Relationship with God" because it is very difficult to have hope without having a relationship with God. This doctrine of trinity explores the concept of "three persons in one"; that is God the Father, God the Son and God the Holy Spirit, from whom we get our hope. Therefore, the learner should understand that Jesus Christ the Messiah is our saviour, who brings hope in the world. The learner has to demonstrate faith in Jesus.

Competences	Content	Suggested Activities
The learner i) describes the three persons of the Trinity. ii) identifies the three persons who make the Trinity and the role of each person. iii) identifies the two great Commandments Jesus taught.	**Trinity** • God the father - 1 John 3:1 - Luke 12:29-30 - 1John 4:8-10 • God the Son - John 15:9-10 - John 8:19 • God the Holy Spirit - Romans 5:5, 8:9-17 - Concept of the Trinity - Matthew 3:16-17	i) Memorising the Bible verses on Trinity ii) Discovering of the role of each person of the Trinity iii) Singing songs of the Trinity iv) Studying the Bible verses and

iv) explains the Old Testament teaching about the hope that God gives. v) describes how people were prepared for the coming of the Messiah.	- Matthew 2, 28:19 - 1Peter 1:2 **Two great commandments** • Jesus' teaching - John 15:9-12. - Mathew 7:12. - Mathew 5:43-44 **Old Testament teaching about hope** - Hope in trouble (Jeremiah 6:22-28. 23:5-6, 31:1-5, 31:31-34) - Hope for the Messiah (Isaiah 11:1-10) **Coming of the Messiah** - Zechariah's vision (Luke 1:5-25) - Preparation (Luke 1:25-38) - The Messiah is born Luke 1:39-45. - Wise men welcome the Messiah (Luke 2:1-11)	discovering the role of God the Father, God the Son and God the Holy Spirit v) Memorising the two great commandments Jesus taught vi) Roleplaying on how to cope with teenage pregnancy and other forms of trouble vii) Reading and discussing the Bible text viii) Roleplaying Jesus' birth **ix)** Singing songs about Jesus' birth

Assessment Guidelines

Let the learner

i) tell the concept of the Trinity.
ii) mention the role of each person in the Trinity.
iii) memorise the two great commandments.
iv) role-play Jesus' birth and tell what it means in his/her life.
v) make the Christmas cards.

IRE

PRIMARY FIVE

General background

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

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

Islamic Religious Education Assessment strategy

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

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

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

SN	CRITICAL CHANGES	JUSTIFICATION
1	Topic: a congregational prayer P4 term2 reviewed before teaching Surat Al- Zilzala P5 term1	This is because prayer had been taught in P4
2	Reading hadith concerning debts Tells the meaning of the hadith Gives the importance of the hadith and lessons learnt Relate the hadith to daily life	This is taught alone through summary since it has much content to be covered in a lesson.
3	Topic: resurrection and judgement P5 term1, paradise and hell P5 Term2. Day of Judgment P7. Merged to be taught together in P5 term 1	This is because of the inter relations that these topics have.
4	Topic: Fasting has been taught without being merged with a topic from P4.	It's a wide topic that needs special attention at this level.
5	Recites Surat Al-Kauthar Relates message in Surat Al-Kauthar to your daily life Mentions lessons learnt from Surat Al-Kauthar	Surats could be taught alone because of their content being much.
6	Topic: Prophets migration from Mecca to Medina.P4 Term3 was merged with prophet at madinah P5 Term 2	These topics are related in content and follow each other.
7	Topic: Miracles of prophet Muhammad P5 term 3 and the last days of the prophet P5 term2 were merged and can be taught together.	These topics are related in content and follow each other

Topic 1: Surat Zilzalah

6 periods

Introduction

The topic deals with Surat Zilzalah and brings out its meaning and importance. The teacher is expected to assist learners recite the Chapter in Arabic of transliterated form. Teach the meaning of this Surat after discussing to the learners events that led to its revelation. The topic is divided into sub-topics; - recitation of the Surat, meaning of the Surat and its importance. The teacher is expected to teach each sub-topic in each lesson (40 minutes). Note that the first competence previews lessons in P.4 and should be handled in the first lesson of the week.

Competences	Content	Suggested Activities
• Tells/ signs the importance of a congregational prayer. • Recites/ signs Surat Al-Zilzalah • Interprets the meaning of the Surat • Relates the message in the Surat to her/his daily life.	• Recitation of Surat Zilzalah chapter 99. • Meaning of the Surat. • Relating the message of the Surat to real life.	• Supervising individual recitations of the Surat. • Guiding learners to explain the meaning of the Surat. • Brainstorming and guided discussion to get the message and the lesson from the Surat,

Guidance on Assessment

- Assess the learner's critical thinking as he/she mentions/ signs reasons that led to the revelation of Surat Al- Zilzalah .
- Listen and assess the learner's articulation as he/she recites/ signs Surat Al- Zilzalah .
- Assess the learner's logical reasoning as he/she matches the meaning of Surat Al- Zilzalah with Arabic texts.
- Listen and assess the learner's appreciation as he/she relates the message in the Surat to her/his daily life.

Topic 2: Settlement of debts

6 periods

Introduction

The topic makes a learner notice that a debt is something that needs to be paid. It was recommended by Prophet Muhammad (PBUH) that when you are in debt, try to repay in order to keep good relationship with people. Therefore, the teacher has a task of making this clear through thorough guidance of the learner to understand this Hadith. The topic is divided into sub-topics; Reads hadith concerning debts, meaning of the Hadith and its importance.

Competences	Content	Suggested Activities
• Reads/ brailles hadith concernin g debts • Tells/ signs the meaning of the hadith • Gives/ signs the importan ce of the hadith and lessons learnt • Relates the hadith to daily life	**The Prophet of Allah said;** "The signs of hypocrite are three; when he/she talks, Tells/ signs lies, when he/she makes a promise, doesn't fulfill it, when he/she is entrusted with property, she doesn't fulfill it." **Importance of Hadith and Lessons Learnt** A hypocrite is a bad person Tells/ signs lies is assign of hypocrisy Not fulfilling a promise is bad When someone entrusts you with something return Hypocrisy is assign for non-believers A good Muslim should not practice it	Guiding learners to recite/ signs a poem concerning keeping good relationship. Interpreting the meaning of the Hadith to the learners. Sharing lessons learnt from the Hadith in groups. Telling the importance of the Hadith. Brainstorming and using guided discussion to help learners to relate the message to their daily life.

Guidance on Assessment

- Assess the learner's articulation as he/she reads/ brailles the hadith concerning debts.
- Listen and assess the learner's critical thinking as he/she tells/ signs the meaning of the hadith.

- Assess the learner's appreciation as he/she gives/ signs the importance of the hadith and lessons learnt.
- Listen and assess the learner's logical reasoning as he/she relates message in the hadith to his/ her daily life.

Topic 3: Resurrection and Judgment

6 period

Introduction

The topic deals with the concept of Resurrection and Judgment. The belief in the Day of Judgment is the fifth pillar of faith. It is very important to be taught to the learner because such belief controls the actions of a believer. It is important to know that everything related to the Day of Judgment like death, after death, before resurrection and after resurrection should be taught to the learner. The topic is divided into sub-topics; - events after death but before resurrection, events that will take place before the Day of Judgment and importance of judgment day. The teacher is expected to teach each sub-topic in each lesson (40 minutes).

Competences	Content	Suggested Activities
• Mentions/ signs the events after death but before resurrection. • Tells/ signs the events that will take place before the Day of judgment • Mentions/ signs	**Events after death but before resurrection:** When a person dies before the Day of Judgment, that person remains in the state called Barzakh in the grave. Q: 23:99-100 Angel Izra-il is responsible for death, Munkar and Nakiir are responsible for asking	Reviewing Surat Al-Zilzalah . Guiding learners in the discussion of the events of the day of resurrection. Grouping

	the importance of judgment day	questions in the grave. **Questions and answers in the grave;** 1. Who is your creator? Allah is my creator 2. What is your religion? Islam is my religion 3. Who is your Prophet? Muhammad(P.B.U.H) PBUH 4. Where have you been facing while praying? Ka-abah is my direction 5. Who are your brothers and sisters? All Muslims are my brothers and sisters 6. Who is your leader? (Imaam) Quran is my leader **These are some events that will take place before the last day;** - Young girls grow breasts early. - Women will be more than men - Much respect to musicians more than religious leaders - Increased money in circulation - Increased untrustworthiness amongst people - The appearance of Ya-ajuuj and Ma-ajuuj - People of lower level	learners to dramatise the resurrection day. Individual learners outlining the significance of the resurrection day.

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	administering others - The appearance of the beast **Importance of the resurrection day** - All people gather into one place - People will be rewarded -Allah's justice will be received. - People to begin another life - Wrongdoers will be punished. - To get ready for Allah's decision depending on their deeds	

Guidance on Assessment

- Assess the learner's critical thinking as he/she mentions/ signs the events after death but before resurrection
- Listen and assess the learner's cooperation as he/she Demonstrates/ signs some of the events that will take place before the Day of Judgment.
- Assess the learner's logical thinking as he/she tells/ signs the events after death but before resurrection.
- Listen and assess the learner's appreciation as he/she discusses/ signs the importance of judgment day.

Topic 4: Fasting

9 periods

Introduction

The concept of fasting introduces learners to religious duties that train a Muslim values like patience, saving culture and having concern for the poor who practices fasting throughout the year. Therefore the knowledge of this topic will help a learner choose values rightly and to practice patience and endurance life skills. The topic is divided into sub-topics; reasons why Muslims fast, groups of people who should fast, things that spoil fasting, good things done during Ramadhan and important events that take place during Ramadhan.

Competences	Content	Suggested Activities
• Gives/ signs reasons why Muslims fast • Mentions/ signs groups of people who should fast • Tells/ signs things that spoil fasting • Gives/ signs good things done during Ramadhan • Mentions/ signs important events that take place during Ramadhan	Some reasons why we fast: • It is an order from Allah • It is a pillar of Islam • To get rewards • To thank Allah <u>Groups of people who should fast</u> ▪ Mature and able Muslims ▪ Sane Muslims ▪ A person who is not sick ▪ A person who is not a traveler ▪ A Muslim <u>Things that spoil fasting.</u> • Eating intentionally during day • Drinking intentionally during day • Sexual intercourse during daytime • Menstruation period	Guiding learners to discuss the meaning of fasting. Summarizing learners' response. Telling/signing reasons for Muslim fasting. Helping learners to

	• Bleeding during child birth Good things done during Ramadhan are; - Taking sweet and soft foods for example; yellow bananas, dates, juice, milk while breaking the fast etc Important events that took place during Ramadhan - Quran was revealed during Ramadhan - Makkah became Islamic state during Ramadhan - Ruqayyah the daughter of the Prophet died during Ramadhan - The night of power	mention/ sign people who should fast. Tasking learners to describe/ sign those exempted from fasting. Guiding learners to discuss/ sign things that spoil fasting.

Guidance on Assessment

- Assess the learner's audibility as he/she gives/ signs reasons for Muslim fasting.
- Listen and assess the learner's decision making as he/she mentions/ signs the group of people that should fast.
- Assess the learner's logical reasoning as he/she tells/signs the things that spoil fasting.
- Listen and assess the learner's cooperation as he/she Demonstrates/ signs good things done during Ramadhan.
- Listen and assess the learner's appreciation as he/she mentions/ signs important events that take place during Ramadhan.

Topic 5: Prophet Muhammad (P.B.U.H) at Madinah.

6 periods

Introduction

The topic introduces to the learners obedience to the Allah's orders. The migration of Muhammad (P.B.U.H) from Makkah to Madinah was due to Allah's command. When Muhammad (P.B.U.H) was invited by people of Madinah he had not responded to them until when Allah commanded him to leave Madinah. Therefore the topic is important to the learner who will know that Allah's commands should be followed and good manners are a reason for cooperation among people. The topic is divided into sub-topics; importance of Isra and Miraj, achievements made by Prophet Muhammad (P.B.U.H) in Madinah and lessons learnt from the Prophet's life.

Competences	Content	Suggested Activities
• Explains/ signs the importance of Isra and Miraj. • Mentions/ signs achievements made by Prophet Muhammad(P.B.U.H) in Madinah • Mentions/ signs lessons	The following are Prophet's achievements. Made a constitution He constructed a mosque on the land that he bought from the two boys. He united the people under one leadership. He stopped tribal wars. He created strong political groups. He introduced Madinah constitution. He fought injustice. Some lessons learnt	Explaining/ signing the importance of Isra and Miraj. Guiding learners to identify problems that were in Madinah before migration. Guiding learners to compare the constitution of Uganda with Qur'an. Helping learners to identify the importance of the constitution

learnt from the Prophet's life	Even Prophet Muhammad(P.B.U.H) has his ways of life He lived a simple life He loved cleanliness He had deep love for his friends	Guiding learner to tell various activities of the Prophet at Madina. Mentioning lessons learnt from the Prophet's life

Guidance on Assessment

- Assess as the learner's appreciation as he/she explains/ signs the importance of Isra and Miraj.
- Listen and assess the learner's articulation as he/she mentions/ signs achievements made by Prophet Muhammad(P.B.U.H) in Madinah
- Listen and assess the learner's appreciation as he/she mentions/ signs how lessons learnt from the Prophet's life can benefit him/her in the daily life.

Topic 6: Surat Al- Kauthar (108).

3 periods

Introduction

The topic deals with Surat Al- Kauthar and brings out its meaning and importance. The teacher is expected to assist learners to recite the Chapter in Arabic of transliterated form. Teach the meaning of this Surat after discussing with the learners events that led to its revelation. The topic is divided into sub-topics; - recitation of the Surat, meaning and message in Surat Al-Kauthar and lessons learnt from Surat Al-Kauthar. The teacher is expected to teach each sub-topic in each lesson (40 minutes).

Competences	Content	Suggested Activities
• Recites/ signs Surat Al-Kauthar • Gives/ signs the meaning and the message in Surat Al-Kauthar to your daily life • Mentions/ signs lessons learnt from Surat Al-Kauthar	بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمُ إِنَّا أَعْطَيْنَاكَ الْكَوْثَرَ ۝ فَصَلِّ لِرَبِّكَ وَانْحَرْ ۝ إِنَّ شَانِئَكَ هُوَ الْأَبْتَرُ ۝ **Bismillaah Rahmaan Rahiim** Innaa aatwaynaakal kauthar Fasswallii lirabbika wan-har Inna Shaaniaka huwal abtar Relates Surat Al-Kauthar to our daily life Praying Idd Adhuha and sacrificing were there in Prophetic period and even today Prophet Muhammad(P.B.U.H) was hated by his own people even today People who do right things are hated When one depends on Allah indeed you succeed Lessons learnt from the Surat The Prophet was given a well in paradise called Kauthar Performing Idd Adhuha is an Islamic practice Sacrificing on Idd Adhuha is a duty to an able Muslim A Muslim is supposed to have hope in the future Prophet Muhammad(P.B.U.H) was	• Reciting/ signing the Surat in its original form • Learners listening to the teacher's recitation at least three times. • Reciting/ signing the Surat and the learners repeat after the teacher • Dividing learners into different groups • Giving each group an opportunity to recite/ sign as others are listening • Telling/ signing the meaning and discover how is related

	hated by his own people We are supposed to depend on Allah all the times and in all situations. **Relate the above to your daily life.**	to their daily life. • Dramatizing to depict the message in the Surat

Guidance on Assessment

- Listen and assess the learner's audibility as he/she recites/ signs Surat Al-Kauthar.
- Assess the learner's logical thinking as he/she arranges the verses of Surat Al-Kauthar in its correct order.
- Assess the learner's logical reasoning as he/she discusses/ signs what led to the revelation of Surat Al-Kauthar.
- Listen and assess the learner's appreciation as he/she mentions/ signs lessons learnt from Surat Al-Kauthar.

Topic 6: Good Neighborliness.

3 periods

Introduction

The topic brings out the concepts of Neighborliness. Good neighborliness is one of the value people are asked to promote. It brings about a strong and a caring society, thus this topic helps a learner to develop life skills and values for living harmoniously in society.

Competences	Content	Suggested Activities

• Reads/ brailles the hadith concerning good neighborliness • Explains/ signs meaning of the prophetic tradition and write the meaning in the book. • Relates the above hadith to your daily life	Hadith concerning good neighborliness Our beloved Prophet Muhammad (P.B.U.H) PBUH said; "a man whose neighbour is not safe from his misdeeds is not a believer in Islam. A neighbour is a very important person in Islam We are supposed to treat our neighbours very well Mistreating neighbours is not accepted in Islam Believers are those who treat their neighbours well.	Helping learners to read/ signs and write/ brailles the hadith correctly. Learners defining and write the word neighbor. Explaining the meaning of the prophetic tradition and write the meaning in the book. Helping learners in groups to explain why a neighbor should be treated well. Dramatizing a good and a bad neighbor.

Guidance on Assessment

- Observe and assess the learner's articulation as he/she reads/ signs the hadith concerning good neighborliness.
- Listen and assess the learner's critical thinking as he/she in a pair gives/ signs the meaning of the Hadith.
- Listen and assess the learner's appreciation as he/she relates the message in the hadith to his/ her daily life.

Topic 7: Paradise and Hell.

3 periods

Introduction

The topic Describes/ signs the concept of Paradise and Hell. Life in this world is a great temptation to man and may lead to ruin their lives as well as the world. This knowledge about the paradise and Hell is important to the learner for it will model him /her life hence guarantee the harmonious living in their society.

Competences	Content	Suggested Activities
• Mentions/ signs the people who are assured paradise. • Gives/ signs reasons why they are assured paradise Interprets the Prophetic traditions on hell	We don't know who will be in paradise except; Abubakar Swiddiq, Uthman bin Afan, Twalha bin AbdAllah, Sa'ad bin Zaid, Sa'ad bin Abi Waqas, Abu Ubaida Amir bun Jaraah, Umar bin Khattwab, Ali bin Abi Twaalib, Sa-eed bin Zaid, Abdu Rahman bin Auf, Zubair bin Awwaani. **Reasons:** • They had strong faith and trust to the Prophet PBUH. • They did a great job in spreading Islam • They protected and defended Islam as well as the Prophet. **Hell:** Prophet Muhammad(P.B.U.H) PBUH also said that when one is burnt in hell, Allah will give one another skin/flesh He said, "even if one does all other religious duties but doesn't treat his neighbors well, he/she may go to hell".	Helping learners to define paradise and Hell. Writing/ Brailling down learner's idea on paradise and hell. Helping learners to identify the meaning and allow them write it. Learners describing paradise and hell.

	Names of hell; Jahannam, Haamiya.	Demonstrating paradise and hell.

Guidance on Assessment

- Assess the learner's appreciation as he/she Mentions/ signs the people who are assured paradise.
- Listen and assess the learner's logical reasoning as he/she discusses/ signs reasons why they are assured paradise.
- Listen and assess the learner's critical thinking as he/she interprets the Prophetic traditions on hell.

Topic 8: Tarawiih and Idd Prayers.

9 periods

Introduction

The topic introduces to the learners Optional duties practiced in Islam. Besides getting rewards from them they are of significant importance, like meeting people, socialize, acquire new friends and solve their problem as a team. Therefore it is important to a learner to learn and practice such optional duties in Islam so that he/she enjoys those benefits. The topic is divided into sub-topics; demonstrate how Tarawiih prayer is performed, importance of Tarawiih and performance of Idd prayer. The teacher is expected to teach each sub-topic in each lesson (40 minutes). Note that the first competence (Explains/ signs the importance of Duas) previews lessons in P.4 and should be handled in the first lesson of the week.

Competences	Content	Suggested Activities

• Explains/ signs the importance of Duas. • Demonstrates/ signs/ signs how Tarawiih prayer is performed. • Mentions/ signs the importance of Tarawiih • Demonstrates/ signs the performance of Idd prayer. • Mentions/ signs the importance of Idd prayers	**Description of Tarawiih Prayer.** Performed in congregation Offered in even rakahs After every two rakahs, tahiyyatu and salaam are done. Ended by praying odd rakahs called witr Even the Prophet PBUH said: whoever believes in Allah and offers optional prayers e.g. Tarawiih prayer throughout each night of Ramadhan will have his previous sins forgiven. Importance of Tarawiih: - Get rewards from Allah - Repent through Tarawiih - **Importance of Tarawiih**: - Get rewards from Allah - Repent through Tarawiih Idd Al-Fitri is performed in congregation. A Muslim should bath, drink and eat before prayer as a sign of breaking the fasting (Ramadhan) It is good to conduct prayers outside the mosque. Muslims are supposed to put the best hijab (women) and white kanzu for men The following words are said during Idd day; “Allahu akbar Allahu akbar Allahu akbar, lailaha illa Allah Allahu akbar,Allahu akbar walillahil hamud” “Allah is the greatest, we should worship him alone, and all praises are to	Helping learners to differentiate between the two idd by defining them and Tarawiih. Asking learners if they have ever performed any of the above prayers. Demonstrating how idd is performed.(In a group) Demonstrating/ signing how Tarawiih is performed.(In a group) Mentioning the

	him" **Importance** Creates unity among Muslims Get new friends and solve problems Socialize with others	importance of idd prayer and Tarawiih.

Guidance on Assessment

- Assess the learner's logical reasoning as he/she explains the importance of Duas.
- Listen and assess as the learner's cooperation as he/she demonstrates/ signs how Tarawiih prayer is performed.
- Assess the learner's appreciation as he/she mentions/ signs the importance of Tarawiih.
- Assess the learner's cooperation as he/she demonstrates/ signs how Idd prayer is performed.
- Listen and assess the learner's appreciation as he/she mentions/ signs the importance of Idd prayers.

Topic 9: Last days of Prophet Muhammad (PBUH).

6 periods

Introduction

The topic unveils period in which one of the historical events happened which was is the fare well pilgrimage. Hence, this topic Gives/ signs an insight on this pilgrimage and some of the clauses of the sermon he delivered during that event. This topic is important to the learner because it provides a sense of direction as provided in the last prophetic sermon. The topic is divided into sub-topics; - aspects that made prophet Muhammad (P.B.U.H) message different from his predecessors, farewell pilgrimage and the sickness and the

death of the prophet (PBUH). The teacher is expected to teach each sub-topic in each lesson (40 minutes).

Competences	Content	Suggested Activities
• Outlines the aspects that made prophet Muhammad(P.B.U.H) (PBUH) message different from his predecessors • Describes/ signs the farewell pilgrimage. • Describes/ signs the sickness and the death of the prophet	**Description of fare well pilgrimage**. **Lessons learnt from Prophet Muhammad (P.B.U.H)'s life**. -conflict resolution. -Need for democracy. -establishment of a democratic Islamic state.	Sermoning prophets last speech and guiding learners to note down points. Outlining the content of the Prophets last speech. Giving lessons learnt from the last message. Learners explaining the sickness, death and burial of the prophet. Demonstrating how one can resolve a conflict without fighting.

Guidance on Assessment

- Assess the learner's logical reasoning as he/she explains/ signs aspects that made prophet Muhammad (P.B.U.H) message different from his predecessors.
- Listen and assess the learner's critical thinking as he/she describes/ signs how the farewell pilgrimage was carried out.
- Assess the learner's cooperation as he/she demonstrates/ signs the sickness and the death of the prophet (P.B.U.H).

Topic 10: Surat Al- Alaq(96).

3 periods

Introduction

The topic introduces Surat Al- Alaq of the Holy Qur'an. This chapter talks about the first revelation that Allah revealed to Prophet Muhammad (P.B.U.H). It explains the importance of seeking knowledge as it talks about the stages of creation of man. The teacher is expected to assist learners recite the Chapter in Arabic of transliterated form. Teach the meaning of this Surat after discussing with the learners events that led to its revelation. The topic is divided into sub-topics; - recitation of the Surat, meaning of the Surat and lessons learnt. The teacher is expected to teach each sub-topic in each lesson (40 minutes).

Competences	Content	Suggested Activities
• Recites/ signs Surat Al-Alaq • Tells/ signs meaning and lessons learnt from the Surat Al-Alaq • Relates the Surat to the learner's daily life	بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمُ اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۚ خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ ۚ اقْرَأْ وَرَبُّكَ الأَكْرَمُ ۚ الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۚ Bismillahi Rahmaan Rahiim Iq-ra-a bismi Rabbika Lladhii Khalaqa Khalaqal Insaana min Alaq Iqra-a warabbukal Aqram Aladhi allama bilqalmi Allamal Insaana maa lamyaalam **Lessons** Reading is most important	• Learners Reciting the Surat in groups, in pairs and as an individual • Interpreting the meaning of the Surat • Writing the interpretation of the Surat. • Relating the Surat to the learner's daily life.

Guidance on Assessment

- Assess the learner's audibility as he/she discusses/ signs what led to the revelation of Surat Al-Alaq
- Listen and assess the learner's articulation as he/she recites/ signs Surat Al-Alaq
- Assess the learner's choice making as he/she matches the meaning of Surat Al-Alaq with Arabic texts.
- Listen and assess the learner's appreciation as he/she gives/ signs the importance of Surat Al-Alaq.

Topic 11: Sin.

6 periods

Introduction

The topic introduces the concept of a sin to learners by brings out its meaning and importance of avoiding sinful acts. The teacher is expected to assist learners identify sinful acts and suggests ways of avoiding those acts. The topic is divided into sub-topics; a hadith prohibiting alcohol, Qur'an quotation prohibiting sex before marriage and lessons learnt from Allah's message. The teacher is expected to teach each sub-topic in each lesson (40 minutes). Note that the first competence previews lessons in P.4 and should be handled in the first lesson of the week.

Competences	Content	Suggested Activities
• Tells/ signs lessons learnt from the Hadith on cleanliness. • Narrates/ signs a hadith prohibiting alcohol • Describes/ signs a Qur'an quotation prohibiting sex before marriage • Describes/ signs a Qur'an quotation prohibiting sexual abuse. • Tells/ signs lessons learnt from Allah's message.	Prophet Muhammad (P.B.U.H) said "Allah's curse falls on ten groups of people who deals with Alcohol, The one who distils it, the one for whom it has been distilled, the one who drinks it, the one who transports it, the one to whom it has been bought, the one who serves it, the one who sells it, the one who utilizes money from it and the one who buys it for someone else. **Adultery:** Allah quoted it Q 24:2 "The man and woman who are guilty of adultery or fornication flog each of them with a hundred stripes….." **Sexual abuse:** the verse that condemn sexual abuse: Qur'an 7:81, "verily, you practice your lusts on men instead of women. Nay, but you are people doing what you are not supposed to do / committing great sins	Guiding learners into discussion on why sinning is bad. Mentioning ten groups of people who are cursed because of alcohol. Guiding learner to describe/ sign a Qur'an quotation prohibiting sex before marriage. Guiding learner to Describe/ sign a Qur'an quotation prohibiting sexual abuse Discussing/ signing lessons learnt from Allah's message in pairs.

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Guidance on Assessment

- Assess the learner's articulation as he/she narrates/ signs a hadith prohibiting alcohol
- Listen and assess the learner's audibility as he/she recites/signs the Qur'an quotation prohibiting sex before marriage
- Assess the learner's articulation as he/she recites/signs the Qur'an quotation prohibiting sexual abuse
- Listen and assess the learner's appreciation as he/she shares lessons learnt from Allah's message.

Topic 12: Zakat.

6 periods

Introduction

The topic introduces Zakat the fourth pillar of Islam. It is a special portion a rich Muslim pays from his/her property for distribution to particular group of people at specific time. The Knowledge of this topic will help learners with life skills of socialization and care for others hence grows up as a good citizen in their societies. The topic is divided into sub-topics; items on which zakat is paid, conditions which must be remembered before paying zakat and the importance of zakat. The teacher is expected to teach each sub-topic in each lesson (40 minutes).

Competences	Content	Suggested Activities
• Mentions/ signs items on which zakat is paid • Mentions/ signs conditions which must be remembered before paying zakat • Gives/ signs the importance of zakat	**Items from which zakat is paid** Cash (money) Domestic animals e.g. cattle,goats,sheep,camel Minerals e.g. gold, silver, copper Articles of trade e.g. sugar, clothes. Agricultural products e.g. banana, maize **Conditions to consider while Gives/ signs Zakah:** The giver must give it freely The giver must be having what to give The giver must be a Muslim Zakat is given annually Zakat out of agricultural products must be given after each harvest. **Zakat is very important in different ways:** -Zakat reduces the suffering of the poor and needy ones -It purifies the person from selfishness -Zakat purifies the wealth of the giver -Zakat protects a person	• Demonstrating how zakah is performed from some items. • Drawing defferent items on which Zakat is paid. • Explaining conditions which must be remembered before paying zakat. • Sharing the importance of Zakah to the Muslim community.

	from Allah's punishments -Zakat payer gets rewards from Allah -Zakat consolidates the poor and the needy -Zakat creates good relationship between the giver and the receiver	

Guidance on Assessment

- Assess the learner's decision making as he/she sorts items on which zakat is paid from those which zakat is not paid.
- Listen and assess the learner's logical reasoning as he/she mentions/ signs conditions which must be fulfilled before paying zakat.
- Assess the learner's appreciation as he/she demonstrates/ signs how zakat is important to the community.

Topic 13: Miracles of Prophet Muhammad (P.B.U.H).

6 periods

Introduction

The topic Explores miracles that were performed by the Prophet (PBUH). The greatest miracle of the Prophet was the Qur'an; he brought into existence and taught people yet he was illiterate. This will help learners appreciate the teaching of Islam given the nature of the miracle performed.

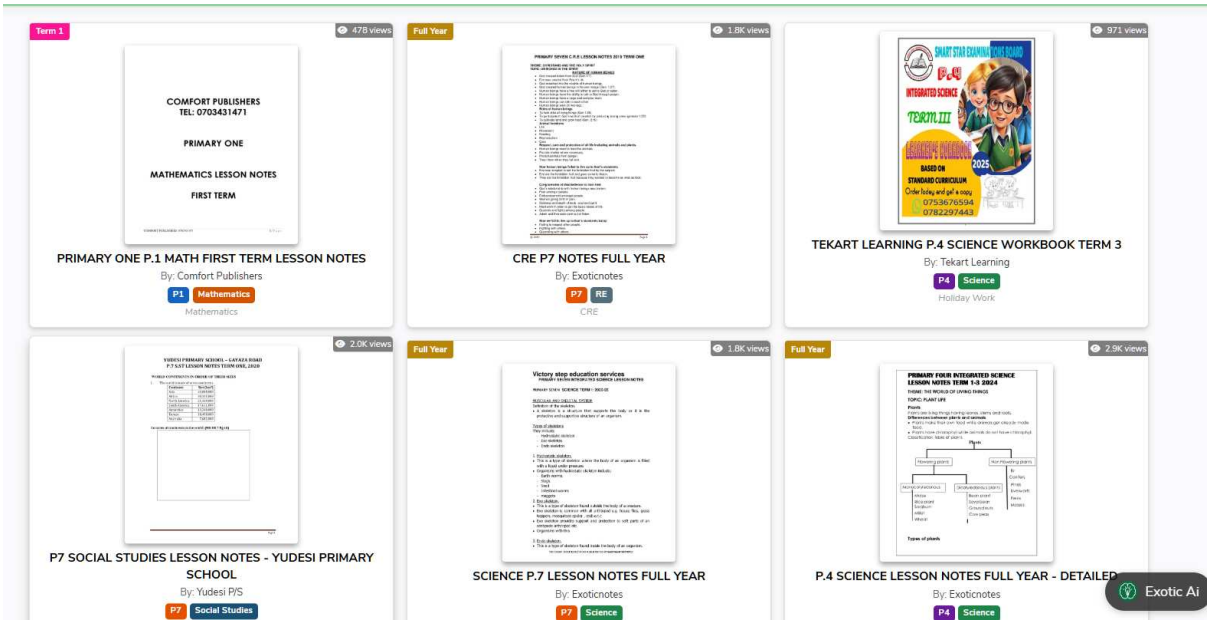


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