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NATIONAL CURRICULUM DEVELOPMENT CENTRE

PRIMARY FIVE DRAFT SYLLABI

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P5 ENGLISH ABRIDGED CURRICULUM 2021

You are 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 the Primary Four content due to the COVID-19 pandemic. You should endeavour to cover tenses taught in Primary Four. That content has been merged with that of Primary Five Topic 1, **Vehicle Repair and Maintenance,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 dramatization, among others. These methods will give learners adequate opportunity to practise the vocabulary and the 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 but you need to devise other strategies of revising the previous work with them.

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TERM 1

TOPIC 1: VEHICLE REPAIR AND MAINTENANCE

Overview:

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 texts/stories related to vehicle repair and maintenance.	**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 … 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 ofshall and will when expressing the future. Use of the Present Perfect tense. Use "has" and "have"	- 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.

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	Use of "must" and "mustn't"	

Suggested Activities for Assessment

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

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TOPIC 2: PRINT MEDIA

Overview:

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 … The advertisement on games and sports will be in the newspapers next week. **Grammar** - Use of articles: *a*, *the*, *an*. - Relative pronouns.	- 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 learnt vocabulary and structures.
- Reading/signing stories
- Answering comprehension questions.
- Composing and publishing articles and cartoons
- Completing stories/dialogues
- Writing guided and free compositions

TOPIC 3: TRAVELLING

Overview:

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

Competences	**Content**	**Suggested teaching and learning activities**
The learner: - narrates/signs stories on traveling. - reads/signs texts on traveling. - 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 learnt vocabulary and structures.
- Reading/signing stories.
- Asking and answering comprehension questions.
- Acting/signing dialogues
- Completing stories/dialogues
- Writing guided and free compositions

TERM 2

Topic 4: Letter Writing

Overview:

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: written questions. - reads/ signs texts on letter writing.	**Vocabulary** invite, letter, envelope, card, address, occasion, party, guest, host, hostess, ceremony, affectionate, sincerely, yours, dear, receiver, writer, friend,	- guiding learners to pronounce/sign words. - constructing sentences using the given structure and vocabulary.

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- identifies the components of a personal letter using the given vocabulary. - writes personal letters using the acceptable grammar rules.	reply, classmates, informal letter, personal letter, first name,body, sender, date, affectionately, sincerely, relatives, friends, informal introduction, purpose, reason, inform, ask, thank **Language Structures** - Hello … Hello, my friend. - … would … He would come to our party if 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.	- reading texts (passages/ dialogues/poems/notices) - reciting /signing poems. - acting dialogues - asking/ answering questions - Playing spelling games - completing sentences. - writing compositions - rewriting stories.

Suggested Activities for Assessment

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

TOPIC 5: COMMUNICATION

Overview:

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

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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 officein the future tense.	**Vocabulary** post, stamp, letterbox, directory, package, moneyorder, privatebox, parcel, telegram, mail, aerogram, postoffice, boxrental, 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. - … 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.	- 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.

Suggested Activities for Assessment

- Constructing both oral and written sentences using the learnt vocabulary and structures.
- 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	**Vocabulary** telephone, mobile telephone, tele-face, airtime, landline, fixed line,	- guiding learners to pronounce/sign words. - constructing sentences

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telephone. - reads/signs texts related to the telephone. - rewrites/brailles texts /stories related the telephone.. - demonstrates ability to communicate using a telephone.	receiver, handset, network mast, 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.	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 learnt vocabulary and structures.
- 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 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**	- 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.

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	- Interrogative pronoun (who, what, which).	

Suggested Activities for Assessment

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

TERM 3

TOPIC 6: CULTURE

Overview:

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. - … not a … but … He is not a Ugandan but a Kenyan. Egyptians come from Egypt. - ……. 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

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- Constructing both oral and written sentences using the learnt vocabulary and structures.
- 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 languages.	**Vocabulary** Luganda, Lumasaba, Runyankitura, Luo, Iteso, Kiswahili, French, English, German, Latin, Chinese, Ibo, Lingala, Kinyanwanda. **Structures** - Sentence transformation People in England speak English. English is spoken in England. - If … would … If I were a Nigerian, I would 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).	-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 learnt vocabulary and structures.

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- Answering comprehension questions.
- Acting dialogues
- Composing poems/chants
- Completing stories/dialogues
- Writing guided and free compositions

TOPIC 7: PEACE AND SECURITY

Overview:

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, court, 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 learnt vocabulary and structures.
- Reading/signing stories

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- Answering comprehension questions.
- Acting/signing dialogues
- Composing poems/songs/chants
- Completing stories/dialogues
- Writing guided and free compositions

TOPIC 8: SERVICES (BANKING)

Overview:

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,passbook, bankbook, teller deposit, withdraw, credit, save, safe, balance, bank statement, bounce, cheque, forge, cashier, withdraw, form, deposit form, ATM card, machine, cheque book, savings, account, 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 … The cashier gave Akello money as soon as she presented the withdraw form. - As soon as … As soon as Apio gave in the account number, the bank manager told him his balance.	- 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.

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Suggested Activities for Assessment

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

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Mathematics Abridged Curriculum for primary schools in Uganda

Primary 5

Term I

Topic 1: Set Concepts **8 periods.**

Overview:

Sets in this class will form a basis for extending the understanding of numbers. The content on sets for primary 4 that is found so critical has been added to the content of primary 5. The teacher will be required to use both reference books of primary 4 and primary 5 to get the details of the content. As a teacher 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. The primary 4 and 5 content under sets is the same except for Venn diagram. In this case, the first content is for primary 4, however, you need to cover it extensively to cover also the same content for primary 5. 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.

Competences	Content	Suggested Activities
● Forms and names sets ● Identifies and distinguishes equal and equivalent sets, empty set ● Identifies number of members in a given set ● Lists members of intersection and union sets ● Draws Venn diagrams ● Identifies union and intersection of sets using Venn diagram	• Equivalent, equal & empty set. • Number of members in given sets. • Union and intersection of sets • Venn diagram	• Forming and naming sets • Identifying and distinguishing, equal and equivalent sets of various named objects e.g. fruits, sticks, stones and animals. • Counting number of members in given sets. • Naming/ signing examples of empty sets. • Drawing Venn diagrams • Identifying and writing/ brailling common members of sets.(intersection) • Listing members of the

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		union set

Suggested Competences for Assessment

The learner:

a) Distinguishes between equal and equivalent sets
b) Identifies empty set
c) Forms union and intersection of sets using Venn diagram

Topic 2: Whole numbers **6 periods.**

Overview

This topic that runs from primary one throughout primary level provides the basis for learners to develop the attitude of determining to solve problems in real life by calculation. It is when the learners can properly count, read and write whole numbers that they can eventually be introduced to operations on whole numbers. In this topic place values keep on increasing by a digit depending on the class. In primary 4 learners are supposed to work with numbers 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. Bearing in mind that learners may not have covered the work of primary 4, let them work with numbers up to 99,999 before extending to 999,999. Use real objects and real life examples to make the topic enjoyable and light to the learners.

Rounding off to the nearest whole number is left out for the next class to avoid overloading this topic.

Competences	Content	Suggested Activities
• Arranges numbers in their correct place on the place values chart: ones, tens, hundreds, thousands, etc. • Counts whole numbers up to 999,999 • Writes/braille numbers in expanded form • Writes/braille numbers in words • Reads/ signs and writes Roman numbers up to fifty	• place value up to 999,999 • value up to 999,999 • whole numbers up to 999,999 • Expanding numbers up 6 digits • Roman numerals up to L	• Identifying place values up to 6 digits. • Drawing a number line to show numbers in 100s from 0 – 2000. • Using an abacus or table to show place value and values of various numbers. • Using values of digits in given numbers to expand them. • Reading/ signing and writing Roman numbers up to fifty

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Suggested Competences for Assessment

The learner

a) Identifies values and place values of numbers
b) Writes/ braille numbers in expanded form
c) Converts Roman numerals to Hindu Arabic numbers and vice versa.

Topic 3: Operations on whole numbers **8 periods.**

Overview

The teacher 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. Emphasize 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.

Competences	**Content**	**Activities**
• Adds whole numbers up to 6-digits with or without regrouping • Solves simple word problems involving addition • Subtracts whole numbers up to 6-digits with or without regrouping • Solves simple word problems involving subtraction • Multiplies 3-digit and 4-digit numbers by 2-digit numbers • Solves simple word problems involving multiplication	• Addition of whole numbers • Subtraction of whole numbers • Multiplication by 2 digit natural numbers • Division of whole numbers by up to 2-digit numbers including by 10. • Mixed operations • Numbers in Base 5	• Making simple addition problems using numbers up to 999,999. • Subtracting numbers up to 999,999 • Solving problems involving addition and subtraction in real life situations. • Multiplication by 2 digit natural numbers • Working out division using long division and describing each step. • Reading/ signing and solving word problems in real life situations involving mixed operations.

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• Divides whole numbers by 2-digit numbers • Solves simple word problems involving division • Works out problems involving mixed operations • Counts numbers in base five • Adds and subtracts numbers in base five.		• Counting numbers in Base Five. • Computing problems involving addition and subtraction of numbers in Base Five

Suggested Competences for Assessment

The learner:

a) Uses the four operations correctly
b) Counts in base 5
c) Solves problems involving operations

Topic 4: Patterns and sequences **6 periods.**

Overview:

Learners will understand the meaning of patterns and sequence 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 of 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 & decreasing progression. Let learners discover and discuss triangle numbers, composite and square numbers using models.

Competences	**Content**	**Activities**

• Forms patterns -using the operations of numbers (increasing and decreasing progression) • Finds factors and multiples of whole numbers • Works out the LCM and GCF • Identifies types of numbers -even and odd numbers - triangular, square, prime and composite numbers • Uses types of numbers to form number patterns and sequences	• Forming patterns and sequences • Factors and multiples of whole numbers • LCM and GCF • Types of numbers • Number patterns	• Forming patterns or sequences of numbers and shapes. • Listing factors and multiples of numbers. • Finding the LCM and GCF • Finding the sum of even and odd numbers • Identifying and listing the types of numbers • Using types of numbers to form number patterns and sequences

Suggested Competences for Assessment

The learner

a) Forms patterns from shapes
b) Lists/ signs numbers to form patterns
c) Finds LCM and GCF

Term II

Topic 5: Fractions **15 periods.**

Overview:

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. Give learners opportunity to discover the reciprocals of fractions practically. Although fractions are covered in first term in Primary 4 and in second term in primary 5, 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

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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 o 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 contextualized to help the learners to relate to daily life.

Competences	**Content**	**Activities**
• Demonstrates proper, improper and mixed numbers using objects and diagrams • Changes mixed numbers to improper fractions and vice versa. • Orders fractions with the same and different denominators • Adds fractions with the same and different denominator • Subtracts fractions with the same and different denominators • Multiplies fractions with fractions • Finds reciprocals of fractions • Divides proper fractions by proper fractions • Dividing fractions by natural numbers • Finds place values of digits in decimal numbers • Converts decimals to fractions and vice versa • Adds decimals up to	• Proper, improper fraction and mixed numbers. • Equivalent fractions. • Ordering fractions • Addition and subtraction of fractions • Multiplication of fractions • Division of fractions • Place value of decimals up to hundredths. • Decimals on number lines. • Conversion of decimals to fractions and vice versa. • Addition and subtraction of decimals up to hundredths	• Demonstrating with examples proper, improper fractions and mixed numbers using objects diagrams e.g. ½ , 2/3, 5/4 • Renaming/ signing mixed numbers as improper fractions and vice versa. • Writing/brailling equivalent fractions • Working out problems involving equivalent fractions. • Orders fraction with the same and different denominators • Adding fractions with same and different denominators. Subtracting fractions with the same and different denominators. • Multiplying fractions by fractions • Multiplying fractions by natural numbers • Dividing proper fractions by proper fractions and finding reciprocal of

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hundredths. • Subtracts decimals up to hundredths		fractions • Dividing fractions by natural numbers. • Finding place value and values of digits of numbers. • Converting decimals to fractions and vice versa. • Adding and subtracting decimals up to hundredths.

Suggested Competences for Assessment

The learner:

a) Names/ signs equivalent fractions and illustrates them.
b) Distinguishes between proper and improper fractions and writes/ braille mixed numbers
c) Changes proper fractions to improper fractions and vice versa
d) Orders fractions
e) Carries out the four fundamental operations on fractions.
f) Solves real life problems related to fractions
g) Finds place value and use place values of digits to find values.
h) Converts decimal to fractions.
i) Adds decimal fractions.
j) Subtracts decimal fractions

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Topic 6: Lines, Angles and Geometric figures **14 periods**

Overview

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 4 curriculum the 2 and 3 dimensional figures are given as separate topics but because both feed into a similar topic in primary 5, 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.

Competences	Content	Activities
• Matches 2 and 3-dimensional figure pictures to their English names • Draws and constructs right angles • Draws and constructs parallel lines • Constructs circle and regular hexagon • Finds lines of folding symmetry of a rectangle, square and special triangles	• 2-dimensional figures • 3 dimensional figures • 2-dimension figures : triangles, squares, rectangles. • Right angles • Parallel and perpendicular lines • Angles. • Circles and regular hexagons. • Simple lines of folding symmetry - rectangle - square - special triangles	• Matching pictures of figures to their names in English. • Drawing 2- and 3-dimensional figures. • Constructing simple 2-dimensional figures. • Making models of common solids and displays them.

Suggested Competences for Assessment

The Learner:

a) Identifies, draws and models 2-and 3 dimensional figures.
b) Draws right angles correctly
c) Identifies, draws and constructs parallel and perpendicular lines.
d) Correctly constructs a hexagon.
e) Folds square, rectangular, triangular sheets of paper to form lines of symmetry.

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f) Uses geometric instruments to construct angles, circles, squares and regular hexagons.

Topic 7: Data Handling **14 periods.**

Overview:

Learners have been collecting information on different items whether organized 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 4. It is a basis for learners organizing and presenting information on the line and bar graphs. Line and bar graphs are found in both primary 4 and primary 5. The teacher will cover the content concurrently referencing from the textbook of P4 and of P5 at the same time. This topic should be made fun and engaging, drawing examples from the learner's experiences.

Competences	Content	Activities
• Uses tally marks to collect and group data • Draws and interprets information on pictographs • Draws, displays and interprets data on line and bar graphs • Determines and uses average of the bar and line graphs	• Tally mark • Pictographs • Scales on the horizontal and vertical axes. • Bar graphs • Line graphs • Average.	• Grouping information using tally marks. • Drawing pictographs • Drawing scales on the horizontal and vertical axes • Drawing, reading, interpreting and displaying data on line and bar graphs • Finding average of collected data

Suggested Competences for Assessment

The learner:

1. Collects and groups data from home and community.

2. Displays data using tally marks.
3. Draws, interpret and display data on the bar and line graphs
3. Works out average of data.

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Topic 8: Time **12 periods.**

Overview:

Time is under measurement in both primary 4 and primary 5 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 2 and 3.

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Competences	Content	Activities
● Uses am and pm to tell/ sign time ● Converts units of time i.e. -hours to minutes and vice-versa - days to hours and vice-versa - weeks to days and vice-versa -months to days and vice-versa ● Interprets the calendar ● Finds duration ● Solves problems related to time, distance and speed	● Time on the 12-hour clock. ● Conversion of units of time ● Duration. ● Time, distance and speed.	● Discovering when to use minute to and minute past, pm and am. ● Calculating how many minutes in an hour, hours in a day, (Conversion of time) ● Interpreting the calendar and communicating the findings ● Finding duration ● Calculating distance, time and speed

Suggested Competences for Assessment

The learner:

1. Tells/ signs time on 12-hour clock using digital and analogue Clocks
2. Converts bigger units of time to small ones
3. Finds duration.
4. Solves word problem involving time, distance and speed.

Term III

Topic 9: Money **9 periods.**

Overview:

This topic is found in both primary 4 and 5 syllabuses under the same theme measurement. Since some learners might have missed studying in primary four, 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 the teacher 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 realized 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.

Competences	Content	Activities

● Identifies Uganda currency (coins and notes) ● Solves practical problems related to buying and selling using Uganda currency. (Problems related to buying and selling involving; - addition - subtraction - multiplication - division - completing table of bills) ● Works out simple profit and loss ● Calculates costs and prices	● Money ● Buying and selling ● Profit and loss ● Costs and prices	● Adding, subtracting, multiplying and dividing money ● Completing the table of bills ● Using role play to carry out buying and selling. ● Finding selling price, change, profit and loss.

Suggested Competences for Assessment

The learner:

a) Uses the four operations on money.
b) Completes table of bills.
c) Calculates profit and loss
d) Calculates selling and buying prices when loss or profit is given

Topic 10: Length, Mass and Capacity **14 periods.**

Overview:

This topic is handled in both classes primary 4 and primary 5. 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.

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The learners can derive the formula by themselves after carrying out practical activities. Encourage cooperative learning among learners.

Competences	Content	Activities
Length ● Converts metres to centimetres and vice versa. ● Finds perimeter of rectangles, squares and triangles ● Finds area of squares, rectangles and triangles. **Mass** ● Converts kilogrammes to grammes and vice versa ● Solves word problems involving mass **Capacity** • Converts litres to millilitres and vice versa. • Measures capacity in litres and millilitres	• Lengths in m, cm and mm. • Perimeters in cm and mm. • Areas in m^2 and cm^2 • Mass in kg and g. • Capacity in litres and ml.	• Measuring length in m, cm and mm • Converting metres to centimetres and vice versa • Finding perimeter in cm and mm • Finding area in m^2 and cm^2 • Measuring mass in kilograms and grams • Converting kilograms to grams and vice versa • Measuring capacity in litres and millilitres • Converting litres to millilitres and vice versa • Solving word problems involving measuring

Suggested Competences for Assessment

The learner:

a) Measures length and mass using correct instruments.
b) Converts from one unit to the other
c) Calculates area and perimeter of plane figures.
d) Solves word problems involving length, mass and capacity.

Topic 11: Integers **6 periods.**

Overview:

This topic is introduced in primary 5 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

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a ditch. Learners should discover by themselves the meaning of negative and positive integers through drawing and using number lines inside and outside the classroom.

Competences	Content	Activities
● Draws number lines ● Identifies positive and negative integers ● Orders/ arranges negative and positive integers using a number line. ● Uses symbols =, > or < to compare integers ● Adds integers using a number line. ● Adds integers without using a number line. ● Subtracts integers using a number line. ● Subtracts integers without using a number line. ● Solves simple word problems involving integers.	• Positive and negative integers. • Ordering integers • Comparison of integers • Addition and subtraction of integers. • Simple word problems.	● Identifying positive and negative integers ● Comparing and ordering/arranging positive and negative integers ● Adding and subtracting integers using a number line ● Adding and subtracting without using a number line ● Solving word problems involving integers

Suggested Competences for Assessment

The learner:

a) Draws number line and compare positive and negative numbers.
b) Uses symbols to compare integers
c) Adds integers and Subtract integers.
d) Solves simple word problems involving integers

Topic 12: Algebra **14 periods.**

Overview:

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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 organized as they solve equations,

Competences	Content	Activities
● Writes mathematical expressions ● Collects like terms and writes algebraic expressions ● Finds missing values in addition and subtraction ● Finds missing values in multiplication ● Finds missing values in division ● Solves simple word problems involving equations	• Simple equations. • Using the four operations. • True mathematical statements. • Like terms. • Expressions in algebra. • Simple word problems involving algebra.	• Writing/brailling mathematical expressions • Collecting like terms • Finding missing values • Solving simple word problems involving equations

Suggested Competences for Assessment

The learner:

a) Simplifies algebraic expressions
b) Solves simple equations.
c) Forms simple word problems involving equations and solves them.

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PRIMARY FIVE

TERM I

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,

The learner is able to demonstrate 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
• Identifies 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
• Locates 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 imaginary lines running from the North Pole to the South Pole of the globe.	• Drawing the map of Uganda showing major lines of latitude and longitude. • Identifying latitudes and longitudes that go through Uganda using the atlas. • Locating Uganda on the map of East Africa using compass directions.
• Identifies Uganda's neighbours.	• Kenya • Tanzania • South Sudan • Democratic Republic of • Congo • Rwanda	• Mentioning countries that share boundaries with Uganda. • Identifying compass directions of

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
		Uganda's neighbours. • Modelling the map of Uganda with her neighbours using clay and seeds. • Tracing 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.

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TOPIC 2: PHYSICAL FEATURES IN UGANDA

OVERVIEW

The learner is expected to explain what physical features are as well as 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 is able to explore, understand and appreciate the value of one's immediate and distant environment for better health and harmonious living.

COMPETENCES	CONTENT	ACTIVITIES
• Explains how different physical features were formed.	Formation of physical features (mountains) • Volcanicity • Faulting	• Explaining the concept on formation of various physical features. • Demonstrating how these physical features are formed. • Drawing diagrams showing different formations of physical features.
• Explains the influence of different physical features on climate.	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 .	Explaining the concept of physical features and their influence on climate.
• Identifies the importance of different types of physical features.	Importance of different types of physical features: • Mountains and highlands. • Plateau. • Lakes and rivers. Rift valley.	• Discussing the importance of mountains and highlands. • Listing activities that are carried out on a plateau. • Visiting different physical features in the local environment. • Naming and identifying different types of fish found in these lakes and rivers. • Locating the rift valley on the map of Uganda. (From upper Lake Albert to Kisoro). • Drawing the map of Uganda showing major

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COMPETENCES	CONTENT	ACTIVITIES
		physical features
• Discusses problems associated with physical features	• Problems associated with different types of physical features: - Mountains and highlands. Plateau. - Lakes and rivers. - Rift valley.	• Visiting some of the physical features in their locality and identifying some problems they cause. • Writing four problems that are caused by physical features • Identifying water borne diseases • Recording their findings. • Identifying 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.

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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 is able to understand and appreciate the value of climate to all living things and explain ways of maintaining climate for better health and harmonious living.

COMPETENCES	CONTENT	ACTIVITIES
• Identifies and describes the major climatic regions of Uganda.	Climate. • Climatic regions: - Hot regions. - Wet regions. - Dry regions.	• Stating meaning of climate. • Locating major climatic regions on the map of Uganda. • Tracing the map of Uganda

COMPETENCES	CONTENT	ACTIVITIES
		and showing the major climatic regions.
• Explains how climate influences human activities	• How climate influences human activities - Wet climate - Dry climate	• Locating wet areas on the map of Uganda. • Warm temperatures • Rainfall • Naming different crops grown in dry and wet climatic conditions. • Locating the dry areas where animals are reared. • Drawing 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.

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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.

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

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• Discusses human activities that affect vegetation	Human activities that negatively affect vegetation.	Visiting 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

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TERM II

TOPIC: 6 NATURAL RESOURCES IN UGANDA

Overview

Topic; 5 This topic introduces 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
• Identifies different types of natural resources in Uganda	• Different types of natural resources in Uganda.	• Locating the different types of natural resources in Uganda using the map of Uganda. • Tracing the map of Uganda and showing the major natural resources.
• Discusses the importance of natural resources.	• Importance of natural resources - Land. - Minerals. - Water. - Climate. - People. - Animals. - Plants.	• Visiting the nearest resource and finding out how it is utilized (forest, swamp, water source and mine). • Discussing how resources are used. • Discussing with any resource persons to talk to learners. About the natural resources.
• Discusses ways of caring for natural resources.	• Care for natural resources: - Proper land use. Careful development of minerals. - Avoid pollution. - Proper health care, nutrition, education and government. - Conservation.	• Cleaning water sources. • Planting trees • Listening to resource persons (Forest Officer). • Visiting a nearby natural resource and recording what you have seen.

Competences for Assessment

- Give three different uses of each of the following natural resources:
  (a) Lakes, rivers and streams.
  (b) Wildlife.
  (c) Minerals.
  (d) Land.
- Mention any two uses of minerals to Uganda.
- Give two reasons why lakes should not be polluted

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TOPIC: 6 THE PEOPLE OF PRE-COLONIAL UGANDA `

Overview

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 promotes and practices 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).	• Drawing the map of Uganda showing routes of ethnic groups. • Telling some of their legends they know from their ethnic groups.
• Reasons for internal migrations.	• Causes of immigration and migration: - Scarcity of water and pasture for their animals. - Scarcity of land and internal conflicts.	Explaining the causes of immigration by different 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.	• Identifying factors that influenced the pattern of settlement of ethnic groups. • Retelling the stories of origin of ethnic groups after inquiring from parents.

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
	- Pastoralists settled in grassland areas of the West, North and North East of Uganda.	
• 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.	• Identifying 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 symbol. - Values. - Games – Mweso, and wrestling.	• Discussing their family identities. • Stating the meaning of clan names. • Discussing with parents the areas of their ancestral location. Then report to the class. • Listing names of clan totems. • Practicing 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.	• Explaining how things are exchanged today

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
	- 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).	

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: 7 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 understands 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	• Locating the following places on the map of East Africa (Indian Ocean, Lake Victoria, River Nile, Mombasa, Dar-es-Salaam,

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
	administrators, Christian missionaries, explorers, traders. **Coastal areas -** Coastal traders.	Zanzibar, Pemba and Bagamayo. • Identifying other important places.
• Explains the reasons why foreigners came to Uganda.	• Reasons why foreigners came to Uganda.	• Identifying products which were brought into Uganda by foreigners.
• Explains the influence of foreigners on and their contribution to Ugandans.	• Foreign influence and contributions. • Change of lifestyles (building, food, leadership).	• Discussing four ways 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) (ii) The people who started it.
  (iii) (iii) Who is responsible for it today?

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TOPIC 8 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
• Explains how Uganda was made a nation.	• The concept of a nation.	• Explaining what a nation means. • Identifying key treaties between the British and kings in Uganda.
• Analyses how Uganda signed agreements with Britain.	• How Uganda became a nation.	• Discussing areas apart from kingdoms that came under British in Uganda.
• Describes the administrative systems that existed	• The administrative systems Uganda had as a Protectorate.	• Showing how people were ruled through; (i) direct rule. (ii) indirect rule.

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
during the British rule in Uganda.	• The British laws.	• Role playing
• Explains 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.	• Explaining the political, economic and social effects of British rule in Uganda. • Discussing 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.

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TERM III

TOPIC 9 THE ROAD TO INDEPENDENCE

Overview

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 is able to:

- demonstrate knowledge and appreciate the African's collective responsibility in bringing order and social justice.
- 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	• Identifying different ways, the Africans were mistreated. • Mentioning two ways Africans protested against the colonial rule.

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COMPETENCES	CONTENT	ACTIVITIES
• Identifies the factors that led to the formation of the Legislative Council 'LEGCO'.	**Factors that led to formation of LEGCO**	Discussing 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.	• Explaining 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. • Listing 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

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TOPIC: 10 Uganda as an Independent Nation

Overview

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,

The learner is able to explore, 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	• The symbols of the nation: - The National Flag. - National Anthem. - Coat of Arms. - Emblem. - The Constitution (supreme law). • The significance of the symbols of the nation: - The Constitution (supreme law). - The National Flag. - National Anthem. - Coat of Arms. - Emblem.	• Explain the symbols of the nation • Drawing and colouring the National Flag and Coat of Arms. • Discussing the significance of symbols of the nation.
• Explains the meaning of democracy and its importance.	• Democracy - The meaning of democracy. - Importance of democracy. • Functions of democracy. • Challenges of democracy. - Roles of the citizens in practicing democracy. - Types of elections. - How elections are conducted. • Bad practices during elections: - before voting. - during voting. - after voting. - Electoral commission,	• Explaining what democracy is. • Discussing and debating the importance and functions of democracy. • Naming the different elections. • Role-playing elections • Discussing challenges of democracy. • Drawing different election materials. • Suggesting two things people who get the least votes should do after elections.

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
	electoral officials, electoral materials and their functions. - Respect for democracy and elections.	• Role-playing the voting exercise. • Discussing 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

TOPIC: 11 The Government of Uganda

Overview

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, duties of government, sources of revenue and expenditure as well as rights and responsibilities of citizens of Uganda.

Learning Outcomes: The learner,

understands 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	• Explaining the role of the government. • Discussing the roles of each organ of a government

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
	(to implement decisions and programmes). - Legislature (to make laws which people must observe and respect). - Judiciary (to interpret laws made by the legislature).	• 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 and elections.	• Explaining the meaning of a constitution. • Discussing the importance of a constitution. • 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.
• Explains the sources of revenue and expenditure by the government.	• Revenue is income by government Taxation - Income Tax - Value Added Tax (VAT) - Property Tax	• Explaining what income is. • Discussing how government earns money. Explaining the ways

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
	-Pay As You Earn • Tourism • Licenses • Donations and grants • Loans Sale of government properties • Expenditure • - salaries and allowances • - development programmes • - rent • - security • - social services	in which government spends its revenue.

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

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TOPIC: 12 Population, Size and Distribution

Overview

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
• Explains 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) • Importance of census: - Know the total number	• Explaining what population and census mean. • Counting the number of learners, teachers and non-teaching staff in the school (mini census). • Grouping them by sex and tribes.

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
	of People - Plan for them (social, political and economic).	
• Explains 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: - Fertility rate of women. - Immigration - Food. - Better health (reproductive health).	• Explaining what population, size or number means. • Discussing the factors that lead to population increase. • Explaining the dangers of fast population growth Discussing how to control population growth.
• Discusses problems associated with high and low population density.	• Meaning of population density. • Meaning of high population. • 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.	• Discussing factors that are associated with: - high population density. - low population density. • Discussing how HIV/AIDS affects population. • Social and economic effects of HIV/AIDS on the population.
• Explains possible ways of controlling	• Solutions to high population density	• Discussing ways of controlling population growth.

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COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
population growth.		• Debating 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"

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PRIMARY FIVE

Preamble

In Bridging the Primary five curriculum, some topics from Primary four were shifted in this class knowing that they were not handled in that very class. 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 befit what is being taught.

What was changed/merged and the justification

Topic: 2 of primary four Curriculum, "Gods' People and the Law" was merged with topic: 3 of primary five curriculum"Gods' Word for us". The content of these two topics are similar, that's why the matter is condensed in one topic.

Topic: 1 "Faith in the curriculum of primary five 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, it helps the learner to begin from known to un known.

The Christian community is topic 5 term 2 in primary four curriculum. The topic is put in this position because, after teaching Faith as a topic, the learner will easily understand and appreciate the concept of Christian Community as a topic in that, faith builds up confidence and hope to one another and live in harmony.

Topic: 7 "Witness", 8 "Making our decisions as Christians" and 9 "Peace" were all merged. "Witness" these two topics 8 and 9 from primary four curriculum term three. The concept of these three topics relates clearly. If someone makes a good decision, it will lead to peace in life hence being a good witness of Christ.

Topic: 9 "Relationship with God "in 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, having a good relationship with God.

Topic: God's people and the law

Term one

Overview:

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, the Bible characters among whom was Moses

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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.
- Identifies the Bible structures and different types of books in the Bible. - Explains why the Bible is a unique book and how it can be applied in his/her life. - Lists different ways God inspired people to write the word. - Explains how Noah, Abraham and Jacob were faithful to God. - Explains how Moses led the Israelites out of Egypt. - Explains how Moses received the Ten Commandments. - Mentions ways the Ten Commandments apply to life today at home, school and the community.	- **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. 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 (Exd.3). - **The Ten Commandments and their**	- Drawing the common character of the Bible. - Discussing the common characteristics of the books. - Naming/brailing the different books in the Old and New Testament. - Naming/brailing animals in the ark. - Discussing on why Noah and his family were saved. - Reading/brailing and studying relevant Bible materials to pick out God's promise to his people. - Roleplaying Moses leading the Israelites. - Telling/signing how Moses received the Ten Commandments. - Mentioning/ signing the Ten Commandments. - Memorizing the Ten Commandments. -

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	applications in day to day life (Exd20).	

Assessment guide lines:

Let the learner

- Read and explain the Bible text.
- List the books of the Bible.
- Narrate a story of Noah's Faithfulness.
- Role plays Moses receiving the Ten Commandments.

Topic: Following Jesus as a leader.

Overview:

In this topic 3 of 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 is reflected in our daily lives.

Competences	**Content**	**Suggested Activities.**
- Explains the meaning of leadership and authority using local examples. - Describes the qualities of leadership and authority Jesus used. - Describes ways leadership and authority can be used for the good of the family, school and community. - 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 situation. - **Difficulties faced by Christians.**	- Listening to explanations. - Writing/brailing in short sentences the meaning of "authority and "leadership". - Sharing/ signing experiences of the times they have benefited from good use of leadership at family, school, and community. - Memorizing/ signing qualities of a good leader. - Telling/signing in simple sentences the qualities of leadership Jesus used. - Listing ways Jesus used His authority in

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		different situations. - Reading/ brailing scriptures with each learner reading a small portion. - Sharing/ signing experience of how they get into solving problems. - Memorizing Jesus' promise to his disciples. -

Assessment guide lines:

Let the learner;

- Discuss qualities of good leadership.
- Write poems on leadership.
- List the problems faced by leaders and ways of solving the problems.
- Tell how she/he appreciates good use of leadership and authority.

Topic: Faith

Overview:

This is topic one in the curriculum of primary five. The reason why it came as the fourth topic it's because, these 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.**
- Explains the concept of faith and its values. - Explains how Bible characters expressed their faith and how people can grow in faith today. - Narrates stories how faith can be expressed in authority today	**- meaning of faith and values.** Bible character. - 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-	- **Reading of the Bible text.** - Sharing/signing experiences about faith. - Dramatizing the Bible characters like Daniel in the den of lions. - Telling /signing a story on how some famous Christians expressed their faith.

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	8:1. - Acts 9:1-31. - St. Perpetual - Mbaga Tuzinde. - **Faith in authority**. - Constitution as an authority. - Electoral Commission. - Electoral process and the learners**.**	- Identifying different types of authority. - Explaining how having faith in authority benefits the community. - Sharing/signing experiences on how one grows in faith**.**
Assessment guidelines: **Let the learner;** - Read the Bible text. - Identify different types of authority and leadership. - Share experience on how one can grow in faith. - Discuss different types of value.		
TERM TWO **Topic: Christianity and Islam.** Overview: This is topic two in the curriculum of primary five. 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.**
- Explains the history of Islam. - Identifies the similarities and differences between Islam and Christianity. - Explains Christian and Islamic beliefs and principles of democracy. - Identifies aspects	- **Facts about Islam.** - Why we worship God/ Allah - Mohammed**.** - **History of Islam** - **Life of Muhammad.** - **Beginning of Islam as a religion.** - Muslims beliefs and practices. - Reading the Qur'an.	- Studying information about the life of Mohammed. - Sharing what they know of the beliefs of Islam. - Identifying the similarities and differences between Islam and Christianity.

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from Christianity and Islam that develop good relationship	- 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.	- Discussing the Pillars of Islam. - Sharing/signing views on the meaning of democracy and how it is practiced in Uganda. - Brainstorming on activities that promote good relationships**.**
Assessment guideline: **Let the learner;** - Compare the facts about Islam and Christianity. - Identify behaviours that build or destroy good relationship. - Appreciate other people's religions. - Share views on democracy and tell how she /he benefit from it.		
Topic: The Christian Community. **Overview:** 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. The different 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 brings 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.**
- Describes the events and activities of the early church. - Explains how one becomes a	- **The beginning of the church.** - Meaning of the church. - Events of the early	- Listing activities done as members of the church. - Writing/brailing in simple sentences events and activities

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member of the church. - Explains the role of missionaries in spreading the Gospel in the early church. - Mentions the effects of the Uganda Martyrs on the growth of the church. - Identifies the coming of the Holy Spirit in the church. - Explains some symbols of the Holy Spirit. - Describes ways a learner can serve at home, school, community and nation	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 the spreading the Gospel (Acts 8:26-30, 9:1-22, 18: 9-11). - **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.	of the church today. - Talking/ signing in simple ways about the events and activities of the early church. - Reading/brailing Acts 4:32-35 - Dramatizing the conversion of Saul . Acts 9:1-18. - Drawing pictures of Saul. - Talking/signing in simple ways about the effects of the Uganda Martyrs on the growth of the Church. - Dramatizing the story of the Uganda Martyrs. - Writing/signing in short sentences on the meaning of denominations identifying the different denominations in their locality. - Telling/signing about the coming and the work of the Holy Spirit in the church. - Mentioning /signing the gifts of Holy Spirit given to believer in the church today.
Assessment guidelines: **Let the learner;**		

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- Write individually on the work in the church today.
- Talk about the history of the early church in simple sentences.
- Tell ways how the Holy Spirit helps the believers in the church today

Topic: Witness.

Overview:

This is topic: 7 in the curriculum of primary five. 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 him to have peace in life and he will be a good witness of Christ.

Competences	**content**	**Suggested Activities.**
- Explains how Jesus is the light of the world and how the light can be seen in us. - Identifies the good and bad decisions. - Tells stories how Jesus made decision on his own. - Mentions ways of restoring peace in African societies (Compare with Romans 12:17-21). - Describes different ways of witnessing for Christ. - Demonstrates the Christian service to the Community as a witness to Christ	- **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 to other people.** Values that demonstrate good behaviour. Avoiding moral degeneration in	- **Singing/signing songs about sharing the light of Christ.** - **Discussing ways in which Christ is seen as the light in us and in the world.** - **Discussing ways of witnessing for Christ.** - **Discussing the values that promote good behavior.**

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	society. - **The role of returning officer, presiding officer, polling assistant, polling constable.**	

Assessment guide lines:

Let the learner;

- Read the Bible verses about the light of Christ.
- Discuss ways in which Christ is seen as the light in us and in the world.
- Tell the ways of ways of witnessing for Christ.
- Mention the values that promote good behavior.

TERM THREE

Topic: Discipleship and its reward.

Overview:

Topic: 8 in primary five curriculum. This topic presents to the learners 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 the discipleship as understood and taught by Jesus.

competences	**content**	**Suggested Activities.**
- Describes discipleship - - Explains Jesus' teaching on discipleship. - Lists some famous Christians who lived a life 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**	- Brain storming on Jesus' teaching on discipleship. <

	Christians who lived a life of discipleship. St. Francis of Assisi St. Clare. St. Augustine	examples of discipleship.

Assessment on guidelines:

Let the learner;

- Tell the meaning of discipleship.
- Read the Bible text on discipleship.
- Identify some examples of discipleship.
- Mention some examples of Jesus teaching on discipleship**.**

Topic: Relationship with God.

Overview:

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 these 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.**
- Describes the three persons of the Trinity. - Identifies the three persons who make the Trinity and the role of each person. - Identifies the two great Commandment Jesus taught. - Explains the Old Testament teaching about the hope that God gives. - Describes how people were prepared for the	**-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. - Mathew 3:16-17. - Mathew 2, 28:19. - 1Peter 1:2. - **Two great commandments.** - Jesus' teaching - John 15:9-12.	- Memorizing the Bible verses on Trinity. - Discovering of the role of each person. - Singing songs of the Trinity. - Studying the Bible verses and discovering the role of God the Father, God the son and God the Holy Spirit. - Memorizing the two great commandments Jesus taught.

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coming of the Messiah.	- 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 2:1-11.	- Roleplaying on how to cope with teenage pregnancy and other forms of trouble. - Reading and discussing the Bible text. - Roleplaying Jesus' birth. - Singing songs about Jesus' birth.
Assessment guidelines: **Let the learner;** - Tell the concept of the Trinity. - Mention the role of each person in the Trinity. - Memorize the two great commandments. - Role-play Jesus' birth and tell what it means in his/her life. - Make the Christmas cards.		

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TEACHERS' GUIDE P.5

ABRIDGED CURRICULUM OF ISLAMIC RELIGIOUS EDUCATION

Preamble

Islamic Religious Education (IRE) is a key learning area on the primary school Curriculum. Therefore leaving a topic without teaching it, may cause loss to the learner. It is one of the subjects that have been abridged through merging topics and considering the most essential competences for the purpose of regaining lost time with minimal learning loss. In Religious Education, learner's reflection on what they have learnt is very important. It enables them to learn from religion and not merely about religion. In this abridged curriculum some content has been merged, brought backward and pushed forward

Topic: Surat Zalzalah (6 periods)

Overview:

The topic deals with Surat Zalzalah 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 Zalzalah • Interprets the meaning of the Surat • Relates the message in the Surat to her/his daily life.	• Recitation of Surat Zalzalah 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 Zalzalah .
- Listen and assess the learner's articulation as he/she recites/ signs Surat Zalzalah .

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- Assess the learner's logical reasoning as he/she matches the meaning of Surat Al-Zalzalah 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: Settlement of debts (6 periods)

Overview:

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 concerning debts • Tells/ signs the meaning of the hadith • Gives/ signs the importance 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

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- 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: Resurrection and Judgment(6period)

Overview:

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 the importance of judgment day	**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 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	Reviewing Surat Zalzalah . Guiding learners in the discussion of the events of the day of resurrection. Grouping learners to dramatise the resurrection day. Individual learners outlining the significance of the resurrection day.

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Competences	Content	Suggested Activities
	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 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	

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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: Fasting(9 perios)

Overview:

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>	Guiding learners to discuss the meaning of fasting. Summarizing learners' response. Telling/signing reasons for Muslim fasting. Helping learners to mention/ sign people who should fast. Tasking learners to describe/ sign those exempted from fasting. Guiding learners to

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Competences	Content	Suggested Activities
	• Eating intentionally during day • Drinking intentionally during day • Sexual intercourse during daytime • Menstruation period • 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	discuss/ sign things that spoil fasting.

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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: Prophet Muhammad (P.B.U.H) at Madinah.(6 periods)

Overview:

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 learnt from the Prophet's life	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 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	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 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.

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- 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: Surat Al- Kauthar (108) (3 periods)

Overview:

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	• 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 to their daily life. • Dramatizing to depict the message in the Surat

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Competences	Content	Suggested Activities
	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 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.**	

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: Good Neighborliness (3 periods)

Overview:

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.	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	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

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Competences	Content	Suggested Activities
• Relates the above hadith to your daily life	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.	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: Paradise and Hell (3 periods)

Overview:

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	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.

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Competences	Content	Suggested Activities
	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". 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: Tarawiih and Idd Prayers (9 periods)

Overview:

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	**Description of Tarawiih**	Helping learners to

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Competences	Content	Suggested Activities
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	**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	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 importance of idd prayer and Tarawiih.

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Competences	Content	Suggested Activities
	akbar walillahil hamud" "Allah is the greatest, we should worship him alone, and all praises are to him" **Importance** Creates unity among Muslims Get new friends and solve problems Socialize with others	

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: Last days of Prophet Muhammad (PBUH). (6 periods)

Overview:

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	**Description of fare well pilgrimage**. **Lessons learnt from Prophet Muhammad**	Sermoning prophets last speech and guiding learners to note down points. Outlining the content of

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Competences	Content	Suggested Activities
farewell pilgrimage. • Describes/ signs the sickness and the death of the prophet	**(P.B.U.H)'s life**. -conflict resolution. -Need for democracy. -establishment of a democratic Islamic state.	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: Surat Al- Alaq(96) (3 periods)

Overview:

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	الرَّحِيْمُ الرَّحْمنِ اللهِ بِسْمِ اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الأَكْرَمْ يَعْلَمْ لَمْ مَا الْإِنْسَانَ بِالْقَلَمِ عَلَّمَ عَلَّمَ الَّذِي	• Learners Reciting the Surat in groups, in pairs and as an individual

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Competences	Content	Suggested Activities
lessons learnt from the Surat Al- Alaq • Relates the Surat to the learner's daily life	Bismillahi Rahmaan Rahiim Iq-ra-a bismi Rabbika Lladhii Khalaqa Khalaqal Insaana min Alaq Iqra-a warabbukal Aqram Aladhi allama bilqalmi Allamal Insaana maa lamy aala m **Lessons** Reading is most important	• 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: Sin(6 periods)

Overview:

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	Prophet Muhammad (P.B.U.H) said "Allah's	Guiding learners into discussion on why sinning

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Competences	Content	Suggested Activities
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.	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	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.

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.

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Topic: Zakat(6 periods)

Overview:

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 from Allah's punishments -Zakat payer gets rewards from Allah	• 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.

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Competences	Content	Suggested Activities
	-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: Miracles of Prophet Muhammad (P.B.U.H) (6 periods)

Overview:

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.

Competences	Content	Suggested Activities
• Describes/ signs the nature of prophet Muhammad's (P.B.U.H) miracles • Explains/ signs lessons learnt from Prophets journey from Makkah to Madinah	**The nature of Prophet Muhammad's (P.B.U.H) miracle.** **Prophet's miracles** **-**The Qur'an. -Israi and Miraj. -His escape during the migration to Madinah etc. **Lessons learnt from Prophets Migration** **-**with Allah everything is possible. (event of the dove and the cob-web)	• Brainstorming on the meaning of a miracle. • Guiding learners to tell the nature of Prophet Muhammad's (P.B.U.H) miracle. • Guiding learners to identify the miracles performed by Prophet Muhammad(P.B.U.H) • Tasking learners to individually list the usefulness of the knowledge of the Prophet's miracle. • Explaining/ signing lessons learnt from Prophets Journey from

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		Makkah to Madinah in relation to prophet's miracles.

Guidance on Assessment

- Assess the learner's critical thinking as he/she discusses/ signs nature of Prophet Muhammad's (P.B.U.H) miracles.
- Assess the learner's logical reasoning as he/she explains/ signs lessons learnt from prophets journey from Makkah to Madinah
- Listen and assess the learner's appreciation as he/she relates the lessons learnt from Prophets journey from Makkah to Madinah and relates them to her/his daily life.

Topic: Prophet's Muhammad (P.B.U.H)'s Migration (Hijira)(6 Periods)

Overview:

The topic unveils the fact that Hijirah is a turning point in Islamic history. It also assist learners reflect on the suffering of the prophet in his early years and persecution. This topic teaches learners the act of perseverance like the prophet did even when he got challenges he continued worshiping Allah. The topic is divided into sub-topics; - recitation of the Surat, meaning of the Surat and its importance.

Competences	Content	Suggested Activities
• Describes/ signs the Prophets journey from Makkah to Madina. • Tells/ signs the problems faced by the prophet (PBUH) on the journey. • Explains/ signs lessons learnt from Prophets Journey from Makkah to Madina.	• The Prophets journey from Makkah to Madina. • Problems faced by the prophet (PBUH) on the journey. • Lessons learnt from Prophets Journey from Makkah to Madina	• Guiding learners to describe the Prophet's migration. • Guiding learners to answer set questions from the learners textbook. • Narrating/ signing a story about the problems faced by the Prophet during Hijirah, • Narrating the process of Hijira. • Explaining/ signing the lessons learnt from the prophets' migration. • Guiding learners to reflect on incidents

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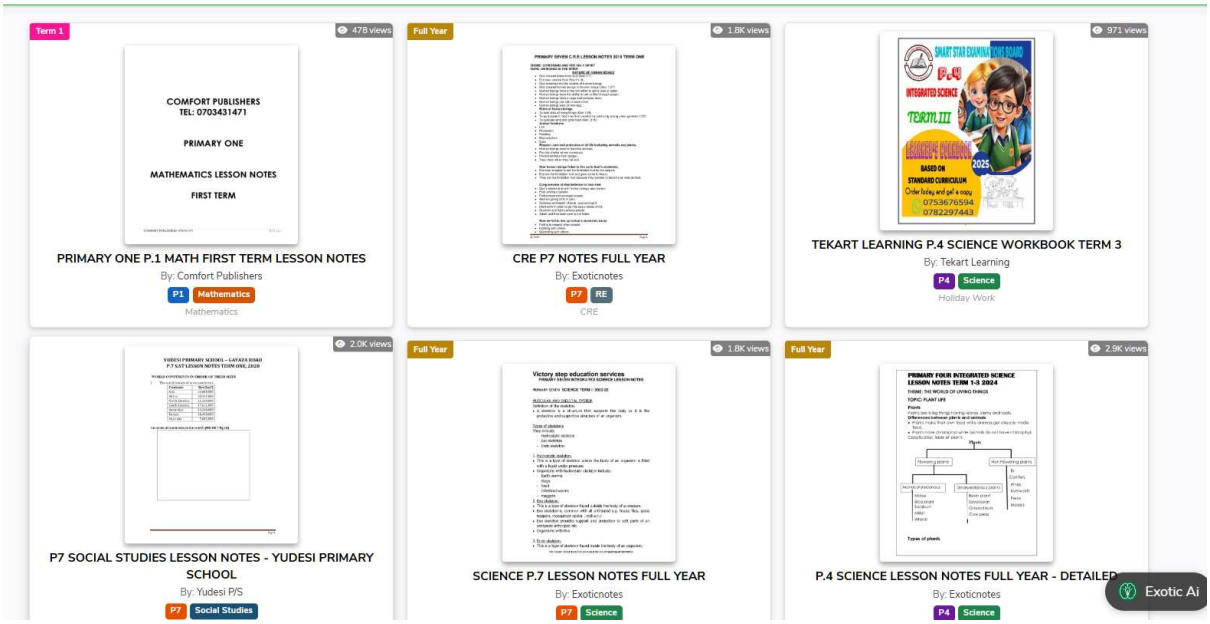
		(giving them chance to imagine they were involved).

Guidance on Assessment

- Assess the learner's endurance as he/she describes/ signs the Prophets journey from Makkah to Madina.
- Listen and assess the learner's persuasive language as he/she tells/ signs the problems faced by the prophet (PBUH) on the journey.
- Assess the learner's appreciation as he/she explains/signs lessons learnt from Prophet's Journey from Makkah to Madinah.

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